



Achieve | Belong | Participate

THE SEND
SCHOOL INFORMATION REPORT

September 2020

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.

<https://www.somersetchoices.org.uk/>

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, or previous school if in-year admission.
- Screening for reading and spelling, beginning in the September of Year 7
- LSA feedback/concerns
- Teacher feedback/concerns
- Parental feedback/concerns
- Student feedback/concerns
- Form Tutor and Head of Year concerns
- Information from other staff such as PFSA/EP/OT/Learning Support Service etc.

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 kinds of SEN are provided for?

We support many types of special educational need within the following four areas. Cognition and learning, communication and interaction, physical and sensory, and social, emotional and mental health.

3. What is our admissions policy for students with SEN needs?

Please see our Admissions Policy for details of admissions. If you require further details about this or transition, please contact the school office.

4. 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), Mrs Vicki McCarthy. The school phone number is 01823 664201, the email address is sen@courtfields.net and the school website is www.courtfields.net.

5. What provision is there for students with special educational needs and what approach is used?

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
- ELSA program
- Outdoor learning
- Physio sessions

- AFA base

6. 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
- Meet the Tutor Evening
- Communication through the Class Charts App/texts/emails
- 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).

In addition, you may also be involved in:

- Annual Review meetings (held for identified High Needs Students – 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
- Attendance Behaviour and Progress reviews
- Information from specific intervention programmes

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

7. 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.

8. How will the curriculum be matched to my child's needs? How are adaptations made to learning environment and curriculum?

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. The learning environment will be adapted to suit individual needs. For example, use of the Juno sound system for Hearing Impaired students.

We believe that through this we can ensure that SEN pupils, or pupils with any kind of disability are not disadvantaged or treated less favourably because of this.

9. What support will there be for my child's overall well-being, and social and emotional development?

All students are supported through the pastoral system, whereby every student has a Form Tutor who takes them through the 5 years at school. Each Year has a Head of Year. There are also four Houses that students are allocated to.

Fortnightly meetings are held between the Head of Year and the SENCo. At these meetings students who are of concern for academic or pastoral reasons are discussed and appropriate action identified. These students are then monitored as we implement a graduated response to the concern.

Regular meetings are also held between the Education Safeguarding Officer and the school Pastoral and Attendance Officer in order to analyse any attendance concerns.

Students with complicated SEN may have a key Learning Support Assistant, who supports the students in many ways and regularly liaises with parents/carers.

All students who are identified with concerns about their well-being will be offered appropriate interventions including:

- Staff or student mentors
- Invitation to specific clubs
- Referral to counsellor
- Rewards; including class chart points
- Emotional, Social and Safety interventions
- Behavioural reports
- Careers advice
- Support from other agencies, as appropriate

We have a zero tolerance bullying policy and students are encouraged to report concerns to a trusted adult. The students have their own Wellbeing Hub, where they can report bullying concerns, and the staff in the Hub are trained in working with students with SEND.

10. 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
- Assessing for Specific Learning Difficulties such as Dyslexia
- Advisory Teacher Support Services- Learning Support; Language and Communication; Physical Impairment and Medical Support Team (PIMST)
- Child and Adolescent Mental Health Service (CAMHS)
- Speech, Language and Communication team
- Educational Welfare Service (attendance)
- School Nurses
- EAL
- Integrated Therapy Services, including Occupational Therapy and Physiotherapy

10. 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
- Communication and Interaction
- Social Emotional and mental health
- 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)

The SENCo, Vicki McCarthy, is a qualified teacher and has worked previously as an Assistant Headteacher at the Elmwood & Penrose Federation (specialist SEN provision), with extensive experience of supporting a wide range of SEND students. She is a member of the Chartered College of Teaching. She is currently undertaking the National Professional Qualification for Senior Leaders (NPQSL), focussing on whole school SEND, and the National Award for SEN Coordination (NASENCO).

11. 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.

12. How will my son/daughter be involved in the decisions about his/her education?

- Students are invited to attend Parent-Teacher consultation evenings
- Peer Parliament
- Meetings set up by the SENCo
- Targets set on ILPs (Individual Learning Passports) are driven by student input
- Pupil voice groups and questionnaires
- Annual Review meetings (not all SEN students)

13. 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.

14. 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. We have a range of facilities that enable students with additional needs to access the school. Please see our school Accessibility Policy for further guidance.

15. 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 or earlier. 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 Careers South West and representatives from the Post 16 destination of choice. Some students have individual transition programmes.

16. 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 Vicki McCarthy. 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.

17. 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, including parents and the student. 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.

18. What is High Quality Teaching?

Most students who have a Special Educational Need are able to have their needs met through High Quality Teaching (sometimes referred to Quality First teaching) in a mainstream classroom. Through careful planning, the class teacher will differentiate for an individual child's needs through resources, questioning and outcomes. It is also sometimes called Wave 1 intervention. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explain new vocabulary; use lively, interactive teaching styles and make maximum use of visual and kinaesthetic as well as auditory/verbal learning.

19. How do you assess and review progress that children are making? How do you evaluate the effectiveness of what you are doing?

We do this through a range of ways including; data from class teachers, book monitoring, lesson observations, intervention results, behaviour and class chart points, and reports from teachers. Students are tracked from Year 7 and yearly targets are set to see how the students are progressing against their outcomes.

20. How are children and young people with SEN integrated with non-SEN students?

We are a fully inclusive school and believe that all students should have the opportunity to achieve and succeed. Our aim is to be as integrated as possible while recognising and supporting individual needs. Many SEN learners needs can be met in the classroom through quality teaching while others may need teaching assistant support to access some learning.

21. What progress do student with SEN make at Court Fields?

The main measure that the government now use to measure student progress is called Progress 8. The following data demonstrates that each year (since this measure was introduced,) our SEN students have been making good progress towards their targets.

Our results show that the SEN students are making progress over time. The gap between SEN and Non-SEN students is closing for those following a Progress 8 curriculum.

As an inclusive local school, we also have some SEN students who do not follow a full Progress 8 curriculum, as appropriate to their needs. This is reflected in the P8 score.

Progress 8 Measure	Whole School	SEN	Non SEN	Gap closing over time
Summer 2017 exam results	-0.3	-1.51	-0.18	-1.33
Summer 2018 results	-0.33	-0.94	-0.25	-0.69
Summer 2019 results	-0.43	-0.47	-0.42	-0.05
Summer 2020 results	-0.05	-1.07	+0.11	-1.18
Summer 2020 results (students including P8) Projected	+0.05	-0.53	+0.11	-0.64

22. What support do Somerset County Council provide SEN students?

Details of Somerset's local offer can be found here:

<https://choices.somerset.gov.uk/025/local-offer/>

23. How are SEN records stored?

SEN files on pupils are stored in locked filing cabinets with keys stored in separate, locked locations.

24. What do I do if I have a complaint?

Please see our Suggestions and Complaints leaflet. This can be found in: About us > Policies and Information > Policies > Suggestions and Complaints Leaflet.

Contact details:

SENCo (Special Educational Needs Coordinator) – Vicki McCarthy

Court Fields School phone number - 01823 664201

Court Fields School SEN email address – sen@courtfields.net