



Anthony Gell
— School —

SEND POLICY

Approval Level	Date of Issue	Minute No/Version	Date of Review
Local Governing Team	January 2026		January 2027

Learning Support Vision

We want all students to feel fully included in the community of the school and this includes students with special educational needs and/or for disabilities. Our aim is to inspire students, give them appropriate aspirations and help them to achieve in preparation for adult life. We want the families of children with special educational needs and/or disabilities to feel confident that the staff at Anthony Gell School will endeavour to support their child, no matter their additional needs or abilities.

How do we achieve this?

At Anthony Gell School we pride ourselves on fully inclusive education. We have an excellent pastoral team and a range of interventions available to students. For a smaller than average secondary school we have a relatively large number of teaching assistants, an emotional/medical support base, a Lead Practitioner in Inclusive Practice (LPIP) and a Special Educational Needs and Disabilities Coordinator (SENDCo). All staff contribute to the Teaching and Learning of all students including those with SEND. We treat every student as an individual and aim for a very personal approach for families. We liaise regularly with students, outside agencies and parents/carers to try to ensure early intervention wherever possible.

We aim for all SEND students to make progress in line with their peers by removing barriers to learning and offering appropriate levels of support and challenge.

A Glossary can be found on page 11 of this policy, which explains any key terms or acronyms.

Key contacts

SENDCo: Dr Lesley Cyster SENDCo@anthonygell.co.uk

LPIP: Mr Paul Williams-Hunter pwilliams-hunter@anthonygell.co.uk

Director of Faculty: Mrs Sarah Harrison sharrison@anthonygell.co.uk

Head of Pastoral Care: Mrs Helen Dafforne hdafforne@anthonygell.co.uk

My child is struggling at school. What do I do?

They are struggling with their learning

They are struggling socially or emotionally

Your first port of call is the class teacher or if the issue is in more than one subject your child's tutor. This can be done via ARBOR.

Your first port of call is your child's tutor. This can be done via ARBOR.

You have spoken with the tutor or class teacher but things have not improved for your child. The next step is to talk to your child's Pastoral Manager or the Head of Aspire Faculty. Contact details are available on our school website or by telephoning school reception on (01629) 825577.

The pastoral team will gather information and if they feel they need to seek advice from the SENDCo or LPIP they will do so.

The pastoral team and SENDCo may decide that your child would benefit from some of the interventions currently available such as literacy support, positive support, access to the Inclusion Base.

The pastoral team and SENDCo may decide that your child needs a more bespoke package which could include Literacy/Numeracy intervention, life skills or support from an outside agency.

The pastoral team, the Head of Faculty or the SENDCo may decide that further modifications need to be made to teaching in the classroom for your child.

You will be contacted about what support is being offered to your child and kept informed of how they are doing by your child's tutor, the SEND Manager or the LPIP.

Your child will be placed at SEN Support Level as we will be doing something considerably additional or different for your child. You will be contacted by letter and invited to discuss progress and plans with the SENDCo or LPIP. This is a graduated response and close monitoring will happen to ensure we are always supporting the right outcomes for your child.

The SENDCo, LPIP or Head of Faculty will relay details to staff and will carry out work checks to ensure your child is making progress. The SENDCo, LPIP or Head of Faculty will keep in close contact with you.

Head of Pastoral Care

In terms of SEND this role includes:

- 'Running' Personal Education Plans for Children in Care.
- 'Running' the Multi-Agency Team Meetings.
- Leading on contact with social care/Early Help Team
- Supporting the SENDCo with specific reviews or meetings as necessary.
- Monitoring progress of students.

SEND Link Governor

This role includes:

- Liaising with the Director of Faculty responsible for SEND and the SENDCo to keep abreast of any changes and developments within SEND support.
- Reporting back to the rest of the governors on the development of SEND within the school.
- Supporting the Director of Faculty and the SENDCo with the planned government changes to SEND and any changes in policy or practice this would lead to in the school.

Director of Aspire Faculty

This role includes:

- Under the direction of the Headteacher, carry out the professional duties of a schoolteacher as set out in the current School Teachers' Pay and Conditions Document.
- To raise standards of SEND student attainment and achievement, and to lead, monitor and support SEND student progress.
- To be accountable for student progress and development within the faculty including SEND students and in terms of PSHE and Careers Education.
- To develop and enhance the teaching practice of colleagues across faculties and within the faculty in terms of PSHE and Careers education.
- To ensure the provision of an appropriately broad, balanced, relevant and differentiated curriculum for SEND students, in accordance with the aims of the school and curricular policies.
- To ensure the provision of an effective PSHE and Careers curriculum.
- To be accountable for leading, managing and developing the faculty.
- To effectively manage and deploy teaching/support staff, financial and physical resources within the faculty to support the designated curriculum portfolio.
- To lead and develop the quality of learning for students with SEND across the broader curriculum.
- To lead and develop an area of whole school responsibility.
- To contribute to decision-making and policy developments across the school.
- To contribute to the development of the school by being aware of the current and future developments in areas of specific responsibility.
- Line management of SENDCo and LPIP.

SENDCo (Special educational Needs and/or Disabilities Co-ordinator)

This role includes:

- Co-ordinating all aspects of provision for all SEND students. Shared strategic lead with LPIP, focusing on years 9 to 13.
- Supporting with the identification of SEND.
- Liaising with outside agencies to ensure appropriate support for SEND students.
- Liaising with partner primary schools to support the transition of SEND students.
- Line Manager for Teaching Assistants (TAs).
- Line managing G16 (Inclusion Base).
- Supporting faculties and individual teachers with provision for SEND students.
- Running annual reviews for EHCPs and students with Inclusion panel funding

- Supporting parents/carers of students with SEND in conjunction with other staff.
- Monitoring progress of students with SEND.

LPIP (Lead Practitioner in Inclusive Practice)

This role includes:

- Sharing the strategic lead and providing operational capacity for elements of SEND provision, focusing on primary liaison, year 7 and 8.
- Assisting with the leadership of a team of Teaching Assistants, establishing and modelling best practice.
- Working with the SENDCo to secure, allocate and monitor a resource budget, including the school's delegated SEND budget to ensure effective curriculum access.
- To be a point of contact for parents and outside agencies, particularly for students in year 7 and 8.
- Carrying out the role of a teacher, as detailed in an additional job description.
- Working with the Head of Pastoral Care and the SENDCo to identify and report patterns of behaviour or learning difficulties and suggest strategies for intervention.

G16 SEND Manager

This role includes:

- Providing additional support for identified students with a range of needs.
- Liaising with parents/carers regarding individual students.
- Liaising with teachers to help to ensure students catch up with work missed and complete targeted intervention.
- Attending meetings with external professionals as necessary.
- Monitoring progress of students.

Teaching Assistants

These roles include:

- Supporting SEND students within lessons and social times where appropriate.
- Liaising with teachers regarding planning, differentiating for and supporting students who have SEND.
- Planning for and teaching intervention classes.
- Liaising with parents for students for whom they are keyworker or as necessary.
- Running extra-curricular activities or homework clubs for SEND students.
- Supporting the subjects they are attached to.
- Supporting students during Tutor time.
- Mentoring students.
- Monitoring progress of students.

Identification/Transition

“Transition” is the move for a student from Primary school to Secondary school

Annual Reviews for students with EHCPs:

- The LPIP or the SENDCo aim to attend the Year 5 annual review where appropriate for a pupil in receipt of an EHCP when Anthony Gell is the proposed school.
- The LPIP or the SENDCo will attend the Year 6 annual reviews for pupils in receipt of an EHCP when Anthony Gell is the named school.
- All paperwork to be forwarded to AGS's SENDCo/LPIP.

- Special transition arrangements will be made for SEND pupils including additional visits, parental visits and staff training/CPD.

Primary Liaison:

- The SENDCo or LPIP will contact all primary schools to identify pupils who could be more vulnerable prior to transition.
- Vulnerable pupils will be invited to an additional transition event to help them familiarise with the school and get to know each other and key staff.
- Young people with SEND will also be identified through parents contacting the SENDCo/LPIP and will be added to the list of students who may be more vulnerable on transition.
- Parents can write a Person-Centred Plan for their child to identify information staff may need to know to ease transition.
- If necessary, students will be identified as SEND Support, if we need to provide something considerably additional or different for them.

Dyslexic Students/Those with Dyslexic tendencies:

- Any evidence linked to previous testing/Dyslexic tendencies should be passed on to SENDCo/LPIP by staff in the student's primary school. Except in specified cases this transfer of testing information will happen through the Pastoral transition visits.
- Pupils will be added to the list of students with Dyslexic tendencies and staff will be provided with quality first teaching strategies for supporting these students.
- A small cohort of these students who need further support will attend intervention groups and be added to the SEND support level.

Students with significant additional educational needs:

- The LPIP/SENDCo will arrange for contact to be made to all feeder primary schools in the spring term of Year 6 to identify pupils who have significant additional educational needs.
- The LPIP/SENDCo will visit primary schools to obtain extra information regarding a pupil's current progress.
- These results will then be used to inform staff about adaptive teaching strategies for September and to plan intervention groups if required.

Identification of Students with SEND after transition to AGS

Baseline Testing

- Any students who enter the school from Y7 or at any other stage without a SATs result/recent data will be assessed by the LPIP/SENDCo or by other specialist professionals.
- This data will be used to inform teachers about adaptations and support.

A Range of Literacy Interventions

- Before October Half term the English teachers, in conjunction with the SENDCo/LPIP will identify Y7 students who would benefit from interventions.
- The LPIP will meet with the literacy team to discuss these students and plan groupings.
- The literacy team will monitor the students and meet termly with the LPIP. They will identify any specific issues for these students through teaching and assessments.
- This may continue into Y8 and Y9 if necessary.

Numeracy Intervention

- A small group of students will be identified for numeracy intervention. These students will have shown a low level of achievement in their Y7 maths assessments.
- This may continue into Y8 and Y9 if necessary.

AQA Unit Award

- The faculty lead for English will identify students in Y8 who they do not feel will be able to achieve in two modern foreign languages (MFL subjects).
- This list will be cross checked with those who currently receive or have received literacy intervention in the past.
- A group will be identified for AQA Unit award lessons in Y8 and Y9 that focus on employability and life skills.

Dyslexic Students/Those with Dyslexic tendencies:

- Parents or teachers should contact the Pastoral team if they have concerns regarding a specific child. The pastoral team should establish whether there is concern across the curriculum regarding this student. The pastoral team will raise any concerns with the LPIP/SENDCo.
- The SENDCo or LPIP will contact parents and discuss any concerns and intervention.
- If students are identified as having Dyslexic tendencies, they will then be added to the list of students with Dyslexic tendencies. Staff will be provided with quality first teaching for supporting these students.
- A small cohort of these students who require further support will attend intervention groups and will be added to SEND Support level.

CATs Scores

- Cognitive Activity Tests (CATs) are usually undertaken by all students in Year 7 during the first half term.
- The SENDCo and LPIP will review the CATs data. Students who score below 85 in any section will be cross-checked with the above identification procedures to ensure that identification of any additional needs is as thorough as possible.

Parental Contact

- If parents/carers contact the Pastoral team or SENDCo / LPIP with concerns about their child, work checks may be requested to identify any issues with the child's learning.

Teacher/TA Concern

- If a member of staff is concerned about the progress a child is making, despite personalised teaching, they should discuss with their line manager or Pastoral team. The LPIP/SENDCo will be contacted if it is felt additional identification or support may be needed.

Provision

Students in receipt of an EHCP:

The SENDCo or LPIP will write a Person-Centred Plan (PCP) for each of these students in conjunction with the family. This will be made available to all staff via Arbor. Based on the level of support the student receives from the Local Authority, the SENDCo will timetable support. The student could be supported in lessons by teaching assistants (TAs) in line with the outcomes identified in the EHCP. Independent learning will be encouraged. The student will have access to the same opportunities for additional provision as other SEND students. The LPIP/SENDCo will liaise with outside agencies, in conjunction with TAs and the SEND Manager where necessary.

Where there are identified physiotherapy needs, the SENDCo will ensure timetabled appropriate intervention with experienced TAs is in place.

The EHCP will be reviewed each year and the Person-Centred Plan updated, focussing on key outcomes for the young person. The SENDCo or LPIP will keep in regular contact with parents/carers and meet with them as necessary if the Person-Centred Plan or outcomes need to be updated more regularly.

SEND Support Level

If a student is not making progress or is having a difficulty in a particular area they will be discussed at pastoral meetings and Learning Mentor meetings as necessary. The identification of this student will follow the procedures listed above. If it is felt specific provision needs to be made the student will be added to the SEND register and parents will be informed via letter. Staff will be informed and, if necessary, a Person-Centred Plan will be written in conjunction with the family.

The SENDCo, LPIP or a designated member of the team, will keep in regular contact with parents/carers. They will meet with them as necessary if the Person-Centred Plan or intended outcomes need to be updated more regularly. The SENDCo, LPIP and Head of Pastoral Care will liaise with outside agencies as necessary for each identified child. They will attend meetings for these students and organise for outside agencies to observe or meet with targeted students.

In-Class Support

Students with an EHCP or Inclusion funding may have in-class support from a teaching assistant. The support will be focussed on the student's individual needs and be related to the outcomes identified in the EHCP. Students will be encouraged to develop their independent learning skills. Teaching assistants will also be able to support other students in the class as necessary. Teachers and TAs will communicate with parents to ensure focussed progress for SEND students.

Learning Support Interventions and Teaching

Literacy and Numeracy (Y7, Y8 and Y9)

Students who are withdrawn for literacy and reading support will be taught by a combination of teachers and teaching assistants. The intervention will be timetabled for two sessions a week, for a minimum of one-half term. Students who meet the entry criteria for the Lexonic literacy intervention will be taught by the SEND manager/LPIP for two sessions a week, for one half term.

Student progress will be reviewed by the LPIP after each half term, to assess if the student requires further intervention.

AQA Unit Awards (Y8 & Y9)

Identified students will not do a second MFL in year 8 and 9. The students will be taught employability and life skills during this time by the SENDCo or a Teaching assistant.

Social Skills Intervention (Key stage 3)

The social skills group offers a short term, focussed, intervention strategy, which addresses barriers to learning arising from social/emotional and or behavioural difficulties, in an inclusive, supportive manner. The students are carefully selected according to their individual holistic profile of needs. Personalised targets are identified using the AET progression framework. Individual and group plans are then formulated, with all targets thoroughly discussed with all involved including the students themselves. Staff then provide a variety of experiences, opportunities, approaches and resources to address these needs within a culture of trust, understanding and knowledge incorporating the 6 principles of nurture, with progress closely monitored. Parents and carers are involved as much as possible in a positive way.

G16 Inclusion Room – Our SEND Base

Students who need regular or one-off medical or emotional support may be given access to G16. For some students this will take the form of timetabled lessons for a short time. Some students will be invited to Tutor in

G16. Some students will be placed in G16 on an emergency basis either full or part-time, while issues are resolved. G16 will be available to students before school, at break and at lunch time.

Extra-Curricular

There are a range of inclusive clubs and activities available for all students. Some activities are specific for SEND students. Staff with expertise in SEND can support with access to extra-curricular clubs, trips and residential trips to ensure SEND students have the same access as their peers.

Access Arrangements

The Joint Council for Qualifications (JCQ) defines Access Arrangements as 'arrangements made to allow students with specific needs, such as special educational needs, disabilities or temporary injuries the ability to access an assessment and show what they know and can do without changing the demands of the assessment'.

The intention behind an Access Arrangement is to meet the particular needs of an individual student without affecting the integrity of the assessment. Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make "reasonable adjustments". For example this could include the use of a Reader, Scribe and/or Additional Time.

The SENDCo manages Access Arrangements in school. Those students who score below a reading age of 10 in the summer of Year 9, will be put forward for access arrangement testing. Any student with Dyslexia or Dyslexic tendencies who has been supported through interventions by the Learning Support Department in Y7, 8 or 9 will also be tested for access arrangements in the summer term of Year 9 and/or Autumn term of year 10.

In addition to this, the pastoral team and teachers will be able to identify students in Year 9/10 for access arrangement testing via a cause for concern form sent to the SENDCo.

If staff feel that a student is considerably more successful typing rather than handwriting, a cause for concern form will be sent to the SENDCo. The student will be given a short test to confirm they perform considerably better with a computer. The student will then be able to use computers within school when completing coursework or extended pieces of writing. Teachers of these identified students will be able to request a laptop for use in exams.

External Support Services

The school will liaise with outside agencies as required for each student. Relevant students will be discussed and action plans agreed. Parental consent will be sought to discuss individual students.

Assessment/Monitoring

Examinations

Access Arrangements

- Students will be identified for access arrangements by screening in year 9/10 and by appropriate staff.
- Students identified as having difficulties will be tested by a specialist assessor.
- Staff will be informed of Access Arrangements.
- Classroom practice will be offered in line with access arrangements.
- For students who qualify for a laptop, teachers may use computers by arrangement as part of the student's normal way of working. If the student needs a laptop for the exam, then the teacher should request one through the SENDCo well in advance of any mocks or final examinations.

Readers/Scribes/Extra Time

- The SENDCo, with support from the Exams Officer, will identify exams that require readers and scribes.
- Shared staff and electronic reader pens will be available as readers in these examinations and individual staff for scribes only when students qualify for these arrangements.
- In line with JCQ rules identified students will have to ask if they want a question or instruction reading, an answer read back to them or something scribed. They will also need to request if they want anything to be repeated.
- Students who qualify for extra time will be made known to the invigilator and will receive the necessary extra time in the examination.
- Students who have been identified as needing laptops for that particular exam will be provided with one by an ICT technician. They will be shown how to use it and save work. The student will then be responsible for going straight to the exams officer immediately after the finish of the exam. They must then print off their work and sign to identify it as their own.

Marking/Reporting

- Marking of all class work will follow the school marking policy.
- The SENDCo / Faculty Lead / LPIP will complete work scrutiny of all marking once every half term.

Annual Reviews/Transition Plans

- Annual reviews will be completed for students in receipt of an EHCP.
- Parents/Carers and necessary external professionals will be invited to the review with a minimum of 6 weeks notice. This may be amended if all parties are able to attend earlier.
- The SENDCo will ask all staff to review how the student is doing in terms of the objectives on the student's EHCP. This will then be compiled as a school report and sent to all relevant parties at least 2 weeks before the annual review.
- The LPIP/SENDCo will conduct the annual review and any necessary transition plans.
- Person Centred Plans will be used to set targets in the form of short-term goals for the student and to plan for the future through long-term goals.
- As a result of this, outcomes will be added to the review document for all staff to focus on.
- The Person Centred Plan will be reviewed each year at the annual review.
- These targets will be reviewed by the SENDCo/LPIP once a term. If necessary, parents will be involved in the review and adaptation of these targets.
- Person Centred Plans will be made available to all staff electronically.
- All paperwork will be sent to invitees and to the SEND department at Derbyshire County Council.

Whole School Support

Teaching Assistant Support

- Teaching Assistants (TAs) are timetabled to support students within a subject area. Within the lesson(s), TAs can also be used to support other SEND students or Disadvantaged students alongside the EHCP student/s in that class.
- Teaching Assistants have 30 minutes per day which can be used to run clubs, support with adaptation/administrative tasks or attend meetings in consultation with the SENDCo.

SENDCo and LPIP Support

- The SENDCo / LPIP will offer advice on adaptation to individual teachers and departments as requested.
- The SENDCo / LPIP will observe particular SEND students and give advice on strategies as requested.
- The SENDCo / LPIP will provide whole school or targeted group training on additional needs as necessary through liaison with an Assistant Headteacher.

- The SENDCo or LPIP will observe teaching assistants at least once a year and feedback to the TA and class teacher. Any areas for development will be identified by the SENDCo / LPIP and worked on in conjunction with the TA and members of the department.
- The SENDCo / LPIP will provide bespoke training for TAs through liaison with an Assistant Headteacher.

Preparing For Adulthood

For a very small cohort of our students, we need to adopt an entirely personal approach. These students are those who find conventional learning incredibly difficult. Some students need considerably more support to move towards adulthood and will transition to structured and supportive post-16 placements and hopefully specialist housing and employment in the future.

For students who need considerably more support, we tailor the curriculum according to their needs and look carefully at appropriate qualifications. These students are most likely to be in receipt of an Education and Health Care Plan.

For these students the policy will operate on an individual basis. It may include:

- Students and their families having specialist support and advice from the local authority to look into appropriate post-16 provision.
- Person Centred Planning and outcomes reflecting the need to address key social and life skills, to ensure the student can start to move towards a structured but more independent future.

Glossary

SEND – Special Educational Needs and Disabilities

SENDCo – Special Educational Needs and/or Disabilities Co-ordinator

LPIP – Lead Practitioner in Inclusive Practice

EHCP – Education and Health Care Plan – where a child has been formally assessed by the Local Authority and they have agreed the child has high level special educational need.

Inclusion Funding (IF) – Additional financial support provided by the local authority where a student has significant barriers to learning preventing progress and requires additional intervention and support above that that provided by SEND support.

SEND Support – This is a graduated response which means that the student may need something additional or different provided by the school. The level of this support will vary dependent on child need.

G16 – The SEND base in Anthony Gell School.

Person Centred Plan – A document written by children and their families with support from the learning support team to show how best to support that student.

Access Arrangements – Arrangements agreed with exam boards for supporting students with external assessments.