

# The Corsham School

## SEN Information Report for Parents

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 him or her.

A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others the same age
- Or
- Has a disability that prevents or hinders him/her from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools.

### 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. As part of the Children and Families Bill 2014, all schools are required to make available information regarding services and support available to families with children who have a special educational need and/or a disability. More information on Wiltshire's Local Offer can be found here: [www.wiltshirelocaloffer.org.uk](http://www.wiltshirelocaloffer.org.uk)

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

Class teachers, supported by subject leaders and the Senior Leadership Team, make regular assessment of the progress of all pupils. If there are concerns about progress, or if any student needs extra support, this is identified early and acted upon. As parents, you may also have raised concerns about your child and we liaise with previous settings when children transfer. Most difficulties will be supported within the classroom as part of excellent differentiated classroom teaching using a variety of styles and resources.

Where students are making inadequate progress given their age and starting point, they are given extra support. This will be in line with whole school intervention processes.

Where students continue to make inadequate progress, despite targeted high-quality targeted teaching, the SENCo 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.

Once a potential Special Educational Need is identified, four types of action are taken to put effective support in place; Assess, Plan, Do, Review. This is the graduated approach called SEN Support.

Where a student continues to make little or no progress, despite well-founded support that is matched to a student's need, the school would consider involving specialists including those from external agencies.

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

Please contact your child's subject teacher or tutor to discuss. If you have further concerns, please contact the school to make an appointment to speak with the Special Educational Needs Co-ordinator, Sue Keeler.

We feel it is important that we work together with you as parents so we can help your child to achieve his/her potential during their time with us.

#### **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?**

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,

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 differentiated 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 eg. access to IT equipment.

## **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. Every effort is made by the whole staff to ensure that all children are integrated into all aspects of the school. We may also increase adult to student ratios on trips where we feel students would benefit from more adult support.

#### **10. Who can I talk to if I am not happy about how my child is learning?**

It is always advisable to talk to your child's subject teacher first to discuss any concerns. If you have further questions, please contact the Curriculum Team Leader for the subject area you would like to discuss or the Year Learning Manager or the SENCo.

#### **11. How accessible is the learning environment?**

The Corsham School consists of four key buildings. Each of these has two 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.

#### **12. 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 and the SENCO meet regularly to review and monitor the provision across the school and to allocate resources appropriately.

#### **13. 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.

#### **14. What training is received by staff supporting children with SEND?**

All teachers receive regular training to make sure that they plan and deliver high quality teaching, which is differentiated for the needs of each child in their classroom. All staff within the school will have access to training, advice and resources to enable them to contribute to developing fully

inclusive practice. The SENCo attends regular training, including meetings with other local SENCos.

### **15. 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 he or she has 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 the school is the only service working with your child then 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 beginning to use 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.

### **16. 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.

We have introduced one page profiles for children with additional needs. These profiles are one way of providing children with the opportunity to think about what they are doing well, what helps them to learn and what support they may need. These are updated annually and they provide your child with the opportunity to express their views about their progress, as well as hearing about how other people think they are doing.

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

## 17. 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 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.

## 18. 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 Department
- 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.

## 19. 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](mailto: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*