

Chesterton Community Sports College  
Special Educational Needs and Disability (SEND) Information Report for Parents 2017

### What are Special Educational Needs?

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014*

### The school ethos

We endeavour to make every effort to achieve maximum inclusion of all pupils (including those with SEN) whilst meeting individual needs. Teachers provide learning opportunities for all the pupils within the school environment and provide materials appropriate to pupils' interests and abilities. This ensures that all pupils have a full access to the National Curriculum.

As a school, we are committed to inclusion, meeting individual needs and the provision of the highest quality for all students and the efficient use of resources.

### How does Chesterton Community Sports College know if children need extra help?

We know when pupils need help if:

- concerns are raised by parents/carers, teachers or the pupil's teacher from previous years
- concerns are raised by the pupil's previous school KS1/KS2
- observations and accurate assessments over a period of time indicate an individual need
- tracking of attainment outcomes and baseline data indicate a lack of progress
- a pupil asks for help and regularly needs support during lessons
- by assessing across the broad- based curriculum, there is a cross curricular perspective of need
- pupil observation indicates that they have additional needs in one of the four broad areas:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

### What should I do if I think my child may have special educational needs?

If you have concerns, then please discuss this with the pupil's form teacher/Head of Year. This may result in a referral to the school SENDCo: Miss D Machin. Her contact details are available via the school office.

Following a referral to the SENDCo, Miss J Bloor Deputy SENDCo will contact parents and arrange a meeting with the parent and child to discuss next steps and targets.

The first stage of assessment is to ask subject staff as to their views and evaluate areas of concern. All parents will be listened to. Your views and aspirations for your child will be central to any assessment undertaken.

### How will I know how Chesterton Community Sports College supports my child?

- CCSC is an inclusive school and may offer a range of provisions to support children with additional needs. This is combined with the provision and teaching provided to whole classes across all curriculum areas.
- At CCSC we embrace the fact that every child is different and, therefore, the educational needs of every child are different – this is certainly the case for children with Special Educational Needs.
- All pupils will be provided with high first quality teaching to suit the diverse needs of all learners.
- Pupils with a disability will be provided with “reasonable adjustments” in order to increase their access to the taught curriculum.
- The quality of teaching is monitored through a number of processes, which include:-
  - ✓ Classroom observation by the senior leadership team, the SENDCo and external verifiers
  - ✓ Ongoing assessment of progress made by pupil in specific intervention and withdrawal groups
  - ✓ Work sampling on a termly basis for both supported and identified wave 3 provision pupils.
  - ✓ Review of PDAR for annual review
  - ✓ SENDCo parental feedback for statemented/EHCP pupils - annually
  - ✓ Individual data target tracking



- ✓ Whole school pupil progress tracking
  - ✓ Attendance and behaviour records through the parental portal
  - ✓ Assessment through the new code of practice. PLAN/DO/ASSESS/REVIEW
  - ✓ Pupil Voice
- All pupils have individual curriculum targets set in line with national outcomes. These are discussed with parents at events such as Parents Evenings. Pupils' attainments to meet these targets are tracked using the whole school tracking system. For many children, targets will be connected to learning and often linked to literacy and numeracy. For other children, targets maybe linked to social interaction, communicating with children and adults, emotional difficulties, overcoming physical issues (for example problems to do with fine motor control) ... the list is endless! The most important point to remember is that: targets depend on the needs of the child.
  - If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil will be placed in a small focus group or supported as an individual. This will be run by the assistant SENDCo or specialised teaching assistant. The length of time of the intervention will vary according to need but will generally be reviewed each term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
  - Pupils who are failing to make expected levels of progress are identified quickly and are discussed in termly meetings that are undertaken between the SENDCo and the learning support department, this is then filtered into the pastoral team and SLT. If action is required to support increased rates of progress, this will follow an Assess, Plan, Do and Review model
  - An individual assessment of the pupil will be undertaken in order to make an accurate assessment of their needs. This will be done by the SENDCo and it will be focused towards the area of need for example if the pupil had reading and spelling concerns the English Department would be involved in the initial assessment process. Similarly, if numeracy were a concern the head of Mathematics would be invited along to the initial assessment. Parents will be invited to any discussion that will directly impact their learning needs. SENIS (special educational needs inclusion services) and outside agency involvement may then become involved.
  - Additional action to increase the rate of progress will be then identified and recorded which may include a review of the impact of the differentiated teaching being provided to the child and, if required, provision to the teacher of additional strategies to further support the success of the pupil.
  - If the review of the action taken indicates that, 'additional to and different from' support will be required, parents will be informed about identified intervention. Intervention will be implemented by the SENDCo or key worker
  - Parents will be informed if the school considers their child may require SEN support and their partnership sought in order to improve attainments. This will be via a letter/phone call into school to meet the SENDCo.

- After initial discussions with parents, the first stage of 'Wave 2' provision would be added to the timetable for the pupil this may be something as simple as toe-by-toe reading intervention or a withdrawal activity
- If then this intervention was inadequate the following services may be invited into school to work with identified pupils.

1. *Special Educational Needs Inclusion Service (SENIS)*
2. *Autism Outreach Team*
3. *Hearing Impairment team*
4. *Visual Impairment team*
5. *Occupational Therapists*
6. *Educational Psychologist Service*
7. *Educational Welfare Officers*
8. *Physical and disability support service*
9. *Social Services*
10. *School Nurse*
11. *CAMHS (Child & Adolescent Mental Health Service)*
12. *Young Minds*
13. *Local Support Teams*
14. *T3 Drug and alcohol services*

For a small percentage of pupils, with significant and complex needs and the special educational provision required to meet these cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

For pupils who despite relevant and purposeful action taken to meet their special needs, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment that will be undertaken by the Local Authority.

Additional funding AEN may help support the pupil. This is applied for through the school and 1 to 1 provision may be made available.

#### **How will the curriculum be matched to my child's needs?**

- When a pupil has been identified with special needs, their work will be differentiated by the class teacher to enable them to access all curriculum areas more easily.

- Teachers plan using pupils' levels, differentiating work to better match ability to work provided for all pupils in the classroom. When a pupil has been identified as having special needs, their work will be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. In addition, if appropriate, they will be provided with additional support that may include specialised equipment or resources, ICT and/or additional adult help.
- Teachers will ensure that lessons aim to tailor to all styles of learning, which aims to reduce the barriers to progress.
- Homework or additional work will be differentiated where appropriate to meet individual needs.
- Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.
- In addition, teaching assistants will work on 1 to 1 provision with pupils in a smaller learning environment.
- PDARs are used to monitor progress for individuals with specific needs and are reviewed by LSAs on a six-week basis and adapted to match the needs of the child

### How will I know how my child is doing?

- When a child is identified as requiring SEN support, parents will be communicated with via a meeting or phone call to school to discuss the outcomes of any planned support.
- Attainment towards the identified outcomes will be shared with parents with the SENDCo and during parent's evenings. The SENDCo and assistant SENDCO will be available to discuss any concerns.
- A yearly report is issued to each pupil within the school and, alongside this, regular meetings with parents are arranged with the SENDCo and team (these can be instigated by parents or by the school.)
- The parent portal is used as communication with parents where feedback and notes can added.
- The learning support department key workers plan half termly telephone conversations with parents of statemented pupils to give verbal progress and feedback.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENDCo, or a member of the senior leadership team. Please contact the school office to arrange such a meeting. Class/subject teachers or the SENDCo may ring parents to discuss any issues arising.
- For those pupils with an EHCP or statement, progress will also be discussed at the annual review meeting. In Year 8, there will be an additional annual review to discuss options.

How will you help me to support my child's learning?

- Please look at the school website. This can be found at <http://www.cccsc.staffs.sch.uk/> Included in the website are all school policies linked to Special Educational needs plus parent pupil information about booster sessions and intervention programmes that are available across the school.
- The class/subject teacher or SENDCo may also suggest additional ways of supporting your child's learning. Homework will also have guidance attached where applicable. Homework is accessible through the parent portal where parents can see what is expected and when homework is due in.
- CCSC will support your child by ensuring an open door policy, where parents can discuss any issues or concerns.

What support will there be for my child's overall well-being?

The school offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. This is delivered twice weekly.
- A positive learning environment is established through event logs and house points. Rewards are presented to children regularly. A celebration assembly takes place approx. once a month to highlight progress and effort where pupils are invited onto stage to be presented with an award.
- Similarly, annually a prize giving event takes place to celebrate pupil progress.
- A strong pastoral team is available throughout school. This being in the initial stages the form teacher then HOY and KSL, moving into the SLT. Pupils can discuss any concerns or worries they have with any of the team.
- One-to-one emotional support is available through the Inclusion facility; this is also accessible through the pastoral team.
- The school monitors the health of children in partnership with the school nurse.
- The school monitors attendance in partnership with ATTEND/EWO
- There are many after school clubs available for all pupils
- Peer support is available at lunchtime in Inclusion

## Pupils with medical needs

- Pupils with medical needs will be provided with a detailed Health Care Plan, compiled by the school nurse in partnership with parents and if appropriate, the pupil themselves. All medicine administration procedures adhere to the LA policy and DfE guidelines included within Supporting pupils at school with medical conditions (DfE) 2014
- A nurse drop in centre is available through the Multi Agency Centre is available on a regular basis.
- Staff receive epi-pen/inhalers training delivered by the school nurse annually.
- A large number of staff have first aid training; this is specialised across the curriculum areas.
- The school office work closely with parents to ensure contact and communication is effective and efficient for those who have a medical need.
- During school trips, all care plans are taken along with staff.
- For residential purposes, a designated first aider will meet with parents to ensure the medication that is required has been discussed. The designated person will administer the medication throughout the trip. Again, all care plans will be taken on all residential trips.

## What training does the staff supporting children and young people with SEND undertake?

Learning support staff and teaching staff receive a range of training including:

- SEN department training regarding the New Code of Practice and how to implement the PLAN, DO, ASSESS, REVIEW model
- Weekly SEN department meetings to discuss new implementations and upcoming practice
- Full staff training for hearing impairment pupils
- How to support pupils with a diagnosis of dyslexia
- How to support pupils on the autistic spectrum
- How to support pupils with behavioural difficulties.
- How to support pupils with speech, language and communication difficulties
- Updates to new SEN Framework
- Data tracking and assessment through WRAT4 and BPVS

Specialist training has been provided to the SENDCo on:

- The SEN Coordination award

- The school has regular visits from outside agencies who provide advice to staff and support the success and progress of individual pupils. For example - Educational Psychologist and SENSS
- The NHS Speech Language Therapist
- Staff are provided with regular updates about new strategies and recommendations to use within the classroom and the SENDCo is available to support teachers when planning for children with additional needs
- The Governor with specific responsibility for SEN has completed the SEN Governor training – Sarah Gribbin

#### How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- Information meetings are held prior to some trips, where further information/advice maybe required
- Parental consent letters are sent to provide information regarding the trip and to highlight information that is identified on the risk assessment
- Staff ratio is considered when going on a trip: smaller group settings, dependant on the age/ groups and individual needs
- Care plans are taken with staff and emergency contact numbers are issued to pupils when on residential visits.

#### How accessible is the school environment?

- Ramps are available at 3 entrances to the school: one being the front entrance, one entering SEN and the other by the library to support disabled access to the building
- All facilities are accessible downstairs to ensure full access to the curriculum and all children are treated equally accordingly
- Three toilet has been adapted to ensure accessibility for visitors with a disability
- A medical room has been provided in order to enable a safe place for insulin testing/injections
- Specialist equipment used when needed e.g. loop system for hearing impairment
- If a child has a hearing/ visual impairment, the school would take advice from the specialists and adapt the environment where appropriate.
- The accessibility plan is in compliance with paragraph 3 of schedule 10 to the Equality Act 2010

#### How will CCSC prepare and support my child when joining, transferring and moving to a new school?

A number of strategies are in place to enable effective pupil's transition. These include:

*Prior to entry to KS3*



- During September of year 6 and year 5, pupils from all local primary schools are invited into school to spend the day with us and experience a number of curriculum areas.
- This will then lead into parent tours of the school where a member of SLT will take parents for a tour around the school and talk through individual needs and concerns/ worries. These can be booked through the school's reception and information is available on the website.
- During this evening pupils and parents are invited to school to talk to subject specific teachers. During this event the SENDCo is available along with the learning support team to discuss any specific needs.
- A planned programme of transition for all pupils is provided in the summer term for pupils starting in September. With an additional parents evening to meet form teacher and HOY/KSL.
- The Deputy SENDCo will liaise with primary schools to look at additional needs. Similarly, the SENDCo will attend all Year 6 annual reviews to ensure smooth transition takes place.
- The Assistant SENDCo will plan and deliver small group transition sessions for those identified from the primary schools as to those who need this provision. For some pupils this may mean 1 extra session for others an additional 2 may be required.
- If pupils are transferring from another school, the previous school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

#### KS4 – KS5 Transition

Pupils are supported in their transition through

- ✓ Careers appointments (with parents/carers)
- ✓ Year 11 informal discussion with SLT
- ✓ Supported college transition

#### *How are the resources allocated and matched to children's special educational needs?*

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education; The Notional SEN budget: The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants

- Small group support from teaching assistants e.g. nurture groups, literacy and numeracy support
- Specialist support from teaching assistants e.g. 1:1 tuition
- Bought in support from external agencies e.g. access arrangement assessment, speech and language support.
- Provision of specialist resources e.g. assessment software and training
- Training relating to SEND for staff

#### **How is the decision made about how much support my child will receive?**

- A graduated approach is taken involving the SENDCo, class teacher, parent and child. The process we follow is to Assess/ Plan/ Do/ Review. We endeavour to communication with the parent paramount at this stage of the process.
- For pupils with SEN but without an Education Health and Care plan, the decision regarding the support required is dependant upon the amount of support and need required and will be discussed with the SENDCo and parent. Regular parental communication takes place at this stage.
- For pupils with a statement of educational needs/Education, Health or Care plan, this decision will be reached when the plan is being produced or annual review.

#### **How will I be involved in discussions about and planning for my child's education?**

This may be through:

- Discussions with the class teacher, SENDCo, form teacher or senior leadership team member
- During parent's evenings
- Parental portal
- Coffee mornings
- Subject evenings specific to year group
- Website
- School/ Home planners

#### **Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling, please contact the following:

- Your child's form teacher
- The Head of Year (HOY)
- The Key Stage Leader (KSL)
- The SENDCo: Miss Deryth Machin

- Assistant SENDCo: Miss Jude Bloor
- SLT Ms Stella Booth

#### Support services for parents of pupils with SEN include

- Family Partnership <http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>
- If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone 01785 356921 during office hours. Alternatively, email on [spps@staffordshire.gov.uk](mailto:spps@staffordshire.gov.uk).

Information on where the Local Authority's Local Offer can be found.

Information is also available in the parent's room located by the school office.

We hope we have answered any queries you may have but do not hesitate to contact the school if you have further questions