



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 Resource Base (HRB) 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 22 students on roll in the CIRB and 9 students supported in the HI base; students are supported by SENSS staff and access mainstream learning with appropriate support. Separate SEN Information Reports are available from these two bases on the school website.

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

She can be contacted on: mhawes@cherwell.oxon.sch.uk

Our SEND officer is Mrs Kay Ridout.

She can be contacted on: kridout@cherwell.oxon.sch.uk

Our SEND administrator is Mrs Melanie Fox.

She can be contacted on: 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

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/childreducatonandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationSecondarySchoolsGuidance.pdf>

In practice, many students' special educational needs are identified at primary school. We work closely with our colleagues at primary schools to ensure that information is passed on so that we have a clear idea of students' needs when they arrive in year 7. If students join the school at other stages, we will contact the schools from which they are transferring to ensure information is available to their new teachers.

Students undergo testing for reading ages in years 7, 8 and 9 using a computer-based system. This can help to highlight concerns about their reading which might have an impact on their learning in all subjects. If these tests show up concerns, we will contact parents to discuss these findings.

Concerns can also be raised by teachers, parents, or the students themselves. We will always take such concerns seriously and undertake further investigation if needed.

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 'School support'. 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

All students identified as 'School support' will be supported by their subject teachers to ensure that they can access the curriculum. Their progress will be monitored and concerns raised if they are not making progress. All students on 'School support' have a Student Profile 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 SEND review meetings. These meetings are conducted by SEN staff, senior leaders, or trained teaching staff at the school, and parents and students will always be invited. At the meetings, the outcomes that the student is working towards will be discussed, and the Student Profile reviewed to make sure it is accurate and up-to-date.

EHCP/Statement (E or S)

All students identified as E or S will also have a Student Profile 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 being provided by the school or other agencies to ensure their needs are met. These interventions are monitored at formal annual review meetings. At annual review meetings, parents of students with statements/EHCPs will meet with school staff and other professionals supporting their child to review progress towards their stated outcomes. Details of the student's provision and any interventions they have received, and their impact are also provided. Agencies working with the student will usually provide a written report, and changes to the EHCP in light of these reports are communicated to the Local Authority. Following the annual review meeting, the Student Profile will be updated to reflect any changes, and teachers will be alerted to the updated profile.

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 student feedback panels, 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, History, Geography and Religious Studies, and gradually reintegrated into mainstream classes as year 7 progresses.

All students arriving in year 7 with significantly delayed literacy undertake a phonics intervention in place of their English lessons at the start of year 7 to catch them up with their reading. We use intervention programmes including Read, Write Inc. Some students attend maths intervention groups to help them improve their 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 appointed in January 2016 and is currently undertaking specialist SENCo training.

All teaching staff undergo basic awareness level training in supporting students with dyslexia and autism during their teacher training courses. This is supported by faculty and whole-school training, and focussed Inset training sessions. In 2016/17 sessions were offered on topics such as autism, understanding reading ages, ADHD and deaf-friendly classrooms. In 2017/18, sessions will focus on dyslexia, mental health and helping students who do not have English as a first language.

Teaching assistants are trained to support the particular needs of the children they work with and a number have attended specialist courses as required.

We have an emotional, social and mental health support base whose staff are 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



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 regularly seek feedback from students about different areas of their school experience, including students with SEND, via student panels.

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. 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.

MHs

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