

SEND Policy and Information Report

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Gillotts values the abilities and achievements of all its students and is committed to providing, for each student, the best possible environment for learning by:

- ensuring the identification of SEND as early as possible in students' school careers
- monitoring progress
- working collaboratively with parents/carers and outside agencies
- involving students and parents in decision-making
- personalising learning for students
- promoting independence
- ensuring that the responsibility for SEND held by all staff and governors is carried out
- removing barriers to achievement and success

2. Legislation and guidance

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 SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which 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 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.

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo is Claire Collyer. She can be contacted by email (ccollyer@gillotts.org.uk) or telephone (01491 574315).

She will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination 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 high quality teaching
- Advise on the graduated approach to providing SEND support
- 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 and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing body 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 SEND up to date

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and Interaction: for example, Autism, speech and language difficulties
- Cognition and Learning: for example, Dyslexia, Dyscalculia, Processing and Memory difficulties
- Social, Emotional and Mental Health: for example, Attention Deficit Hyperactivity Disorder (ADHD), anxiety, emotional regulation difficulties
- Sensory and/or Physical: for example, visual impairment, Duchenne, Neurofibromatosis, sensory processing difficulties

5.2 Identifying pupils with SEND and assessing their needs

At Gillotts we have adopted a whole-school approach to SEND policy and practice. Students identified as having SEND or disabilities are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the school's curriculum and are included in all aspects of the school.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment; for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

Gillotts firmly believes in developing a strong partnership with parents and that this will enable students with SEND to achieve their potential. The school recognises that parents have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Accelerate/Acceleratewrite
- Spelling
- Writing skills
- Reading skills
- Dyslexia groups
- Numeracy

- Key LSA
- Processing/working memory & Study Skills support
- Social skills

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by subject choice, grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, overlearning of key vocabulary, reading instructions aloud, etc.

This links to our school Access Plan.

5.8 Additional support for learning

We have the equivalent of 16.52 full-time Learning Support Assistants (LSAs).

LSAs will support pupils in small groups when appropriate.

LSAs will support pupils on a 1:1 basis when small group work is not appropriate or students need more intensive intervention.

We work with the following agencies to provide support for pupils with SEND:

- Child and Adolescent Mental Health Services (CAMHS)
- Educational Psychologists
- Speech and Language Therapists/ Language and Communication Advisory Teachers
- Social Care
- NOMAD youth and community charity
- Specialist teachers (DLD, ASD Outreach)
- Occupational Therapy

5.9 Expertise and training of staff

Our SENDCo has seven years' experience in this role and has completed the National Award for SEND Co-ordination (NASENDCO). She is a qualified English teacher with 17 years' experience and has also been a Subject Leader for English.

She has a teaching load reduction of 16 hours per week to support her to manage SEND provision.

We have a team of the equivalent of 16.52 full-time LSAs, including two higher grade teaching assistants and two HLTAs.

In the last academic year, staff have been trained in supporting students with Trauma, Attachment, The Teen Brain, Seizures, Dyscalculia & Access Arrangements. There has also been a collaborative project with teachers focusing on the improvement of Quality First (Inclusive) Teaching. In addition to this, some LSAs have also chosen to complete additional courses, some at Level 2, during their own time to further develop their knowledge and skills.

5.10 Securing equipment and facilities

We work with Oxfordshire County Council to secure specialist equipment. For example, we have annual visits from Occupational Therapy to support students with physical disabilities.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Holding annual reviews for pupils with EHC plans
- Monitoring of classroom practice by the school Leadership Team, the SENDCo, Heads of House and Subject Leaders
- Analysis of student tracking data and test results for individuals and cohorts
- Value-added data for pupils
- School self-evaluation
- Visits from the LA Inclusion Team and Ofsted
- Meetings with parents, both formal and informal, to plan and revise provision and celebrate success

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in special school events such as sports day, school plays, concerts, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

The Governing Body believes that the admissions criteria should not discriminate against students with SEND and has due regard for the practice advocated in the Code of Practice, in that 'admissions authorities:

- must consider applications from parents of children who have SEND but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures
- must not refuse to admit a child who has SEND but does not have an EHC plan because they do not feel able to cater for those needs
- must not refuse to admit a child on the grounds that they do not have an EHC plan' (CoP 1:27).

The steps we are taking to prevent disabled students from being treated less favourably than other pupils are set out in our Equality Duty Statement and Objectives. The facilities we provide to help disabled students access our school are set out in the Access Plan.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to take on leadership roles within their tutor group, House and whole-school
- Pupils with SEND are also encouraged to be part of all extra-curricular activities to promote teamwork/building friendships etc.

- Pupils with SEND receive specific support for their emotional and social development, for example through I:1 Key LSA sessions, social skills intervention, ELSA support, counselling sessions and mentoring.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

Gillotts School has developed effective working partnerships with a wide variety of outside agencies and services over the years. These include:

- Child and Adolescent Mental Health Services (CAMHS)
- Educational Psychologists
- Speech and Language Therapists / Language and Communication Advisory Teachers
- Social Care
- NOMAD youth and community charity
- Occupational Therapy
- Specialist teachers (DLD, ASD Outreach)

Gillotts School has contributed to the county's Local Offer through attendance at the Neglect Forum and through using the Ordinarily Available Toolkit.

5.15 Complaints about SEND provision

Where parents/carers have concerns, they should contact the SENDCo.

In the event of a complaint, parents/carers are advised to request a copy of the school's Complaints Procedure.

The Oxfordshire service, SENDIASS, provides a range of support for parents/carers of students with SEND including Independent Parent Supporters and parent training about the Code of Practice. They can be contacted on 01865 810516, textphone: 07786524294, or email SENDIASS@oxfordshire.gov.uk.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

The Oxfordshire service, SENDIASS, provides a range of support for parents/carers of students with SEND including Independent Parent Supporters and parent training about the Code of Practice. They can be contacted on 01865 810516, textphone: 07786524294, or via OCC's [website](#).

5.17 Contact details for raising concerns

The SENDCo is Claire Collyer. She can be contacted by email (ccollyer@gillotts.org.uk) or telephone (01491 574315).

5.18 The local authority local offer

Our contribution to the local offer is by providing education for students aged 11-16.

Our local authority's local offer is published [here](#).

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO and Headteacher **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved annually by the governing body.

7. Links with other policies and documents

This policy links to our policies on:

- Access plan
- Admissions policy
- Behaviour for learning
- Complaints procedure
- Equality duty statement and objectives
- Supporting students with medical conditions

These policies are all available on the school [website](#).

This policy was adopted by the Governing Body on 4 December 2018, reviewed on 3 December 2024 and will next be reviewed in December 2025.