



Special Educational Needs and Disabilities

Information Report

How do we identify that children have special educational needs or disabilities?

We identify students in the following ways:

- Year 6 to Year 7 transition information from primary school Special Educational Needs Co-ordinators (SENCoS), and Year 6 teachers
- any student starting KS3 in Year 7 not meeting expected progress
- any student arriving at school during the school year will be screened using a reading, comprehension and spelling test (for literacy)
- at the start of each academic year, students in Years 7, 8 and 9 take the National Group Reading Test – the results of which enable us to keep track of students' reading progress
- students in Year 7 will also complete assessments in spelling, handwriting and an additional reading assessment (Access for Reading)
- reports during the school year where additional support is deemed necessary beyond the intervention that departments put in place – the progress of students with SEND is monitored at reporting windows
- students not making the expected levels of progress in English and Maths at the end of each academic year
- input from teaching staff and support staff with regards to specific students they may be working with.

We also take the opportunity at the above points to review the progress of identified students with SEND and adjust support accordingly. Students who have EHC plans have their progress, and the support outlined in their statements, reviewed at least twice a year and a report is provided for the Local Authority annually.

What are the first steps we will take if special educational needs are identified?

We carry out a full assessment including previous history to ensure that we have a full picture of your child. At every stage we work alongside the child and their parents/carers to discuss appropriate provision to support the child's progress. Key information and any associated plans are shared by the SEND team and the Support Department. It is shared with all teaching staff when a student arrives in the school via ClassCharts which is used by all teachers. It is updated as students progress through the school.

What should parents/carers do if they think their child has SEND? How can they raise concerns?

Please contact the SENCo directly if you feel your child is in need of further support. If your child does not have an EHC plan but you feel there is a need for help that may come from a EHC plan, you can apply in writing to Gloucestershire County Council asking them to undertake a Statutory Assessment of your child's needs. They will decide whether or not an assessment is required in

line with the Special Educational Needs Code of Practice. You should speak with our SENCo to discuss your concerns and advice will be given as appropriate.

How will our school include parents/carers and students in planning support?

At all stages we will aim to work together to support students identified with SEND. If a student is identified as having a SEND need they will be included on our SEND register and parents will be informed. Parent/carer views will be sought when planning support.

How will our school teach and support children with SEND?

Cheltenham Bournside School is a fully inclusive school. We believe that all students make good progress through high quality teaching, which has been carefully differentiated to the needs of individual students.

Our learning environments are fully inclusive to meet the needs of our students. All classrooms are accessible and specialist furniture and resources are provided when required. We have a specific SEND Support Hub, teaching room and small meeting rooms for the school nurse and visiting counsellors. We encourage the use of new technology to support learning for all students and where possible, we provide assistive technology for students as advised through the Education Health Care plan (EHC) or on the advice of external professionals we work with. The Learning Centre is purposefully designed around supporting SEND students in a mainstream environment.

As a school we continually strive for excellence within our classrooms and learning environments. Our extensive Continuous Professional Development programme (CPD) for teaching staff and teaching assistants addresses current need and areas for development. Senior and middle leaders responsible for SEND attend relevant courses and networking sessions to ensure the needs of our students are supported appropriately. This is disseminated throughout the teaching body.

We offer a broad and balanced curriculum for all of our students. In Year 9, we provide personalised advice and guidance for students when choosing their KS4 options and pathway. This provision is accessible to all students throughout their time at Cheltenham Bournside through a dedicated Work and Careers resourced area supported by specifically trained staff.

To support access to the curriculum and the progress of students with SEND, we have a team of teaching assistants. Teaching assistants support students across the spectrum of needs including communication and interaction; cognition and learning; emotional and social difficulties; physical and/or sensory needs, as well as students with specific identified health needs. This team is led by our SEND Lead Practitioner.

We have a comprehensive matrix of provision to support students identified with SEND. Students are targeted according to need which is either identified through their EHC, their My Plan (Gloucestershire Graduated Pathway) or through our internal information shared via ClassCharts.

Literacy and numeracy are at the centre of our provision of additional need and support. The impact and progress is monitored through regular assessment. Students with significant difficulties in this area receive targeted small group intervention over a 6-8 week cycle. Students with identified specific difficulties with basic numeracy skills may receive intensive 1:1 and/or small group intervention with our teaching assistants.

As a school we work in close collaboration with a wide variety of external agencies and follow their advice to ensure our students are able to access all areas of our curriculum and make progress. For children without an EHC plan we endeavour, having identified a specific need, to make appropriate personalised provision as long as in doing so we do not compromise the educational provision for other children in our care. We work in close collaboration with external agencies to follow the advice within the EHC plan. All support and interventions are regularly reviewed to ensure they are facilitating progress across the curriculum and preparing our students for post 16 education and adult life.

How is support planned and how are resources allocated and matched to needs?

We use the range of assessments available to us to allocate our resources efficiently and effectively. For the most part we support our students' progress in the classroom or through short blocks of targeted interventions focusing around literacy, numeracy skills, social skills and the social and emotional aspects of learning. Some students may have significant needs. For these students we run longer term interventions including language and communication programmes and SEAL/social skills work. For a small number of students, we provide personalised plans allowing them to spend time within the Support Hub ensuring they are able to access a broad curriculum that meets their needs.

Progress towards identified outcomes and effectiveness of our SEND provision is regularly assessed and reviewed by the SENCo and intervention team. At the start of any intervention, student baseline assessment data is used to set personalised targets which are reviewed over an identified period of time, to assess the impact of each intervention.

Who will be working with your child?

The SEND Support Hub is led and supervised daily by our full time SENCo (Operations) who is a qualified teacher and a SEND Lead Practitioner. The team is led by an Assistant Headteacher (SENCo Strategic) who is the Strategic overseer for SEND, Designated Safeguarding Lead (DSL) and qualified teacher. In addition, there are 3 Safeguarding and Welfare Officers who focus on social, emotional and mental health issues, alongside welfare and safeguarding issues.

The department includes a number of teaching assistants who are deployed by the SEND Lead Practitioner and attached to departments. One of our Governors has special responsibility for SEND.

How do we ensure information is shared and understood by teachers and staff?

Key information is shared by our SEND Support Department with all teaching staff via ClassCharts. Training is provided when relevant through our CPD programme. There are weekly drop in sessions for teachers focusing on specific teaching strategies to support identified students.

What role will the child's tutor play?

The tutor is the first port of call for contact between the parent/carer and school, either through email, telephone or the student planner.

What expertise does our school and our staff have in relation to SEND?

We have an Assistant Headteacher/SENCo/ DSL who oversees the Support Hub Team. Within the Support Hub we have a SENCo (Operations) and a SEND Lead Practitioner who oversees a large team of teaching assistants. Both SENCos are fully qualified teachers. The SEND Lead Practitioner administers our Access Arrangements for testing and provision and is supported by a teaching assistant with responsibility for this area. The Lead Practitioner is a fully qualified member of staff permitted to complete this role. Our SEND Support Team and external professionals lead training for teaching staff when appropriate. The team is supported by a SEND Administrator.

Which other services do we use to support our students and improve their emotional and social development?

We work with the Local Advisory Service for SEND and with other support services according to the needs of our students. Our Support Hub Team work with a wide variety of external agencies including Teens in Crisis, ASTRA, PCSOs, and South Gloucestershire Counselling Service. In school we provide groups focusing on social skills, a peer mentoring scheme for identified students, SEAL sessions and a level-up club and environmental club focusing on social interaction and communication skills. We work closely with Youth Support teams and the police which allows us to run specialist sessions on high risk behaviours and keeping our students safe.

What access do our SEND students have to facilities and extra-curricular activities?

The Support Hub has areas of specialist provision including a teaching room (with ICT), Student Hub room (safeguarding, social, emotional and mental health support), a large open plan intervention teaching space, a whole school intervention support room, and small counselling rooms (for visiting school nurse and counsellors). All facilities are supported by appropriate ICT resources.

There are ramps and handrails to help provide access to the ground floor of all buildings for those with mobility difficulties, and lifts to provide access to the first floors of buildings. There are also disabled toilet facilities on the ground floor in the majority of our buildings. In addition to the statutory curriculum, we provide a range of extra-curricular activities:

- sports activities and teams
- choir, orchestra and instrument lessons
- school productions and theatre trips
- field trips to enhance learning
- foreign exchange and cultural visits
- Science, Art, ICT, Environmental clubs
- anti-bullying ambassadors
- School Parliament.

Staff strive to ensure equal access to these activities for all students, including making reasonable adjustments for those with physical disabilities. The Learning Centre is available for all students every day (before school, lunchtime, after school) to work in, and is supported by a member of staff. A targeted Homework Club runs for invited students and is supported by a teaching assistant.

Who will be talking to and keeping in touch with parents/carers?

This will be a combination of the SENCOs, SEND Lead Practitioner and other members of the SEND Support Team and the tutor. The tutor should be the first port of call for any concerns with your child.

How will our school involve young people with SEND in their education?

Students will be involved in adding towards the key learning information that is shared with teachers and their views and feedback will be sought prior to any review meetings.

What accredited and non-accredited courses do we offer for students with SEND?

We offer a broad and balanced curriculum which is detailed on our website. We also offer a Foundation learning option at KS4 to support learning at GCSE and the wider key skills required for post-16 education. The range of non-accredited courses we provide are highlighted in our local offer:

- access to after school and before school extra-curricular activities
- quality careers advice, enterprise and team building days
- Homework club
- Learning Centre
- Upper Ability opportunities
- Literacy and numeracy intervention – intervention classes, 1:1 support, Year 7 literacy, small class teaching
- Spellzone
- SEAL support – work on a 1:1 or small group basis looking at Social Emotional Aspects of Learning
- Nurture group
- Speech and language development
- Level-Up Club – a lunchtime provision supported by a teaching assistant
- Peer mentoring

- Counselling
- EAL support
- Work experience placements
- External agency involvement including Targeted Support Team and Youth Support teams – girls and boys groups.

How do we assess and evaluate the provision for your child?

We take the opportunity at the key identification points to review the progress of identified students with SEND and adjust support according to need. Students who have EHC plans have the progress and support outlined in their statements reviewed at least twice a year and a report is provided for the Local Authority annually.

The SENCo (Operations) and SEND Lead Practitioner are responsible for organising reviews of EHC plans. All parents/carers of students with EHC plans are invited to attend reviews of their child's provision and progress at specific review meetings. Parents of children who are on the SEND register requiring SEND support will have the opportunity for specific SEND discussions at the relevant school Parent/Teacher Consultation Evening and, reports will be communicated to them throughout the year. As a student progresses through each Key Stage we encourage greater independence.

SEND Support – Your child will receive additional intervention to support them to achieve their expected levels e.g. literacy intervention. In specific cases your child may have an outside agency team working with them. This may be for academic or behavioural reasons e.g. Targeted Youth Worker, Social Worker, School Nurse, Counsellor, Speech and Language Therapist, Educational Psychologist.

Education Health Care plan (EHC) – Your child has been identified as having needs that require extra support to access the curriculum and who are in receipt of higher needs funding. This may include additional adult support in the classroom or personalised support beyond the classroom to ensure your child is supported to make the expected progress and to give them the equal opportunities to access a broad and balanced curriculum and life opportunities.

How do we prepare for SEND students and support transfer to another school/ educational establishment?

Transfer from Year 6 into Year 7

As part of the primary transfer process we visit all of our feeder primary schools to speak to students, SENCOs and Year 6 teachers. Members of the SEND Support Team including the Safeguarding and Welfare Officer for Year 6, will make specific visits to discuss all necessary information about students transferring with additional needs. This may be to identify students with additional educational needs, those with EHC plans, social or behavioural difficulties, child protection plans etc. They may communicate with parents or the students directly to find out more information following these visits.

Our transition programme for the majority of students involves spending two days with us in July – Primary Liaison Days. However, we do arrange additional visits for any student who may find the transition from primary school to secondary school difficult and for those who may be the only child transferring from the primary school. The students have a chance to meet key members of staff and get to know their way around the school.

Transfer from Year 11 into Sixth Form

As part of the transfer process we discuss choices with all Sixth Form applicants. Places are offered in line with our Sixth Form Admissions Policy. Our transition programme for the majority of students involves spending a day with us in June, where students have a chance to meet key members of staff, get to know their way around the school, and go to introductory A level lessons.

A Special Consideration Form is provided for all students at enrolment into Year 12. Your child may be entitled to special arrangements in exams which could include support with reading, writing or receiving extra time to complete exams. There are strict criteria for this arrangement and these are assessed by the SEND Lead Practitioner. Students identified for in-year support will be assigned a member of the Learning Support department who will act as a mentor, to support them with their organisational skills and study habits.

Where can you find our SEND Policy and Local Offer?

This information can be found on our website: www.bournside.gloucs.sch.uk.

What role do Governors have? What does our SEND Governor do?

One of our Governors is the link Governor for SEND and Safeguarding. They are involved in appointments for new staff where appropriate and they support and challenge policy decisions throughout the academic year.