



COTHAM SCHOOL

POLICY AND PROCEDURES

Special Needs and Disability Policy

Version control

The table below shows the history of the document and the changes made at each version:

Version	Date	Summary of changes
1.0	30.09.18	Waves of Intervention model added
		Job titles, names and some changes to responsibilities updated
		Role and responsibilities of Assistant SENCO added
		'...and/or disabilities' added after 'special educational needs...'
		Addition of 'Communication and Interaction difficulties' in section 6

Approved by Governors: 24 January 2017
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Policy Author: Mr G. Warnock
Reviewed by: Ms D. Leong

Next review Date: October 2019



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This policy describes the provisions made for students who have a significantly greater difficulty in learning than the majority of students of the same age who attend Cotham School. This includes students who have learning difficulties and/or a physical disability, as well as students who have difficulties that prevent them from conforming to the social and behavioural expectations of the school, and for whom factors within themselves or their environment prevent them from achieving their full potential.

1. Objectives

- a. Education at Cotham will at all times be inclusive.
- b. All students will have access to a full curriculum where work and activity is differentiated to meet their individual need.
- c. All students with special educational needs and disabilities will have their needs identified and will have appropriate provision agreed.
- d. Students with special educational needs and disabilities will, wherever possible, be fully integrated with other students.
- e. The views of the student and their parents/carer will be taken into account.
- f. The needs and progress of students will be monitored and recorded and made available to staff and parents.
- g. Parents and students will be fully involved in the planning and review of all work with students with special educational needs and disabilities.
- h. Subject staff will take responsibility for meeting students' special educational needs and disabilities in the classroom
- i. Subject staff will be supported so that they have the knowledge, skills and understanding to teach all students.

2. Management of Special Educational Needs

Roles and Responsibilities are allocated as follows:

Headteacher: Ms J Butler

The Headteacher will:

- a. Take overall responsibility for special needs provision within the school.
- b. Delegate day to day responsibility for implementing the policy to the Special Educational Needs Coordinator (SENCo)

Special Educational Needs Coordinator (SENCo): Ms J. Chapman

The school's Special Educational Needs Coordinator will:

Manage the provision:

- a. Take responsibility for the day to day operation of the learning side of the school's special needs policy.
- b. Allocate resources within the budget set by the Headteacher and Governors.
- c. Manage and monitor provision for students with Education, Health and Care Plans, (EHC plan) where necessary commissioning work from outside agencies.
- d. Chair Team around the Child Meetings (TACs)
- e. Prepare submissions for Top-up funding.
- f. Manage the Inclusion Team.
- g. Manage the team budget and resources.
- h. Organize INSET and staff development programmes as appropriate.
- i. Develop contacts with parents.
- j. Advise and inform Governors of the work of the team.
- k. Liaise with outside agencies, the Deputy Headteacher responsible for Inclusion, year group Learning Coordinators and Faculty Leaders.



Coordinate provision:

- a. Ensure student's needs are properly assessed when they first enter the school.
- b. Ensure subsequent regular assessment takes place.
- c. Oversee the keeping of records.
- d. Ensure students with EHC plans have provision matched to their needs.
- e. Ensure statutory Learning Passports for students with EHC plans are prepared, written and reviewed.
- f. Ensure that all students with SEND have a Learning Passport in place.
- g. Ensure annual EHC Plan reviews take place.
- h. Ensure students with special educational needs and disabilities have full curriculum access.
- i. Maintain the Special Needs Register.
- j. Co-ordinate the work of Higher Level Teaching Assistants and in-class support.

Assistant SENCOs:

- a. Oversee the care and provision of high needs SEND students
- b. Oversee the provision for Children in Care, Looked After Children, Previously Looked After Children and Privately Fostered Children.
- c. Contribute to ensuring that all student Learning Passports are regularly reviewed with the student and parent/carer's views.
- d. Provide delivery of specific interventions within the team as required.
- e. Contribute towards the planning and monitoring of provision.
- f. Contribute to the overseeing of records.
- g. Work with individuals and small groups to support their learning.
- h. Support students at unstructured times and oversee the running of the SEND lunch club and homework club.
- i. Assist in the monitoring and reviewing of student progress.

Higher Level Teaching Assistants:

- a. Provide delivery of specific interventions within the team as required.
- b. Contribute towards the planning and monitoring of provision.
- c. Work with individuals and small groups to support their learning.
- d. Support students in the classroom.
- e. Support students at unstructured times.
- f. Work with teaching staff to develop appropriate teaching materials.
- g. Work with teachers in planning and preparation.
- h. Assist in the monitoring and reviewing of student progress.

Inclusion Managers:

- a. Take responsibility for organising and setting up provision for vulnerable students with Social Mental Emotional Health needs.
- b. Take responsibility, with the Designated Safeguarding Lead, in identifying any Safeguarding vulnerabilities of SEND students.
- c. Oversee the work of the pastoral support team such as learning mentors, family support worker and behaviour support supervisor.
- d. Act as the Designated Mental Health Lead for the school.
- e. Refer students to Bristol Inclusion Panel where appropriate.
- f. Organise support groups.
- g. Liaise with outside agencies.
- h. Liaise with SENCo in managing a register of vulnerable students who will require support.

Learning Co-ordinators

- a. Monitor students with social, emotional, mental health or behaviour difficulties.
- b. Oversee the school's graduated response to behaviour for students with SEMH or behaviour difficulties.
- c. Prepare and maintain pastoral support plans (soon to become Bristol Support Plans) as required for students with SEMH difficulties.



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- d. Liaise with the SENCo or Inclusion Manager in establishing appropriate provision for students with special educational needs.
- e. Liaise with outside agencies working with vulnerable students.

Faculty Leaders

In addition to the role of class teacher, Faculty Leaders will:

- a. Ensure that the curriculum within their subject area is personalised to meet individual students' needs.
- b. Ensure that there are resources within the faculty that will enable students with special needs and disabilities to access the curriculum.
- c. Ensure that teaching and learning styles are appropriate and meet the needs of the individual SEND student as described in their Learning Passport.
- d. Ensure that additional adult support that may be allocated to the faculty is used appropriately.
- e. Support class teachers to ensure that all teaching meets the needs of students with SEND.

Class Teachers:

The class teacher is responsible for all students with special educational needs, in his or her lesson. In addition, he/she will:

- a. Ensure teaching, learning and assessment styles and teaching materials are appropriate to the needs of students with special educational needs and disabilities.
- b. Ensure that feedback for SEND students is accessible and allows them to improve their learning.
- c. Assess the readability of texts and adapt them as necessary.
- d. Monitor the progress of all students in the group. Gather information about any student causing concern and, if necessary, make a SEND referral.
- e. Have copies of Learning Passports for students with EHC plans and all other students with SEND in his or her teaching group.
- f. Be familiar with, and ensure that the strategies contained in individual students' Learning Passports, are embedded into their teaching.
- g. Set subject targets for individuals and/or groups of students with SEND.

Communication with staff:

- a. Staff are informed which students may require additional provision via the Special Needs Register and Student Vulnerability Codes which are available on the School's Management Information System (SIMs).
- b. Updated information and other immediate changes are communicated to staff via staff briefings or by email.
- c. Student Learning Passports containing more detailed information are issued to staff.
- d. Details of which lessons are being supported are made available to all staff who may have an HLTA in their lesson.
- e. The provision of Inclusion team interventions are systematically mapped so that Learning Coordinators and teachers can use it as a tool to ensure that the right provision is in place for students with SEND.

3. Admissions

Admissions Policy

The particular placement must be recommended by the LEA's professional advisers. Special Educational Needs reasons must be accepted as essential by the LEA as part of the assessment of special educational needs under the 1996 Education Act and the school is named as first preference by the parent/carer.

KS2/3 transfer

- a. Students in Year 5 who have special educational needs and may wish to put Cotham as their first choice secondary school are encouraged to visit the school to assess how well the school could meet the student's needs.
- b. A member of the Cotham Inclusion Team will, whenever possible, attend Transitional Annual Reviews for students at the end of KS2.



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- c. Cotham Inclusion staff visit the Primary School of all students transferring to Cotham during the preceding summer term and follow-up visits by the SENCO, Assistant SENCOs and Inclusion Managers occur for students identified with SEND to meet the student's primary teachers and the student.
- d. Students visit Cotham during the summer term. Students with known special educational needs have a transition plan implemented.

Students transferring during KS3/4

All Students admitted to the school during the course of KS3/4, and who may have a special educational need, will undertake standard screening tests prior to admission.

4. SEND Facilities

Learning Support Centre

The Inclusion Team is based within the SEND/Learning Support Area, a purpose designed facility in the centre of the school. The team supports students both in the classroom and in the SEND/Learning Support Area itself.

5. Resource Allocation

Funded Students

- a. The EHC plan funding allocated to named students with special educational needs and disabilities is spent on meeting the objectives outlined in their Learning Passports.
- b. Students with additional top-up funding have a provision map that indicates how the money is spent.
- c. Decisions about how the money will be used are made by the school and may involve consultation with the parents and student.

SEND resources paid for by the school

Cost of resources:

- a. Assistant SENCOs
- b. HLTA's
- c. Assessments carried out by specialist external agencies
- c. Additional administration time
- d. Information Technology Equipment e.g. laptops, reading pens, specialist software
- e. Additional resources needed by individual students e.g. coloured paper, fiddle toys
- f. Alternative Provisions for SEND students unable to fully access the mainstream curriculum

Monitoring the use of resources

The cost-effectiveness of provision is regularly reviewed.

6. Identification Assessment and Review

Students with special learning needs are identified by both testing and referral:

The identification of learning needs:

- Students will be assessed whenever it is felt that they may have special need that is acting as a barrier to their learning.
- As the outcome of data analysed at a TAC meeting after being referred by a teacher or Learning Coordinator

This could be as a result of a:

- a. General staff concern.
- b. Concern expressed by the student.
- c. Concern expressed by parents/carers.
- d. Concern apparent as a result of screening tests. (*All students are screened at the start of Year 7 and again in Year 9*).



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Other assessments used include:

- Standardised Tests
- Individual Tests
- Classroom observation
- Class tests/exams
- Analysis of work
- Checklists
- National Curriculum Tests

Dyslexia

- Assessment for Dyslexia (See Dyslexia Policy - Appendix 1)

Special arrangements for examination

- Assessment for Special Arrangements (See Policy on Special Arrangements for Exams - Appendix 2)

SEMH or Behaviour Difficulties

Students with SEMH or behaviour difficulties that are underlying a learning difficulty are identified by the form tutor, the Learning Co-ordinator or the Inclusion Managers, working in association with the SENCo. In these cases the student will be referred to an outside agency these may include:

1. Referral to a TAC meeting
2. Child and Adolescent Mental Health Service
3. Speech and Language Therapy
4. Education Psychology service

Communication and Interaction difficulties:

Students with communication and interaction difficulties, including Autistic Spectrum Condition, are identified and/or supported through appropriate modifications and referrals which may include:

1. TAC (Team around the Child) meeting
2. MAP (Multi-agency partnership) meeting
3. Speech and Language Therapy
4. Bristol Autism Team
5. Education Psychology Service
6. Health Professionals
7. Community Children's Health Partnership

7. Criteria for placement on the SEND Record

A child or young person has a special educational need or disability, and will be placed on the SEND Register, if he or she has a learning difficulty or disability which calls for special educational provision which is in addition to or significantly different from their peers.

Learning Difficulty

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age.
- Has a disability that hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream Post-16 institutions

Students will be defined in the following categories:

Description	Category
The majority of students in school are making age expected progress and working at a level similar to their peers	Non SEND



The group of students who underachieving and require differentiated teaching, additional support or adaptations for them to access the curriculum	Non SEND (N)
Students who are disabled but are not covered by SEND Law as they do not have learning difficulties	Disabled
Those students who have a learning difficulty or disability and require additional and/or different provision	SEND School Support (K)
The much smaller group of students who require a SEND assessment and are entitled to an Education Health Care Plan	SEND Students (E)

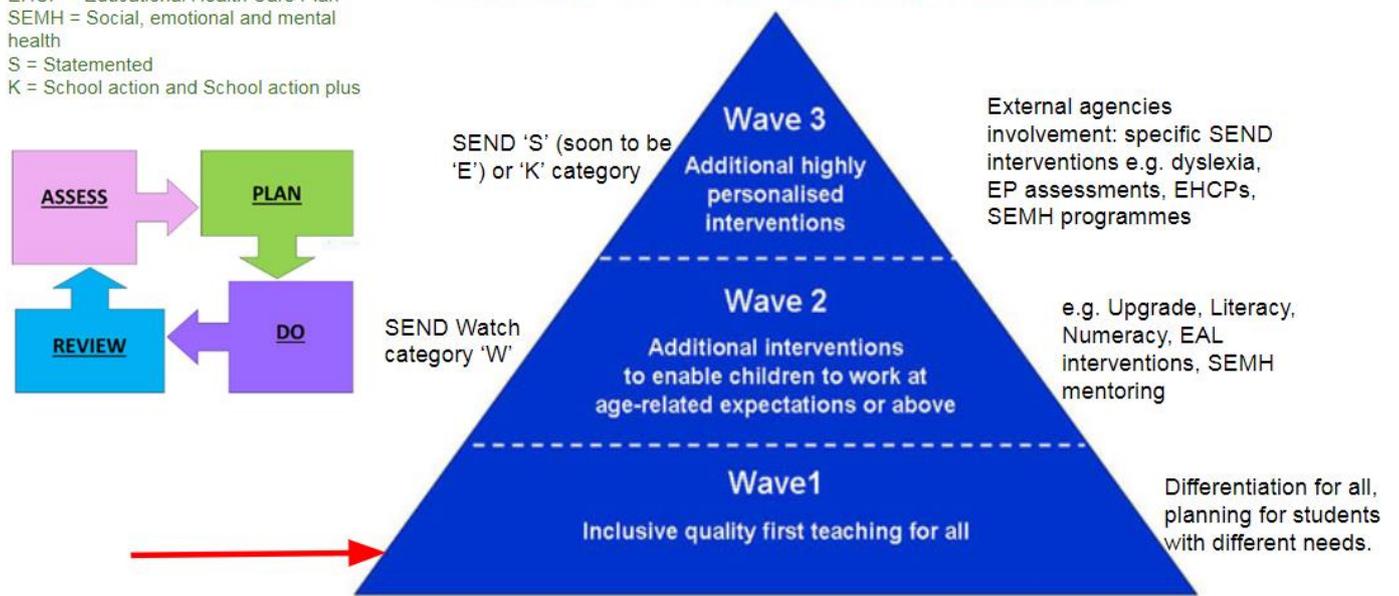
The school uses the following waves of intervention model to determine the level of support required. This is continually reviewed on a case-by-case basis for each student using the Assess, Plan, Do, Review cycle.

SEND Graduated Approach/Response

Glossary

EP = Educational Psychologist
EHCP = Educational Health Care Plan
SEMH = Social, emotional and mental health
S = Statemented
K = School action and School action plus

Waves of Intervention Model



Request for SEND Assessment

Criteria for making an Education, Health and Care Assessment:

- The school is not able to meet the needs of the Student from either its own resources or from those provided by outside agencies.
- The Student meets the criteria outlined in the Bristol Local Offer published by the local Authority to make an EHC Assessment." This is a rigorous 20 week process.

Procedure

- The request is made after an agreement by parents and professionals at an annual review meeting.

Possible outcome

- Student is given an EHC Plan.
- Student reverts to school intervention.

Education, Health and Care Plan

Procedure



- a. Students with an EHC Plan will have a Learning Passport that indicates the ways in which the objectives outlined in the statement will be met. This will be reviewed termly.
- b. Students with an EHC Plan will have a provision map that indicates how any Top-up funding that has been granted to the school to provide additional resources has been spent.
- c. The EHC Plan will be reviewed annually.

8. *Monitoring and Review*

Before a student is placed on the SEND register, appropriate provision is discussed and, if necessary, a Learning Passport is agreed.

Learning Passports

All students on the SEND register will have a Learning Passport this contains information about the individual student's learning difficulty as well as strategies to be used to support the student's learning in the classroom.

- a. Learning Passports are drawn up in consultation with student and parent.
- b. Copies of each Learning Passport are made available to all staff who teach the student.
- c. Learning Passports are stored on SIMs in the student's individual record.
- d. Learning Passports are reviewed at least twice a year.

Using Learning Passports

Subject teachers use the strategies defined in the Learning Passport in a way that is appropriate for the needs of their subject, and their own teaching and learning style. Student progress will still be monitored by different subjects in the usual way.

Reviewing Learning Passports

Reviews are held at regular intervals, normally at least twice a year. Teachers are consulted and parents/carers are invited to attend reviews. If they are not able to attend, the review will take place in their absence. The student is met with and their voice is captured in the target setting and review process.

Monitoring of Learning Passports

Some of the following will be used for monitoring:

- a. Feedback from Parents/Carers
- b. Student views
- c. Staff monitoring sheets.
- d. HLTA observations.
- e. Student monitoring.
- f. Reports from outside agencies (where applicable).

Pastoral Support Plans (PSPs) (soon to be replaced with the Bristol Support Plan)

Students with identified SEMH needs who are in danger of permanent exclusion will be given a PSP.

- a. PSP targets are wherever possible coordinated with Learning Passport targets.
- b. The PSP will be monitored at two weekly intervals over a period of sixteen weeks.
- c. PSPs are prepared by Inclusion Managers and Learning Coordinators.

Data Review

The SENCo will report back to the senior leadership team on the progress of students with special educational needs and disabilities in each year group through exam analysis and data reviews. This will include details on the following:

- a. The number of students in each year group currently on the SEND register.
- b. How this has changed over the year.
- c. What support has been offered and the impact this has had on SEND student outcomes.
- d. How funding has been used on students with EHC plans and Top-up funding, and how they have progressed.
- e. Plans for the future

9. *Record Keeping*



The Record of Special Educational Needs

Cotham School keep a list of all students who have been identified as needing additional support. This will continue to be known as the SEND Register.

The SEND Register is made available to all staff and contains details including where the student is on the Code of Practice and any intervention that are in place.

Student Records

Student records are stored:

- on the school's management information database (SIMS)
- on the SEND provision mapping spreadsheet and CPOMS (Child Protection Online Management System) database
- in files in the SEND admin office.

10. Provision

Supporting Student's learning

Some students may need additional learning support. Decisions about who should receive learning support are based on an individual assessment. (See Identification and Assessment) The work will:

- a. Be time limited.
- b. Have clear targets.

In Class Support

HLTA timetables are worked out by the SENCo. Priority is always given to meeting the statutory provisions outlined in EHC plans of special educational need or disability. Wherever possible, support is allocated to lessons where students have an identified need. Constraints of the timetable sometimes mean this is not always possible. Teachers are informed when they should be having support and when support may not be available.

Criteria for allocation of in class support

- a. The student has an EHC plan of special educational need or disability.
- b. The student wants to have support.
- c. The student has a level of need where he or she cannot manage independently.
- d. A subject team needs support to manage a particular piece of work, a particular student or group of students.

Withdrawal support

Styles of withdrawal

- a. Individual support
- b. Paired support
- c. Group Support

Criteria for receiving additional support (withdrawal)

Students who are on the school's Register of Special Educational Need and Disabilities receive support that is commensurate with their level of need.

Students with the greatest level of need may get individual support of up to three hours a week in lesson time. This will be reviewed each term. Some students will have up to five hours a week in a special literacy support group.

Students who have specific difficulty may have group support in groups of between two (paired support) or four (group support), for an hour a week. This will also be reviewed each term.

Students who are judged to have needs that would require mainstream teachers to provide appropriately



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differentiated work may have indirect support such as the advice offered to their teachers by the Inclusion Team or direct support outside normal lessons i.e. after school or during lunch periods.

The progress of the students will be reviewed each term. Where students have made sufficient progress, they will move to the next level of support.

Unstructured Time

Students on the SEND register are able to access the SEND and Inclusion Area before school, during break and lunch, and after school. This may be to work as part of a planned group or to work individually on the computers, or on a reading or spelling programme. These will normally be voluntary activities.

Supporting staff

The work of the Inclusion Team extends beyond the provision of additional teaching for students on the SEND register. The team also works with staff in helping them develop schemes of work, and teaching and learning styles.

Supporting parents

The Inclusion Team believes that the support of parents is fundamental to students' progress. The team meets regularly with parents, facilitate support groups and puts on training and awareness sessions.

10. Access to the Curriculum

Curriculum Entitlement

All students at Cotham are expected to follow the National Curriculum except in the case of students whose social, emotional and mental health or behaviour difficulties are such that their own learning and the learning of others is adversely affected if they follow a mainstream curriculum. In such cases the student may, for an agreed period of time, follow a modified curriculum that more closely address his or her particular needs. Some students are directed into alternative provision.

Schemes of work

Subject areas have schemes of work that show how learning difficulties within that subject area will be managed, and how teaching and learning styles within the subject will be modified to take account of particular special educational needs and disabilities.

Methods of Grouping

Some SEND students in mainstream are taught in mixed ability groups, others are placed in groups according to their level of ability. For students with learning needs these may be smaller than the average size. Decisions on grouping are made by Faculty Leaders.

Teaching Strategies

Teachers are issued with training and guidance on how they might adapt their teaching to take account of common disabilities or impairments (ie. dyslexia, hearing loss, visual impairment). Work should be appropriately differentiated to take account of the needs of the student.

In-class Support

The school employs a number of Higher Learning Teaching Assistants. Some of their work is with groups of SEND students in the classroom helping them to access the curriculum.

Integration and Inclusion strategies

Students with special educational needs and disabilities work in a mixture of mixed ability and set groups. Tutor groups are mixed ability.

The Cotham School site is fully accessible for all physical disabled students.

An access plan has been drawn up which indicates how both the building and the curriculum will be adapted to make the school more inclusive.

11. Governing Body



The governing body as a whole will:

- a. Ensure that necessary provision is made for any student having special educational needs or disabilities.
- b. Nominate one governor to have special responsibility for special educational needs and disabilities.
- c. Report annually to parents on how SEND students' needs are being met.

Governor with Special Responsibility for Special Educational Needs and Disability

One governor will have special responsibility for special educational needs and disabilities. It will be the responsibility of this governor to:

- a. Take a close interest in the school's provision for special educational needs and disabilities.
- b. Meet regularly with the SENCo and Deputy Headteacher responsible for Inclusion.
- c. Take part in governor training on issues related to special educational needs and disabilities.
- d. Arrange for regular reports to the full governing body.

12. Complaints

Where a parent/carer or student has a concern about the SEND provision that is being made, this should first be addressed to the SENCo. Complaints should follow the procedures outlined in the Cotham School "Complaints Policy".

13. INSET and staff development

The Inclusion team provide advice and training for colleagues on all aspects of effective teaching for students with special educational needs and disabilities, through supporting the work of faculties and contributing to INSET (In-Service Training) days.

14. External support

Cross phase links

The SENCo will attend Year 5 Annual Reviews of Students who may wish to attend Cotham School. Parents are encouraged to come in to Cotham School to talk to the SENCo

During the summer term, meetings take place between Cotham School staff and staff from partner primary schools in order that the school acquires a full picture of any students with special educational needs or disabilities. Students are also invited into the school for a taster day. One evening is set aside for parents to come and look around the school and meet the Inclusion Team.

The SENCo will attend the North Bristol SENCo Cluster meetings, while the Inclusion Managers will attend the termly North Inclusion Managers meetings.

Careers Advice

During the course of Year 11 the school's Careers Advisor meets with the students and, in particular, with students with special educational needs and disabilities. The Careers Advisor is also invited to attend all transitional EHC plan reviews in Years 9, 10 and 11

School Psychology Service

The school Educational Psychologist (EP) has regular meetings with the Cotham SENCo. Before a student is referred to the EP it is expected that:

- a. The student will be on the SEND register and receiving interventions.
- b. Strategies will have been tried and found not to have worked.
- c. Parents will have been informed.

The EP will not normally meet parents until strategies have been tried following an initial discussion.

Speech and Language Support



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The school makes use of the Speech and Language Therapy Service but the service is not normally able to offer more than an advisory service.

15. Parents and Carers

The SEND Policy is available to any parent on the school website. Additional information about how the school supports students with Special Educational Needs and Disabilities can be found in the SEND Information Report on the school's website

Arrangements for recording and acting on parent concern

It is Inclusion Team policy that all concerns are acknowledged and all letters/e-mails and records of telephone communication from parents are retained in the student's file.

Where assessment of a student has been requested, a preliminary report will be sent to parents as soon as practicable.

Procedures for involving parents when a concern is first expressed.

If the school has a concern about any aspect of the student's progress, communication is made with parent either through an e-mail or a phone call. If it is thought possible that the student may have a need for which special provision may have to be made, then the parent is invited in for a meeting.

Arrangements for incorporating parents' views in assessment and subsequent reviews

Parents' views are always recorded in writing at meetings and reviews. Notes taken at the review meetings are sent home to parents. For Annual Reviews, parents are sent a questionnaire in advance which they can use to comment on their student's progress.

Learning at home

Learning Passports may contain details of action parents can take at home. All SEND students are expected to undertake homework. Students will also have a planner or, in some cases, a home school liaison book.

Voluntary organisations which support parents

Where parents are required to fill in forms i.e. for Annual Reviews, the addresses and telephone numbers of appropriate voluntary organisations who would be able to assist in the completion of the forms, are included in the letter.

Any parent wishing for more information about voluntary organisations which support parents with particular SEND issues, can contact the SENCo to ask for advice.