

Cheltenham Bournside School SEND Information Report

(Each sub heading as a list of questions that once clicked takes you to the text below it)

How does our school know/ identify that children have special educational needs or disabilities (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 (SENCOs), and Year 6 teachers.
- Any student starting KS3 in Year 7 with a KS2 score below level 4 in English or mathematics.
- Year 7 Cognitive Ability Tests (CATS) and Reading Tests. Students with a mean Standard Assessment Score (SAS) score at 84 or below.
- Year 9 Reading Tests. Students with a mean SAS score at 84 or below.
- Any student arriving at the school during the school year will sit a CATS test and 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 SEND is reviewed termly in Year 7 and half-yearly from Year 8 onwards.
- Students not making the expected levels of progress in English and mathematics 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 SEN 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.

What are the first steps our school will take if special educational needs are identified?

We carry out a full assessment including previous history to ensure we have a full picture of the child. At every stage we work alongside the child and their parents/carers to discuss appropriate provision to support the child's progress. SEND: Challenge and Support plans are created by the Learning Support Department and shared fully with all teaching staff when a student arrives in the school. This is updated as they progress through the school.

What should parents/ carers do if they think their child has SEND? How can they raise concerns?

If your child does not have a statement/EHC plan but you feel there is a need for help that may come from a statement/EHC plan, 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. You should speak with our SENCo to discuss your concerns and advice will be given as appropriate.

How will our school include parents / carers and students in planning support?

At all stages we will aim to work together to support students identified with SEND. If identified as having a SEND need they will be included on our SEND register and parents will be informed. Parents and carers views will be sought when planning support for the student.

How will our school teach and support children with SEND?

Cheltenham Bournside School is a fully inclusive school. We believe that all students make good progress through high quality teaching, which has been carefully differentiated to the needs of individual students.

Our learning environments are fully inclusive to meet the needs of our students. We have purpose built physiotherapy room and the Learning Centre is purposefully designed around supporting SEND students in a mainstream environment. We have a specific learning support area and teaching room and medical meeting rooms for the school nurse. We encourage the use of new technology to support learning for all students and where possible we provide assistive technology for students as advised through the Education, Health and Care plan (EHC plan) or on the advice of external professionals that we work with.

As a school we continually strive for excellence within our classrooms and learning environments. Our extensive Continuous Professional Improvement Programme (CPI) for teaching staff and teaching assistants addresses current need and areas for development. Senior and Middle leaders, with the responsibility for SEND, ensure they attend relevant courses and networking sessions to ensure the needs of the students are being supported appropriately. This is disseminated throughout the teaching body.

We offer a broad and balanced curriculum for all of our students. In year 9, we provide a personalised advice and guidance for all students when choosing their KS4 options and pathway. This provision is accessible to all students throughout their time at Cheltenham Bournside through a dedicated Work and Careers resourced area supported by specifically trained staff.

To support the access to the curriculum and the progress of students with SEND, we have a large team of teaching assistants. In addition, we have a small number of Higher Level

teaching assistants who support students with specific areas of SEN. The team of teaching assistants support students across the spectrum of needs including communication and interaction; cognition and learning; emotional and social difficulties; physical and/ or sensory needs as well as students with specific identified health needs.

We have a comprehensive matrix of provision that supports all students identified with SEND. Students are targeted according to need either identified through their EHC (or current statement) or through the Student Learning Plans.

Literacy and Numeracy are at the centre of our provision of additional need and support. The impact and progress is monitored through regular assessment. Students with significant difficulties in this area receive targeted small group intervention over a 6-8 week cycle. Students with identified specific difficulties with basic numeracy skills may receive intensive 1:1 and/ or small group intervention with our teaching assistants.

As a school we work in close collaboration with a wide variety of external agencies to follow their advice to ensure our students are able to access all areas of our curriculum and make progress.

For children without an Education, Health and Social Care plan (EHC) we make our best endeavours, having identified a specific need, to make appropriate personalised provision as long as in doing so we do not compromise the educational provision for other children in our care.

We work in close collaboration with external agencies to follow the advice within the EHC plan or statement. All support and interventions are regularly reviewed to ensure they are facilitating progress across the curriculum and preparing our students for post 16 education and adult life.

How does our school plan the support and how are our resources allocated and matched to needs?

We use the range of assessments available to us to allocate our resources efficiently and effectively. For the most part we support our students' progress in the classroom or through short blocks of targeted interventions focusing around literacy, numeracy skills, social skills and the social and emotional aspects of learning. Some students may have significant needs. For these students we run longer term interventions including language and communication programmes and SEAL/ social skills work. For a very few students, we plan personalised spending time either within student services or learning support ensuring they are able to access a broad curriculum that meets their needs.

Progress towards identified outcomes and effectiveness of our SEN provision is regularly assessed and reviewed by the SENCo and intervention team. At the start of any intervention, student baseline assessment data is used to set personalised targets which are reviewed over an identified period of time to review the impact of each intervention.

Who will be working with your child?

The Support Department is led by the Assistant Head (designated Special Educational Needs Co-ordinator (SENCo) & qualified teacher), supported by SEND Lead Practitioners for SEND and behaviour and two Student Support staff. There is a Governor with special responsibility for SEND.

The department includes a large number of Teaching Assistants (TA)s that are deployed by the SEND Lead Practitioner. The department is line managed by a member of the Senior Leadership Team.

How does our school ensure that the information about a child's SEN or EHC plan is shared and understood by teachers and all relevant staff who come in to contact with that child?

Student profiles created by our Learning Support Department are shared with all teaching staff. Training is provided when relevant through our staff's Continuous Professional Improvement (CPI) programme.

What role will the child's tutor play?

The tutor is the first port of call for contact between the parent/ carer and school. This contact can be through email, telephone or by using the student planner.

What expertise does our school and our staff have in relation to SEN?

We have an Assistant Head/SENCo who oversees the Support Department. Within the Support department we have a SEND Lead Practitioner who oversees a large team of Teaching Assistants and Higher Level Teaching Assistants (HLTAs). Within our Teaching Assistants we have staff who are trained to support specific learning needs. We have two members of staff who support students through the aspect of social, emotional and mental health and safeguarding issues in Student Support and a Behaviour Lead Practitioner leading Student Conduct. Our Support Department and external professionals lead training for teaching staff when appropriate.

Which other services do we use to provide for and support our students and how does our school provide support to improve the emotional and social developments of our SEN students?

We work with the Local Advisory Service for SEND and with other support services according to the needs of our students.

Our Student Support Team work with a wide variety of external agencies including Teens in Crisis, ASTRA, PCSOs, and Counselling Service along with groups set up in conjunction with the Targeted Support Team for groups of girls and boys help with emotional and social developments for our students. In school we provide groups focusing on social skills, a peer

mentoring scheme for identified students, SEAL sessions and a level-up club run by an external youth worker.

What access do our SEN students have to facilities and extra-curricular activities available to all students?

The Support Department has areas of specialist provision. These include a teaching room (with ICT), Student Support room (safeguarding, social, emotional and mental health support), Student Conduct room (supporting behavioural issues), a whole school intervention support room, small counselling rooms (for visiting school nurse and counsellors) and physiotherapy room. All facilities are supported by appropriate ICT resources.

There are ramps and handrails to help provide access to the ground floor of all buildings for those with mobility difficulties. There are lifts to provide access to the first floors of buildings. There are toilet facilities for disabled people on the ground floor in the majority of buildings. In addition to the statutory curriculum, the school provides a range of extra-curricular activities. These include:

- Sports activities and teams
- Choir, orchestra and instrument lessons
- School productions and theatre trips
- Field trips to enhance learning
- Foreign exchange and cultural visits
- Science, Art, ICT, Environmental clubs
- Anti-bullying ambassadors
- School prefects (Year 11 and 13)
- Peer mentoring (Year 12 and 13)

Staff strive to ensure equal access to these activities for all students, including making reasonable adjustments for those with physical disabilities.

The Learning Centre and Reading Centre are available for all students every day (before school, lunchtime, after school) to work in, and are supported by either a member of teaching staff or Teaching Assistant. Homework club runs for all students every Tuesday, Wednesday and Thursday in the Learning Centre supported by two Teaching Assistants.

Who will be talking to and keeping in touch with parents/ carers?

This will be a combination of the SENCo, SEND Lead Practitioner, members of the Support Department and the tutor. The tutor should be the first port of call for any concerns with your son or daughter.

How will our school involve young people with SEN in their education?

Students will be involved in adding towards the student profiles and their views and feedback will be sought prior to any review meetings.

What accredited and non-accredited courses do we offer for young people with SEND?

We offer a broad and balanced curriculum. Please take this link to our current curriculum offer www.bournside.gloucs.sch.uk/

School Life > Curriculum

In addition we currently offer accreditation through BTEC work skills and level 2 provision in the Sixth Form.

The range of courses we may provide for our students that are non-accredited are through the groups and courses highlighted through our local offer stated below;

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

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 Aspects of Learning

Nurture group

Speech and Language development

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

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

Reading Club

Peer mentoring

Counselling

EAL support

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

External agency involvement including Targeted Support Team – Girls and Boys groups

How do we assess and evaluate the provision we have arranged for your child?

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

Students who have EHC plans/ Statements 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 encourage greater independence.

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 plans (EHC) yet the complete transition to this is required by 2018.

How do we prepare our school to welcome and support SEN students and how do we arrange and support transfer to another school/ educational establishment?

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.

Where can you find our SEN policy and Local Offer?

Cheltenham Bournside School Website www.bournside.gloucs.sch.uk

- Information > Policies, Plans and Statements > SEN policy Local Offer

What role do Governor's have? What does our SEN Governor do?

We have a governor who is the responsible Officer for Inclusion and Child Protection. They are involved in appointments where appropriate for new staff and they support and challenge policy decisions throughout the academic year.