



SEND Department

Special Educational Needs and Disabilities

SEND School Offer

School Offer Statement:

The positive development of our young people is our first priority as they grow into young adults. We are committed to giving all our students every opportunity to achieve the highest of standards, regardless of individual needs.

Principal: Mr A. O'Connor

SENDCo: Ms L Simpkin

Reviewed by	Tracey Rowe (VP – SEND and Maths) L Simpkin (SENDCo)
Date of Review	27 th February 2019
Date of Next Review	27 th February 2020

Introduction

At Charnwood College we work together to support and challenge our children and young people to ensure that they are able to **make progress** and become 'outstanding' people who have the personal qualities, knowledge and skills which will be demanded of them in a rapidly changing world.

Professionals who support students with SEND at Charnwood College

There are a number of experienced professionals working to support students here at Charnwood College. If you wish to contact any professional about the support available to your child, please telephone 01509 554400 or email office@charnwoodcollege.org.

Who are the best people to talk to at Charnwood College about your child's difficulties with learning / SEND?

Form Tutor, Class Teachers, SENDCo:

- Ensuring that all students have access to good / outstanding teaching
- A curriculum which has been adapted to suit each child's needs incorporating adjustments as required
- Ensuring that all staff working with your child in college are supported in delivering the planned work / programme of study
- Ensuring that the college's SEND Policy is followed in every classroom
- Co-ordinating the support for students with SEND and developing the college's SEND Policy
- The day to day management of all aspects of the SEND, including support for students with SEND
- Ensuring the SENDCo role is delivered in line with the school policy
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND

SEND Support

Teaching Assistants/Learning Support Assistants work with the class teacher to identify areas of support for students with SEND. They attend all training opportunities related to SEND and differentiation. They are responsible for:

- Supporting students to access the curriculum
- Empower students to develop effective strategies which enable them to become independent learners
- Support the implementation of differentiation and specialist support strategies in the classroom
- Keep students on task during lessons

Vice Principal responsible for SEND

- The day to day management of all aspects of the school, including support for each student with SEND

Governor responsible for SEND

- Ensuring that the school has an up to date SEND Policy
- Ensuring that the school has appropriate provision and has made the necessary adaptations to meet the needs of individual SEND students
- Ensuring that the necessary support is made for any child/young person who attends the college who has SEND
- Arranging visits to understand and monitor the support provided for students with SEND and being an integral part of the process to ensure your child achieves her/his full potential

What are the different types of support available for children / young people with SEND at Charnwood College?

- Students at Charnwood College will receive support which is specific to individual needs and may be provided by the Class Teacher through Quality First Teaching or/and may involve:

Other staff in the College

Staff who will visit the College from the Local Authority Central Services

Staff who visit from outside agencies

Types of support available

Class Teacher input via good / outstanding Quality First Teaching

What would this mean for your child?	Who can access this support?
<ul style="list-style-type: none"> • The teacher will have the highest possible expectations for all students in the class. • All teaching is based on building what the student has already been taught, can do and understand. • Implementing different ways of teaching so that all students are full involved in learning in the classroom – this may involve practical learning or/and providing different resources adapted for each student. • Putting in place specific strategies (with SENDCo or outside agency input) to enable each student to access the learning task 	All students

Specific Small group work and interventions

What would this mean for your child?	Who can access this support?
<ul style="list-style-type: none"> • The class teacher, SENDCo and Learning Support staff monitor the progress of each student. • Where gaps in learning and understanding are identified, additional support is provided to help the student make progress. • Targeted interventions can reduce the barriers to learning and support a student to achieve speedy progress. • Support is offered in the classroom and in small withdrawal groups or/and on a 1:1 basis. 	Students who have specific gaps in their learning and understanding.

Specialist groups run by outside agencies e.g. Speech, Language and Communication / Hearing Impaired specialists

What would this mean for your child?	Who can access this support?
<ul style="list-style-type: none"> • When a student has been identified as requiring specialist support instead of, or in addition to, Quality First Teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling the student to make progress. • If it is agreed that the support of an outside agency is a positive step forward, parents/carers will be asked to give their permission for the College to make the necessary referral which will help the adults and student to better understand the student’s needs and the support required to enable progress to take place. • The specialist professional will work with your child to understand her/his needs and make recommendations which may include: Changes to the way the student is supported in class e.g. alternative support or/and additional teaching strategies; Support to set specific targets to reflect specialist advice; Involvement in a group run by the school staff under the guidance of outside agency specialists e.g. social skills or sensory circuit; Group work with the outside agency specialist. 	<p>Students with specific barriers to learning which cannot be overcome through whole class Quality First Teaching or/and interventions strategies.</p>

Specified individual support for students entitled to more than 15 hours in College support provided by an Educational, Health Care Plan (EHCP).

What would this mean for your child?	Who can access this support?
<ul style="list-style-type: none"> • The College or/and Parents/Carers can request that a Local Authority carry out a statutory assessment of a student’s needs. • The Local Authority will decide whether they believe the student’s needs seem complex enough to require statutory assessment. If this is the case, the Local Authority will request Parents/Carers and all Professionals involved with the student to write a report outlining the student’s needs. If they do not believe the student requires a statutory assessment, they will request that the College continues with its current SEND support. • If the Local Authority believe that the student would benefit from more than 15 hours support in College to make good progress, then an Education, Health Care Plan will be provided. • The EHCP will outline the number of hours of individual / small group support the student will receive from the Local Authority and how the support should be used and what strategies must be put in place. 	<p>Students’ whole learning needs are severe, complex and lifelong or/and need more than 15 hours of support in College.</p>

Inclusion and Interventions

A team of highly trained and qualified staff provide support at each Key Stage of learning via a range of alternative and complimentary interventions. This provision includes in-class support in the form of 1:1 or group work interventions including:

- Social skills and friendship groups
- Self-management skills
- Teaching and learning strategies
- Mentoring and tracking of students
- Academic qualifications and coursework guidance
- Social time clubs – before school / breaks / lunchtimes
- Close liaison with parents/carers and outside agencies

Staff Training: How are staff at Charnwood College provided with the knowledge, skills and understanding to support students with SEND?

- The SENDCo's role is to support the class teacher in planning for students with SEND.
- Charnwood College has a Development Plan which includes meeting training needs for all staff to improve the teaching and learning of students, including those with SEND.
- Training may include all staff on SEND issues or to support identified groups of individual staff to support specific students in a class e.g. Autistic Spectrum Disorder (ASD), Dyslexia, Child and Adult Mental Health Services (CAMHS) etc.
- Training takes place on a regular basis. If you would like to know more about the training which is currently taking place, or has taken place, please speak to the SENDCo.

Monitoring student progress: How do we measure the progress of Charnwood College students and keep parents/carers informed?

- Student progress is continually monitored by the subject teacher.
- Progress is reviewed formally each term.
- GCSE grades indicate the students' current and predicted level.
- Individual support teachers also use Reading Age and Spelling Age tests as indicators.
- End of term reports also provide information regarding the student's attendance, classwork homework and behaviour.
- If the student is below Level 1, a more sensitive assessment tool is used which shows their level in more detail and will also demonstrate progress through smaller, but significant, steps. These are called 'P' Levels.
- The progress of a students with EHCPs is formally reviewed at an Annual Review with all parties involved with the student's education.
- Twice yearly Provision Map Reviews take place between the SENDCo, parents/cares and sometimes the student, to ensure that the support and strategies used remain current.
- The SENDCo will monitor students' progress within any individual or group provisions in which they participate.

Differentiation: How will the teaching be adapted for students with SEND?

Class teachers plan lessons according to the specific needs of all the students in a class and will assure that learning tasks are adjusted to enable them to access their learning as independently as possible.

Specially trained support staff implement the teacher's modified activities and resources to support the needs of individual / groups of students where necessary.

Transition: How will Charnwood College support SEND students when are new to the College, moving classes/groups or leaving the College?

New to the College:

- Parents/Carers and students will be invited to look around the College and speak to staff.

Returning students:

- Parents/Carers will be invited to attend a reintegration meeting with a member of the Senior Leadership Team together with the SENDCo or/and Head of Key Stage.

If required, an additional meeting will be arranged to include Professionals from outside agencies to share strategies and ensure provision is put in place prior to a child starting at, or returning to, the College.

Primary School to Charnwood College:

- The SENDCo will attend the feeder Primary Schools to discuss the specific needs of individual students with SEND.
- Parents/Carers will be invited to visit Charnwood College on the Y6 Parents Evening which is held in the Autumn Term.
- Additional visits may be arranged for students who may have difficulties with the transition. This will be discussed with Parents/Carers.
- The Charnwood College Transition Team may visit the Feeder Primary Schools on several occasions to facilitate positive relationships and ease any concerns the students may have.
- Where the students are 'Looked After' or have an EHCP, a member of the SEND team will attend the Y6 PEP Annual Review as appropriate.
- All students will be involved in Transition Days; however, students with SEND who may struggle with the transition process will also be invited to additional Transition Days where they will be given additional information e.g. map of the school buildings; take photographs of Tutor Rooms and spend some time 'easing' the pathway to College.
- Charnwood College also offers a Summer School to Y6 children who are transferring to the College and this is free of charge.

SEND Students moving classes/year groups:

- The SENDCo will pass information on to the new subject teachers and form tutors.
- Staff are able to access the school database to gather appropriate information to facilitate classroom support.

SEND students moving into our 6th Form:

- All information regarding individual student's needs will be passed on to our 6th Form teachers and tutors.
- Where required, all SEND information will be passed on to 16-18 educational establishments chosen by Parents/Carers and the student.
- All 16-18 educational establishments may visit Charnwood College to speak to the SENDCo and class teachers prior to transition.

SEND students moving from Charnwood College to new schools/colleges:

- Charnwood College will be contacted by the receiving school/college for discussions about specific support.
- The SENDCo or/and teachers/support staff may also visit the receiving school/college to attend reintegration meetings.
- All records are passed on as soon as possible to facilitate a smooth transition.
- Charnwood College will also provide evidence of additional classroom or/and exam based support.

What does Charnwood College do for Parents/Carers of students with SEND?

- The SENDCo or/and Senior Leader with responsibility for SEND and Inclusion are available to meet with Parents/Carers to discuss their child/s progress or any concerns they may have.
- All information from outside Professionals will be shared with Parents/Carers in person or via a written report.
- The SENDCo will share new assessments and support strategies suggested by outside Professionals and advise when these are to be implemented. Parents/Carers are invited to discuss these with the SENDCo.
- Charnwood College requests that all Parents/Carers keep the College informed about effective strategies which work in the home as this may provide some consistency for the child.

Accessibility: How is Charnwood College accessible to students with SEND?

- We make every effort to ensure that our building is accessible to all, including having lifts installed.
- We are able to make reasonable adjustments to the curriculum and timetable as necessary.
- We undertake a standard accessibility plan which is reviewed annually or whenever a student with specific needs joins the College.

Concerns: Raising a concern:

- If a Parent/Carer has concerns about their child's progress, they should speak to their child's subject teacher.
- If Parents/Carers are unhappy about their concerns, they should speak to SENDCo.
- If Parents/Carers remain unhappy with the responses they have received from the subject teachers and SENDCo, they can request to speak to the Principal by contacting reception on 01509 554400.

FAQs: Frequently Asked Questions

Q) My child is having problems with learning. How do I find out what her/his particular difficulties are?

A) There are several options open to you. We recommend that you discuss the difficulties with the subject teacher or subject leader in the first instance. Alternatively, you can contact the SENDCo directly.

Q) What tests do you administer on entry in Y7?

A) Students take baseline tests in Maths and English which are similar to KS2 SATs. They are also given a reading test to establish a Reading Age.

Q) My child isn't dyslexic but has trouble reading and writing. What can the SEND team do to support my child?

A) If your child's skills are particularly weak, we may offer Literacy Interventions either individually or in a small group.

Q) My children has been diagnosed with dyslexia. What can the SEND team do to support my child?

A) Students with mild dyslexia receive support in the class via differentiation by subject teachers and they may also benefit from in-class adult support. Progress is monitored and additional support may be provided.

Students with moderate or severe dyslexia will be offered additional Literacy support outside the classroom.

Students who required colour overlays will be provided with the relevant colour 'ruler' which they can use in lessons for reading. Where a student requires a specific colour paper, hand-outs and homework will be printed on the preferred colour.

Where possible, teachers can change the background colour of the interactive whiteboards to maximise accessibility for all students.

Q) My child has an EHCP. How will the College ensure that my child gets the support to which s/he is entitled?

A) The College has a responsibility to ensure that your child's needs are met as outlined in the EHCP.

Staff receive specific advice and guidance for each student and are expected to deliver differentiated work during lessons.

Reasonable adjustments are made when applying College Policies, in particular, the Behaviour Policy.