



Special Educational Needs and Disabilities

Our Local Offer - What support to expect for your child

Our local offer is information for parents/carers of children who have Special Educational Needs or Disabilities (SEND) identified through an Education Health Care plan (EHC) or Statement, and all those who support children who may require SEND Support.

This information outlines the support, challenge and provision we are able to put into place for children identified above, if they choose Cheltenham Bournside School and Sixth Form Centre.

Special Educational Needs (EHC/ Statement) and children with Additional Learning Needs (ALN) – rationale

The Special Educational Needs (SEN) code of practice from 0-25 years (January 2015) statement for support of children and young people with SEN/AEN states:

“Special educational provision is educational provision that is ‘additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided’

Special educational needs and provision can be considered as falling under four broad areas:

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

Where pupils are falling behind or making inadequate progress given their age and starting point they should be given extra support”

Identification and review of progress of students with SEND

We identify students from one or several of the following throughout the academic year:

- Year 6 to Year 7 transition information from primary school Special Educational Needs Co-ordinators (SENCo's), and Year 6 teachers
- Any student starting KS3 in Year 7 with a KS2 score below 4 in English or Maths
- Year 7 Cognitive Ability Tests (CATS) and Reading Tests. Students with a mean Standard Assessment Score (SAS) score at 84 or below
- Any student arriving at the school during the school year will have an induction programme, potentially take a CATS test (depending on year group) and will be screened using a reading, comprehension and spelling test (for literacy)
- Reports during a school year where additional support is deemed necessary beyond the intervention that departments put in place. The progress of students with SEN is reviewed termly in Year 7 and half-yearly from Year 8 onwards.
- Students not making the expected levels of progress in English and Maths at the end of each academic year
- Input from teaching staff and support staff with regards to specific students they may be working with

We also take the opportunity at the above identification points to review the progress of identified students with SEND and adjust support according to need.

Students who have statements of SEN/EHC plans have their progress, and the support outlined in their statements, reviewed at least twice a year and a report is provided for the Local Authority.

The SENCo and SEND Lead Practitioner are responsible for organising reviews of EHC plans/ Statements. All parents/carers of students with EHC plans/ Statements are invited to attend reviews of their child's provision and progress at specific review meetings. Parents of children who are on the SEND register requiring SEND support will have the opportunities to have specific SEND discussions at the relevant school PTC evening and will have reports communicated to them throughout the year.

As a student progresses through each Key Stage we become more specific with additional support and we also encourage greater independence.

We keep a record of all students who receive additional support in the following three categories:

Currently we use the following terminology

SEND Support – Your child will be receiving additional intervention to support them to achieve their expected levels e.g. literacy intervention. In some specific cases your child may have an outside agency team working with them. This may be for academic or behavioural reasons e.g. Targeted Youth Worker, Social Worker, School Nurse, Counsellor, Speech and Language therapist, Educational Psychologist.

Education Health Care plan (EHC)/ Statement of Educational Needs – Your child has been identified as having needs that require extra support to access the curriculum. This may include additional adult support in the classroom or personalised support beyond the classroom to ensure your child is supporting to make the progress expected of them and to give them the equal opportunities to access a broad and balanced curriculum and life opportunities.

PLEASE NOTE: New statements will be classed as Education Health Care (EHC) plans yet the complete transition to this is required by 2018.

What can I expect if I send my child to Cheltenham Bournside School & Sixth Form Centre?

A personalised approach to learning with the relevant support and challenge to maximise your child's learning

How do we coordinate support for children with requiring SEN support or statements/EHC plans?

The Assistant Head/SENCo along with the SEND Lead Practitioner coordinates all relevant support for children with SEND Support needs or EHC plans/ Statements. The Assistant Head/SENCo oversees the Support Department which encompasses Student Support (Safeguarding, social, emotional and mental health), Learning Support (a team of 21 Teaching Assistants and Higher level Teaching assistants) and Student conduct (led by a Behaviour Lead Practitioner). The staff work as a team to coordinate the support and provision for each child and to ensure the needs of those with EHC plans/ Statements are met and that the root cause for a student not making their expected progress is established and the most appropriate support is put in place.

If your child does not have an EHC plan/ Statement but you feel there is a need for help that may come from an EHC plan/ Statement, as a parent you can apply in writing to Gloucestershire County Council asking them to undertake a Statutory Assessment of your Child's needs. They will decide whether or not an assessment is required in line with the Special Educational Needs Code of Practice.

What happens if my child has a high level of need?

The SENCo and Lead Practitioner will be involved with your child from the start to plan the transition and make sure they have the necessary support in place from day one (for students arriving during an academic year that fall into this category, we offer a start date when we are confident we have all of the relevant support in place). Your child will be monitored via the Support department regularly and support adjusted where necessary. Relevant testing will be carried out and intervention put in place where necessary. All teaching and relevant support staff will be informed of a child's profile and learning needs, so that your child can access the curriculum at their level.

Your child may well be entitled to special arrangements in exams which could include support with reading, writing or receiving extra time to complete exams. There are strict criteria for this arrangement and these are assessed by the Head of Learning Support.

How do we keep you informed of your child's progress in school?

For all students you can expect 4 reports (only 3 in Year 11) and one Parent/Teacher consultation evening, per academic year.

Any student identified requiring SEND Support will be placed on the SEND register alongside the intervention we put in place. Parents will be informed by the Support Department about the intervention being put in place, expected outcomes, and a timescale for an update/review of progress.

Prior to review meetings, departments produce reports based on their assessments of student progress. This assessment consists of a National Curriculum level and sub-level, or present/predicted GCSE grade, at which the child is working plus a level for attitude to Learning in each subject. Reports also highlight any further areas of concern. Progress can then be compared across the curriculum and over time. The nature of the provision and the student's targets are reviewed at the meeting. The outcomes are recorded and provision and targets are changed, if appropriate, after discussion with the student and parents/carers. Relevant information is also communicated to subject teachers.

Any student with an EHC plan/ Statement can expect to have a review of their child's EHC plan/ Statement twice annually. At least one of these meetings will involve your child, parents/carers along with all relevant agencies and school staff. A review of the objectives alongside the original statement takes place to ensure objectives and support is still relevant, needs updating/removing, or new ones being set. The package of support will be assessed and tailored to the specific needs of the child.

Transfer from Year 6 into Year 7

As part of the Primary transfer process we visit all of our feeder primary schools to speak to students, SENCOs and Year 6 teachers. Members of the Support Department including our Student Support worker for Key Stage 3 will make specific visits to find all necessary information about students transferring who have additional needs. This may be to identify students with additional educational needs, those with statements/EHC plans, social or behavioural difficulties, Common Assessment Frameworks (CAFs), child protection. They may communicate with parents or the students directly to find out more information following these visits.

Our transition programme for the majority of students involves spending two days with us in July – Primary Liaison Days. However, we do arrange additional visits for any student who may find the transition from primary school to secondary school difficult and for those who may be the only child transferring from the primary school. The students have a chance to meet key members of staff and get to know their way around the school.

Transfer from Year 11 into Sixth Form

As part of the transfer process we discuss choices with all Sixth Form applicants. Places are offered in line with our Sixth Form admissions policy. Our transition programme for the majority of students involves spending a day with us in June, where students have a chance to meet key members of staff, get to know their way around the school, and go to introductory A level lessons.

A Special Consideration Form is provided for all students at enrolment into Year 12, which has to be returned by a specified date. Your child may well be entitled to special arrangements in exams

which could include support with reading, writing or receiving extra time to complete exams. There are strict criteria for this arrangement and these are assessed by the Head of Learning Support. Students identified for in-year support will be assigned a member of the Learning Support department who will act as a mentor, to support them with their organisational skills and study habits.

What intervention/support are we able to provide for our students?

For all students

- Regular assessment for intervention (departmental and pastoral) and access arrangements (SEN students)
- Access to Tutor, Heads of Year, and Student Support team
- Access to after school and before school extra-curricular activities
- Quality careers advice, enterprise and team building days
- Homework club
- Reading Centre & Learning Centre
- Upper Ability opportunities

For some students

Literacy and Numeracy intervention– this may be breakfast booster classes, 1:1 individual support, Year 7 literacy – small class teaching

SEAL support – work on 1:1, small group basis looking at Social, Emotional, and Aspects of Learning

Nurture group

Speech and Language development

Learning Mentor (KS4) – focusing on Learning to Learn strategies

Level-Up Club – a lunchtime provision support by Youth Workers

Reading Club

Peer mentoring

Counselling

EAL support

Personalised timetable

Work experience placements (Year 11 as part of Foundation Studies course)

School Nurse

External agency involvement