



THE COTSWOLD SCHOOL

COTSWOLD SCHOOL SEN INFORMATION REPORT

JULY 2017

Introduction:

The Cotswold School is a mainstream school which does its utmost to create a happy and outward looking school where all pupils work hard to realise their full potential academically, personally and socially.

We value the contribution that every child and young person can make and aim to make all pupils feel valued as individuals. We teach that respect and care for each other is important irrespective of age, race, ability, status or social background.

The school seeks to raise achievement, remove barriers to learning and to increase physical and curricular access for all. All children with SEN are valued, respected and equal members of the school. We seek to work closely with pupils and parents, to listen to what they have to tell us and to work together to achieve positive outcomes academically, socially and for life.

Children and young people with different areas of need are supported and helped to achieve their potential - teachers have high expectations and aspirations for all.

HOW DOES THE SCHOOL KNOW IF CHILDREN/YOUNG PEOPLE NEED EXTRA HELP?

Identifying children and young people with SEN

Most pupils who need additional support are identified in the Year 6/7 transition. Where possible, the teacher in charge of transition from Key Stage 2 to Key Stage 3 and the transition team visits all feeder schools to talk to new pupils and their teachers. The SENCO and the Learning Support team liaise with feeder primary schools and hold individual meetings with parents to listen to their views regarding their child's needs, strengths and strategies that have proved successful in order to gain as clear a picture of the pupil as possible. All the information gathered at transition is used to draw up a Pupil Profile to inform staff and to give them a clear picture of the pupil to inform their planning.

Additionally all Year 6 pupils attend two Induction days in July and parents attend an Induction Parents Evening. Parents have a further opportunity there to raise and share any concerns that they have.

On entry in September all Year 7 pupils take a Reading and Spelling Test and use the Accelerated Reading programme. This can help highlight any pupils where special needs have not previously been recognised.

Some pupils are identified as being in need of additional support at a later date when concerns are raised by a parent/carer, by a subject teacher, or by the pupil.

We use a range of different screening tools including Dyslexia Portfolio, LUCID RAPID and Dyscalculia Screener.

WHAT SPECIALIST SERVICES OR EXPERTISE ARE AVAILABLE TO THE SCHOOL?

Where necessary the school would seek support and guidance from outside agencies. The Educational Psychologist and the Advisory Teaching Service are involved in training and providing advice for staff as well as NHS specialists such as Speech and Language Therapy.

Services who visit the school to help with support and training are:

- Educational Psychology Service
- Advisory Teaching Service for Hearing impaired, Visual impaired, Communication and Interaction, Cognition and Learning, Physical/Medical disability
- School nurse
- Specialist Health Advisors (e.g. Cancer, Diabetes)
- Speech and Language team
- Youth Support Services
- Teens in crisis
- Police

The school also has close links with Social Services, CYPS - Children and Young Peoples Services (CAMHS - Children and Adolescent Mental Health Service) and organisations concerned with the health and well being of young people. A multi agency approach to support is taken and parent/carers/pupils are fully involved in all meetings.

WHAT SHOULD I DO IF I THINK MY CHILD HAS SEN?

WHO ARE THE BEST PEOPLE TO TALK TO IN SCHOOL ABOUT MY CHILD'S DIFFICULTIES WITH LEARNING/SPECIAL EDUCATIONAL NEEDS or DISABILITY (SEND)?

SENCO/LEARNING SUPPORT TEAM

The Cotswold School ASSISTANT HEAD PASTORAL/SENCO and LEARNING SUPPORT DEPARTMENT are responsible for:

- Coordinating all the support for children with SEN needs and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school
- Ensuring that parents of children with SEN are
 - involved in supporting their child's learning
 - kept informed about the support that their child is getting
 - involved in reviewing how they are doing
 - part of planning ahead for them
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, etc.

- Updating the school's SEN register and making sure that there are records of your child's progress and needs
- Helping provide specialist support for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best possible progress
- Working with subject teachers, parents, children and other professionals to write Education Health and Care (EHCP) Plans

HEADS OF YEAR/FORM TUTORS/SUBJECT LEADERS/SUBJECT TEACHERS are responsible for:

- Checking the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, 1:1 interventions, mentoring, etc.)
- Working with the SENCO to share and review assessment and progress information
- Informing parents of progress at Parents' Evenings and review meetings
- Ensuring that inclusive, quality first teaching is delivered

The Principal - Will Morgan

He is responsible for:

- The day to day management of all aspects of the school, including the support for children with SEN
- Ensuring that the needs of children with SEN are met
- Keeping the Governing Body up to date about any issues in the school relating to SEN

SEN Governors - Catherine Roffe and Laurie Baker

They are responsible for:

- Making sure that the necessary support is in place for any child with SEN who attends the school
- Making regular visits to the school and observing pupils in lessons
- Liaising regularly with the SENCO and the Learning Support Department

WHAT SHOULD I DO IF I THINK MY CHILD HAS SEN?

If you believe your child has special educational needs and do not think these have yet been identified, parents/carers should contact the SENCO. We would meet to discuss the best course of action and review this at agreed intervals.

If there is still little progress we would seek specialist advice for a more formal assessment to identify particular needs. Parent/carers are fully involved in all meetings and kept informed of progress.

HOW WILL I KNOW THAT THE SCHOOL WILL SUPPORT MY CHILD?

RANGE OF SUPPORT

We aim to support all our children with SEN to help them succeed. Support is provided on the basis of meeting individual needs. The school uses the three wave model of intervention.

Wave 1: Quality-first teaching for the whole class, where differentiation is embedded in teaching strategies which take into account the learning needs of all pupils, to ensure pupil progress. Wave 1 runs through all 3 Waves.

Wave 2: Some pupils may need additional intervention to accelerate their progress to enable them to work towards age-related expectations. This could include: an in-class Learning Support Assistant, small group work in Literacy/Numeracy. It may also be appropriate to involve external agencies.

Wave 3: This includes much more focused, targeted provision with one to one support. There would be more individualised programmes with tailored intervention necessary to accelerate progress to close the gap. External agencies e.g. Speech and Language Therapist would become involved for their expertise.

We also offer support with intervention sessions, these may be 1:1 or in small groups. Homework support is offered on a daily basis at lunchtimes.

In-class support may be available in lower ability groups

- Some Year 8 and 9 pupils have additional literacy and numeracy instead of studying a second modern language
- Access to ICT and specialist equipment and materials as necessary
- Study support
- Individual Behaviour Plans/Pastoral Support Plans are set up in accordance with the school's Promoting Positive Behaviour Policy

It may be that your child needs some type of support in their GCSE examinations, an assessment would be carried out and Access arrangements, e.g. a reader, would be put in place.

If it is considered that your child would benefit from support, or there is a change to the allocated support, the SENCO would contact the parent/carer to inform them about the decision. As always, the parent/carer may arrange an appointment to meet with the SENCO to discuss matters.

Those pupils granted a Statement of Need/Education Health Care Plan may have a home/school contact book to keep parents/carers informed on a daily basis. It is useful to check comments made by the Learning Support Assistant and subject teacher. The parent/carer can respond to the comments as well as writing in their own questions/comments.

Evaluating the effectiveness of the provision made for children with SEN

The school is committed to regular and systematic evaluation of the effectiveness of its work and uses a series of methods to gather data for analysis including:

- Use of SIMS School Data Base to track progress of SEND pupils across the curriculum by HODs, HOY, Subject Teachers, Form Tutors and SLT
- KS3 Teacher Assessment levels and GCSE results
- Learning walks and lesson observations
- Analysis of the attainment and achievement of different groups of students with SEN
- Post-16 destinations for students with SEN
- Scrutiny of students' work by SLT, HODs, HOY and class teachers
- The views of parents and the students
- Regular monitoring by the SEN Governors
- Maintenance of assessment records (e.g. reading and spelling ages) that illustrate progress over time
- Meetings between SENCO and subject teachers, subject leaders/HODs, SLT, HOY and Teaching Assistants
- Weekly Pastoral meetings between Assistant Principal/SENCO/HOY/Inclusion Manager and Behaviour and Attendance Manager
- SEND Audit
- Department Development Plan

If, despite significant support and intervention the school has evidence that a pupil is making insufficient progress we may seek further advice and support from outside professionals, such as the Advisory Teaching Service, Education Psychology Service, CYPS. These professionals are invited to contribute to the monitoring and review of progress. Pupils and parents are fully involved and kept informed about the involvement of external agencies and proposed interventions.

Pupils who have Statements of SEN/EHCPs, have their progress, and the support outlined in their Statements/EHCPs, reviewed annually and a report is provided for the Local Authority.

Pupils who have a Statement of SEN/EHCP and who are also CIC (Children in Care) have PEPs (Personal Educational Plans) and PEP review meetings in addition to their Annual Statement review.

The school liaises with other agencies to arrange Transition Plans for pupils with Statements in Year 9 onwards, and ensures that these plans are reviewed annually thereafter as part of the Annual Review process.

The school reports annually upon SEN, as appropriate, and identifies aspects for future development.

HOW WILL THE CURRICULUM BE MATCHED TO MEET MY CHILD'S NEEDS?

All students have the right to a broad, balanced and relevant curriculum. Where appropriate, students with SEN are taught for all of the week with their peers in mainstream classes by subject teachers and study the curriculum appropriate for their needs.

All teaching and support staff are aware of the National Curriculum Inclusion Statement and in their planning and teaching they strive to:

- Provide suitable learning challenges
- Meet the students' diverse learning needs
- Remove the barriers to learning and assessment

With advice from, and support of the SENCO, teachers match the learning to the needs and abilities of the students. They use a range of strategies to develop the students' knowledge, understanding and skills. Where appropriate, materials are modified or support is provided to enable students with SEN to access the learning or the assessment processes.

The school acknowledges that its practices make a difference. Because of this, the school and teachers regularly review issues related to students with SEN and classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved. SEND training is provided regularly on the Staff INSET Days.

Heads of Departments are able to discuss SEN issues at monthly HOD meetings. Learning Support is a feature of departmental agendas.

Support staff meet formally on a weekly basis and communication with staff is conducted on a frequent informal basis.

Where withdrawal for 1:1 or small group teaching is necessary, a time is chosen which will cause the least disruption to the students' access to the Curriculum.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE OF THE CLASSROOM?

Access to the Wider Curriculum

In addition to the statutory curriculum, the school provides a wide range of additional activities. These include:

- Sports activities and teams
- School productions and theatre trips
- Choir, orchestra and instrument lessons
- Field trips to enhance learning
- Foreign exchange and cultural visits
- Activities week

Staff strive to ensure equal access to these activities for all pupils, including making reasonable adjustments for those with physical disabilities. A modified minibus is hired to transport pupils who cannot transfer from a wheelchair.

Students with SEN are actively encouraged and supported to join in and benefit from these activities. The participation of students with SEN in these activities is monitored carefully. An updated list is published once a term to all students.

How accessible is The Cotswold School environment?

The Cotswold School has a Disabled Parking space and ramp at the front entrance and disabled access to all blocks. The school has lifts to all floors - lifts are located in the main block, English, Maths and Sixth Form areas. There are seven disabled toilets located around the school site and there is also one Access Bathroom which is equipped with a hoist and a Closomat toilet.

What support will there be to support my child's overall well being?

There are a number of strategies put in place to help support children with social, emotional and mental health needs.

The school has a School Mentor - Tom Watmore and a School Counsellor - Annie Aldridge to help vulnerable pupils in need of additional support. They offer one to one sessions for emotional/ social/mental health needs and can help with Bereavement Counselling.

The School Nurse holds drop in sessions.

All pupils follow a PHSE programme covering a variety of topics e.g. Healthy Lifestyles, Anti Bullying and e-safety, and Sex and Relationships education. Outside experts lead many of these sessions and help children stay safe and prepare for life.

Behaviour incidents are logged by the school's Behaviour and Attendance Manager and appropriate consequences are put in place in accordance with the school's Promoting Positive Behaviour policy. If there is persistent unacceptable behaviour the HOY and the Senior Leadership Team would be involved and an Individual Behaviour Plan or Pastoral Support Plan would be set up. The school has an Inclusion Unit to help support children in changing their behaviour.

School Council and Year Group Councils are actively involved in school decision making, planning and reviewing of policies. Pupils are actively involved in e-safety and anti bullying initiatives. Pupils act as Peer Mentors to help and support each other and give regular feedback on all aspects of school life.

How are the school's resources allocated and matched to children's special educational needs?

The school budget, received from Gloucestershire Local Authority, includes money for the support of children with SEN. Money is also received from other local authorities if a child is supported by them.

The funds allocated are used to pay for teaching staff, teaching assistants, resources and equipment used for learning and to send staff on relevant training. All resources, training and support are reviewed regularly and changes made as required.

We will always try to address individual needs by intervention or in class support. Decisions made about how much support a child will receive are made on an individual basis in relation to need in accordance with Statements/EHC Plans and in consultation with parents/teachers/SENCO and outside agencies where necessary.

INVOLVEMENT OF PARENTS/CARERS

How will I know how my child is doing?

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

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

We seek to work closely with parents at all times, to listen to what they have to tell us and to work together to achieve positive outcomes for children academically, socially and for life. We try to provide user-friendly information and try to make sure that parents understand procedures and are aware of how to access advice. Parents will be helped and supported to

- play an active and valued role in their child's education
- have knowledge of their child's entitlement within the SEN framework
- make their views known about how their child is educated and play a key part in planning and decision making
- have access to information, advice and support during assessment and any related decision making processes about special educational provision

COMMUNICATION/CONTACT WITH PARENTS

Contact with parents is maintained at all stages of the student's progress through the school

- At the Primary/Secondary transition - individual meetings are held with parents and the Learning Support Team
- When special educational needs are identified through assessment
- When external services are involved
- Parents are welcome to contact the school (SENCO/FORM TUTOR/SUBJECT TEACHER/TEACHING ASSISTANT) at any time to discuss concerns whether by phone or email
- Parents evenings are held to inform and support parents of students with SEN

Where a child is receiving SEN support, review meetings will be held termly with parents to set clear outcomes and to review progress towards them and to discuss the strategies and support that will help achieve them. These meetings will be with the Form Tutor or a member of the Learning Support Department.

Those pupils who have a Statement of Need/EHC Plan will have an Annual Review Meeting. A variety of people may be invited to attend - the pupil, parent/carer, SENCO, Teaching Assistant and representatives from outside agencies e.g. Advisory Teaching Service, Educational Psychologist, Health professionals and Social Care. This provides the opportunity to review progress and identify any further needs. The home/school book also helps regular communication on a daily basis.

TRANSITION ARRANGEMENTS

How will the school prepare and support my child in starting school and moving on to a new setting or to the next stage of education and life?

The school has an excellent Primary/Secondary Transition programme involving a Transition team led by the Head of Key Stage 3. All Year 6 pupils attend two induction days in July and pupils coming on their own or in twos are invited to attend an additional induction day. Additional visits are organised for vulnerable students and groups. Year 7 Peer Mentors work closely with the Year 6 pupils and an excellent Year 7 team of Form Tutors work hard to ensure a smooth, happy and effective transition. All new pupils attend a Team Building residential in September.

If a child joins the school midyear or at a later date, they will be invited to visit the school. There will be a tour of the school and the opportunity to meet with SLT, HOY and other members of staff.

Buddies are chosen to help and support your child to settle in and new pupil reviews are carried out after six weeks and we will inform you of how your child is doing. We will request information from the previous school which will help us to ensure that we meet your child's individual needs.

Additional support is given at Key Transition points e.g. the choice of option subjects when pupils move from Key Stage 3 to Key Stage 4. A Year 9 Parents evening is followed by a Year 9 Options evening and advice is available from Subject teachers and leaders, the Pastoral team and the Learning Support Department. The school also has a Careers advisor who visits the school on a weekly basis and individual appointments are organised for pupils to help ensure that they make the best and most appropriate choices for their future. The school also has a Careers Library with lots of information on careers, college and university courses.

Early college visits are organised for some Year 10 pupils with SEN to help ensure a smooth transition from school to college. Where pupils have a Statement of Need/EHCP, college staff are invited to attend Transition Reviews where applicable. The SENCO liaises with the Support team at the college and passes on all relevant information to help with the transfer.

What training have staff supporting pupils with SEND had or are receiving?

Whole school training is given to staff at Staff INSET on a regular basis. All staff have completed Safeguarding, Exam and Invigilator Support in Exams training and Voice Technology training.

SEND workshops have been held on supporting children with ASD (Autistic Spectrum Disorder), Dyslexia, and on effective TA Deployment. Strategies for success - Teaching and Learning of pupils with SEN, Differentiation have also been delivered.

SENCO Cluster meetings are attended regularly. Some of the Learning Support Department have received training in Phonics and Read, Write, Inc. and Numicom training.

Some Teaching Assistants have received Manual Handling Training.

Some staff have received training on medical issues e.g. First Aid, Diabetes and Asthma.

Some staff have received training on mental health issues.

WHO CAN PARENTS CONTACT FOR FURTHER INFORMATION?

If you would like more information please contact the SENCO - Mrs Jenny Illingworth or the Learning Support Department in the first instance.

PARENTS IN PARTNERSHIP - This service is able to provide advice and support for parents of students at any stage of their decision making in relation to the education of their children with SEN.

www.parentpartnership.org.uk/

ARRANGEMENTS FOR DEALING WITH COMPLAINTS FROM PARENTS

Any complaint relating to the provision for SEN at The Cotswold School should initially be referred to the Principal who will raise them with the relevant group of the school's Governing Body.

FURTHER INFORMATION IS AVAILABLE THROUGH GLOUCESTERSHIRE'S LOCAL OFFER at www.gloucestershire.gov.uk/localoffer

