Clevedon School

SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY

Updated: September 2025

Review Date: September 2026

SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY

1.0 OVERVIEW AND INTRODUCTION

The Clevedon School SEND Policy 2025 -2026 has been updated in line with Guidance included in the SEND Code of Practice (2015) and in consultation with the Headteacher, Senior Leadership Team, teaching and support staff. This in turn takes into account views of parents and students with special educational needs and disabilities (SEND).

It should be considered along with other school policies, in particular the Accessibility Plan and the school statement on Equal Opportunities.

The SEND policy can be viewed and downloaded via the school website. A paper copy and special printed / braille/large print versions may be requested from the school office by contacting Reception in person or by telephone (01275 876744).

1.1 School Context

Clevedon School is a Mixed 11 – 18 Comprehensive, with approximately 1400 students on roll, including 240 in the Sixth Form. It is located in a beautiful wooded valley on the outskirts of the town. It is part of the Futura multi-academy trust.
Clevedon School has a highly regarded House System with vertical tutor groups for students in Years 7 – 11. The school offers a broad and balanced curriculum. Students are mostly taught in mixed-ability classes, with Maths set from the start of Year 7. Students are encouraged to embrace technology in all its forms and to demonstrate leadership of self, others and the community.

Clevedon School is a 'Good' School as judged by OFSTED in April 2024, with an expectation that all students can and will succeed.

1.2 Key Staff

Futura Learning Trust CEO
Mr Gary Schlick

Clevedon School Headteacher
Mr Jim Smith

Clevedon School Head of School
Sam Kent

Special Educational Needs Co-ordinator (SENCO)
Mrs Rhian Iredale

Senior Leadership Team Representatives for SEND
Mr Jim Smith Headteacher
Mrs Hutchings (Assistant Headteacher)

2.0 DEFINITIONS:

2.1 A child has special educational needs if he or she has a learning difficulty that calls for special educational provision to be made for him or her. This may mean that a child has a significantly greater difficulty in learning than the majority of children of the same age, or a disability that makes it hard for him or her to access facilities within the school.

2.2 A child has a disability if he or she has a physical or mental impairment which has a substantial and long-term effect on their ability to carry out normal day-to-day activities

2.3 Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

2.4 Special educational provision means educational provision which is additional to, or different from, the educational provision made generally for children of their age, other than in special schools in the area.

3.0 AIM

3.1 Clevedon School strives to provide an environment in which all children, including those with special educational needs and disabilities, working in partnership with teachers, parents and the wider community, can achieve their potential and where the individual needs, hopes and aspirations of all students are understood and met. All students are valued equally and have equal opportunities.

All teachers are teachers of all children, including those with special educational needs and disabilities

3.2 Our commitment is:

- To identify students with SEND as early as possible and ensure that their needs are met so they achieve positive outcomes at school and beyond, into the next phase of their education, training or employment
- To provide students with support in normal teaching groups where possible and through withdrawal where necessary.
- To ensure access to a broad and balanced curriculum, with disapplication from national curriculum subjects occurring only in exceptional circumstances where it can be shown to be in the best interest of the child.
- To maximise opportunities for students with SEND to join in all school and extra-curricular activities.
- To build on success and encourage students to recognise their achievements and take increasing responsibility for their own learning.
- To ensure the voice of the child/young person is listened to by placing the hopes and aspirations of the student at the heart of all decision-making to ensure they have the support they need to achieve their short and longer-term goals
- To recognise parents have an important role to play and will be involved in all key decisions.

4.0 THE CODE OF PRACTICE:

4.1 The Code identifies four areas of special need:

- Communication & Interaction
- Cognition & Learning
- Emotional, Social & Mental Health
- Sensory & Physical Needs

4.2 In line with the Code of Practice, we operate a graduated approach to SEN Support for students with SEND:

4.2.1 Quality First Teaching (QFT)

High quality teaching, differentiated for individual pupils is the first (Universal) stage in responding to pupils who have SEND. In line with Teachers' Standards (2012), it is the teacher's responsibility to 'adapt teaching to respond to the strengths and needs of all pupils'. When a student fails to make adequate progress, despite high quality teaching targeted at their areas of weakness, the teacher should refer to the SENCO for advice.

The SENCO, in conjunction with subject teachers, will look at the concerns raised and carry out an individual review. Information gathered from observations and additional testing, along with the views of the student and parents, will be shared to help teachers adapt and differentiate their teaching and make effective use of any agreed classroom strategies and support.

4.2.2 SEN Support

This is the second (Targeted) stage of the graduated approach for students with SEND. Students who need more than the differentiation and in-class support available will have these needs met by access to additional SEN Support through targeted, time-limited interventions with clear positive outcomes.

Parents will be involved in these decisions and the student's name and a description of the support offered will be added to the School SEN Record. Teachers need to remain involved and work closely with all other adults delivering these interventions. However, additional intervention and support cannot compensate for a lack of good quality teaching.

Additional support will be reviewed at key points in the year, such as Academic Mentoring Days. Where the school, having tried a number of strategies, remains concerned at the student's continued lack of progress, more personalised provision may be offered and in time the school may also refer to expert outside agencies for advice eg Educational Psychology or CAMHS.

In exceptional cases, where a student has more complex needs and requires a higher level of individual support to achieve a positive outcome, the school may apply to the local authority for Top Up Funding to meet the student's needs and ensure their continued inclusion.

4.2.3 An **Education, Health & Care Plan - EHCP** (previously known as a Statement of SEN) is the third and final (Specialist) stage of the graduated approach. This is issued by the local authority after a period of consultation and assessment for those students identified as having the most complex difficulties and now covers children/young people from 0 – 25 years. The EHCP is a legal document which describes the student's needs and the desired outcomes. The provision the school needs to make for a student with an EHCP is likely to be highly individualised. A review of the EHCP must be held at least annually with the student, parents and other relevant professionals. It should be person-centred and always take account of the student's views and what is needed to ensure a good transition to the next phase and beyond into adulthood.

The Code of Practice (2015) requires schools to raise the aspirations of all children and young people with SEN and Disabilities through an increased focus on life outcomes, including employment and greater independence. Specific Learning Challenge lessons, targeted Futures work, established college links and a personalised supported Year 10 work experience enable us to work towards meeting this requirement for our students.

4.2.4 Students recorded as SEN Support/EHCP will have a **Support Plan.** These plans are drawn up by Student Support Staff, Subject Teachers and/or Pastoral Team in consultation with the students and their parents. The plan gives details of the child's strengths, potential barriers to learning and suggested strategies that can be used by teachers. They may also summarise recommendations from any professional reports. Progress towards agreed outcomes will be monitored through an Assess-Plan-Do-Review process.

5.0 IDENTIFICATION AND PROVISION:

5.1 Provision for students with special educational needs and disabilities is a matter for the school as a whole. However, the Special Educational Needs Co-ordinator is responsible for the day-to-day operation of the SEND policy.

5.2 Key staff (usually Heads of House and SENCo) visit the primary schools prior to transfer to discuss all new students, including those with SEND. Parents are invited to come into school to share information both before and after transfer and are consulted regularly about their child's progress. Increased collaboration between schools in the Clevedon Learning Partnership will enhance this process. Year 6 Data, Year 7 Cognitive Assessment Tests and Reading Test data contribute to the information teachers use to meet the needs of the students they teach. Student Support Staff

also monitor and screen Year 7 students in classes during the first few weeks and subject teachers can refer any concerns to the Student Support Team.

5.3 Information from all these sources allows teachers and Student Support staff to identify student needs, to differentiate and target resources accordingly. Some in-class support is offered across the curriculum, with Year 7 receiving proportionally more help to ease transition and enable them to settle into their new environment.

5.4 Students make progress at different rates and learn in different ways. Quality First Teaching ensures that all teaching takes account of this and the majority of children will have their needs met through normal classroom arrangements, including teaching assistant support where possible and appropriate differentiation. Subject Leaders and subject teachers ensure that Schemes of Learning can be adapted to meet individual students' needs.

5.5 A range of multi-sensory resources are used to boost literacy and numeracy and lower ability sets are usually supported by experienced teaching assistants. Progress is monitored regularly and some individual teaching is available for identified students who continue to have significant literacy/numeracy difficulties. There are also tutor time opportunities for those who are improving, but would benefit from on-going support for basic skills.

5.6 In Years 10 and 11, support is usually offered via options, chosen to meet the students' individual learning needs and styles. This might include more vocational courses such as College Links or BTEC. Occasionally, there is the possibility of an extended work experience placement or Early College Transfer. Independent Study lessons can offer a reduced timetable and supported private study time for students with SEN. Regular individual and group catch-up sessions are also held after school, especially when students are preparing for exams.

5.7 Students with Social, Emotional and Mental Health Difficulties, and those at risk of exclusion from school, work with our own Pastoral and Student Support Teams, in the first instance, on short social awareness programmes. They may also work with professionals from other services, as outlined below.

5.8 Students with SEND, who fulfil the criteria set out by examination boards, may be eligible for support in public examinations. An assessment is usually conducted by a specialist teacher for this purpose towards the end of Year 9 and parents are informed of the outcome.

5.9 Gifted and Talented Students have their needs met by extension work within subject areas and by extra-curricular activities.

6.0 OTHER AGENCY INVOLVEMENT:

6.1 The Student Support and Pastoral Teams meet regularly to discuss individual student needs. The school works closely with other professionals and may seek their advice. If it is considered necessary to refer students to other agencies, parents will be consulted before such referrals are made and informed when an appointment is due to take place. Parents will be invited to meet any professionals involved and may also receive written advice from them.

6.2 The Student Support Team may seek advice from other professionals such as**:**

- Education Inclusion Service
- Educational Psychology Service
- Medical Tuition Service and Voyage Learning Campus (Alternative Provision)
- School Nursing Service
- Community Paediatrics
- Child and Adolescent Mental Health Team (CAMHS)
- Education Welfare
- Social Care
- Family Support Teams
- Sensory Impairment Service (Hearing / Vision)
- Speech and Language Therapy Service
- Occupational Therapy Service
- Children's Disability Team

7.0 COMMUNICATION WITHIN SCHOOL:

7.1 SEND features as part of the school's CPD programme and is discussed at various staff meetings, as part of the on-going Teaching and Learning focus. This enables Senior Leaders and colleagues to liaise with the Student Support Team

- to oversee the effectiveness of the school's SEND strategy.
- to enable Student Support staff to communicate with and support the work of subjects
- to discuss and develop further ways of meeting the special needs of students.
- to provide on-going staff development in SEND.

8.0 CONTINUING PROFESSIONAL DEVELOPMENT:

8.1 Training in SEND is a key feature of the first INSET day each year. Subsequent training is often delivered as part of weekly Staff Briefings, twilight Staff Meetings, INSET days or the school's Learning Hub and is also identified through the staff appraisal programme. Opportunities are arranged according to individual and whole school development needs.

9.0 ADMISSION ARRANGEMENTS:

9.1 Clevedon School serves its local community and all students living in the catchment area are encouraged to attend through well-established links with feeder primary schools. Clevedon School offers a broad and balanced curriculum to all its students.

9.2 The governors make every effort to accommodate a pupil's particular needs and will work to improve accessibility for the future. Unfortunately, the sloping nature of the site and older multi-storey buildings make some areas of the school difficult to access for students with more severe physical disabilities, though careful rooming can overcome most of the accessibility issues.

10.0 TRANSITION AT KS2, KS4 & KS5:

10.1 All students take part in an Induction Programme of visits and curriculum activities which begin in Year 5 and continue in Year 6. The most vulnerable students have an enhanced transition programme working with members of the Student Support Team and are supported and monitored carefully on arrival in Year 7.

10.2 Similarly, when students are preparing to leave in Years 11 - 13, those with SEND are supported to make appropriate choices and throughout the interview and transition process. Professional reports and letters of advice are sent to receiving organisations to ensure our students' needs are known in order to receive the on-going support they require from the start of their next phase.

11.0 THE RESPONSIBILITIES OF THE GOVERNING BODY:

11.1 In co-operation with the Headteacher and the SENCO, the Governing Body is responsible for ensuring that appropriate provision is made for all students with SEND, in line with the Code of Practice. The Governing Body ensures that all teachers are aware of the importance of identifying and providing for students with SEND. They ensure that students with SEND are integrated as fully as possible into all school activities and extra-curricular activities. In addition, they monitor the effectiveness of the school's SEND policy and report on all aspects of SEND to parents.

12.0 COMPLAINTS PROCEDURE:

12.1 Parents who are unhappy with the SEND provision for their child should discuss the matter with the SENCO, in the first instance. The situation can usually be resolved in this way, but parents may also appeal to the Headteacher and/or the school's Governing Body.

12.2 If the school is still unable to satisfy parents' concerns, they should contact the LA who have a Parent Partnership Scheme in place to mediate in such cases. If necessary, a final appeal may be made to a SEND Tribunal.