The Corsham School

SEN Information Report for Parents

October 2026
Reviewed Annually

The Corsham School is a well-established, high-performing specialist school which became an Academy in April 2011. We remain an 11-18 mixed comprehensive serving the community of Corsham and neighbouring villages, although we also attract students from Chippenham, Melksham, Bath and surrounding areas. We currently have 1361 students on roll with approximately 15% students with a Special Educational Need or Disability (SEND).

1. What do we mean by SEN/SEND?

Under the 2014 Special Education Needs Code of Practice, Special Education Needs and Disabilities are placed together, and abbreviated to SEND.

A child or young person has SEND if they have a learning difficulty or a disability which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others the same age

  Or

- Have a disability that prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools.

First Tier of Support: Ordinarily available Provision for All Learners (OPAL, otherwise known as universal provision) is considered the first level of intervention. If a child's needs exceed what OPAL can provide, more targeted or specialist support may be considered.

Monitor "Mon" – for students who have a diagnosis or are on the diagnostic pathway but are not currently receiving intervention. For example, students with ADHD, Autism, Dyslexia or At Risk of Dyslexia but accessing OPAL etc

SEN Support (K) – for students receiving specific interventions (a formal diagnosis is not required). A **"K Code"** on the SEND register refers to a pupil who is receiving SEN Support but does not have an Education, Health and Care Plan (EHCP).

SEN Support/Interventions may include:
Numeracy Intervention (yr8 and 9)
Reduced Education Provision
Curriculum Variations
Individual Support Plan (ISP)/My Support Plan (MSP)
ELSA 1-1
ELSA SEMH
ELP (Enhanced Learning Provision)

EHCP – for students with an Education, Health and Care Plan.

OPAL stands for Ordinarily Available Provision for All Learners. It is a key part of the Wiltshire Local Offer and refers to the baseline level of support that all educational settings in Wiltshire are expected to provide for children and young people with SEND (Special Educational Needs and Disabilities), without needing an Education, Health and Care Plan (EHCP)

2. What is `The Local Offer'?

The Local Offer is where Wiltshire Council publishes information on all services and support for young people with SEND. Under the Children and Families Bill 2014, schools are required to provide clear information about the services and support available to families of children with special educational needs and/or disabilities.
More information on Wiltshire's Local Offer can be found here: www.wiltshirelocaloffer.org.uk

3. How does the school know if my child needs additional help?

Where students make less than expected progress for their age and individual circumstances despite high quality teaching, the subject teacher and/or tutor will liaise with the Head of House and parents in order to assess the student for SEN.

The SENDCo or another member of the Learning Support Team will work with subject teachers to develop strategies to support classroom teaching.

As parents, you may also have raised concerns about your child and we liaise with previous settings when children transfer or transition from Primary to Secondary school. Most difficulties will be supported within the classroom as part of our OPAL (Ordinarily Available Provision for All Learners) If a child's needs exceed what OPAL can provide, more targeted or specialist support may be considered. The SENDCo working with subject staff, will assess whether a student has a significant learning difficulty. Where this is the case, an agreement regarding the SEN support that is required is made.

4. What should I do if I think my child has Special Educational Needs and/or Disabilities (SEND)?

Step one

Early on you, or your class teacher, Tutor or Head of House may identify they have concerns about progress, or if any student may require extra support.

Both the school and parents should discuss their worries and concerns with the Tutor or Head of House.

These conversations can happen at any point during the year and be over the phone, via email or in person.

Examples of additional needs might include support over and above OPAL (ordinarily available provision for all learners), emotional and behavioural difficulties, communication difficulties, mobility difficulties, specific learning difficulties such as Dyslexia, medical needs such as Epilepsy and Cerebral Palsy, Autism, Attention Deficit (Hyperactivity) Disorder (ADHD/ADD), Visual Impairment, Hearing Impairment or Obsessive-Compulsive Disorders.

Step two

Further investigations into identifying issues/needs. This may involve (further) observations or the need for assessments. In consultation with parents and Learning Support a "Needs Led Approach" can be decided upon, leading to possible further clarification of any underlying need not currently diagnosed. (See appendices).

The school might be able to provide adequate intervention for the child or young person to make progress. This will be in line with the school's OPAL (Universal Provision).

The Head of House, SENDCo, Class Teacher or member of the learning support team will monitor progress and inform parents periodically throughout the academic year.

Step three

If concerns remain, the Head of House, SENDCo or member of the Learning Support team will be in contact to discuss concerns and next steps. The SENDCo working with subject staff, will assess whether a student has a significant learning difficulty. Where this is the case, an agreement regarding the SEN support that is required is made.

After careful consideration and receiving staff feedback a "One Page Profile" may be constructed and a meeting via email, phone or in person arranged to discuss support.

At this stage the SEND register will be updated to reflect a **"K" (SEN support code).** The pupil will be receiving additional support (e.g. 1-1 ELSA, Curriculum Variation etc). At this point an "ISP (Individual Support Plan)" may be considered.

When a student identified as "Mon" (Monitor) begins a targeted intervention, their status will be updated to a K code. Following a six-week review period, if sufficient progress has been demonstrated, the student's status will revert to a Monitor code. Student progress data will then be reviewed after the most recent interim assessment point, at which stage a decision will be made regarding whether the student should remain on the SEN Register.

Due to its fluidity, should any changes or updates occur a student can be re added to the SEN register at any time. This is also the case with regards to **"K" code** interventions no longer being attended and being re coded as **"Mon" (Monitor).**

ISP (Individual Support Plan) meetings will follow the Assess, Plan, Do, Review approach which is set out below.

‘Assess-Plan-Do-Review’ Cycle

Assess: Information will be gathered, and further testing will be undertaken if needed.
Plan: Parents and the student will be invited to contribute to their SEN Support Plan.
Do: The plan, designed to promote progress in the identified area of weakness, will be actioned.
Review: The plan will be reviewed and, where necessary, new outcomes will be set.
Once constructed you will have the opportunity to discuss and review. This is the graduated approach known as SEN support.

Step four

If concerns remain, consideration will be given to the construction of a “My Support Plan” that follows the above “Plan, Do, Review” process with all cycles achieved and reported on before applying for a statutory assessment/EHCP.

This may include external agencies and parents will be involved within this process.

A request for an EHC needs assessment can be made by:

- The parent or carer
- The young person (if aged 16–25)
- A school or educational setting
- A professional involved with the child (e.g. GP, social worker)

While parents can apply directly, we recommend speaking with the SENDCo/Deputy SENDCo first.

5. What special needs does the school cater for?

The types of difficulty identified in the Education Act

are:

- Communication and Interaction; this includes children who experience a difficulty in communicating with others; children who may not understand or use social rules of communication and children who have speech or language difficulties.
- Cognition and Learning; this includes children who may learn at a slower pace to their peers even with appropriate differentiation and excellent classroom teaching.
- Social, Emotional and Mental Health Difficulties; these difficulties manifest themselves in many ways including withdrawal or disruptive behaviour.
- Sensory and/or Physical Difficulties; this includes disabilities which prevents or hinders a child from making use of the educational facilities generally provided.

We also acknowledge that some children may have learning needs which may not have a label or diagnosis, but who still benefit from having extra support in school. We aim to treat each child as an individual and respond to their needs accordingly.

6. What specialist services and expertise are accessed by the school?

The Corsham School provides robust support for the emotional and social development of all students, particularly those with SEND, ensuring a safe, inclusive, and supportive learning environment.

Strategies include:

Extra Pastoral Support

Dedicated Staff: A dedicated pastoral care team that includes SEND coordinators, School Counselors, and Teaching Assistants are trained in emotional and social development.

Student Voice Initiatives:

Regular Feedback: Regular feedback mechanisms such as Microsoft Forms surveys, suggestion boxes, and focus groups specifically designed to gather the views of students with SEN.

Student Councils: Including students with SEN in student councils or advisory boards to ensure their voices are represented in school decision-making.

Anti-Bullying Policies:

Clear Policies: Develop and communicate a clear anti-bullying policy that defines what constitutes bullying, outlines reporting procedures, and describes the consequences for bullying behavior. Anti-bullying ambassadors advise and participate in assemblies.

Reporting and Support Systems:

Anonymous Reporting: An anonymous reporting system that allows students to report bullying without fear of retaliation.

Support Services are accessed according to the need of the child at appropriate developmental stages. You may be asked for permission for the school to refer your child to a specialist professional. This would help us to understand your child's needs better and enable us to support them better in school. Services which the Academy frequently make use of include:

Speech and Language Therapists;

Special Educational Needs Support Service (which has specialists for a wide range of difficulties);

Educational Psychologist;

Teacher of the Deaf

School Nurse

7. How would school staff support my child?

Support will always be given primarily by the Class Teacher, Teaching Assistants and Higher Level Teaching Assistants. Teaching Assistants may be trained in specific areas, such as emotional literacy support, or in the delivery of specific interventions. Support may be part of whole class teaching, small group work or individual support.

8. How will the curriculum be matched to my child's needs?

When a student has been identified as having special educational needs their work will be adapted by the subject teacher to help them access the full curriculum. Teaching Assistants (TAs) may be allocated to work with the pupil in small focus groups or 1-1 to target more specific needs.

Where appropriate, specialist equipment may be given to the student e.g. access to IT equipment including own personal devices.

9. How will my child be included in activities and events outside the classroom e.g. school trips?

We strive to provide all students at The Corsham School with the same educational opportunities and for them to feel fully included as part of our school community. Reward trips and enrichment opportunities can be powerful motivators and learning experiences for all students, including those with Special Educational Needs and Disabilities (SEND). To ensure these experiences are inclusive and accessible, we adapt them in the following ways:

- Pre-Trip Planning and Communication
- Physical Accessibility
- Increased adult-to-student ratios to provide more personalised support.
- life skills-based activities that are meaningful and relevant to SEND learners.
- Encouraging student voice in choosing and shaping enrichment opportunities

Every effort is made by the whole staff to ensure that all children are integrated into all aspects of the school.

10. How accessible is the learning environment?

The Corsham School consists of four key buildings. Each of these has three storeys accessed by stairs. There is a lift situated in one of the blocks that houses the curriculum areas of English, Maths and Geography. There is ramp access to all of the buildings. All outside areas are accessible to students. We have a disabled parking space located in the car park outside of Main Reception and a disabled toilet located in the Learning Support suite.

We have rooms and areas which we use to work with individuals and small groups of children. They are also used by visiting professionals for assessments and by the TAs running intervention groups.

11. How does the school allocate resources to match children's SEND?

It is the Governing Body's responsibility to ensure that as a school we allocate resources to support appropriate provision for all pupils requiring it. These resources include learning materials/apparatus for the students, training for staff and staffing levels.

It is important for students to have a balance of support from teachers and Teaching Assistants as well as opportunities to work with their peers and independently. The Senior Leadership Team including the SENDCo meet regularly to review and monitor the provision across the school and to allocate resources appropriately.

12. If my child has additional medical, physical or social needs, how will the school support them?

In consultation with parents and/or health professionals a care plan will be drawn up to ensure that your child's needs are met and that staff are appropriately trained.

13. What training is received by staff supporting children with SEND?

The Corsham School follow up-to-date SEND (Special Educational Needs and Disabilities) guidelines and provide relevant training and research-based strategies that are crucial for fostering an inclusive and supportive learning environment. As a school we implement the following guidelines and strategies to support SEND students effectively.

Individual One-page Profiles (OPPs), Individual Support Plans (ISP), My Support Plans (MSP):

Develop and regularly review OPPs. Reviewing, tracking progress and setting learning goals for students with ISPs/MSPs.

Compliance with Legal Frameworks: The Corsham School comply with national and local legislation related to SEND, such as the SEND Code of Practice which provides statutory guidance for organisations working with and supporting children and young people with SEND.

Continuous Professional Development

Regular Training: Providing regular training sessions during TD days for all staff on SEND-related topics, including specific disabilities, inclusive teaching strategies, and the use of assistive technologies.

Specialist Support: Training from specialists such as educational psychologists, speech and language therapists, and occupational therapists to give teachers a deeper understanding of various needs and effective interventions.

Evidence-Based Interventions

Research-Based Strategies: Implementing and researching teaching methods and interventions that are supported by current research. For example, the use of multisensory teaching approaches, reflection days, differentiation in the classroom, and social skills training programs.

Data-Driven Decision Making: Using data from assessments and monitoring to inform the effectiveness of interventions and to make necessary adjustments.

Creating a Supportive Environment

Positive School Culture: Foster an inclusive school culture that celebrates diversity and promotes the acceptance and understanding of all students.

Peer Support Programs: Encourage peer support and mentoring programs to help SEND students feel more included and supported by their peers

Implementation at The Corsham School

To implement these strategies effectively, The Corsham School follow the below steps:

- Establishing an SEND Leadership Team to oversee the implementation and monitoring of SEND provisions.
- Schedule regular professional development workshops and training sessions for staff.
- Develop a system for ongoing assessment and review of student progress and the effectiveness of interventions.
- Create an Enhanced Learning Provision Hub with access to the latest research and best practices in SEND education.
- Foster strong communication channels between teachers, parents, students, and external support agencies.
- ELSA Hub consists of 1-1 therapeutic support and group sessions (Reset & Reflect) aimed at supporting emotional wellbeing. Support is offered on an individual and group basis and support strategies issued for those to use within class settings.
- Small intervention groups aimed at supporting those in need of extra literacy and numeracy.
- Pastoral support for individual students with high level associated need and ongoing support from Heads of House and Head of year.
- Curriculum variations are at times needed to support student progress. This is on an individual basis.
- Established links with AP providers for those accessing a blended learning package.
- Targeted TA support following statutory guidance to provide in class support, TA deployment for intervention to aid progress and engagement.

By focusing on these areas, The Corsham School can create an environment where students with SEND can thrive and reach their full potential

14. How are parents involved in the assessment and review of their child's needs?

If your child has a statement or an Education, Health and Care Plan (EHCP), your views will have been sought by the SEND Lead Worker and other professionals during the assessment process. You will also be involved in the review processes and kept informed of any developments noted by the services involved with your child. This could include being invited to review meetings, completing questionnaires or just discussing your child with the professionals who help to support you and them; your views are very important!

If your child has been identified at school as having additional needs and they have worked with other services (such as those named above) you will be invited to attend assessment and review meetings with the school and these services.

If a student is making adequate progress and the steps taken to support the student are school based only, your child's subject teachers will meet with you either at parents' evening or at another other

mutually convenient time to discuss your child's needs and your views about how they are progressing.

We are using one-page profiles with our children with additional needs and we have found these an excellent way of capturing your child's views about what is important to and for them.

Neurodivergence assessment and Diagnosis

In Wiltshire, the needs-led approach to SEND is central to the county's strategy for supporting children and young people with Special Educational Needs and Disabilities. In the event that further investigation into possible underlying needs is necessary parents can request to start "The Needs Led Approach" which is a holistic approach to supporting families in a creative and empowered way. Parents are advised to contact the SEND team to discuss your concerns.

The Needs led Approach consists of 3 Levels:

Level 1 – Identifying and supporting needs and differences.
Level 2 – Reviewing and adjusting support.
Level 3 – Seeking advice from the ND Pathway where needs are not being met and having a significant impact.

The main objective at each level is to understand needs and differences, provide advice, guidance and appropriate support. Children/young people may move through from level 1 to level 2 or level 3 when needs and differences indicate a higher level of impact.

15. How will my child be involved in the assessment and review of his/her progress and needs?

We encourage all students to be aware of themselves as learners and where their strengths and needs lie. They are expected to be fully involved in the assessment processes in the classroom and, therefore, to be aware of their progress and how to improve.

Periodically parents and students will be sent an online feedback form to allow the Learning Support Team to track and monitor progress and wellbeing. Parents are encouraged to work with the Learning support team and keep us updated of any changes in support needed.

If your child has an ISP, MSP or an Education, Health and Care Plan (EHCP), their views about school and their progress will always be sought and recorded as part of the review process.

During transition it is not uncommon for a member of the Learning Support Team to attend meetings with primary feeder schools. The information shared is then used to support transition to secondary school. During phase transfer reviews a member of the SEND team will be present and help advise on supportive next steps to aid transition into post 16 education or employment opportunities. Careers advice where possible is provided by either the school or through the local authority.

16. How does the school evaluate the effectiveness of the provision made for children with SEND?

The SEN Policy is reviewed annually and contains further information on how we, as a school, monitor the effectiveness of our provision. The interventions we use to support children with SEND are evidence based; we monitor their effectiveness through our school tracking system and Pupil Progress Meetings. We monitor progress not just through academic data but also through behaviour and pastoral information. For example improved attendance, a more positive attitude towards school. As a result of these meetings, provision can be adjusted and varied to meet individual needs on a regular basis.

Whilst we at The Corsham School pride ourselves on providing the best pastoral care however at times it may be necessary to raise a concern or complaint. Should this ever be the case parents are advised to follow the complaints procedure documented on school's website.

https://www.corsham.wilts.sch.uk/page/?title=Policies+%26amp%3B+Accounts&pid=23

17. How will the school prepare and support my child to join the school?

First and foremost, we will liaise with you as parents to plan for a smooth transition to our school. If your child is due to join our school at the start of September we will liaise closely with your child's primary school. If your child is due to join us during a school year, or at any other time during their school career, we will liaise closely with their previous school. We will also liaise with any other professionals who have been involved in their educational provision or meeting their additional needs such as health visitors, speech and language therapists.

These discussions will enable us to plan a suitable transition programme for your child, depending on their needs. This may include:

- extra visits to our school before your child's start date
- meeting significant members of staff such as their tutor, Year Learning Manager, key staff from the Learning Support Team
- taking photographs of areas of the school which will be important to your child e.g. classrooms, Dining Hall, Student Reception.
- ensuring the correct resources are available and reasonable adaptations to the school environment have been made.

The Corsham School support students with Special Educational Needs and Disabilities (SEND) in transitioning to further education and employment through a combination of personalised planning, practical preparation, and collaborative working.

Areas include:

- Person centered transition planning - Starts from Year 9 (age 13–14) as part of the Preparation for Adulthood agenda.
- Careers Education, Information, Advice and Guidance (CEIAG).
- Collaboration with Further Education Providers
- Life Skills and Independence Training
- EHCP Reviews and Outcomes - Annual reviews of Education, Health and Care Plans (EHCPs) include preparation for adulthood outcomes.
- Multi-Agency Support - Involves SEND caseworkers, social care, health professionals, and employment services.

18. Who can I contact for further information and how?

In the first instance, please speak to your child's subject teacher or tutor. If you are a prospective parent please contact the school office (reception@corsham.wilts.sch.uk or 01249 713284) to arrange a visit.

We hope you have found the answer to your questions about SEND provision at The Corsham School here, but if there is anything further you would like to know, please let us know and we will do our best to answer any additional questions you may have.

This SEN Information Report has been written with due regard to:

The Children and Families Act 2014

The Special Needs and Disability Regulations 2014