

### **How does Chipping Sodbury School know if my child needs extra help?**

If your child is new to Chipping Sodbury School, information regarding their prior learning, attainment and additional needs will be passed on by the previous school and/or Local Authority, as well as any other agencies that have been involved with your child where permission for sharing information has been previously granted. We will also discuss any additional needs with you and your child during our thorough induction process. We will continue to assess need throughout your child's time at Chipping Sodbury School; students are regularly assessed and monitored by classroom teachers, and there is a clear referral process in place for staff to identify any child for potential assessment. However, we also carry out CAT testing for all students in year 7 and complete baseline assessments in reading, writing and numeracy. If necessary, we may carry out dyslexia screening or seek diagnosis and/or support from outside agencies, such as Child Adolescent and Mental Health Services (CAMHS) or the Educational Psychologist but it is important to note that any concerns may be flagged by any member of staff, parent/carer or the student themselves at any point in time, and that parents/carers would be informed before any screening or referrals take place. If your child has previously identified SEND then an extra admissions meeting with our Head of Inclusion / SENCO will be held to discuss need and how appropriate support can be put in place. This process enables us to ensure students are well supported at Chipping Sodbury School.

### **What should I do if I think my child has special educational needs?**

Chipping Sodbury School provides support for all students identified in the SEND Code of Practice under the four main areas of need:

- 1) Cognition and Learning
- 2) Communication and Interaction
- 3) Social, Emotional and Mental Health
- 4) Physical and/or Sensory

There are many opportunities to share concerns or discuss possible educational needs with school staff. If you have any concerns with regard to your child's progress you may wish to begin by talking to your child's subject teacher or tutor during the regular parents' evenings. Alternatively you can contact your child's Head of House or Nick Hunt, our Head of Inclusion / SENCO via email on [Nicholas.hunt@chippingsodbury.school](mailto:Nicholas.hunt@chippingsodbury.school) or by calling 01454 862900 to arrange a longer meeting. Alternatively, if you have already had contact with the school with regard to your child's specific needs, then it is also appropriate to raise any concerns during support plan review meetings, through the parent / carer response section of your child's Personalised Provision Plan or through speaking to your child's key worker within the Inclusion team.

If your child attends the Access Centre at Chipping Sodbury School you should contact Annette Box, Access Centre manager via email on [Annette.box@chippingsodbury.school](mailto:Annette.box@chippingsodbury.school) or by calling on 01454 862890 or 01454 862900.

### **How will Chipping Sodbury School communicate to all staff that my child has special education needs or a disability (SEND)?**

Information about any child's individual learning needs is shared via the school's secure information system (SIMS) and Go4Schools, which allows all teaching and support staff to access key information on any child's special educational needs via their Personalised Provision Plan. In addition to this, the Head of Inclusion / SENCO meets regularly with the Student Support Team (made up of Pastoral Progress Leads, Heads of House, Safeguarding team and Deputy Head) in order to discuss individual needs, as well as disseminating key information to staff at appropriate meetings throughout the school year. Children with special educational needs also meet with members of the Inclusion team to check progress, raise any issues, and to discuss the support they are receiving. The outcome from these meetings is the Personalised Provision Plan. This document is updated regularly and shared (via Go4Schools) to ensure staff understand exactly what each child needs.

### **How will Chipping Sodbury School staff support my child's SEND?**

High quality planning and teaching aims to meet the needs of all students across the curriculum. The Inclusion team works within all curriculum areas to ensure that more bespoke packages of support are provided when appropriate. We aim to support all students within their lessons, with additional targeted interventions taking place in addition to this as well. All teaching and support staff have access to regular training and support around how to best meet the needs of students with special educational needs and disabilities.

### **How will the curriculum be matched to my child's needs?**

Chipping Sodbury School is committed to inclusion and all of our students have access to the full curriculum. Classes in the majority of core subjects are set to ensure lessons are differentiated appropriately for the student's needs, with other lessons taking place in mixed ability groups. However, for those who require it, a more bespoke curriculum can be discussed and arranged with the Inclusion team. Dependent of the complexity of need, bespoke packages can often include one or more of the following:

- Additional support and differentiation in the classroom
- Access to the KS3 literacy groups
- Access to our Alternative Resource Centre provision
- Alternative provision off site
- KS4 Pathways learning
- Targeted 1:1 mentoring/support
- Peer mentoring/support
- Access to enrichment activities and visits
- Social Skills intervention
- Emotion coaching intervention
- Pre-vocabulary teaching
- Touch typing intervention

### **How will both staff and I know how my child is doing?**

All classroom teachers are responsible for the regular monitoring and assessment of their students. Their assessments are formally recorded through our review cycle (3x a year), this is overseen by

Heads of Faculty, Heads of House, Pastoral Progress Leads and the Senior Leadership Team. These assessment points also provide you with formal data reviews, which are communicated with home, and can be discussed in detail with teaching staff at any of our regular parent evenings. If your child has a Education Health and Care Plan (EHCP) or any form of school support plan (e.g. behaviour) then you will be invited to attend additional meetings with your child's key worker throughout the academic year to review your child's progress. In addition to this, key workers within the Inclusion team, as well as our Head of Inclusion / SENCO are always happy to discuss your child's progress with you where needed.

### **How will Chipping Sodbury School help me to support my child's learning?**

Our regular parent meetings and information evenings provide opportunities for you to actively engage in all aspects of your child's learning at Chipping Sodbury School. The school also subscribes to Go4Schools. This is a program which allows you to view all homework that is set online. In addition to the basic homework teachers will often attach support materials to this site that can be used to support your child's learning. This is especially useful for students with SEND, as all instructions are set by the teaching staff, rather than relying on students having to record the information themselves. For students with identified SEND, home support can also be discussed with the Inclusion Team during parents' evenings or by arranging a meeting with a member of the team.

### **What support will there be for my child's overall well-being?**

Chipping Sodbury School has an outstanding reputation for care, guidance and support. Pastoral support is provided through our inclusive House system. Each child belongs to a house and has support offered by their tutor and their Head of House, as well as the wider Student Support Team and Inclusion team. These staff are all highly skilled in supporting students with social, emotional and mental health needs. In addition to the House system, Chipping Sodbury School provides various other services to its students, examples of some of these additional services are listed below:

- First aid room
- Disabled access to all areas
- Access to the School health nurse and counsellors
- Access to the Inclusion base and staff at break and lunch times
- Student voice groups – house, Inclusion, Senate, Safeguarding group
- Library, lunch time clubs
- Homework Club
- Breakfast/Break club

### **What specialist services and expertise are available at or accessed by Chipping Sodbury School?**

In addition to our own skills and areas of expertise, staff at Chipping Sodbury School work in close collaboration with a range of experts from outside agencies such as Education Welfare, medical

professionals, Educational Psychologists, South Gloucestershire's SEND team and Social Care. Agencies that are working within Chipping Sodbury School, with your child, will liaise with your child's Head of House or Head of Inclusion / SENCO to ensure that key information is shared between home, school and the supporting agency. Students, parents / carers, teachers and other professionals will be invited to work together to plan and monitor additional interventions. The outcome of these meetings is summarised in a support plan document, a copy of this document is shared with all parties.

### **What training have the staff at Chipping Sodbury School in supporting children with SEND had or are they having?**

There is an extensive programme of continuing professional development for all staff at Chipping Sodbury School, which includes specific training in meeting the needs of SEND students and vulnerable learners. For example, all staff have received training on how to ensure a dyslexia friendly classroom, hearing impairments and effective strategies to support children with ADHD, as well as training on Attachment Theory and creating a Trauma Informed Classroom. In addition to this, staff who work on a 1:1 basis with children with SEND have or will receive specialist training where needed.

### **How will my child/young person be included in activities outside the classroom including school trips?**

All Chipping Sodbury School students have access to the full curriculum, enrichment programme and school trips. For those with specific medical or physical needs, a full risk assessment is completed and the school works in partnership with parents/carers, the Inclusion team, the provider and the individual student to plan all aspects of any activity or trip so that there are equal opportunities for all.

### **How accessible is Chipping Sodbury School?**

The Chipping Sodbury School buildings are fully accessible to all. There are wider doors where necessary, ramps to all ground floor areas and lifts to both the first floor and the lower floor of the drama hall. At Chipping Sodbury School we continue to review the auditory and visual environment. Recent build projects, such as the Sports Hall have included hearing loops and acoustic insulation. Specific decoration for audio/visual purposes is also evident in the new AS Access Centre. All walls are painted neutral colours around the school to provide an appropriate visual environment for students. Staff are trained to use appropriate font size, colours and backgrounds for displays and notices. There are disabled toilets in the main building and science block. The sports centre has two large disabled toilets with changing facilities. The AS Access Centre has disabled toilet, changing and showering facilities. Any further equipment or facilities that are needed to support children with SEND will be secured and applied through individual SEND funding.

### **How will Chipping Sodbury School prepare and support my child when joining the school?**

At Chipping Sodbury School we recognise that moving to secondary school can be a daunting process for some students, so we aim to make the transition as easy and enjoyable as possible with a comprehensive induction programme. Once you have received your confirmation of a place letter from the Local Authority, our Pastoral Progress Lead and our Head of Inclusion / SENCO will visit your child's primary school in order to meet with your child and all other students joining us in September. During this visit this member of staff will talk with the appropriate Year 6 teacher (and the SENCO or support staff if needed) to gather all the important information we need to know about each student's learning and needs. During Term 6, all the Year 6 students are then invited to a 2 day Induction programme, during which time they will meet their tutor and members of the Student Support Team, including their Head of House. They will experience secondary school lessons and meet some of the teaching staff. As part of the Induction Programme, parents are invited into school for an evening meeting with their child's Tutor and members of the Student Support Team. This is a further opportunity for us to gather important and helpful information about your child and to begin building the valuable relationship between school and home. This induction is designed to put your child's mind at rest about beginning secondary school, give them an opportunity to meet other year 6 students, as well as the older students at Chipping Sodbury School, and hopefully make lasting friendships. We always receive very positive feedback from the year 6 students about the programme but if further transition visits are needed we will happily accommodate according to need. Our Induction Programme continues in September, with the first day of Term 1 including a special programme of events designed to further introduce Year 7 to secondary school life. In addition, our Student Support Team will continue to offer support as the students settle into their new school and look forward to developing strong bonds between home and school. The Inclusion team will also ensure that any specific learning needs are met.

If your child is joining Chipping Sodbury School from another secondary school we offer very similar care, guidance and support to that described above for a student joining in year 7. Following an initial phone conversation and opportunity for you to visit, we will ask you to fill in an admissions form and a member of our Student Support Team will make contact with your child's previous school to gather information on your child's learning. Following the offer of a place, we will then invite your child in for an induction which will take place with a member of our Inclusion team. Part of this process will also include a further meeting with you, as a parent with your child's tutor or Head of House.

### **How will Chipping Sodbury School prepare and support my child for transition from KS3 to KS4?**

Transition from one phase to another is carefully planned and discussed with students and parents / carers. Classroom teachers take time out of their lessons to inform students about what subjects are on offer at KS4 and what the different courses entail. Careers guidance and support is also available to all of our students, with additional support and guidance offered to our SEND students where appropriate. These sessions all provide opportunities for students to ask questions about the transition. Students can also discuss the transition with older students within their vertical tutor group and have 1:1 discussions with their tutor or Head of House if needed. For those with identified SEND and other vulnerable learners, the Inclusion team will offer additional support. Parents / carers can access information via the school website, parents evenings and the year 9 options evening. The year 9 options evening is designed so that you and your child can find out specific information about the move to GCSEs, the subjects available and the different pathways your child may wish to take.

### **How will Chipping Sodbury School prepare and support my child for Post 16 transition, both within Chipping Sodbury School and outside of Chipping Sodbury School?**

As with transition between KS3 and KS4, specific information about post 16 transition and careers guidance and support is provided to students. Classroom teachers also take time out of their lessons to inform students about what subjects are on offer at the Cotswold Edge Sixth Form, and what the different courses entail. In every year group there is inevitably a wide range of student needs and therefore through our pastoral system, we ensure there is time to listen to and help your child understand all the options available to them. We aim to support your child in recognising their individual strengths and weaknesses and their own individual needs to make informed decisions. The vertical tutor and House system means that each tutor and Head of House only has a relatively small number of Y11 students to focus on at this important time so 1:1 conversations are frequent. As always, for those children with identified SEND, the Inclusion team will offer additional support. This support can be wide ranging e.g. helping your child to write an application, accompanying your child to an open day, offering a mock interviews or simply going over or practicing transport routes. Parents / Carers can access information via the school website, parents' evenings and the sixth form open evening. The sixth form open evening is designed so that you and your child can find out specific information about the move from GCSE's to post 16, the subjects available through the Cotswold Edge Sixth form and the different pathways your child may wish to take.

### **How are Chipping Sodbury School resources allocated and matched to a child's special educational need? And how is the decision made about what type and how much support my child will receive?**

At Chipping Sodbury School we have access to a wide range of strategies and resources for supporting children with special educational needs, such as small group work, 1:1 interventions, targeted support in lessons and various lunch time clubs. For students with a EHCP or pupil premium students additional resources are allocated. The appropriateness of the support is however the most important factor when allocating any resources. Resources are therefore allocated through discussion between the Head of Inclusion / SENCO, parents / carers, the Student Support Team, the teaching staff and the Inclusion team, as well as external agency involvement where appropriate. Regular reviews of a child's progress allow us to check the appropriateness of the resources against the expected outcomes. If the outcomes are not being met we adapt and change the allocation of resources to best suit the individual child's need as part of our Assess Plan Do Review process.

### **How will Chipping Sodbury School involve me, as a parent / carer of a child with SEND?**

All parents/carers are encouraged to be actively involved in the Chipping Sodbury School by regularly communicating with our Inclusion team and your child's tutor and Head of House. Attending parents' evening, reading the school newsletter and maintaining regular communication with your child's tutor and key worker will help you stay up to date with your child's progress. As a parent / carer of a child with SEND you will also be invited to attend review meetings and complete parent / carer surveys.

### **Who can I contact for further information?**

If you have any further questions or queries relating to SEND, please contact Nick Hunt, Head of Inclusion / SENCO via email on [Nicholas.hunt@chippingsodburyschool.com](mailto:Nicholas.hunt@chippingsodburyschool.com) or by calling on 01454 862900. If you have a specific enquiry with regard to the Access Centre, please contact Annette Box, Access Centre Manager via email on [Annette.box@chippingsodburyschool.com](mailto:Annette.box@chippingsodburyschool.com) or by calling on 01454 862900.

**Other useful contacts and information:**

South Glos Access and Response Team - <http://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/accessresponse-team-art/>

Supportive Parents - [www.supportiveparents.org.uk](http://www.supportiveparents.org.uk)

South Gloucestershire Council's SEND Local Offer - [www.southglos.gov.uk/localoffer](http://www.southglos.gov.uk/localoffer)