



# **SEN Information Report for Special Educational Needs and Disability**

**Signed:**  
**Chair: R. Dutton**  
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# Chesterton Community Sports College

## SEN Information Report for Special Educational Needs and Disability

### 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 in KS1/KS2
- Through observations and accurate assessments over a period of time
- Assessing across the broad based curriculum area to ascertain a cross-curricular perspective
- 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 Emotional Mental 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 SENCo, Miss D Machin. Her contact details are available via the school office. Following a referral to the SENCo, Miss



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Machin will arrange a meeting with the parent and child to discuss next steps and targets.

- The first stage of assessment is to discuss the pupil's learning with subject staff and evaluate any 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 pupils 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 online (isams, pupils' iPads)
  7. Whole school pupil progress tracking.
  8. Attendance and behaviour records through the 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 with fine motor control), etc. The most important point to remember is that targets depend on the needs of the child.



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- 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 specialist teaching assistant. The length of time of the intervention will vary according to need. 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 Wave 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 was 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.
- 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, 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 attainment. This will be done through a letter of invitation into school to meet with 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, for example, a GL Assessment in Maths/English.
- If this intervention was unsuccessful, the following services may be invited into school to work with identified pupils:
  1. Special Educational Needs Support Service (SENISS)
  2. Behaviour Support Service



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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 for whom the special educational provision required to meet these needs 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 Plan (EHCP) 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 Plan assessment that will be undertaken by the Local Authority.
  - In some cases where there is a more complex need of a visual impairment or hearing impairment, additional AEN funding may help support the pupil. This is applied for by the school and one-to-one 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.
- Additional work and resources will be differentiated where appropriate to meet individual needs.
- Teaching Assistants (TAs) may be allocated to work with the pupil 1:1 or in a small focus group to target more specific needs.



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- In addition, TAs may work on a one-to-one basis with pupils in a smaller learning environment.
- If a child has been identified as having a special need, they will be given a Pupil Passport which will be set according to their area of need. These will be monitored by the SENCo. Their learning will be evaluated on a regular basis to ensure that targets are measurable and achievable. Pupil Passports will be discussed with pupils and parents via a letter home and an individual discussion with pupils when the passport targets are both set and changed.
- Teachers are made aware of all children's needs and are helped to adapt their provision. This is done through Teams and isams and is an initial stage for class teachers. Pupils with additional needs are identified through registers and additional information can be gained through the SEN report in Teams. The overall provision map/individual provision maps and Pupil Passports can also be viewed in the All Staff Teams files 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 supporting their access to 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.
- Achievements towards the identified outcomes will be shared with parents by the SENCo and at parents' evenings, where the SENCo and SEN department LSAs will be available to discuss any concerns.
- A termly report is issued to each pupil at the school and published on the parent and pupil portals (isams).
- The Learning Support Department key workers plan weekly telephone conversations with parents to give verbal progress and feedback for those who have an EHCP. For pupils on Wave 2 and Wave 3 provision, a termly phone call is made.
- Parents are encouraged to arrange an appointment to discuss their child's progress with class/subject teachers, 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 support progress through the targets.

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

- Please look at the school website for knowledge-based curriculum resources. All subject crucial knowledge resources can also be found on pupils' iPads – ***“know more, remember more, understand it and apply it”***.
- Included in the website are all school policies linked to Special Educational Needs.



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- Class/subject teachers or the SENCo may also suggest additional ways of supporting your child's learning. Additional learning will also have guidance attached where applicable. Additional learning is accessible through Teams where parents can see what is expected.
- 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 wellbeing?

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

- An evaluated PSICHE curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and wellbeing. This is delivered weekly.
- A positive learning environment is established through event logs/rewards presented to children.
- Regular celebration assemblies take place to highlight progress and effort where pupils are presented with awards.
- Similarly, a presentation event takes place each year 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 member of the team.
- School one-to-one emotional support is available through the pupil support and emotional coaching.
- The school supports pupils with mental health problems with an in-school counsellor.
- 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, where pupils meet 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.
- A large number of staff have first aid training - this is specialised across the curriculum areas.



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- 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 wide 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 and visual impairment pupils
- Dyslexia support training from SENNIS
- AOT Autism Outreach specific training for pupils with ADHD and ASD
- Mental health first aid training

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

- Attendance at the termly SENCo update online
- JCQ access arrangements training
- Educational psychology attachment disorder training
- Data tracking and assessment through GL assessment Maths and English

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 and 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 with 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





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### 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 may be 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 two entrances to the school. One being the front entrance and the other by Learning Support.
- 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 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 to 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 the school's Open 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 teachers, the 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.



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- The Learning Support department will plan and deliver small group transition sessions for those identified from the primary schools who need this provision. For some pupils, this may mean one extra session, for others, an additional two 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.

### 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 communicate with parents as much as possible 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 an Education, Health and Care Plan, this decision will be reached when the plan is being produced or during the annual review.

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

This may be through:

- Discussions with class teachers, SENCo, form teacher or senior leadership team
- During parents' evenings



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- Through the Parent Portal (isams)
- Coffee mornings
- Parent workshop evenings
- Website

#### 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 make contact with 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:

- SENDIASS Staffordshire Family Partnership <https://www.staffs-iass.org/home.aspx>

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