



Chesterton Community Sports College

SEN Information Report for Special Educational Needs and Disability

October 2019

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 previous teacher from KS1/KS2
- Concerns are raised by the pupil's previous school KS1/KS2
- Through observations and accurate assessments over a period of time
- Tracking of attainment outcomes and baseline data indicate a lack of progress
- Pupil observation indicates that they have additional needs in one of the four broad areas of need:
 - Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory/physical

- A pupil asks for help and by talking regularly with a child during lessons and through self-assessment
- By assessing across the broad based curriculum area to ascertain a cross curricular perspective of need.

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 SENCo: Miss D Machin. Her contact details are available via the school office . Following a referral to the SENCo, Miss Machin will 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 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:-
 1. Classroom observation by the senior leadership team, the SENCo and external verifiers.
 2. Ongoing assessment of progress made by pupil in specific intervention and withdrawal groups.
 3. Work sampling on a termly basis for both supported and identified wave 3 provision pupils.
 4. Pupil and parent feedback when reviewing target attainment through Pupil passports.
 5. Termly SENCo parental feedback.
 6. Individual target tracking through online parental portal.
 7. Whole school pupil progress tracking.
 8. Attendance and behaviour records through parental portal.
 9. Assessment through the new code of practice. PLAN/DO/ASSESS/REVIEW .
 10. Internal testing for baseline average scores.

- 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 may be 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.
- Each pupil's education programme will be planned by the SENCo. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- 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 a specialised teaching assistant. The length of time of the intervention will vary according to need but will generally be for an academic year. 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 weekly meetings that are undertaken between the SENCo and the learning support department, this is then filtered into the pastoral team and SLT. Pupil Progress Meetings are held regularly. These are meetings to discuss the progress of pupils who receive wave 2 and 3 intervention programmes. This shared discussion may highlight any potential problems in order for further support to be planned.
- Where it is decided that 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 SENCo 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 always be invited to this early discussion to support the identification of action to improve outcomes and dependent upon the level of need.
- 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, then the views of all involved including the parents and the pupil and all subject teachers will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the SENCo and learning support department.
- 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 done through a letter of invitation into school to meet the SENCo.

- 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 BPVS CAT 4 assessment.
- If then this intervention was inadequate the following services may be invited into school to work with identified pupils.

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

- 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.
- In some cases where a more complex need of a visual impairment or hearing impairment needed support, 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' achievement 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, they will be provided with additional support

that may include specialised equipment or resources, ICT and/or additional adult help.

- Teachers are aware of the children's preferred learning style and ensure that lessons aim to tailor to all styles, which aims to reduce the barriers to learning.
- 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.
- If a child has been identified as having a special need, they will be given Pupil passport will be set according to their area of need. These will be monitored by the SENCO and the learning on a regular basis to ensure targets are measurable and achievable. Pupil passport will be discussed with pupils and parents, through a letter home and an individual discussion with pupil when the IEP is both set and changed.
- The IEP targets are then reviewed by the class teacher to ascertain if any have been achieved through a lesson. If so an event log is given. This indicating to the SENCO that the passport targets are achievable and measurable and progressive.
- Teachers are made aware of all children's needs and are helped to adapt their provision. This is done through ISAMS and as an initial stage for class teachers. Pupils with additional needs are identified through registers and additional information can be gained through the SEN report on ISAMS and the overall provision map/individual provision maps, similarly all Pupil passports can be viewed in subject shared area and parents are given a copy for their own tracking.
- This will help to support children with their motivation and confidence scaffolding their learning and their being able to access the entire curriculum.

How will I know how my child is doing?

- When a child is identified as requiring SEN support, parents will be invited into school to discuss the outcomes of any planned support.
- Attainments towards the identified outcomes will be shared with parents with the SENCO and during Parent's Evenings the SENCO and SEN department LSAs will be available to discuss any concerns.
- A yearly report is issued to each pupil within the school plus an additional learning support report is issued alongside this.
- The learning support department key workers plan half termly telephone conversations with parents 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 SENCO, or a member of the senior leadership team. Please contact the school office to arrange such a meeting.
- Class/subject teachers or the SENCO 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 and recorded on the HUB
- For those pupils who have a PCP (pupil centred programme) an annual meeting is set up to progress through the targets.

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

- Please look at the school website. This can be found at www.ccsc.staffs.sch.uk
- Included in the website are all school policies linked to Special Educational needs.
- The class/subject teacher or SENCo may also suggest additional ways of supporting your child's learning. Homework will also have guidance attached where applicable. Homework is accessible through 'Show My Homework' 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 / rewards presented to children.
- Monthly a celebration assembly takes place to highlight progress and effort where pupils are invited onto stage to be presented with an award.
- Similarly, annually, a presentation 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 Head of Year and Key Stage Leader, moving into the Senior Leadership Team. Pupils can discuss any concerns or worries they have with any of the team.
- School one to one emotional support is available through the Pupil support.
- The school supports pupils with mental health problems with the in school counsellor from younger minds
- The school monitors attendance in partnership with our Education Welfare Consultants.
- There are many after school clubs available for all pupils
- Peer mentoring is available in school all week, pupil meet once weekly to work on team building exercises.

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. Staff who administer medicine complete training and are signed off by the school nurse as competent. All medicine administration procedures adhere to the LA policy and DfE guidelines included within Supporting pupils at school with medical conditions (DfE) 2014.
- Staff receive epi-pen training delivered by the NHS team 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 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?

In the last two years learning support staff and teaching staff have received a range of training

- SEN department training regard 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. Half termly pastoral sessions are calendared for teams to discuss how to manage pupils with SEMH needs.
- How to support pupils with speech, language and communication difficulties.
- New SEN Framework.

Enhanced training has been provided to a Teaching Assistant and the SENCo on:

- SENCo road show.
- Attendance at the termly SENCo update.
- Data tracking and assessment through CAT 4 and BPVS.

Specialist training has been provided to the SENCo on:

- The SEN Coordination award.
- The school has regular visits from outside agencies who provide advice to staff support the success and progress of individual pupils through the Educational Psychologist and SENIS.
- The NHS Speech Language Therapist when pupils are referred plan support for targeted pupils. This is done through the SENCo and parents.
- Staff are provided with regular updates about new strategies and recommendations to use within the classroom and the SENCo 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.

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 2 entrances to the school. One being the front entrance and the other the LRC.
- One 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.

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:

Before entry to KS3

- During September of year 6 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 SENCo 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, Head of Year, Key Stage Leader and all subject teachers.
- The SENCo will liaise with primary schools to look at additional needs; similarly the SENCO will attend all year 6 annual reviews to ensure smooth transition takes place.
- The SEN department 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 pervious school records will be requested immediately and a meeting will be set up with parents to identify and reduce any concerns.

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 SENCo, 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 dependent upon the amount of support and need required and will be discussed with the SENCo, 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, SENCO, form teacher or senior leadership team member
- During parents evenings
- Through the parental portal
- Coffee mornings
- Parental workshop evenings
- 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
- The Key stage Leader
- The SENCo: Miss Deryth Machin
- SLT: Mrs Hannah Felton
- The Chair of Governors: Mr Roy Dutton

Support services for parents of pupils with SEN include

- Parent 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.
- Parent In The Know newsletters
<http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/newsletter/newsletters.aspx> (8) Information on where the Local Authority's Local Offer can be found.

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