

## **SEN Information report: The Corsham School**

### **1. What types of SEN are provided for?**

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

- Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties;
- Cognition and learning, for example, dyslexia, 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, epilepsy .

### **2. How do we identify students with SEN and how do we assess their needs?**

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

### **3. How do we involve students and parents?**

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We will always take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents when it is decided that a student will receive SEN support.

### **4. How do we assess and review students' progress towards outcomes?**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teacher will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student

- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

## **5. How do we support students moving between phases and preparing for adulthood?**

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

The school provides regular opportunities for students to prepare for the next stage of their journey through the tutor program, careers fairs and taster days at 6th Form and at local Colleges.

## **6. What is our approach to teaching students with SEN?**

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.

We will also provide the following interventions where appropriate:

- In class TA support
- Additional reading and spelling groups
- Additional Maths support
- Dyslexia Gold
- Small Group Study Support sessions
- Amended timetables
- Use of iPads or reading pens
- 1:1 Key Worker Support
- SEN Homework club
- Exam Access Arrangements
- Safe space at break and lunch

## **7. How do we make adaptations to the curriculum and learning environment?**

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 and adapting the content of the lesson
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary and reading instructions aloud.

## **8. What staff are available to support students with SEN?**

Our SENCO is responsible for managing SEN provision in the school.

We have 10 teaching assistants and 1 higher level teaching assistant (HLTA) who delivers social and emotional support for students.

We also work with the following agencies to provide support for students with SEN:

- Specialist SEN Service
- Speech and Language
- Occupational Therapists
- Educational Psychology
- CAMHS

## **9. What equipment and facilities are available to students with SEN?**

We recently secured funding from the Local Authority to install ramps and handrails across the school site in order to make our school more accessible for students with physical disabilities.

We have a small set of iPads that can be loaned out to students with SEN.

We have 12 exam reading pens that can be loaned out to students to support them maintain their independence both in class and in exams.

## **10. How do we evaluate the effectiveness of SEN provision?**

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' progress towards their target grades 3 times a year
- Reviewing the impact of interventions
- Using student questionnaires
- Monitoring by the SENCO
- Holding annual reviews for students with statements of SEN or EHC plans
- Holding SEN Support meetings for students with a support plan

## **11. How do you enable students with SEN to engage in activities available to those in the school who do not have SEN?**

All of our extra-curricular activities and school visits are available to all our students, including our after-school clubs.

All students are encouraged to go on our residential trips

All students are encouraged to take part in sports day/school plays/special workshops

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

## **Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the SENCo in the first instance.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## **Contact details of support services for parents of students with SEN**

We have a Parent Support Advisor, Sue Wort, who can be contacted on [swort@corsham.wilts.sch.uk](mailto:swort@corsham.wilts.sch.uk). She currently works in school on a Monday and Tuesday.

## **Contact details for raising concerns**

Caroline Kafka-Markey, SENDCo: [ckafka-markey@corsham.wilts.sch.uk](mailto:ckafka-markey@corsham.wilts.sch.uk)

Jason Wood, Assistant Head teacher: [jwood@corsham.wilts.sch.uk](mailto:jwood@corsham.wilts.sch.uk)