Special Educational Needs and Disability (SEND) Policy 2026-27

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v1.0

CLEEVE SCHOOL
AND SIXTH FORM CENTRE OF EXCELLENCE

Special Educational Needs and Disability (SEND) Policy 2026 – 27

INTRODUCTION

Cleeve School values the contribution that every child and young person can make. The school welcomes a diversity of culture, religion and intellectual ability and strives to meet the National Curriculum Inclusion statement in delivering the curriculum to:

- Provide suitable learning challenges.
- Meet the students' diverse learning needs.
- Remove the barriers to assessment and learning.

Provision for students with SEND is a matter for the whole school. In line with the SEND Code of Practice, Cleeve School will:

- Ensure that our strategic planning ('2030') has at its heart inclusion and an all-pervasive SEND provision.
- Ensure that all students with SEND are offered full access to a knowledge rich curriculum.
- Ensure that all students with SEND are supported with metacognition and memory recall.
- Provide for the individual needs of all students with SEND and ensure their progress in mainstream education in order to maximise their achievement.
- Ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed.
- Remove any pre-conceived, unconscious bias about what children with SEND can achieve. As a School for All providing Excellence for All we believe they can achieve remarkable things.
- Take the views and wishes of the child into account.
- Work in partnership with parents to enable them to make an active, empowered and informed contribution to the education of their child.
- Work in close partnership with external agencies and consultants to ensure that our SEND provision elevates our school to a nation 'leading light' for inclusive education.

SPECIFIC ROLES AND RESPONSIBILITIES

SEND Co-ordinator (SENDCo):

Responsibilities to Students. To:

- Use baseline data to identify and monitor all students with SEND
- Inform teaching staff of students SEND and the provision that they will need.
- Maintain and update the school's provision for SEND students.
- Ensure correct provision is given to students with SEND to allow them to make progress.
- Monitor, evaluate and review the curriculum that is in place for students with SEND.
- Ensure external examination dispensation is organised appropriately.
- Co-ordinate the transition of students with SEND from primary schools, into KS4 and into further education, attending and organising meetings where appropriate.
- Conduct annual reviews and maintain overview of all students with an Education Health and Care Plan (EHCP).
- Liaise with parents about the progress of their child through interim meetings where appropriate.

Responsibilities to Staff. To:

- Oversee and lead Teaching Assistants (TAs), Higher Level Teaching Assistants (HLTAs) and Deputy SENDCos
- Liaise with all staff and Trustees.
- To ensure that effective use of 'Assess, Plan, Review, Do' model
- Work with the pastoral team to ensure provision is correct for all students in their year group.
- Act on referrals from teaching staff.
- Arrange and deliver appropriate CPD opportunities and INSET on SEND for all teaching staff in all departments.
- Arrange appropriate CPD opportunities for all members of the SEND department
- Ensure that the Equalities Act (2010) is in place for the school and staff are clear of their responsibilities from it.

Other Responsibilities. To:

- Liaise with all appropriate outside agencies, including The Advisory Teaching Service, Educational Psychology, the Attendance Enforcement Officer, the Re-integration Service, School Nurse, and health professionals.

Subject Teachers will:

- Be experts in the students they teach.
- Know and implement the requirements of individual student My Plans (summary of needs, strategies and in some cases targets to meet needs).
- Ensure that schemes of work are appropriate to the needs of all students they teach.
- To use adaptive teaching strategies appropriately.
- As part of the My Plan, help set achievable targets for individual students and be involved in evaluating the success of these targets in a timely fashion.
- Contribute to the reviews of individual students.
- Refer students who are having difficulties to tutors, Heads of Learning and the SENDCo.
- Attend INSET provided by the SENDCo.
- Use TA support available in lessons appropriately and liaise with TA about how the support should occur.

THE ADMISSION ARRANGEMENTS

The Trustees are responsible for the admission arrangements of the school. Cleeve School acknowledges its responsibility to consider admitting students with SEND. For further information please see the school's admission criteria.

THE TRANSFER ARRANGEMENTS

The SENDCo and the Deputy SENDCo (KS2/3) will obtain information from Primary Schools regarding students with SEND transferring to Cleeve School into Year 7 and will inform the SENDCo. The SENDCo or Deputy SENDCo (KS2/3) will attend multi agency meetings and Year 6 EHCP reviews of students transferring to Cleeve School. They will also visit or contact all schools again to speak specifically about students transferring with SEND. This process can start in Year 5 if deemed necessary. Extra induction visits to Cleeve School and additional transition materials are provided for the Year 6 students identified by feeder primary schools.

The Deputy SENDCo (KS4/5) will ensure that additional support is provided for those students with SEND in transfer into KS4 and post 16 provision. There will also be additional support for students in Key Stage 4 and 5 with regards to Career, Advice and Guidance in the form of extra Careers meetings, support within these meetings and support to find suitable Work Experience placements.

SPECIAL PROVISION AND FACILITIES

Cleeve School has wheelchair ramps to ensure access to the school, and full curriculum, at ground level. Facilities include a lift to second floors in most areas of the school, a full hygiene room, accessible toilets, a medical room, access to first aid and a school nurse.

Many details of provision and arrangements can also be found in the document Cleeve School Local Offer which can also be found on our website.

IDENTIFICATION, ASSESSMENT, PROVISION AND REVIEW

SEND Support

These are students who require support different from and/or additional to high quality teaching supported by adaptive teaching. Teaching staff will be made aware of these students, and their individual needs met through additional resources where necessary. Students will have a My Plan and the associated provision will be reviewed at least once a year in consultation with parents as part of our 'Assess, Plan, Review, Do' model. Where there is evidence of further support needed, and an indication of greater need, students could require a My Plan+ as part of the Graduated Pathway. External agencies may be also called upon to offer further advice and support.

Education, Health and Care Plan (EHCP)

Should a student's SEND change significantly or if a student's SEND needs cannot be met through SEND Support, then a request for assessment for an EHCP will be considered. This procedure will take place in full consultation with parents and the relevant outside agencies.

When an EHCP is awarded the SENDCo and Deputy SENDCos will work with teaching staff and appropriate external agencies to monitor and review the student's performance and progress. A review will take place once a year. The parents will be invited to attend the review meeting, and our policy is to maintain ongoing dialogue with parents. Cleeve School works within the appropriate Local Authority and Department for Education (DfE) guidelines of delegated funding to ensure all student and staffing needs are met.

ACCESS TO THE CURRICULUM AND INTEGRATION ARRANGEMENTS

Cleeve School aims to ensure where possible, full access to a broad and balanced curriculum for all students including those on the SEND Register. At Key Stage 3 there will be an emphasis on 'Quality First Teaching' to support students with additional needs. Teachers receive regular CPD to ensure that they are aware of effective teaching strategies that support students' needs. In addition to this. Where appropriate a student may be extracted from lessons or referred to an intervention group in order to improve particular literacy or numeracy skills. For three days a week during registration all students participate in the tutor reading program, they also have metacognition sessions which ensure that students learn best how to learn and revise.

At Key Stage 4 provision and course type can be varied and flexible to meet the needs of a student, for example, some students study BTECs offering coursework-based assessment. If appropriate, at Key Stage 4, a modified curriculum is offered with the inclusion of 'Access' English and Mathematics, additional lessons in these subjects, in replace of alternative option subjects.

In Key Stage 5, SEND students who meet the admissions criteria for study post 16 in the Sixth form will receive continued support for additional needs for the duration of their courses. Support comes in the form of mentoring and additional curriculum support where appropriate.

In addition to the statutory curriculum Cleeve offers a wide range of extra-curricular activities. Students with SEND are actively encouraged and supported to join in and benefit from these activities. These activities are designed to support students socially as well as helping them to improve their academic performance.

Cleeve school policies and practices are monitored to ensure compliance with the Equalities Act 2010.

MONITORING AND EVALUATING THE SUCCESS OF THE EDUCATION PROVIDED FOR STUDENTS WITH SEND.

The monitoring and evaluation of SEND provision and its effectiveness is part of the whole school's systematic review process through Line Management. The SENDCo is a member of the Senior Leadership Team and attends the relevant Board of Trustee's meetings to provide information as part of the regular data dashboards and to regularly inform Trustees of the education provided for and the achievements of students with SEND.

The Policy will be reviewed every year or in response to changing circumstance if these occur sooner.