



## SEN Information Report

These pages set out information about our provision for children and young people with special educational needs and disabilities (SEND). They are updated annually.

### About our school

The Cherwell School provides for children and young people with a wide range of special educational needs including those with:

- Communication and interaction needs;  
this includes children who have speech language and communication difficulties including autistic spectrum conditions.
- Cognition and Learning needs;  
this includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.
- Social, Emotional and Mental Health needs
- Sensory and/or Physical needs;  
this includes children who have visual or hearing needs, or a physical disability that affects their learning

We are a mainstream school with a Hearing Impairment (HI) resource base and a Communication and Interaction Resource base (CIRB). Both bases are staffed by Oxfordshire County Council SENSS employees who work closely with the school. Currently there are 20 students on roll in the CIRB and five students supported in the HI base; students are supported by SENSS staff and access mainstream learning with appropriate support.

Our special educational needs co-ordinator (SENCo) is: Dr Martha Hawes

She can be contacted on: [mhawes@cherwell.oxon.sch.uk](mailto:mhawes@cherwell.oxon.sch.uk)

Our SEND officer is Mrs Sherry Knight.

She can be contacted on: [sknight@cherwell.oxon.sch.uk](mailto:sknight@cherwell.oxon.sch.uk)

Our SEND administrator is Mrs Melanie Fox.

She can be contacted on: [mfox@cherwell.oxon.sch.uk](mailto:mfox@cherwell.oxon.sch.uk)

Our governor with responsibility for SEN is: Mrs Rachael McMullen.

She can be contacted on: [clerk.governors@cherwell.oxon.sch.uk](mailto:clerk.governors@cherwell.oxon.sch.uk)

Our SEND policy can be found on our website or is available at the school office.

Our Equality Scheme and Accessibility Plan can be found on our website or is available at the school office.



### **How do we identify and give extra help to students with SEND?**

The school uses Oxfordshire County Council's guidance 'Identifying and supporting Special Educational Needs in Oxfordshire schools and settings'.

The guidance sets out:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs
- How we review progress and agree outcomes and involve you and your child in this.

Click here to read it:

<https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreducati onandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationSecondary SchoolsGuidance.pdf>

### **How do we work with parents and students?**

We will always contact parents if we have a concern that a child or young person may have a special educational need.

We work closely with students with SEND and their parents to agree outcomes and how we will all work towards these, and then to review progress. Students whose special educational needs can be met in school are designated 'SEN K'. Those with more complex needs requiring additional support will have a statement of special educational needs (SEN S) or an Education, Care and Health Plan (EHCP) awarded by the local authority. The students are supported in school in the following ways:

#### School Support (K)

All students identified as K will have a student profile written to ensure all adults working with the student are aware of their needs and strategies to support them in class. Additional support may be given outside the classroom and students' progress is monitored at progress review points and during the annual SEND review meeting.

#### EHCP/Statement (E or S)

All students identified as E or S will have a student profile written to ensure all adults working with the student are aware of their needs and strategies to support them in class. It is also likely that additional support will be given outside the classroom to ensure their needs are met. These interventions are monitored at annual review meetings. At annual review meetings, parents of students with statements/EHCPs are presented with data showing the student's academic progress, success rate in meeting objectives and reading age. Details of the student's provision and any intervention they have received, and its



impact are also provided. Progress against the objectives in the student's statement/EHCP is evaluated, and agreed adjustments are recommended to the relevant Local Authority.

There are also opportunities for parents and children to contribute to our policies on SEND and Equality. We do this by: feedback via the website, student input via the SEND student panel (linked to the school council), parent presence on the Accessibility Group. Parents are always encouraged to contact us directly if they have any concerns or comments about their own children or the policies of the school.

### **Adapting the curriculum**

We offer a broad and balanced curriculum for all students including those with SEND. Details are published on the school website. The way we adapt this for children with SEN and disabled children is set out in the School Accessibility Plan. You can read it on our website or by requesting a copy at the school office.

We have a specialist primary teacher in year 7 who works with a group of students with significantly low literacy and/or numeracy (the '7 Stars' programme). These students are taught in small groups for English, Maths and humanities, and gradually reintegrated into mainstream classes as year 7 progresses.

We use intervention programmes including Easyread and maths intervention groups to help other students improve their literacy or numeracy in key stage 3.

Students might also be supported by a TA in class who helps with, for example, breaking down teacher instructions, re-explaining key concepts or prompting engagement with work.

### **What expertise can we offer?**

Our SENCo was newly appointed in January 2016 and will begin specialist SENCo training in September 2016. She has specialist training in dyspraxia and will attend further training over the coming year.

All staff have basic awareness level training in supporting students with dyslexia and autism. We aim to enhance this training and offer further opportunities in the coming year.

Teaching assistants are trained to support the particular needs of the children they work with.

We have a behaviour support base which has staff trained to support students with emotional, social and behavioural difficulties.

Our SEND governor is Mrs Rachael McMullen.



We also have access to a range of specialist support services including  
Educational Psychology  
SENSS, who support children with communication and language, sensory needs and physical needs  
Child and Adolescent Mental Health Services (CAMHS)  
Oxfordshire School Inclusion Team  
Therapy services  
Children's Social Care

Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

We always discuss the involvement of specialist SEND services with parents first.

We also work with other services and organisations that are involved with a family, with the family's permission.

#### **How do we know if SEN provision is effective?**

The progress of all students is tracked throughout the school through regular progress reviews (PR), five times over the course of the year.

In addition students with SEND we regularly review progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations.

When we run special intervention programmes for groups of students we assess how successful they have been and use that information to decide on how best to run them in the future.

Information about how the governing body evaluate the success of the education that is provided for students with SEND is contained in the governors' annual SEND report. This is available on the school website.

#### **How are children and young people with SEND helped to access activities outside of the classroom?**



All students are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and students when planning trips so that everyone is clear about what will happen.

There is information about activities and events for disabled children and those with SEN in Oxfordshire in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's accessibility strategy can be read at:

[http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools\\_Accessibility\\_Strategy.pdf](http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools_Accessibility_Strategy.pdf)

#### **What do we do to support the wellbeing of students people with SEND?**

All children have the opportunity to share their views through their school council representatives, their tutor, or anonymously via the school website.

We are beginning to develop a student SEN panel, in order to listen to the views of young people with SEN within the school.

We take bullying very seriously. We help to prevent bullying of young people with SEN by ensuring all students are aware of our anti-bullying policy (through assemblies, tutorials, promoting anti-bullying week, etc.).

#### **Joining the school and moving on**

All students joining the school in year 7 are invited to a transition day, when they experience the school, meet their form tutor and have a number of taster lessons. For students with SEND we offer additional visits (both with and without parents, as requested) to help them become familiar with the school before they arrive. We also invite our '7 Stars' intake to an additional visit so that they can experience the school in a small group and meet other students from the group.

We liaise extensively with colleagues from our primary feeder schools to ensure we have all relevant information to make the transition between schools as smooth as possible.

In order to prepare students for the next stage of their education or training, our careers advisor will meet with students over the course of years 10 and 11 to ensure that they have all the advice and guidance that they need. Trips to college and careers events are offered to specific groups of students who need extra support, and we can arrange handover of SEN information to other education providers.



### **Who to contact**

If you are concerned about your child, please contact their year team leaders (details on the school website) or the SEND team using the contact details above.

If you'd like to feedback, including compliments and complaints about SEN provision please contact the SENCo, Dr Martha Hawes, on [mhawes@cherwell.oxon.sch.uk](mailto:mhawes@cherwell.oxon.sch.uk). We aim to provide an initial response to any complaints within 48 hours.

If you'd like impartial advice from Oxfordshire's Parent Partnership Service contact <https://www.oxfordshire.gov.uk/cms/content/contact-parent-partnership>

If you'd like to know more about opportunities for children and young people with SEND and their families, support groups or information about SEND these are listed in the Family Information Directory: <http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it: <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>. Our school has contributed to the county's Local Offer through attendance at a training workshop and through trialling of new guidance and systems