



Special Educational Needs and Disabilities

Our Local Offer

What support to expect for your child

Our local offer is for parents/carers of children who have Special Educational Needs or Disabilities (SEND) identified through an Education Health Care plan (EHC), and those with children who may require SEND support. Our local offer outlines the support, challenge and provision we are able to put into place for your child.

Special Educational Needs (EHC) and Additional Learning Needs (ALN) rationale

The SEND code of practice from 0-25 years (January 2015) statement for support of children and young people with SEND/AEN states:

“Special educational provision is educational provision that is ‘additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided’.

Special educational needs and provision can be considered as falling under four broad areas:

- communication and interaction
- cognition and learning
- social, mental and emotional health
- sensory and/or physical.

Where pupils are falling behind or making inadequate progress given their age and starting point they should be given extra support”.

Identification and review of progress of students with SEND

We identify students throughout the academic year 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 with 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 offer more specific/targeted support and we also encourage greater independence. We keep a record of all students who receive additional support in the following categories:

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.

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.

What can I expect if I send my child to Cheltenham Bournside School?

Your child will receive a personalised approach to learning with the relevant support and challenge to maximise their learning.

How do we coordinate support for children with requiring SEND support?

The SENCo (Operations) along with the SEND Lead Practitioner coordinates all relevant support for children with SEND Support needs or EHC plans. The Assistant Headteacher (SENCo Strategic) oversees the SEND Department which encompasses the SENCo (Operations), a SEND Lead Practitioner, a team of Teaching Assistants and 3 Safeguarding and Welfare Officers. The staff work as a team to coordinate the support and provision for each child. The team aims to ensure the needs of those with EHC plans, and those with additional needs are met. The root cause for a student not making their expected progress is established and the most appropriate support is put in place.

If your child does not have an EHC plan but you feel there is a need for help that may come from an EHC plan, as a parent 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 (DfE, 2015).

What happens if my child has a high level of need?

The SENCo (Operations) and SEND Lead Practitioner will be involved with your child from the start to plan the transition and make sure they have the necessary support in place from day one (for students arriving during an academic year that fall into this category, we offer a start date when we are confident we have all of the relevant support in place). Your child will be monitored via the SEND Support Department regularly and support adjusted where necessary. Relevant testing will be carried out and intervention put in place where necessary. All teaching and relevant support

staff will be informed of a child's profile and learning needs, so that your child can access the curriculum at their level.

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.

How do we keep you informed of your child's progress in school?

For all students you can expect 3 reports and one Parent/Teacher Consultation Evening per academic year.

Any student identified requiring SEND Support will be placed on the SEND register alongside the intervention we put in place. Parents will be informed by the SEND Support Team about the intervention being put in place, expected outcomes, and a timescale for an update/review of progress. Each student will have key information shared via ClassCharts. They will have a Pupil Profile which enables the student's views to be captured and provides teachers with effective teaching strategies and relevant personal information.

Prior to review meetings, departments produce reports based on their assessments of student progress. This assessment consists of a present/predicted GCSE grade, a target grade based on KS2 data plus grades for attitude to learning and independent learning in each subject. Reports also highlight any further areas of concern. Progress can then be compared across the curriculum and over time. The nature of the provision and the student's targets are reviewed at the meeting. The outcomes are recorded and provision and targets are changed, if appropriate, after discussion with the student and parents/carer. Relevant information is also communicated to subject teachers.

EHC plans are reviewed twice annually. At least one of these meetings will involve your child, parents/carers, and all relevant agencies and school staff. A review of the objectives and the original statement takes place to ensure they are still relevant. The package of support will be assessed and tailored to the specific needs of the child.

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.

What intervention/support are we able to provide for our students?

Universal provision

- Regular assessment for intervention (departmental and pastoral) and access arrangements (SEND students)
- Access to Tutor, Heads of House, SENCo (Operations), SEND Support Team
- Access to extra-curricular activities before and after school
- Quality careers advice, enterprise and team building days
- Homework club
- Learning Centre facilities for private study before, during and after school
- Upper Ability opportunities.

For some students

- Literacy and Numeracy intervention including 1:1 individual support, KS3 literacy – small class teaching
- 1:1 and small group basis looking at Social Emotional Aspects of Learning
- Focused homework provision
- Speech and language development
- Learning Mentor (KS4) – focusing on Learning to Learn strategies
- Nurture Clubs – provisions focusing on social, communication and interpersonal skills
- Spellzone – online programme supported in 1:1 sessions by a trained TA
- Lexia online literacy support sessions
- Peer mentoring
- Counselling
- EAL support
- Personalised timetable
- Work experience placements (Year 11 as part of Foundation Studies course)
- School Nurse
- External agency involvement including CAHMS, Police, Educational Psychologist, Advisory Teaching Service, Occupational Therapists, Speech and Language Therapist, Youth Support Teams.