

### 1. How does the school know if students need extra help?

- Through information provided by the Primary schools before the Year 6 students transfer to Court Fields School
- Screening for reading and spelling, beginning in the September of Year 7
- LSA feedback/concerns
- Teacher feedback/concerns
- Parental concerns
- Student concerns
- Form Tutor and Head of Year concerns
- Information from other staff such as Pastoral Support Assistant

The definition of Special Educational Needs (SEN) is:

*A child or young person with a learning difficulty or disability which calls for special educational provision to be made for them. A young person has a learning difficulty or disability if he/she has (a) a significantly greater difficulty in learning than the majority of others of the same age; or (b) has a disability which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. Clause 20 Children and Families Act, June 2014*

### 2. What should I do if I think my child may have special educational needs?

In the first instance contact your child's Form Tutor. He/she may be able to address your concerns or may put you in touch with the Special Educational Needs Coordinator (SENCo). The school phone number is 01823 664201, the email address is [sch.552@educ.somerset.gov.uk](mailto:sch.552@educ.somerset.gov.uk) and the school website is [www.courtfields.net](http://www.courtfields.net).

### 3. What provision is there for students with special educational needs?

School staff will support students at the level appropriate in order to meet their needs through effective personalisation and differentiation in the classroom. This is reviewed on a termly basis as the child develops and makes progress.

Students requiring more specific intervention to access the curriculum may be supported in a range of ways, for example

- Individual or small group literacy programmes
- Small group numeracy programmes
- Small group social and emotional development programmes
- In class support from a learning support assistant (LSA)
- Individual programmes to meet specific needs

### 4. How do I find out about my child's progress at Court Fields School?

As a parent/carer you will receive:

- Termly Progress Reports which are sent out twice a year (Autumn and Spring terms) and a Final Summary Report at the end of the Summer term which includes comments from the tutor.
- Parent-Teacher consultation evenings
- Communication through the student planner
- Information about rewards and sanctions from Court Fields staff.
- Meetings set up by SENCo, Head of Year and/or a member of the senior team (SLT) as required.

In addition, you may also be involved in:

- Annual Review meetings (held for students with an EHCP - you will be informed if your child is included within this category), which includes opportunities for the views of parents/carers and the child to be considered
- Pastoral Support Plan reviews
- Information from specific intervention programmes
- Assess Plan Do Review meetings

At any time you may contact your child's Form Tutor, Head of Year, SENCo or any other member of staff for further information.

### 5. How do I know what progress my child should be making?

All teachers are aware of every student's starting point from Key Stage 2, as well as the rate of progress we expect each child to make whilst at Court Fields School each year, and over the 5 years in secondary education. Progress can vary in each year, but the overall progress over 5 years is tracked carefully in order to ensure that every child makes the best possible progress that they can. We have high aspirations for all students.

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

Most students follow the same curriculum as their peers, perhaps with minor adjustments. Teachers are expected to support students by differentiating the lesson content in order to meet the needs of all.

However, where a student has complex needs, teachers are supported by the SEN and pastoral team and a more personalised curriculum may be discussed and created.

### 7. What specialist services are available within, or accessible to the school?

School based

- Support for Specific Learning Difficulties such as Dyslexia
- Speech and Language support
- Learning Support Assistants have training and experience in working with students with general learning difficulties, as well as more specific learning difficulties such as Dyslexia, Autism and Sensory processing
- Some of our Learning Support Assistants are trained to provide personal care
- Counselling
- Careers Advisors

External services

- Educational Psychology
- Advisory Teacher Support Services- Learning Support; Language and Communication; Physical Impairment and Medical Support Team (PIMST)
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Welfare Service (attendance)
- School Nurses
- EAL
- Integrated Therapy Services, including Occupational Therapy and Physiotherapy

### 8. What training is available to staff supporting students with SEND?

Training for teaching students with Special Educational Needs is considered essential. There is an on-going programme of whole school training in teaching and supporting SEN students including:

- Specific Learning Difficulties
- Autism
- Hearing impairment
- Visual impairment
- Sensory support

In addition there is regular whole school training in:

- Child Protection (Safeguarding)
- First Aid awareness e.g. use of epi-pen, asthma awareness, epilepsy awareness
- Outstanding Teaching and Learning

Individual members of the SEN team and the Pastoral team may receive training in:

- Manual handling
- Evac chairs
- Sexual health
- Anger management
- Self-harm
- Access arrangements (exam concessions)

**9. How will I be involved in making decisions about and planning for my child's education?**

In addition to the opportunities listed above, (answer 4) there are many other occasions to be involved in your child's education at Court Fields School.

- Induction process from Year 6 to Year 7
- Meet the Tutor Evening
- Learning Support events
- Year 9 Option events
- Year 10 GCSE preparation events
- Year 11 planning and preparing for exams events
- Post 16 College Open Evenings

We encourage parents to be involved in their children's education and support the school and students in the learning process, and expect parents to contact us if they have any concerns. Equally, members of staff are expected to contact parents to address issues promptly.

**10. How will my child be included in activities outside the classroom, including school trips?**

We encourage all students to participate in our extra-curricular programme, including school trips, and we endeavour to overcome any barriers to inclusion.

**11. How accessible is the school environment?**

As a school we have worked with outside agencies to improve accessibility. Most areas are accessible and if necessary we will adjust timetables to ensure children have full access to their curriculum.

**12. How will the school support my child through transition, both to the school in Year 7 and from the school in Year 11?**

We gather a lot of information about students from their primary school in order to make the best possible preparation for joining Court Fields School. This usually begins in Year 6, but when a child has more complex needs the process of transfer may begin in Year 5. In addition to the usual induction days for all students, vulnerable students (not necessarily all children with SEN) are invited to extra days in the school to familiarise themselves with their new surroundings and to take part in a tailored induction programme. Court Fields School has excellent links with all the Post 16 providers locally, and has a strong tradition of supporting students to find the most appropriate course or training provision for them. As students progress through the school, they are given the opportunity to have a careers interview with our Careers Advisor, who provides them with personalised support and advice. High Needs students may have statements or educational health and care plans (EHCPs) with support provided by representatives from the Post 16 destination of choice. Some students have individual transition programmes.

**13. How are the school's resources allocated in relation to SEN students?**

The vast majority of school funding is allocated via element 1 and element 2 funding. The school may also receive 'top up' funding for students with specific and significant needs. As a school we have an SEN team, led by the SENCo. Within this team are a number of HLTAs (Higher level teaching assistants) and LSAs (Learning support assistants) whose number varies depending on the school budget and the number of students identified with SEN and High Needs.

**14. How is the decision made about how my child will receive support?**

The decision making process is informed by the data and information provided by all agencies involved. Support is then personalised, using the available resources in order to maximise progress. This is regularly reviewed, and in the case of High Needs students discussed with parents at Annual Review meetings. Where a student makes good progress, and bridges the gap, support may well be reduced, and the student may be taken off the SEN Register. When significant changes to provision occur, parents are automatically involved.

SEPTEMBER 2019

**PLEASE CONTACT MRS VERNON IF YOU WOULD LIKE AN ENLARGED COPY OF THIS OFFER**



**Achieve | Belong | Participate**

**SPECIAL EDUCATIONAL NEEDS**

**THE COURT FIELDS SCHOOL OFFER**

**Our Commitment**

Our aim is for every child to achieve, belong and participate, and this is at the heart of everything we do at Court Fields School.

We believe in doing all we can to support students in achieving their best possible exam results, as we know that this opens doors for them and equips them with the skills and qualities needed for other opportunities and challenges in life.

We also believe in nurturing every student's potential beyond the curriculum and therefore encourage and support all students to participate in several activities from within our extra-curricular program.