



Learning Support Team

The Team

Vacancy for 1.9.24	Special Education Needs and Disabilities Co-ordinator (SENDCO)
Andrea Morley	SEN Learning Leader
Gill Akers	Teaching Assistant
Ceridwen Brownlee-Williams	Teaching Assistant
Rosie Crockford	Teaching Assistant
Connor Daye	Teaching Assistant
Fiona Elwell	Teaching Assistant
Jo Fogarty	Teaching Assistant
Eileen Ford-Price	Teaching Assistant
Heather Harris	Teaching Assistant
Sue Lloyd	Teaching Assistant
Lucy Pobjoy	Teaching Assistant
Ellen Stephenson	Teaching Assistant
Caroline Thomas	Teaching Assistant
Lesley Thorn	Teaching Assistant
Mark Wotherspoon	Teaching Assistant

The Learning Support team is currently based in a small suite of rooms which includes shared office space and access to a small but well-resourced classroom equipped with 6 PCs and a bank of laptops. We are an inclusive school and pupils with special education needs are provided with support across the curriculum by our core team of Teaching Assistants. Using 'Provision Map', detailed Pupil Passports and My Plans for SEN pupils with complex needs advise teachers of their learners' difficulties and enable them to personalise their planning.

The SENDCO and our Learning Support Team are line managed by Liz Lang, School Improvement Lead (Secondary). However, as a team leader, our SENDCO is responsible for the day-to-day management of our Learning Support Team. This includes overseeing the provision for all pupils registered on the SEN Code of Practice, deploying our Teaching Assistants, tracking progress, engaging parents, and co-ordinating reviews. Liaising closely with other members of our Pastoral Team, including our Year Leaders, ensures seamless transitions and upholds our school standards. The SENDCO contributes to wider school initiatives, including our multi-agency group and our Extended Leadership Team.

Literacy lessons in Year 7 take place each week, in the 'Powells Learning Centre' (library). The Literacy Programme develops pupils' knowledge of grammar and vocabulary, with pupils reading and accessing increasingly challenging material. As a result of all pupils sitting the New Group Reading Test (NGRT) in September of Year 7, pupils with literacy and reading needs are quickly identified and consequently interventions are appropriately implemented. These interventions include 'Sounds-Write' Phonic sessions and 'Switch On' reading (EEF).

Our SEN Learning Leader is responsible for raising standards of achievement and behaviour of those pupils registered on the SEN Code of Practice. She uses a range of data effectively to target individual pupil performance and attendance and provide analysis for reviews. Our SEN Learning

Leader works closely with the Pastoral Team to monitor standards. Referrals to the team are made to the SENDCO who deploys Teaching Assistants and plans and coordinates individual assessment and intervention strategies.

At present 147 pupils are registered at My Plan or My Plan Plus and 23 pupils have Education, Health, Care Plans (EHCPs). We have 9 pupils with EHCPs joining us in Year 7 in September 2024. Our SEN pupils have a range of difficulties. These include:

- communication and interaction difficulties, such as autism;
- cognition and learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia;
- hearing and vision impairments;
- sensory difficulties;
- physical impairments;
- speech and language difficulties;
- social, emotional, and mental health difficulties.

Occasionally our pupils have complex needs where it is appropriate to seek advice from external agencies such as the Advisory Teaching Service, Educational Psychology Service, Speech and Language or Occupational Therapy.

Our SENDCO currently has a teaching commitment of up to 23 hours a fortnight. At this stage, subject specialism is not relevant, and applications are welcome from teachers with a commitment to innovative learning interventions or experience in working with pupils registered on the SEN Code of Practice.

Currently, our SENDCO holds recognised qualifications for teaching pupils with specific learning difficulties. This enables them to carry out diagnostic assessments and to complete assessments and online applications for special exam access arrangements.

It is important that at least one member of the team is familiar with and qualified to use the following assessments marked *:

To identify and monitor the progress of pupils displaying literacy and numeracy difficulties across Key Stage 3, we currently use:

1. Wide Range Achievement Test (WRAT). The WRAT assessments cover single word reading accuracy, reading comprehension (particularly the ability to process), spelling and numeracy;
2. York Assessment of Reading Comprehension;
3. Professor Steve Chinn – More Trouble with Maths.

To ascertain a pupil's entitlement to Exam Access Arrangements in Key Stage 4, assessments occur throughout Years 9 and 10. Current Assessments used include:

1. The WRAT, as above;
2. Dash* – Detailed Assessment of speed of handwriting. Following the completion of a report online applications for exam access arrangements are completed;
3. CTOPP Version 2 – Comprehensive Test of Phonological Processing;
4. GORT5 – Gray Oral Reading Test 5;
5. TOMAL – Test of Memory and Learning;
6. Beery-Buktenica Developmental Test of Visual-Motor Integration.

The school is committed to providing high quality continuing professional development and will support the training requirements of the SENDCO. This would include The National Professional Qualification (NPQ) for SENCOs, which is available from September 2024, replacing the NASENCO qualification.

Why apply for a role at Cirencester Deer Park School?

Cirencester Deer Park is a vibrant, inclusive, forward looking and supportive environment in which to teach and learn. The school's values of Trust, Kindness and Determination underpin all we do. Pupils enjoy their learning in a disruption free environment, and staff are proud to work here. The school is located in beautiful grounds within a 10 minute walk of the 'Capital of The Cotswolds'.

Following our Ofsted inspection in January 2023, Cirencester Deer Park School continues to be a good school. Inspectors noted that:

- "Pupils welcome leaders' high expectations of their behaviour and conduct....Pupils enjoy their learning and feel well prepared for the future."
- "Pupils behave well in lessons and benefit from learning without low-level disruption from others."
- "Staff are proud to work at the school. They feel well supported by leaders in respect of workload, well-being and managing pupils' behaviour."

At Deer Park School there is a strong sense of community where the common goal amongst pupils and staff is to be the best that they can be, based on the foundations of continual challenge and support. Our learning community has expanded through the development of The Corinium Education Trust and working alongside Chesterton, Kemble and Siddington C of E Primary Schools we aim to improve pupils' learning and life chances through continuous school improvement.

Variety, support and challenge are key aspects of our work at Deer Park School, whether this be in the classroom with the varied approaches to teaching and learning, to the extensive extra-curricular activities, including; guest speakers, arts projects, educational visits, charity work, projects for the most able, sports, Expressive Arts projects or overseas expeditions.

What do we offer our staff at Cirencester Deer Park?

- The opportunity to work with pupils who are inquisitive, conscientious and friendly.
- A supportive and nurturing workplace where staff are treated with the professional regard and autonomy which they deserve.
- Staff are given room to grow and are encouraged to seek out new teaching and learning opportunities to allow our pupils and themselves to thrive.
- Continuing Professional Development opportunities at Deer Park are personalised, collaborative and varied. For the past three years our staff have been given the opportunity to take part in Continuing Professional Development which is based on current Educational Research and linked directly to improving practice and supporting pupils.
- The opportunity to take part or lead on an annual enrichment project where the entire school takes part in an activities week which allows cultural capital to grow.
- A structured induction programme for all new staff which quickly allows colleagues to become part of the school community. Additionally, we work closely with Adfecto, the professional development arm of Gloucestershire Association of Secondary Headteachers Ltd, to provide ongoing opportunities from ECT training to those with leadership aspirations.
- Cirencester Deer Park School has well-resourced faculties providing a range of specialist facilities and equipment and a recently opened English, RE and ICT block.
- For high performing colleagues we offer opportunities for rapid pay progression.
- A cycle to work scheme, as well as an employee assistance plan and child care vouchers.