

CSS SEND Information Report 2022/23

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.
- If your child has previously identified SEND then an extra admissions meeting with our 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.
- 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.
- 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 seek diagnosis and/or support from outside agencies, such as Child Adolescent and Mental Health Services (CAMHS) or the Educational Psychologist.
- Any concerns may be flagged by any member of staff, parent/carer or the student themselves at any point in time. Parents/carers would be informed before any screening or referrals take place.

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 Jessica Reay-Jones, SENCO via email on jessica.reay-jones@chippingsodburyschool.com 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.

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 or by calling on 01454 862890 / 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 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.
- Weekly whole staff briefings, highlighting issues arising and student updates, as well as sharing of key strategies and training.
- 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

How do staff review and monitor students?

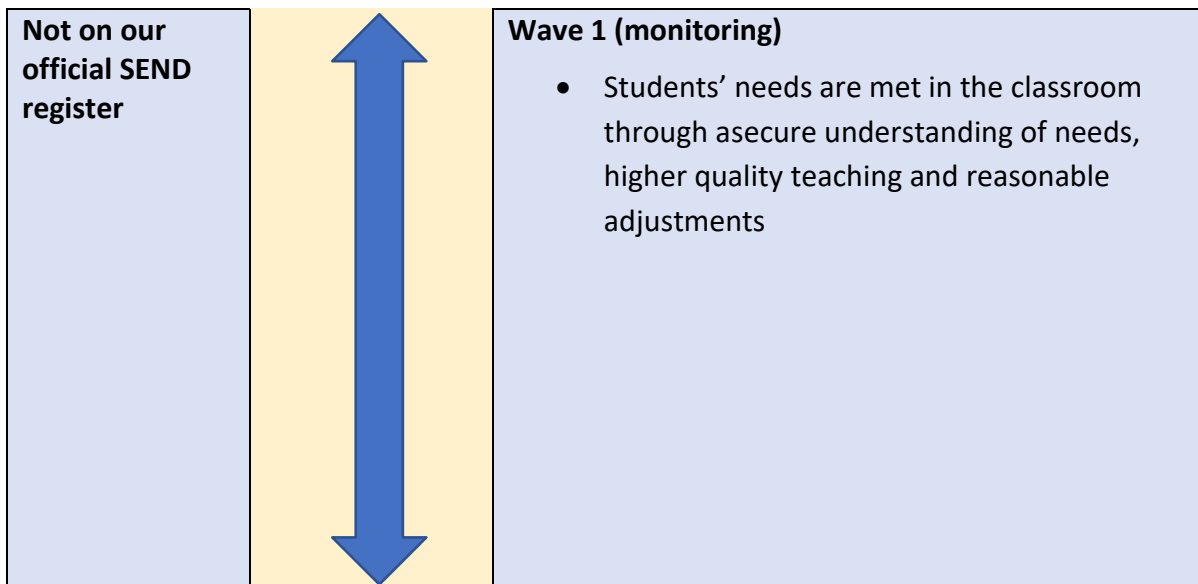


When deciding whether special educational provision is required, we start with the desired outcomes, including the expected progress and attainment as well as the views and wishes of the student and their parent/carer. We use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. If the latter, we add students to our SEND register.

Our SEND register is fluid; students can move up and down according to need, provision in place and progress made. A student’s Wave is discussed with parents/carers at SEND reviews/discussions as part of our Graduated Approach.

Support and provision for our SEND students is needs led, not diagnosis driven. Students with/without a diagnosis can be placed at any stage of our SEND register.

On our official SEND register		Education, Health and Care Plan (EHCP)
		SEND Support: Wave 3 <ul style="list-style-type: none"> • Students are struggling to progress despite support and provision in place for them • External agencies are involved • Students may need an EHCP needs assessment
		SEND Support: Wave 2 <ul style="list-style-type: none"> • Students receive provision that is additional to and different from other students



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 House, Heads of Faculty, 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 throughout the academic year to review your child's progress.

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

- Our regular parent/carer 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 programme 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.
- SEND students are also signposted and supported by HLTAs during Homework Club.

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 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 had in supporting children with SEND?

There is an extensive programme of continuing professional development for all staff at Chipping Sodbury School and within our wider Athelstan Trust, which includes specific training in meeting the needs of SEND students and vulnerable learners. Since September 2022, staff had accessed courses such as the following:

- Autism Education Trust, Good Autism Practice
- Helen Curren, The Role of the Teaching Assistant in a Changing SEND Policy Context
- Debbie Riall, Supporting ASD Students
- Jessica Abel-Goldbin, Understanding Barriers and Identifying Effective Strategies for SEND Students
- Emotion Coaching
- Cognitive Learning Theory

Staff also attend a termly working group rotation, based on the Education Endowment Fund's '5 A Day' guidance.

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.

For further information please see our Accessibility Policy.

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.

- Tutors and Head of Houses will also support through 1:1 conversations.
- HLTAs (Higher Level Teaching Assistants) will offer mentoring or support targeted students with their academic progress and future planning.
- 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 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 the SENCo, Mrs Jessica Reay-Jones via email on jessica.reay-jones@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 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

South Gloucestershire Council's SEND Local Offer:

www.southglos.gov.uk/localoffer