

Chesterton Community College

Special Educational Needs Information Report

Approved by Chesterton Community College	September 2023
Review cycle	September 2024

Chesterton Community College

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1. The kinds of SEND that are provided for

The SEND Code of Practice (6.28-6.35) identifies four broad areas of need:

1. Communication and Interaction (C&I)
2. Cognition and Learning (C&L)
3. Social, Emotional and Mental Health Difficulties (SEMH)
4. Sensory and/or Physical (SI/PI)

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder (ASD), Asperger's Syndrome, speech and language difficulties;
- Cognition and learning, for example, dyslexia and dyspraxia. Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD);
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties and epilepsy;
- Moderate learning difficulties (MLD).

Some students will have additional needs which may have an effect on their progress and attainment in school but do not mean they have special educational needs or disabilities. Examples of these include:

- Having English as an additional language (EAL);
- Receiving the Pupil Premium Grant (PPG);
- Being a Looked After Child (LAC);
- Being the child of a Serviceman or Servicewoman.

Poor behaviour, including attendance and punctuality, is no longer identified as a need, but as a response to an underlying need that the school will seek to identify and address.

2. Identifying SEND

At Chesterton, we believe that high quality teaching, appropriately differentiated or adapted for the diverse needs of all learners, is the first step in responding to possible special educational needs. Teachers plan using students' achievement levels, differentiating tasks to ensure progress for every student in the classroom. This is in accordance with the Teacher's Standards (2012) which state that it is every teacher's responsibility to "adapt teaching to respond to the strengths and needs of all pupils" and with the SEND Code of Practice (2014): "teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff".

We know students may need additional support for their special educational needs if:

- It is clear that a student is not making expected levels of progress under SEND guidelines. All students have individual targets set in line with national outcomes. Parents are informed of these via the reporting system and at events such as parents' evenings. Student attainment is tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These students are then discussed in termly progress meetings that are undertaken between the subject teacher and an appropriate member of staff, and, if appropriate, the student themselves. Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated or adapted teaching being provided to the student, and if required, provision to the teacher of additional strategies to further support the success of the student. Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments;
- Observation of the student indicates that they have additional needs in one or more of the four broad areas of need: communication and interaction; cognition and learning; social, emotional and mental health; Sensory/physical;
- Screening, such as that completed on entry or as a result of a concern being raised about gaps in knowledge and/or skills;
- Concerns are raised by parents/carers, external agencies, teachers, or the student's previous school, regarding a student's level of progress or inclusion;
- A student asks for help.

If a student has a specific difficulty under one of the four areas of need, he or she will be flagged upon the college's reporting system. A student can also be added to the additional

needs register if, despite receiving an individualised programme and/or concentrated support, the student:

- Continues to make little or no progress in specific areas over a long period;
- Continues working at levels substantially below that expected of children of a similar age despite additional support;
- Continues to have difficulty in developing literacy and mathematics skills;
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behavior management programme;
- Has Sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service; has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

3. Consulting parents of SEND children and involving them in their education

Parents should be aware of and feel involved in the provision of support for their child with special educational needs and disabilities at Chesterton. Our 'Assess-Plan-Do-Review' (APDR) model of action includes consultation with parents and carers and students when necessary and appropriate.

To discuss any aspect of a student's learning, your first port of call will always be the form tutor. The form tutor's role is central in caring for students and monitoring their progress both academically and socially, encouraging involvement, commitment, and high standards of work and behaviour.

It may also be appropriate and helpful for you to talk to a specific subject teacher. Subject teachers are responsible for meeting the needs of all students by using a variety of teaching styles and providing appropriately differentiated tasks. They participate in appropriate training and take an active part in the assessment, target setting and review of students with SEND. They work in partnership with the SENCO, Progress Support Workers (PSW) and as well as students, parents and outside agencies.

Responsibility for the day-to-day operation of the school's SEND policy lies with the Special Educational Needs Coordinator (SENCO) overseen by the Executive SENCO. The SENCO coordinates the provision made for students with SEND as specified in their Statements of Special Educational Needs or Education, Health and Care Plans (EHCP) by means of Annual

Reviews and liaising with teachers and external agencies. The Executive SENCO and SENCO also:

- Fulfil statutory obligations and oversees the records for students with Statements of SEND or Education, Health and Care Plans;
- Maintain the register of students with Additional Needs and ensures that teachers know the names of the students with SEND, the reason for their inclusion on the register and the most effective strategies to support those students;
- Promote and develops a whole-school approach to SEND;
- Contribute to the in-service training of staff and others, as appropriate;
- Develop effective ways of overcoming barriers to learning and sustaining effective teaching;
- Ensure special exam arrangements are in place (as per JCQ rules and regulations) to support those students with special needs;
- Coordinate the work of the Progress Support Workers;
- Use evidence-based strategies to support students with SEND and ensures other staff do the same;
- Summarise the key points of students' Statements of Special Educational Needs or Education, Health and Care Plans for teaching staff and Progress Support Workers to ensure they take account of those key points when teaching.

If you are still not happy, you can speak to the school SEND Governor or Head of School.

SEND Governor: **Claire Middleditch**

Head of School: Rolf Purvis

How will the school communicate with me about my child's learning in school?

If your child is identified as not making progress, the school will arrange a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have;
- Plan any additional support your child may receive;
- Discuss with you any referrals to outside professionals to support your child's learning.

The school offers termly meetings for parents and carers of children and young people with SEND. All are consulted to raise issues of concern and to ensure the school provision is responsive to student and family needs.

The form tutor is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

The SENCO is available to meet with you to discuss your child's progress or any concerns or worries you may have and offer support strategies you can use at home with your child.

All information from outside professionals will be reviewed by the SENCO and shared with you.

Information is available in school or sent out by Parentmail.

4. The Local Authority Local Offer

Our school will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care (including the establishment of joint commissioning arrangements).

- The Children and Families Bill became enacted in 2014. From this date, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs and/or Disabilities (SEND) aged 0-25. This is the 'Local Offer'.
- The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.
- Cambridgeshire County Council's Local Offer of information and services available in the area for children and young people aged 0 – 25 who have special educational needs and/or disabilities is available here:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer>

Other contacts

In Cambridgeshire, the Parent Partnership Service (SENDIASS) offers independent advice and support to parents and carers of all children and young people with SEND:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/SENDd-information-advice-and-support-service-SENDdiass>

If parents or carers remain dissatisfied after speaking and/or meeting informally with relevant members of staff, a formal complaint may be made by completing the Formal Complaint Form in the school's Complaints Procedure available on the website or from the school office. Parents who are unhappy with the Local Authority or school responses to their child's SEND may also seek mediation from the regional mediation services:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/resolving-disputes-and-mediation>

Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authority's decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here:

<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

5. Consulting and involving Young People

Alongside the Graduated Approach of Assess, Plan, Do, Review (APDR), we consult and involve our young people through:

- one page profiles or similar
- communication charts/journals
- The Student Council
- 1:1 teacher/Head of House/SENCO meetings
- Annual Reviews

6. Assessing SEND and reviewing progress

When it appears that a student may need additional or different support, we follow the approach outlined in the SEND Code of Practice (2014). This is a four-stage cycle of action, known as 'Assess-Plan-Do-Review' (see below), in which the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable the student to learn more easily. These adaptations may include strategies suggested

by the SENCO and/or external specialists and, if appropriate, provision of specialised equipment or resources.

During their time at school, students are able to enter and exit this cycle of action, according to their needs and progress. If at a review stage (involving all stakeholders), a student has made sufficient progress in their specific area of need, they will no longer be categorised as having SEND support. The student will return to having their progress monitored within the mainstream of students without SEND as they no longer require provision that is different from or additional to normal high quality teaching.

If, at a review stage, a student has not made expected progress, despite the school having taken action to identify, assess and meet the SEND needs of the student, the school and/ or the parents, carers and student may request an Education, Health and Care Plan needs assessment by the Local Authority. This may be the case for a very small number of students, whose needs are significant and complex and the SEND support required to meet their needs cannot reasonably be provided from within the school's own resources. If this assessment leads to the student having an Education, Health and Care Plan (EHCP, formerly known as a Statement of Special Educational Need), the Local Authority must review the plan at least once a year. Schools have a duty to cooperate in this process and so we hold the review meetings and complete the appropriate paperwork in school.

Assess-Plan-Do-Review

Assess: Data on the student held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the student's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes. Where appropriate, advice may also be sought at this stage from external support services, including health and social services and community and voluntary organisations.

Plan: If assessment indicates that additional and/or different support is required, then the views of all involved, including the parents or carers and the student, will be obtained and appropriate evidence-based interventions identified. In addition, the school will involve external agencies, as appropriate, for advice on meeting the needs of students with SEND and in further supporting their families. Resources, strategies and approaches will also be discussed with the student and parents or carers at this stage. They will be directed to the SEND Information pages on the College website and the Local Offer which contains advice, including links to a number of useful sites and organisations for parents and students to help support learning at school and at home.

Do: SEND support will be recorded on an individual plan that will identify a clear set of expected outcomes, which will include challenging and relevant academic and developmental targets (including targets preparing for adulthood) that take into account parents' aspirations for their child. This plan will be implemented by the class/subject teachers with advice and input from the SENCO. Parents and the student will also be consulted on the actions they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment. The contents of this plan are shared with all relevant subject teachers and tutors, so everyone who teaches the student is aware of their needs.

We comply with UK General Data Protection Regulation.

Review: Progress towards these outcomes will be tracked and reviewed regularly with the parents and the student; information is shared termly through feedback regarding EHCP/ Statement of SEND and support reviews but also through the school reporting system and parents' evenings. Parents/carers can email and/or arrange an appointment with the form tutor, a subject teacher or the SENCO whenever they feel concerned or have information they would like to share which might be relevant to their child's success.

7. Monitoring and reviewing the progress of students with SEND

Progress is continually monitored by form tutors and subject teachers. Progress is reviewed formally every term and a level of 1 - 9/ predicted grade will be given in all subjects. At the beginning of year 7 and year 9 all students are assessed using the CAT4 test. This gives a baseline of ability and tracks all progress made. All new students who arrive at the school, at a different time than year 7 and 9, will also undertake the CAT4 test to ensure that we have accurate data for all students and any learning difficulty may be identified.

Progress of students with an Education, Health and Care Plan is formally reviewed at an Annual Review in consultation with all those involved in the student's education.

The SENCO will also check that students with special educational needs and/or disabilities are making good progress within any individual work and in any group that they take part in.

8. Transitions

Moving in to Chesterton

- A planned introduction programme is delivered in the summer term to support transfer for students starting school in September. The students may visit on several occasions.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.

- The SENCO meets with all new parents of students who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If students are transferring from another setting during the school year, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.
- We pass information on to the new class teacher in advance and, in most cases, a planning meeting will take place with the new teacher.
- The SENCO attends a meeting with the SENCO, or equivalent, of feeder primary schools to gather information to help secure a smooth transition for all SEND students.
- The student learns about aspects of transition to help them to understand the changes ahead.

Moving on from Chesterton

We recognise that transitions can be difficult for a student with SEND and take steps to ensure that any transition is as smooth as possible. To help with moving on to the next stage after Chesterton we:

- Contact the school SENCO and ensure they know about any special arrangements or support that needs to be made for the student;
- Make sure that all records about the student are passed on and comply with GDPR regulations;
- Include a focus on preparing for adulthood, including employment, independent living and participation in society in all reviews of Education, Health and Care Plans (EHCP) or Statements of Special Educational Need from at least Year 9 onwards;
- Follow the SEND Gatsby Benchmarks and guidance in 'Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff (April 2014)' to secure independent careers guidance for all Year 8-13 students to cover information on the full range of education or training options, including apprenticeships, technical qualifications and other vocational pathways;
- Encourage parents/carers and students to use the website of the National Careers Service which offers information and professional advice about education, training and work to people of all ages (<https://nationalcareersservice.direct.gov.uk>);

- Examine options identified in the local offer published by the local authority which sets out details of SEND provision (including the full range of post-16 options) and support available to children and young people with SEND and disabilities to help them prepare for adulthood, including getting a job.

9. Supporting children with SEND

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.” Special Educational Needs Code of Practice 6.37 <https://www.gov.uk/government/publications/SENDd-code-of-practice-0-to-25>.

The following sets out the many different ways in which students who have or may have special educational needs are supported in school at Chesterton. Excellent targeted classroom teaching by subject teachers, also known as ‘Quality First Teaching’ is used consistently to support our students.

All students should be getting this in school as part of outstanding classroom practice. It means that:

- All teachers have the highest possible expectations for all students in their class;
- All teaching is based on building on what each student already knows, can do and can understand;
- Different ways of teaching are in place so that every student is fully involved in learning in class;
- All teachers carefully check on every student’s progress. This enables them to identify any gaps or difficulties in understanding or learning which may be overcome with extra support to help them make the best possible progress;
- Specific strategies (suggested by the SENCO or outside professionals) are in place to support the learning of each student to meet their special educational needs as required.

Targeted group work

This type of support is available for any student who has specific gaps in their understanding of a particular subject or area of learning. Students are:

- Taught in small groups, also known as Intervention groups, which are run by a teacher or a Progress Support Worker who has been trained to run an intervention group;
- Supported to work towards specific targets which will enable them to make progress.

Specialist support involving professionals from outside the school

This type of support is available for any student who has been identified by the SENCO or a subject teacher has made a referral. Quite often, a parent/carer or a student has shared information that shows an individual as having specific barriers to learning that cannot be overcome through Quality First teaching and intervention groups alone. This means that they require additional specialist support in school. This specialist support could come from professionals from outside the school, such as Sensory Service (for students with a hearing or visual need) or the Speech and Language Therapy (SALT) Service. The processes by which this level of support is obtained in school are as follows:

- Parents/carers will be asked to come to a meeting to discuss the student's progress and help plan possible ways forward;
- Parents/carers may be asked to give permission for the school to refer the student to a specialist professional such as a Speech and Language Therapist or an Educational Psychologist.

This will help the school and parents, carers and the students themselves understand the student's particular needs better and be able to support them more effectively. The specialist professional will work with the student to understand their needs and make recommendations, which may include:

- Making changes to the way the student is supported in class such as giving some individual support or changing some aspects of teaching to support them;
- Better support for setting better targets based on the outside professional's specific expertise;
- A group run by school staff under the guidance of the outside professional such as a social skills group;
- Group or individual work with the outside professional.

The school may suggest that the student needs some agreed individual support in school. The school will tell the student and their parents or carers how the support will be used and what strategies will be put in place.

Specified individual support

This type of support is available for students whose learning needs are more complex and lifelong. It is usually provided via an Education, Health and Care Plan (EHCP). This means the student will have been identified by the Local Authority as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school. Usually the student will also need specialist support in school from a professional from outside the school such as the Sensory Service (for students with a hearing or visual need) or the Speech and Language Therapy (SALT) Service or the Locality Team. The processes by which this level of support is obtained in school are as follows:

- The school or a parent/carer can request that the Local Authority carries out a statutory assessment of the student's needs. This is a legal process which sets out the amount of support that will be provided. For more information on applying for a needs assessment, please click on the link below:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/education-health-and-care-plan-ehcp>

10. Adaptations

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.;
- Adapting our resources and staffing;
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.;
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Access and adaptations for students with medical needs and disabilities.

In accordance with our duties under the Equality Act (2010), we make reasonable adjustments (such as auxiliary aids and services) for students with a disability (including Sensory impairments and long-term health conditions) to help them overcome any disadvantage experienced in school and increase their access to the taught curriculum.

Where appropriate, students with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the relevant healthcare professionals, SENCO, Heads of House, and parents/carers and, if appropriate, the student themselves. Staff who volunteer to be First Aiders to administer and supervise medications will complete formal training and be

verified by the school nurse as being competent. All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within 'Supporting students at school with medical conditions (DfE) 2014' and identified in the school Medicine Administration Policy.

Risk assessments are carried out and procedures are put in place to enable all students to participate in all school activities and the school ensures it has sufficient staff expertise to ensure that no student with SEND is excluded from any school provided activity.

The school environment has been adapted in the following ways:

- There are three marked disabled bays in the parking area by the Drama Block plus five marked disabled parking bays in the sports centre car park;
- All steps have been edged in yellow and all pillars have been marked with hazard tape;
- There are 5 disabled toilets around the school (1 in reception, 1 in the AB corridor, 1 next to the Atrium, 1 in the L-Block on the 1st floor and 1 along the 1st floor E-corridor);
- A medical room is located in Reception, which includes a disabled access toilet;
- All of the ground floor can be accessed without the need to go up and down steps;
- There are 2 elevators to provide access to the 1st floor, 1 of which is specifically designed for disabled use;
- There are two secure refuge points at the top of the two new staircases (1 in the atrium and 1 in the E-block) which provides a 60-minute fire safe zone in the event of an evacuation;
- An evacuation chair has been installed next to the main staircase in the atrium to allow safe descent of the stairs in the event of an evacuation which staff have been trained to use.

Our Accessibility Statement describes the actions the school has taken to increase access to the environment, the curriculum and to printed information and can be viewed on the school website.

11. Expertise of staff, training and support from outside professionals

The SENCO role includes support for teachers in planning for children with SEND. The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole-school training on SEND which is carried out every half term.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of individual students in their class, for example, from the Sensory support service or Educational Psychology Service.

The Executive SENCO and SENCO have completed the NASENCO award to comply with clause 64 of the Children and Families Act (2014).

Other professionals and organisations providing services to students with special educational needs and/or disabilities in Chesterton include:

- Educational Psychology Service
- Sensory Support Service for children with visual or hearing needs
- Speech and Language Therapy
- School Nurse
- Locality team- A team of professional workers to support the school
- Early intervention family worker
- Romsey Mill- To help with year 6-7 transition
- Child and Adolescent Mental Health Service (CAMHS)
- Counselling Service
- Young Carers
- Centre 33

12. Securing equipment and facilities

As a school, we work closely with any external agencies that we feel are relevant to individual student's needs within our school including: educational psychologists, specialist services for Autistic Spectrum Disorders, the Behaviour Support Team, Health including school nurses, clinical psychologists, speech & language therapists, and children's social care teams including social workers. Where needed, we seek to make reasonable adjustments and adaptations through the recommendations of our professional partners.

13. Enabling students with SEND to engage in activities

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs. All students are encouraged to go on our school trips and take part in sports day/school plays/collapsed days.

No student is ever excluded from taking part in these activities because of their SEND or disability.

14. Emotional and social needs

Students with special educational needs and/ or disabilities may need additional support for their general well-being in school. We offer a wide variety of pastoral support for students including:

- A pastoral House system with vertical tutoring and targeted tutor time/ mentoring programme;
- An evaluated Personal, Social, Health and Economic (PSHE) curriculum which aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being (details available on the College website);
- Small group evidence-led interventions to support student's well-being for targeted students and groups;
- Alternative small group opportunities within the school for students who find outside class times difficult, to develop their social interaction skills;
- An inclusion area to support students with difficulties in the area of social, emotional and mental health (SEMH);
- Healthy School status which evidences the work undertaken within the school to support students' well-being and mental health;
- A Wellbeing Lead (Sophie Hawkins, Assistant Head) oversees wellbeing in the school and signposts mental health support to students/parents/carers.

We have a zero tolerance approach to bullying (please see anti bullying policy on the school's website).

15. Monitoring and evaluating effectiveness of SEND provision

In addition to the individual cycle of action (Assess-Plan-Do-Review), SEND provision and the progress and attainment of students with special educational needs and/or disabilities is monitored and evaluated in a number of ways, including:

- Classroom observation by the Senior leadership team, the SENCO, governors and external verifiers;
- Ongoing assessment of progress made by students with SEND;
- Work sampling and scrutiny of planning to ensure effective matching of work to student need;
- Teacher meetings with the SENCO to provide advice and guidance on meeting the needs of students with SEND;
- Student and parent feedback on the quality and effectiveness of interventions provided;
- Analysis of the attendance and behaviour records of students with SEND.

16. Monitoring arrangements

This information report will be reviewed annually by the SENCO and SEND Governor. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

17. Links with other policies and documents

This information report links to our policies on:

- SEND policy
- Accessibility statement
- Supporting pupils with medical conditions
- Anti-Bullying

Please use this link to access all policies and statements belonging to Chesterton Community College:

<https://www.cambridgeshireeducationaltrust.org/policies/>

Document Control

New Version Number	Key changes from previous version	Date of ratification
	NB: SEND Gov. kept listed as CM.	
	Reference made to Exec. SENCO.	
	Addition of SENCO holding NASENCO	