

SEN Information Report

Chulmleigh Academy Trust – SEND Information Report (SIR)

What is the SIR?

Under the Special Educational Needs and Disability Code of Practice (2015), each school must provide an overview of how the policy is implemented for pupils with Special Educational Needs (SEN) in the form of an SEN Information report (SIR). This report should be kept up to date with significant changes and published annually. The report differs from the SEND Policy in that the policy details the school's ethos and approach to SEND whereas the SIR describes what has happened and how the policy has been implemented in the last academic year. This checklist is based on the requirements set out in schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice.

<i>Parent/carer questions</i>	<i>Key information</i>	<i>Links to SEND Code of Practice (2015)</i>
School Policy and procedure		
What kinds of SEND do pupils in the school have?	<p>The definition of Special Educational Needs (SEN) is:</p> <p>A child or young person with a learning difficulty or disability, which calls for special educational provision to be made for them. A young person has a learning difficulty or disability if he/she has (a) a significantly greater difficulty in learning than the majority of others of the same age: or (b) has a disability, which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. (Clause 20 Children and Families Act, June 2014)</p>	The kinds of special educational needs for which provision is made at school

<p>How do you know if a pupil needs extra help?</p>	<p>Through a wide range of information that is gathered from Primary schools during the transition process. This includes college colleagues attending EHCP reviews and Team Around the Family/Child in the summer term of year 6 to provide a supportive handover of key information.</p> <p>Whilst at the college students learning and progress is under constant review using a variety of methods some of which are listed below:</p> <p>Screening for Literacy and Numeracy support begins in autumn of year 7</p> <p>Observations in class</p> <p>Teacher feedback</p> <p>Parental concerns</p> <p>Tutor concerns</p> <p>Learning walks</p> <p>Book scrutiny – regular checks on students books</p> <p>Assessment data</p> <p>Head of House concerns</p> <p>Concerns from other staff – Teaching assistants and pupil support team</p>	<p>Information about the school's policies for identification and assessment of pupils with special educational needs</p>
<p>Day to day support</p>		
<p>How do teachers help pupils with SEND? How will the school support my child?</p>	<p>Teaching staff will support students at a level appropriate to their needs through effective differentiation in the classroom (Quality First Teaching). This is constantly reviewed as the child develops and makes progress. Students requiring more specific intervention to access the curriculum may be supported in a range of ways, for example:</p> <ul style="list-style-type: none"> • Individual or small group literacy programmes such as Bedrock and or Nessy – the most appropriate programme will be selected • Individual or small group numeracy programmes such as SPARX • Individual or small group social and emotional development programmes • Individual or small group communication & interaction programmes • Shared in-class support from a teaching assistant • Individual programmes to meet specific needs 	<p>The school's approach to teaching pupils with SEND</p>

<p>How will the curriculum be matched to my child's needs?</p> <p>Is there any additional support available to help children with SEND?</p>	<p>Most students follow the same curriculum as their peers however, it may include minor adjustments. Each teacher is committed to 'Quality First Teaching'. Teachers are expected to support students by differentiating the lesson content to meet the needs of all. Where students have complex needs, the SEND Team supports teachers.</p> <p>All students attend a tutor period for the final 30 minutes of each day and during this time; some students will attend support sessions based around an identified need for example literacy and guided reading or handwriting support.</p>	<p>How adaptations are made to the curriculum and learning environment</p>
<p>How will the school know how well my child is doing?</p>	<p>The school reports of students' progress each half term including all curriculum subjects. If a student receives additional support through an intervention programme this is also reported on through internal functions and reports from each programme.</p> <p>Each child receives challenging targets to aspire to achieve and these are set using FFT Target Setting and set as appropriate.</p> <p>This information is shared with parents/carers through reports each half term and discussed at parent's evenings. There are also opportunities to discuss this information at the Team around the Family meetings held with the SEND team.</p>	<p>Arrangements for assessing and reviewing pupil's progress towards outcomes</p>
<p>How will I know my child is making progress? How do you check on this?</p>	<p>As a parent/carer you will receive:</p> <ul style="list-style-type: none"> • School reports each half term providing an update • Invites to Parents evenings • Invite to Meet the tutor evening • Communication through school systems such as ClassCharts • Information about rewards and sanctions through ClassCharts • Key events aimed at the appropriate year or key stage for your child <p>In addition you may be involved in:</p> <ul style="list-style-type: none"> • Annual Reviews for an EHCP and Team around the Family/Child Meetings if appropriate.) In these meetings, we will provide opportunities for recording the views of parents/carers and the child. • Information from specific intervention programmes <p>At any time, you may contact your child's tutor, Head of House or the SEND team for further information.</p>	<p>How the effectiveness of provision is evaluated</p>

<p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>A full programme of extra-curricular activities is made available to all students in all year groups. Some activities are set due to the year group or house targeted others are in conjunction with external agencies such as Duke of Edinburgh Award Scheme or Sea moor Explore that is also offered at the school.</p> <p>All activities are supported by the school and fully qualified and trained professionals lead these activities.</p> <p>All reasonable adjustments are made to allow all students to safely access activities and schools trips. Qualified and experienced members of staff will accompany students on the activities who will be familiar with the students' needs and support they may require. All activities have a full risk assessment prior to being carried out and part of this process is to support students with additional needs.</p> <p>If an additional risk assessment is required to allow a student to access a given activity or trip this is carried out with parents/carers and relevant external agencies along with input from the destination of any trip or excursion.</p> <p>The school has a team of staff on duty before and after school as well as during unstructured time to ensure the safety of all students. Students who require additional support can also access the Head of House office to seek specific support from a member of the SEND team.</p> <p>The school has many activities and groups that are open to all students during their time at the school. This includes positions of responsibility through the schools Peer Parliament, awards through the Scholar system, at Key Stage 4 students are also invited to apply for a senior student position and a place in the Senior Guild. All of these opportunities are open to all students.</p>	<p>How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND</p>
<p>How will you support my child's overall well-being?</p>	<p>All children are placed in a tutor system and this becomes each student's first point of contact with the school. Tutors see each child each day and are able to answer questions and queries about school life in general and be a point of contact with parents and carers.</p> <p>Year 7 students are able to access the Peer Mentoring scheme where they receive support from their peers in year 7 throughout the first term.</p> <p>All students are encouraged fully take part in school life and can contribute to such things through the Peer Parliament team and through their tutor and house teams.</p>	<p>Support for improving emotional and social development</p>

	<p>Students with medical needs will be supported as per the Supporting Students with Medical Needs Policy. Health Care Plans are developed in conjunction with professionals as per the policy.</p> <p>Students who require support with administering medication will do so through the Pupil Support Team and will be identified to staff and notified how to access the team.</p> <p>Students will have their records updated and these will be held centrally. All staff are able to access the electronic records as appropriate and will be alerted to updates as required.</p> <p>There are a number of resources and support systems in place for students to access if required in order to support their behaviour and social needs this includes;</p> <p>TA Support in lessons and during unstructured time</p> <p>Access to a supervised room at lunchtimes for support</p> <p>Lunch time clubs such as sports activities, colouring club and library activities – see termly programme</p> <p>Use of Exit Cards to provide sensory breaks and to access support from the SEND/Pupil Support Team</p> <p>Intervention sessions – timetabled in tutor time</p> <p>PSHE programme</p> <p>Assembly programme</p> <p>The Head of House and Tutor support students that have poor attendance in the first instance – this will then be followed by support from the Attendance Officer at school and the Education Welfare Officer from the Local Authority.</p> <p>Students are supported to stay safe through the Chulmleigh 5 a Day scheme promoted at school and with parents and also through the assembly/PSHE/Online Safety programmes delivered at school and updated each year.</p>	
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Involving families		
How will you help me to support my child's learning? When will we be able to discuss my child's progress?	<p>Students' progress is shared with parents/carers each half term through termly reports and through annual parent's evenings. Progress is also discussed and analysed as part of the regular meetings held for students with SEND. The meetings held with the SEND team are held three times each year but the team can be contacted at any time to discuss a child or answer questions.</p> <p>The school offers a wide range of calendared opportunities to engage with the school throughout the year and this includes</p> <ul style="list-style-type: none"> Open Evening Open Morning Bookable tours of the school Awards evenings Parents evening Meet the tutor evening Transition events Welcome to KS4 events <p>The curriculum covered at each stage of the child's education is made available to parents and can be accessed on the school website.</p> <p>All students are provided with a Knowledge Organiser at Key Stage 3 each term and this provides an overview of what is being studied each term for all subjects.</p> <p>All students and parents are provided with an account on the learning platform ClassCharts. This provides as method of communication between student, parent and the school and the Pupil Support Team can provide further information.</p>	Arrangements for consulting with parents/carers of children with SEND and involving them in their child's education
How will my child be able to share their views?	<p>Students are encouraged to contribute to their own Pupil Passport that expresses their wishes and feelings and this is then shared with all of their teachers. It will cover things such as what they enjoy in lessons and when they need help what that would look like; if they were becoming overwhelmed or struggling how they might be helped and what they enjoy and dislike about school. This updated annually as the child grows and more frequently if required. The document is in the student's language and only share when they are happy with the content.</p>	Arrangements for consulting with children with SEND and involving them in their education

<p>How will you support my child when he/she joins your school or moves class or transfers to a new school?</p>	<p>The school runs a full transition programme each year to support children in their transition from primary to secondary education and also between key stage 3 and 4 and finally from Key Stage 4 on to post 16 education, training or employment. The school offer enhanced transition sessions for students who are joining the school in year 7 SEND and this will be held in the summer term of Year 6. This will consist of getting to know the student and liaising with any relevant professional bodies and meeting with parents. The aim is to provide an insight in to school life and prepare the student for year 7. This will include a tour the school, meeting with key staff, taking photos as appropriate for the family to refer back to and for the SEND team to meet with parents.</p> <p>If a child is joining the school, mid-year there is a review process in place that reviews how the transition in to school life has been and what support is required. This will consist of:</p> <ul style="list-style-type: none"> Meeting with Executive Head Teacher and Head of House Meeting with SENDCo Shadowing of a students in the same year group Providing a buddy to help the student settle in to school. TAC/TAF meeting within the first term to outline support and liaise with the relevant professionals. Review meeting to be held within 2-3 weeks of the start date. <p>When a child with SEND is transitioning form one setting to another the process of sharing key information and support being provided for the students. The school will liaise with the relevant setting and where appropriate enhanced transition will be discussed and organised to support the move to the new setting. This may include visits and meetings with the family and professionals in addition to the sharing of key documentation and assessments related to the ongoing support of the student.</p>	<p>Arrangements for supporting pupils moving between phases of education and preparing for adulthood</p>
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Staff skills and wider support

<p>What skills do the staff have to meet my child's needs?</p>	<p>There is a programme of provided to all staff on all SEND students and how best to support their needs. Updates form professional bodies who are working with the child/family provide this guidance. This is part of the statutory update provided to all staff each year.</p>	<p>The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured</p>
<p>What specialist services are available at or accessed by the school?</p>	<p>All students who are new to the school will be discussed and staff updated on the students' needs and the support required, The SEND team and wider staff body receive bespoke CPD on key aspects of supporting students with SEND across all subjects. Where appropriate external bodies are invited in to share expertise about working with specific needs that are new to the school/staff. The SEND team are encouraged to access a range of CPD throughout the year and some examples are below Dyslexia Dyspraxia Speech and Language Support Supporting students with their reading Attachment disorders – supporting students Mental Health updates Early Help Forum</p> <p>The school accesses the support from a wide range of professional bodies to provide the most appropriate and effective support to all of it students. This includes but is not exclusive to: Occupational Health Team Communication & Interaction Team Educational Psychologist Education Welfare Officer CAMHS Children's Social Care & Family Practitioners Hearing Impairment team Diabetes Team</p>	<p>How school involves other bodies, including health and social care, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families</p>

	<p>Early Help Team Inclusion Team Medical Provision Team Medical professionals as required School Nursing Team Post Adoption Team Clinical Psychotherapist Speech and Language specialists Youth Intervention Team Families in Grief Family Interaction Team</p>	
<p>What happens if my child needs specialist equipment?</p> <p>How accessible is the school and how does it arrange the facilities children need?</p>	<p>For any child the requires additional equipment on a permanent or temporary basis will be supported through a planning meeting with the relevant professionals and a subsequent risk assessment will be carried out by our Health & Safety Officer and SENDCo. This will then be shared and discussed with all relevant staff and updated as required and set out in the risk assessment. The school will seek support from Healthcare professionals and medical bodies to ensure that the equipment made available is appropriate and safe to be used.</p> <p>The school is fully wheelchair accessible and the full Accessibility Policy can be found on the schools website.</p>	<p>How equipment and facilities to support children with SEND will be secured</p>
<p>How will my child manage tests and exams?</p>	<p>A child maybe put forward for testing for Exam Access Arrangements by any member of staff working with that child. The SEND team ask for evidence from the staff member and then consult with all of the child’s teachers. If there is clear evince of need then the child will be put forward for testing by external EAA tester. A report will be shared outlining the recommendations for the child. These arrangements will be in place for all internal and external assessments and arrangements will be taken in to consideration when students are given in class assessments to complete. The testing will take place in the summer term of year 9 and the arrangements will be in place at the start of year 10 and throughout the GCSE season. The EAA will follow the student to their post 16 provision and will be shared though the child’s transition.</p>	<p>Information regarding access arrangements</p>

Accessing advice and support

What should I do if I think my child may have a special educational need or disability?

The first point of contact for any parent/carer who has any concerns or questions regarding their child's education should be their Tutor. They will then review the information along with relevant staff members, which forms part of our Graduated Reponse Tool. This will then be passed onto our Special Education Needs and Disabilities Co-ordinator Mrs L Mackie or the SEND Team.

The SENDCo for Chulmleigh College is Mrs Laura Mackie who can be contacted at the College.

Tel: 01769 580215 or Email: lmackie@chulmleigh.devon.sch.uk

There is a SEND Team at the college which consists of:

Charlotte Baglow – SEND Manager

Elizabeth Shaw –SEND Administrator/ Transition Co-ordinator

Jacky Parish – Teaching Assistant – Team Leader

ccc_sen@chulmleigh.devon.sch.uk

Mr Martin White is the Director with the oversight for SEND at Chulmleigh College and can be contacted on martin@wteltd.eu.

If any parent/carer has any concern or query then they should contact the SEND team in the first instance to discuss the issue. If required this can be a meeting with the SENDCo to discuss any questions or queries and a plan to address these will be made and communicated as appropriate.

We believe that the most effective way to answer any questions or solve any issues is to talk this through to find a agreed solution.

If required the complaints procedure can be found on the schools website or can be accessed via PA to the SLT and Clerk to the Directors

lwilliams@chulmleigh.devon.sch.uk

Contact details for the Special Educational Needs Coordinator

What do I do if I'm not happy or if I want to complain?

Arrangements for handling complaints from parents of children with SEND

