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Gretton School is owned and operated by Newcome Education, a subsidiary group of Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each and every one of its learners and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside all of these policies in order to ensure an awareness of the bigger picture. In particular it should be read in conjunction with the Equality Policy, the Health and Safety Policy and the Safeguarding learner and Child Protection Policy.

All of these policies have been written, not simply to meet statutory and other requirements, but to evidence the work that the whole school is undertaking to ensure the implementation of its core values.

In all the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or learner, includes any person who is not a parent (from which can be inferred 'biological parent') but who has parental responsibility, or who has care of the child. [Department for Education guidance](#) considers a 'parent' to include:

- *all biological parents, whether they are married or not*
- *any person who, although not a biological parent, has parental responsibility for a child or learner - this could be an adoptive parent, a step-parent, guardian or other relative*
- *any person who, although not a biological parent and does not have parental responsibility, has care of a child or learner*

A person typically has care of a child or learner if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

- *Peninsula HROnline*
- *Peninsula BusinessSafe (Health and Safety)*
- *Carecheck (DBS)*
- *Educare (online CPD)*

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1 AIMS

Our SEN policy and inclusion policy aims to:

- Set out how our school will support and make provision for learners with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for learners with SEN
- At Gretton School, we provide an inclusive curriculum appropriate for all our learners. We believe that every teacher is a teacher of every child or learner including those with Special Educational Needs and Disabilities (SEND), that SEND is a whole school priority and that the principle of inclusion extends to society as a whole and is the responsibility of all learners, parents, governors, staff and the wider community.

- Inclusion can be defined as attitudes and methods that ensure all learners can access education – it covers SEND, community cohesion, Gifted and talented and English as an additional language (EAL).
- We use our best endeavours to secure special educational provision for learners for whom this is required, that is 'additional to and different from' that is provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2015).

2 OUTLINE OF REPORT/POLICY

The information in this policy includes:

1. How learner's and their families can find information about and become involved in their education.
2. The roles and responsibilities of different staff members in relation to provision for SEND learner's.
3. How learner's SEND needs are identified and assessed.
4. The kinds of SEND that are provided for at Gretton School.
5. How adaptations are made to the curriculum and the learning environment of learners with SEND at Gretton School.
6. The expertise and training of staff to support learners with SEND at Gretton School.
7. Arrangements for supporting learners moving between phases of education and preparing for adulthood.

3 KEY CONTACTS

Your child's form tutor should always be your main contact point at school. You can start by contacting the tutor who will be able to discuss your concerns. If you need to speak to other staff members, such as subject teachers or the senior leadership team, then the tutor will help you to arrange this.

If you need the contact details of a staff member, you can call the school office on 01223 277438.

The school makes contact with parents in different ways. You may be contacted over the phone or via email from school staff, or via the Schools MIS system.

Please contact the office manager if you need to update your details on the school system.

4 ROLES AND RESPONSIBILITIES RELATING TO SEND

The form tutor is responsible for:

- Communicating with parents on a daily or weekly basis, via email or through the use of a home/school communication book
- Directing the comments and concerns of a learner and/or their family to the correct staff member/s
- Creating and reviewing the IEP and IBP each term in conjunction with the class team and sharing it with the learner and their family

- Creating the reports for the Annual Review of the learners Education Healthcare Plan EHCP and attending the Annual Review meeting
- Dealing with general pastoral care issues for the learner

The subject teacher is responsible for:

- Checking on the progress of your child and identifying, planning and delivering the differentiated curriculum for your child in class as necessary
- Providing personalised teaching and learning for your child
- Ensuring that the school's Policies are followed in their classroom and for all the learners they teach

The SENDCo and Deputy SENDCo are responsible for:

- Developing and reviewing the school's SEN policy
- Coordinating all the support for learner with special educational needs or disabilities (SEND) including the IEPs, IBPs and the annual reviews.
- Ensuring that teachers understand a child's SEND needs.
- Ensuring that families are involved in supporting a learner's learning and are kept informed about the support that a learner is receiving and how they are progressing.
- Liaising with all the other people who are involved in supporting the learner - this could be the onsite therapy team or visiting professionals.
- Providing specialist support for teachers and support staff in the school, so that they can help learner with SEND in the school to achieve the best progress possible.

5 IDENTIFYING AND ASSESSING SEN NEEDS

All learners at Gretton School have a diagnosis that requires SEND provision, and all have an EHCP. In order to best ascertain their individual needs, Gretton School:

- Liaises with a learner's previous school or the local authority (LA).
- Gives baseline tests e.g. CATs, PASS, reading writing and maths and updates these yearly.
- Listens to the concerns raised by parent/carer, teachers, therapists and other stakeholders.
- Liaises with external agencies, e.g. CAMHS and the NHS.

6 THE DIFFERENT TYPES OF SEND AND SUPPORT AVAILABLE

Gretton school provides SEND support for all four types of Special Educational Needs and Disabilities (SEND) decided by the Department for Education:

1. Communication and interaction
2. Cognition and Learning
3. Social, mental and emotional health
4. Sensory or Physical

As a result of their diagnosis of autism spectrum disorder (ASD) and other SEN related diagnoses, learners at Gretton School have diverse needs which fit into at least one or more of these categories.

A school's provision for SEND is defined as 'support which is additional to or different from that which is available to all learners', however, due to the nature of our learners, providing for diverse special needs is our usual way of working at Gretton school.

- Therapeutic provision at Gretton school can be provided at a universal, targeted and specialist level. Universal support means that all learners have access to therapeutic input undertaken in the classroom or as part of group work. The universal process informs the multi disciplinary team (MDT) where further support might be required and this comes about through the referrals and triage process. Where learners require additional targeted or specialist levels of therapeutic input this may happen on a one to one basis in the therapy suite or within the learning environments. The Multidisciplinary Team also delivers training to staff so that all staff understand and carry out their roles within the therapeutic principles of the school's approach.
- Gretton School is a positive learning environment, and provides learners with the structures, boundaries and routines that helps learners to manage both their SEN as well as ongoing academic requirements. We also understand that learners with specific diagnosis will present with different behaviours so we take a positive and relational approach to supporting behaviour. We have high expectations for behaviour and have a reward system in place that both celebrates successes, but also results in compliance with school expectations. Within these systems, learners can work on building their self-confidence and self-esteem as well as skills in social interaction.
- Gretton School has a high staff to learner ratio and has small class groups, so there is scope for targeted support and intervention throughout the school day. The facilitation of learning breaks, chill out areas, as well as individual work stations and other such provisions are made specifically for a learner with the diagnosis of ASC in mind.
- learners at Gretton school are each allocated their own laptop or chromebook which can be utilised in different ways to help their learning needs.
- At Gretton school the curriculum is personalised, with an emphasis on core subjects and key skills and teachers use flexible teaching strategies and assessments that take the needs of individuals into account. We focus on both academic curriculum as well as a social and life skills curriculum which is tailored to the needs of the child. These needs are further acknowledged and planned for in an Individualised Education Plan (IEP) which are reviewed and updated termly. At KS4 learners are offered GCSE and entry level courses and the examinations process is managed onsite.
- learners can continue their studies into sixth form and we have made links learners can continue their studies into sixth form and we have made links with different establishments to maximise this provision. learners are given the option of re sitting GCSEs, sitting new GCSEs or moving on to further education, and a bespoke program is created with needs and aspirations of the individual in mind.

In addition to this, Gretton School has ongoing, responsive, in-house specialist advice and multiple disciplinary input into learner IEPs and this is used to gain better outcomes. This also allows for additional curriculum differentiation. learners have regular access to onsite speech and language therapy provision, occupational therapy and three different psychodynamic therapies.

How can I let the school know I am concerned about my child's progress in school? How will the school let me know if they have any concerns about my child's learning in school?

At Gretton School we have termly parent meetings to share IEP progress and future targets. This is a great time for staff and parents to discuss concerns. Each learner will also have a detailed review meeting annually, to discuss the progress made towards the objectives in the EHCP. The family, the learner, their form tutor and other professionals are invited to this meeting.

The school may plan additional meetings outside of these times if concerns are raised by staff or parents. If you have concerns about your child's progress outside of these meetings you should speak to your child's form tutor or subject teacher.

How is extra support allocated to learner and how do they move between the different levels?

Each placement at Gretton School is paid for by the appropriate LA or privately by parents. The head teacher decides on the budget allocation in consultation with the school governors, on the basis of needs in the school. The head teacher and the Deputy Head discuss all the information they have about SEND in the school and then decide how the resources and training are allocated. These are planned for in the provision map and the training of staff and support given is reviewed regularly and changes made as needed.

7. HOW ARE THE TEACHERS AND STAFF IN SCHOOL TRAINED TO WORK WITH SEND AND WHAT SPECIALISED EXPERTISE DO THEY HAVE?

All school staff are supported with regular Continuing Professional Development (CPD) opportunities on a range of SEND issues pertaining to the school and its development plan. Staff are also encouraged to access outside training where relevant to their role. New staff are provided a highly structured induction program and the skills and knowledge they acquire in this program are audited through the performance management cycle.

The school is committed to regular and ongoing training opportunities for all staff and staff are also encouraged to pursue training and qualifications relevant to their roles within school as well as those that will enhance their practice with the learners.

Training for staff includes updates on the school's practice; MDT/Therapeutic approaches; mandatory updates on safeguarding, health & safety, GDPR and other matters relating to compliance; psychological approaches and practices specific to Autism; training on co-occurring diagnoses relevant to the learner cohort.

Teachers are expected to have or be working towards Qualified Teacher Status (QTLS) and the school has an appointed member of staff to support trainee teachers and early career teachers (ECTs). All staff are expected to have completed regular and updated Positive Behaviour Support (PBS) Training delivered by Sherwood-accredited trainers. Sherwood Training Ltd is approved by the Restraint Reduction Network (RRN) and certified through the BILD-ACT scheme in association with UKAS.

There are additionally some qualifications relevant to specific roles, such as the National SENDCo (Level 7) Award for the school's SENDCo and Deputy SENDCo; DSL Training for the Designated Safeguarding Team; Leadership Qualifications for the School Leadership Team and training specific to specialist teams, such as SpLD (Specific Learning Difficulty), Forest School Qualifications for Forest School Leads and Train the Trainer Training for the Behaviour and Welfare Team.

8. HOW WILL THE SCHOOL MEASURE THE PROGRESS OF YOUR CHILD TOWARDS THE EHCP OUTCOMES?

Your child's progress is continually monitored by the subject teachers and form tutor, and is discussed further in fortnightly pupil progress meetings. Subject teachers continually assess learners throughout the term and report on this progress termly. Form tutors review and update IEPs and share this information with parents termly. The progress of learner is formally reviewed at an annual review of their EHCP with all adults involved with the child's education.

9. HOW DO WE MEASURE THE IMPACT OF OUR PROVISION?

At Gretton we seek to support our learners to develop in a variety of ways. Whilst we emphasise the importance of academic attainment, we recognise our learners may need to develop in other areas, such as social communication, emotional and physical/sensory needs.

At Gretton, we believe it is vital that we arm our learners with a range of strategies which support them to navigate a neurotypical world once they leave us. As such, we encourage all staff that work with learners to identify areas in which they might develop or areas in which they are currently struggling and identify strategies which may support development in these areas. We monitor these cycles of intervention using Assess, Plan, Do, Review (APDR) which is sometimes known as the "graduated approach"; most cycles of intervention last 6 weeks and the impact is measured at the review stage, which may trigger further cycles of ongoing intervention to aid our learners' development in all areas. Work undertaken by the Multidisciplinary Team is also measured for impact through baseline and post-intervention assessments (these may be informal in nature although documented on a learner's record).

Teachers undertake both formative and summative assessments throughout the school year and will contribute to data relating to learner progress against their learning records.

We also undertake a schedule of Quality Assurance checks throughout the year in relation to school provision and practices which feed into the ongoing school improvement programme.

10. WHAT SUPPORT DO WE HAVE FOR YOU AS A PARENT OF A CHILD WITH SEND?

- The strategies and targets set at school are shared with parents through IEP meetings, AR meetings and specific reports. Target setting will be reviewed with your involvement. All information from onsite and outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

- Families are given access to the Gretton Families Group and are invited into school monthly and are sent links to other parent support groups.

11. WHAT SUPPORT IS THERE FOR MY CHILD'S OVERALL WELLBEING? (SOCIAL AND EMOTIONAL WELLBEING)

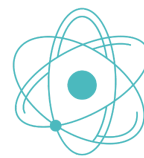
- All learners have the opportunity to take part in the fortnightly learner council, weekly art and music clubs.
- learners have access to art, drama therapy and music therapy.
- Staff at the school build strong relationships with the learners so that they feel they have support when it is needed.
- If further support is required the Form Tutor liaises with the head of behaviour and welfare and the appropriate member of the senior leadership team for further advice and support. This may involve working alongside outside agencies such as Health and Social Care, and/or specialist educational services.

12. HOW ARE MEDICAL NEEDS MET AT SCHOOL?

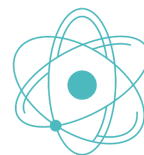
- The school has a policy regarding the administration and management of medicines on the school site (link to policy).
- All learners have a Health Care Plan.
- Staff receive regular training and updates on conditions and medication affecting individual learner so that all staff are able to manage medical situations. Medical needs are planned for in all risk assessments.

13. HOW IS GRETTON SCHOOL ACCESSIBLE TO learner WITH SEND? GRETTON SCHOOLS ABILITY TO MEET NEEDS NOW AND IN THE FUTURE - ACCESSIBILITY STRATEGY PLAN

Disability	Current capability	Action required/Summary	Completion date
All SEN	Specialists appointed identification and screening takes place. Class teachers are aware of how to raise specific concerns. Admissions of new learners through taster sessions and records checking identifies	On-going training for staff in understanding and accommodating a range of SEN Induction package for new staff	Continual



	needs		
Asperger's, Autism, ADHD Dyslexia, Dyscalculia Dyspraxia OCD etc	Specialist staff support the teaching and learning of this group of learners	To maintain professional development for staff and to keep up to date with current practice, theories and understanding.	On-going training for all staff
Hearing impairment	None. Some staff are able to use makaton	On admission the school may agree to the provision of a learning support assistant who may sign for the child. Hearing enhancement equipment would need to be purchased and training for specific staff would be needed.	Awareness raised by July 2019
Vision impairment	Specialist IT equipment provided for by the Local Authority for specific learners	For mild vision disability the school may be able to support a child with a learning assistant, by careful classroom seating arrangements and by adapting resources	Awareness raised by July 2019
Speech impairment	The school has Speech and Language Therapists and IT provision which will help to give access	We have a Speech and Language Therapist	Training for all new staff as part of induction
Poor manual dexterity	Access to laptops as a writing tool. Scribes available for some examinations. The school also has Occupational Therapists onsite.	We have OT for fine motor skills	Training for staff as part of induction
Poor physical mobility	The lower levels of the building can be accessed as it is on one level. Accommodation	Layout of rooms at the main building is not suitable for a learner with poor physical	Training for staff as part of induction.



	could be adapted to meet the poor physical disability of potential learners.	mobility. Changes to accommodation arrangements and building would be required on the ground floor	
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14. HOW WILL WE SUPPORT YOUR CHILD WHEN THEY ARE JOINING OR LEAVING THIS SCHOOL? OR MOVING ON TO ANOTHER CLASS/YEAR?

‘Transition’ describes the movement that takes place from one place to the next, and in particular from one setting to the next including pre and post school.

At Gretton School we recognise the importance of managing transition. This may be a stressful time for learners and parents and carers, particularly as learners move between key stages and beyond school age. We work hard to counter the potential for stress by systematically cooperating and engaging with all parties concerned.

Our aim is that learners experience a smooth transition into school, from one class (or key stage) to another, so that the pace and quality of learning and support are maintained to ensure the learners continue to make progress and realise their potential.

You can see our transitions policy document for more information.

15. HOW DO WE PREPARE YOUR CHILD FOR ADULTHOOD (PFA)?

During Key Stage 4, learners have various timetabled sessions that focus around PFA. This includes (but is not limited to) independent travel training, employability lessons, college visits, work experience and PSHE lessons that incorporate PFA topics. Additionally, all learners have a daily tutorial session which allows discussions around PFA to arise.

Within Key Stage 5, learners continue their development of PFA through the following:

- Sessions focusing on provision of information and discussion of issues affecting young adults for example personal banking and budgeting; the political system and voting; drug and alcohol awareness; relationships and sexual relationships; health issues.
- The detail of these sessions will include topics that the learners have requested during the termly focus groups held. The focus groups explore the areas of PFA that the learners feel will most benefit them.
- Advice and information regarding careers; employability; CV writing ; job applications and interviews.
- Advice regarding independent travel on various modes of public transport and road safety training.
- Driving lessons.
- The use of outside speakers/ experts to inform the learners on issues such as drug and alcohol awareness; contraception and sexual health; the law and their rights.
- The discussion of the transferral of subject skills to real life through the subject leads.

- Individual informal discussions between staff and learners regarding advice and guidance on life.
- Their development of PFA through

16. HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

At Gretton School, we value and celebrate each child being able to express their views on all aspects of school life.

- Gretton School has a fully functioning School Council which has an open forum for any issues or viewpoints to be raised and is run by learners. learners are expected to attend and are strongly encouraged to participate in their Annual Reviews.
- We also seek learners' opinions about support in class.
- learners are encouraged to participate in biennial questionnaires
- We have an open-door policy at the school and learners can at any time speak with members of SLT and other staff.

17. WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

We know that the learners at this school exhibit behaviours described as challenging from time to time. That is why they are at this school with access to specialist teaching, small class sizes, TA support and onsite therapy.

At Gretton School we follow a positive behaviour approach. We have high expectations for behaviour and have a reward system in place that both celebrates successes, but also results in compliance with school expectations. All learners have an individual behaviour plan (IBP) which outlines behaviours, triggers, proactive and reactive strategies.

We aim to reduce the use of sanctions by using a positive behaviour approach. The use of sanctions at Gretton School will be decided on a case by case basis and written about in the IBP. Any sanctions used that are not on the IBP need to be agreed by SLT and logged in the Sanctions Log in the office. Staff at Gretton School are trained in the Sherwood Positive Behaviour Approach which includes the use of positive handling. Positive handling is only used as an absolute last resort in order to keep the learner and those around them safe and must be planned for in the IBP. All instances of positive handling are logged and reported to parents. For further information, please see the physical interventions policy.

18. HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

All learners are included in all parts of the school curriculum and we aim for all learners to be included on school trips. Where it is deemed appropriate, additional support will be provided to make this possible. A risk assessment is carried out prior to any off-site activity to ensure that health, safety and welfare are not compromised. Parents will be asked to provide consent to trips via letter or email.

19. WHAT IF I NEED TO COMPLAIN?

Parents have the following rights of redress, should the school, governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice. The school's complaints procedure is provided on the website. Please see the complaints policy or contact the Head Teacher if you have any further queries. If the complaint is not resolved by the school or Cavendish Education:

- The disagreement resolution service in your LA can be contacted for disagreements between parents/learner and the LA or parents/learner and school.
- Complaints to OFSTED where the disagreement resolution service has not resolved the complaint.
- An appeal to the SEND First-Tier Tribunal about EHC assessments/plans
- and/or disability discrimination. This must follow mediation, unless it is a complaint over the naming of a school placement.
- A complaint to the LA Ombudsman (for complaints against LAs if not resolved through the LA complaints procedure).
- Complaint to the Secretary of State (against schools or LAs)

20. HOW DO WE SUPPORT learner WHO ARE LOOKED AFTER OR PUPIL PREMIUM?

learner who are looked after have a Designated Teacher within school who will meet them regularly (together with their social worker, support teams and foster parents) in order to discuss areas of concern and achievement and identify targets which the school will then support them to achieve.

Whilst the school is not in receipt of Pupil Premium funding, we nonetheless identify learners who are struggling in certain aspects of their learning and we will instigate an Assess, Plan, Do Review (APDR) cycle in order to put in place specific interventions or support which are then assessed for impact regularly.

21. WHERE CAN I FIND MORE INFORMATION ABOUT THE LOCAL AUTHORITY'S LOCAL OFFER?

The local offer is everything the Local Authority expects to be available across education, health and social care for SEND learners, and up to date information about how to access this support. This can be located at the following website:

<https://www.cambridgeshire.gov.uk/residents/learner-and-families/local-offer>

Inclusion and SEND Policy

