



**COUNDON COURT**

**SPECIAL  
EDUCATIONAL NEEDS  
& DISABILITY POLICY**

**AY2223**

**Agreed by Governors:** September 2022

**Frequency of Review:** Annually

**Date of Next Review:** September 2023

## SPECIAL EDUCATIONAL NEEDS POLICY

### The policy aims to:

- This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report
- This policy also complies with our funding agreement and articles of association.
- Be within the compass of the LA Statement of Policy for Children with Special Educational Needs.
- Operate within the School's policy for inclusion.

### Abbreviations:

<b>SEND</b>	Special Educational Needs/Disability
<b>EHCP</b>	Education Health Care Plan
<b>SSP</b>	Student Support Plan
<b>SENDco</b>	Special educational Needs / Disability Coordinator
<b>PM</b>	Progress Manager
<b>GM / LM</b>	Graduate Mentor / Learning Mentor
<b>TA</b>	Teaching Assistant

### **Our SEND Faculty is led by our Special Educational Needs / Disability Coordinator:**

Mrs C Green – SENDco - Assistant Principal

Mrs B Winterburn – SEND Team Leader

Mrs W Denton – Deputy SENDco, Lead Teacher for SEND

Other faculty staff members include Learning mentors, Progress manager, Graduate Learning Mentor and Teaching Assistants.

The governor with a designated interest in SEN/D is appointed annually.

There are a number of support staff employed by the school to work with students with SEND, working mostly to support students with the highest level of learning needs.

The SENDco and wider team establishes close working relationships between students, staff, parents, and outside agencies so that students can be supported in a fully supportive environment.

### **Definitions:**

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **Special Educational Needs Policy Statement**

### **Aims of the School's SEN/D Policy**

The objectives of our policy are to:

- To ensure full entitlement for SEND students to access a broad, balanced and highly ambitious curriculum, designed to give students the knowledge and cultural capital they need in life.
- To stimulate and/or maintain pupil interest and enjoyment in their own education.
- To enable SEND students to develop intellectually, emotionally, and socially in order to lead full and productive lives.
- To identify and assess students with SEND as early and thoroughly as is possible.
- To involve parents, staff and students in the identification, assessment, and delivery of SEND in close cooperation with all relevant agencies in order to work together as a multidisciplinary team.
- To meet the needs of SEND students by offering appropriate forms of educational provision by making the most efficient use of all available resources.
- Successfully prepare SEND students for adulthood, and transition into Post 16.

This policy sets out how we intend to meet these objectives. The procedures we set out will be reviewed every year to ensure that we are doing all we can to meet the objectives.

**The SENDco will:**

- Work with the school Principal and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- With the SEND Team Leadership, manage the day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and quality first teaching.
- Advise on the graduated approach to providing SEND support – Assess, plan, do, review.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority (LA) and its support services.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.
- Manage the timetables of SEND support staff.
- Report on the effectiveness of provision to the senior leadership team and through them to governors.
- Keep up to date with new initiatives to support students with SEN and share good practice with all teachers.

**The Principal and Senior Leadership team will:**

- Support the work of the SENDco and have the overall responsibility for the provision and progress of learners with SEN and/ or disability.
- Identify resources for SEND.

- Plan with the SENCO how resources are used to support students in the most efficient, effective and equitable way.
- Work with the SENDco and SEND governor to determine the overall School policy for Inclusion and SEND within the school.

**Subject Teachers/Tutors will:**

- Be responsible for the progress and development of every child in their class.
- Identify students experiencing difficulties.
- Discuss students with SEN/D with the SENDco and parents/carers.
- Read all the information concerning the students they teach, which is provided by the Student Support Plans.
- Contribute to planning and provision to meet identified needs with reference to the information they receive about the individual student's needs.
- Contribute to monitoring and review procedures.
- Work closely with any TA or Specialist staff to plan and assess the impact of support and interventions, and how they can be linked to their classroom teaching (Quality First Teaching).
- Seek to meet SEN/D within the overall framework of inclusion in the school by meeting this SEND policy.
- Ensure that Quality First teaching meets the needs of every student including those with SEND.

**Faculties will:**

- Ensure curriculum plans detail strategies for differentiation and meet the needs of every student.
- Use faculty resources to build the teaching resources available for SEN/D.
- Monitor plans to ensure they include appropriate differentiation for students with SEN/D
- Ensure assessment procedures are appropriate for students with SEN/D.

## **Governors will:**

- Identify one governor with a special interest in SEN/D.
- Use their best endeavours in ensuring that students' special educational needs are identified and provided for by monitoring the quality and effectiveness of SEN and disability provision within the school.
- Help raise awareness of SEND issues at governing board meetings.
- Work with the Principal and SENDco to determine the strategic development of the SEND policy and provision in the school.

## **Admission Arrangements:**

Before students come to Coundon Court we will:

- Visit our feeder schools, note students who have already been identified as having SEND and collect information about their educational history.
- Undertake follow up visits to discuss individual students in more detail as necessary.
- Collect information about the student's educational history from the last school attended by the student, any educational support services who may have been involved with the student, and from the parents/carers.
- In many cases the SENDco is invited to attend the annual review meeting in Year 6 for students with EHCPs who will be transferring to Coundon Court in Year 7.

## **Once students arrive in the School, we will:**

- Undertake a range of baseline assessments to identify students' needs and establish their strengths and areas of development.
- Meet with parents of students with SEND at Parents' Evenings.
- Review any existing Student Support Plans (SSPs) in consultation with the student and parents/carers.
- Make sure that information about students' SEND is passed on to appropriate staff.
- Share information appropriately about SEND support services available to families.

## **When students leave the School, we will:**

- Pass on information about the student's educational history to any receiving School/School/College.
- Complete other transfer documentation as required.

## **Areas of SEN/D**

### **Cognition and Learning**

E.g. Moderate Learning Difficulties, Specific Learning Difficulties, dyslexia and dyspraxia.

### **Communication and Interaction**

E.g. ASD, Speech and Language.

### **Social, Emotional Mental Health (SEMH)**

E.g. ADHD/ADD/OCD, Anxiety/depression/conduct disorders/self-harming/attachment disorders.

### **Sensory and Physical Disability**

E.g. Visual impairment/hearing  
Impairment and physical difficulties

Members of staff are trained in: Dyslexia, Autism, Speech and Language, Visual and Hearing Impairments, challenging behaviour and Dyspraxia. Covering all areas identified in the Code of Practice 2015.

## **Building Adaptations and Special Facilities:**

We have the following adaptations and special facilities

- Ramps – into buildings and to access all areas of the school site
- Wider door openings
- External door automatic opening button (in specific blocks)

- Lifts (in specific blocks)
- Toilets for disabled users, including close mat toilet, bed and hoist

### **The Allocation of Resources to and amongst Students with SEN/D**

The Governing Body of the School sets the overall budget available to meet special educational needs taking account of:

- Statutory requirements.
- Other budgetary requirements in the School.
- The resources identified (but not earmarked) for SEND within the Individual School's Budget.
- The availability of additional grants to the School.
- Priorities identified in the School Operational Plan.

### **The SENDco works with the Senior Leadership Team of the School to:**

- Identify the pattern of need across the School.
- Establish the most cost-effective means of meeting these needs.
- Allocate support to groups of students and individual students, including those with Educational Health Care Plans.
- Ensure that support is allocated to students on a fair and equitable basis.
- Monitor the progress made by students with SEN/D and make sure certain levels of attainment of SEN/D students are in line with school expectations.
- Evaluate the effectiveness of provision for SEN/D.
- Ensure that support staff, including teaching assistants and mentors, work within the framework of School policy and practice.



## **Identification, Assessment, Monitoring and Review Procedures**

### **Identification**

Special Needs provision will be provided wherever possible alongside other children taking account of:

- The wishes of parents/carers.
- The needs of students.
- The resources available to the School.
- The efficient education of other students in the School.

We believe that all teachers are teachers of SEND.

Our procedures are designed to offer a graduated response to special needs in line with the SEN/D Code of Practice (2015) including the following stages:

### **SEN SUPPORT**

The School makes arrangements for a structured conversations during the year, once during the first half of the academic year and the other at a Parent Consultation Evening.

The meeting will:

- Review Progress.
- Discuss concerns/issues.
- Discuss strategies for providing appropriate intervention for the student.
- Look at intervention and support.
- The SENDco/team member will discuss concerns with the student's parents/carers.
- Agree targets moving forward.

- School will seek the involvement of external agencies to support the production of an extended Student Support Plan for the student if necessary.
- Continue to keep the student's progress under regular review.

Students can be removed from the SEN/D register where reviews reveal satisfactory progress and appropriate levels of attainment.

## **EDUCATION HEALTH CARE PLANS**

The production of an EHCP is organised by Coventry Education Service, in close liaison with the School and the student's parents/carers.

The provision set out in a student's EHCP will be closely monitored by the SENDco and reviewed annually. Parents/carers will be invited to contribute to the review and attend the Annual Review meeting.

### **Assessment**

The SENDco can refer students to the Educational Psychology Service, or other relevant external agencies. Such referrals will always be first agreed with parents/carers.

Students are entitled to forms of assessment, which are appropriate and differentiated according to their needs.

Reporting of a student's attainment will be made in the context of the School's Assessment, Recording and Reporting Policy.

### **Student Participation**

Staff will seek to involve students (in an appropriate way) in discussions about their individual programmes. Students attend and contribute to their review meetings, unless there are special reasons why this would not be appropriate.

### **Monitoring**

The SENDco will meet key teachers to monitor students. Heads of Faculty will monitor student progress and report any concerns to the SENDco. Interventions will be put in place to support students learning where necessary and is monitored and reviewed regularly with the no failure to make progress team.

## **Reviewing**

Students Support Plans will be reviewed regularly with teaching staff.

The SENDco will update the School's SEN/D register termly. SEN/D registers available to be viewed by all members of the teaching and appropriate learning team.

The SENDco will work with the Senior Leadership Team to review the overall pattern of SEN/D support on an annual basis.

## **Arrangements for Providing Access to the Curriculum for Students with SEN/D**

We support access through differentiation, SSPs, allocating extra adult support to an individual or group according to set criteria and availability of resources. We develop self-esteem through positive reinforcement, using assessment processes to identify any learning difficulties.

We ensure ongoing observation and assessment and provide regular feedback about the student's achievements and experience to form the basis for planning the next step of the student's learning.

We seek to be an inclusive School by:

- Using the SEN/D review procedures to identify any barriers in the way of the student and plan appropriate and reasonable action.
- Valuing the diversity of our students of which SEN/D are a natural part.
- Ensuring that our reading stock includes stories with positive images of people with SEN/D.
- Looking for opportunities within the curriculum to raise SEN/D issues.
- Seeking to make provision for SEN/D within routine class arrangements wherever possible.
- Seeking opportunities for students with SEN/D to work with other students.
- Encouraging students with SEN/D to engage in enrichment activities with other students.

## **Criteria for Evaluating the Success of the SEN Policy**

The following criteria will be used:

- The amount of identified teaching time available to support SEN/D students.
- The number of students with special educational needs attaining specified levels in assessments and end of key stage outcome measures.
- Average reading/spelling improvement of student receiving support.
- The funding allocated to SEN/D by governors.
- The proportion of teachers' records which include information on SEN/D students in their classes.
- CPD time allocated to staff development with reference to special educational needs.
- The proportion of parents attending or contributing to reviews and consultations.
- Staff fulfil the expectation of the School in carrying out procedures for special needs and produce the necessary paperwork e.g. SSPs, Reviews, Reports, appropriate class organisation for SEN/D.
- Recommendations by external agencies are acted upon.
- Students are confident and well-motivated and are making measurable progress.
- Students with SEN/D are able to fully participate in the life of the school.

## **Arrangements for Considering Complaints about the SEN/D Provision within the School**

Complaints should be taken up in the first instance with the School staff directly concerned.

If the complaint is not resolved, then the matter should be raised with the Principal who may:

- Arrange a joint meeting with complainant.
- Undertake further investigations.
- Seek the involvement of external agencies, such as the Parent Partnership Service or the Midlands Mediation Service.
- Take action to address the complaint.
- Decide that the complaint does not warrant any action and advise complainants of further action they can take.

Information about the School's Staffing Policies and Partnership with Bodies beyond the School.

### **The School's Arrangements for SEN/D CPD and involvement with External Agencies**

- All staff receive In.Service training or information about the SEN/D Code of Practice (2015) and issues relating to Disability.
- All staff have the opportunity to receive In.Service training on SEN/D procedures in School.
- All staff have the opportunity to receive In.Service training on specific disorders and/or disability of children within their care e.g. reading website, online training.

### **SEND staff will make use of teachers and facilities from outside the School including Support Services**

- External agencies will be used to provide advice and In.Service training for staff especially on specific needs as they arise within School.
- External agencies will be used to identify specific targets for students in line with the School's procedures.
- Planning meetings will be held at the beginning of each term to agree a programme of work with the Educational Psychology Service.
- Regular liaison takes place with Health professionals to access the following services: Speech and Language Therapy, Physiotherapy, Occupational Therapy, Child and Adolescent Mental Health Service and Social Services.
- Regular contact with Personal Advisers from the Careers Service who work with students with an EHCP to help them plan their future after School.

### **Arrangements for Partnership with Parents**

The concept of parents as partners is central to the SEND Code of Practice (2015). Parents/carers should always be kept informed about their child's progress at School and any difficulties should be made known to parents at the earliest stage.

Parents/carers will be encouraged to attend review meetings/consultation evenings where they will have the opportunity to express their feelings about their child's progress. They will have the opportunity to discuss how they will support the Student Support Plan targets at home.

### **We seek to work in partnership through:**

- Regular consultation and review procedure for the sharing of information.
- Sharing of assessment and planning information through Student Support Plans.
- Open School Access for parents/carers.
- Discussing with parents/carers options when students leave the School.
- Meeting the parents/carers of prospective new students to the School to discuss SEN/D support.
- Links with other mainstream and special schools, including arrangements when students change or leave the School.
- Primary links with our feeder schools are well established.

### **Arrangements for Students Changing or Leaving School:**

Parents/carers seeking places at other academies/schools outside the usual leaving times can discuss this with the Education Service in the Council House.

### **At the usual leaving times, the School:**

- Can arrange to discuss options with parents/carers
- Arranges for students to visit their new School
- Ensures students have access to careers advice
- Helps students to prepare for their new setting

### **We liaise with but limited to:**

- Child and Adolescent Mental Health Service (CAMHS)
- Child Health Service
- Early Help Services
- Education other than at School (EOTAS)
- Integrated Primary Mental Health Service (IPMHS)
- Occupational Health and Physiotherapy
- Coventry and Warwickshire Mind Services

- Social Services
- Speech and Language Service/Therapists
- The Complex Communication Team (CCT)
- The Educational Psychology service (EPS)
- The Sensory Support Services

## Policy Review Details

Policy Adopted: \_\_\_\_\_

First review: \_\_\_\_\_

Second Review: \_\_\_\_\_

Third Review: \_\_\_\_\_

## Contact Details

For further information about provision for students with SEND, please contact

Mrs C Green – [claire.green@coundoncourt.org](mailto:claire.green@coundoncourt.org)  
The Special Educational Needs Coordinator  
Coundon Court  
Northbrook Road  
Coundon Coventry  
CV6 2AJ

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