

How does Chipping Sodbury School know if my child needs extra help?

If your child is new to Chipping Sodbury School, information regarding their prior learning, attainment and additional needs will be passed on by the previous school and/or Local Authority plus any other agencies that have been involved with your child. We will also discuss any additional needs with you and your child during our thorough induction process. We will continue to assess need throughout your child's time at Chipping Sodbury School; students are regularly assessed and monitored by classroom teachers. However, we also carry out CAT testing for all students in year 7 and 9 and complete baseline assessments in reading, writing and numeracy. If necessary we may carry out dyslexia screening or seek diagnosis and/or support from outside agencies, such as Child Adolescent and Mental Health Services (CAMHS) or the Educational Psychologist but it is important to note that any concerns may be flagged by any member of staff, parent/carer or the student themselves at any point in time. If your child has a disability then an extra admissions meeting with the SENCO will be held to discuss need and how appropriate support can be put in place. This process enables us to ensure students with disabilities are not treated less favourably than other students

What should I do if I think my child has special educational needs?

Chipping Sodbury School provides support for all students identified in the Code of Practice under the four main areas of need.

- 1) Cognition and Learning
- 2) Social, Emotional and Mental Health
- 3) Communication and Interaction
- 4) Physical and/or Sensory

There are many opportunities to share concerns or discuss possible educational needs with school staff. If you have any concerns with regard to your child's progress you may wish to begin by talking to your child's subject teacher or tutor during the regular parents' evenings. Alternatively you can contact your child's Head of House or Mr Poole our Head of Inclusion/SENCO, john.poole@chippingsodbury.school or call 01454 862900 to arrange a longer meeting. Alternatively, if you have already had contact with the school with regard to your child's specific needs, then it is also appropriate to raise any concerns during support plan review meetings, through the parental response section of your child's "student passport" or through speaking to your child's key worker. If your child attends the Access Centre at Chipping Sodbury School you should contact Annette Box, centre manager, Annette.box@chippingsodbury.school or call 01454 862890 or 862900. <http://www.chippingsodbury.school/NewStudentAdmissions/Access-Centre/>

How will Chipping Sodbury School communicate to all staff that my child has special education needs or a disability (SEND)?

Information about any child's individual learning needs is shared via the school's secure information system (SIMS) to support your child with their learning and is linked to MINT class which gives staff easy access to all necessary SEND information. In addition to this the Head of Inclusion meets regularly with Heads of House and Heads of Faculty to discuss individual needs and will discuss key information with the whole staff at appropriate meetings throughout the school year. Children with special educational needs also meet with the inclusion support staff to check progress, raise any issues and to discuss the support they are receiving. The outcome from this meeting is the "student passport". This document is updated regularly and shared (via SIMS) to ensure staff understand exactly what each child needs. The outcomes and support plans of any additional meetings such as Team Around the Child (TAC) meetings, Annual reviews and Support Plan Stage meetings are also shared with all staff. As a parent/carer you will receive a copy of all documents that are shared amongst staff and be informed as to which members of staff are working directly with your child from the Inclusion support team in addition to your child's tutor, Head of House and House Co-ordinator.

How will Chipping Sodbury School staff support my child's SEND?

High quality planning and teaching encompasses all needs and ability levels. The inclusion support team works within all curriculum areas to ensure that more bespoke packages of support are provided when appropriate. A combination of mixed ability, setting and alternative provision is provided via The Bay and Learning Base for our higher needs students. Use of the Assess-Plan –Do-Review for our SEND students enables us to monitor progress.

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

Chipping Sodbury School is committed to inclusion and all of our students have access to the full curriculum. Classes in the majority of subjects are set to ensure lessons are differentiated appropriately for the student's needs. However, for those who require it, a more bespoke curriculum can be discussed and arranged with the Inclusion team. Dependent of the complexity of need, bespoke packages can often include one or more of the following.

- Additional support and differentiation in the classroom
- Access to the KS3 literacy groups (additional sets in English/Humanities to focus on supporting literacy)
- Access to our Learning base
- Alternative provision/Work 2 Learn projects
- KS4 Pathways learning

- Targeted 1:1 mentoring/support
- Peer mentoring/support
- Access to enrichment activities and visits
- Small group interventions (E.g. Speech and Language, Social Skills etc.)

How will both staff and I know how my child is doing?

All classroom teachers are responsible for the regular monitoring and assessment of their students. Their assessments are formally recorded through our review cycle (3x a year), this is overseen by Heads of Faculty, Heads of House and the Senior Leadership team. These assessment points also provide you with formal data reviews, which are sent home to you in the post (soon to be via email) and can be discussed in detail with teaching staff at any of our regular parent evenings. If your child has a statement, Education Health and Care Plan (EHCP) or any form of school support plan (e.g. behaviour) then you will be invited to attend additional meetings with your child's key worker throughout the academic year to review your child's progress.

How will Chipping Sodbury School help me to support my child's learning?

Our regular parent meetings and information evenings provide opportunities for you to actively engage in all aspects of your child's learning at Chipping Sodbury School. The school also subscribes to Show My Homework. This is a program which allows you to view all homework that is set online. You do not need a password to view this, just follow the homework link on the school website homepage. In addition to the basic homework teachers will often attach support materials to this site that can be used to support your child's learning. For students with identified SEND, home support can also be discussed with the Inclusion Team during parents' evenings or by arranging a meeting with a member of the team.

What support will there be for my child's overall well-being?

Chipping Sodbury School has an outstanding reputation for care, guidance and support. Pastoral support is provided through our inclusive House system <http://www.chippingsodburyschool.com/TheSchool/The-House-System/> . Each child belongs to a house and has support offered by their tutor, House Co-ordinator (a non-teaching member of staff) and Head of House as well as the wider student support and Inclusion team. These staff are all highly skilled in supporting students whose social, emotional and behaviour needs places them at risk. In addition to the house system Chipping Sodbury School provides various other services to its students, examples of some of these additional services are listed below.

- First aid room
- Disabled access to all areas
- Access to the School health nurse and counsellors.
- Access to the Inclusion base and staff at break and lunch times

- The POD – a break out space for vulnerable students
- Student voice groups – house, Inclusion, Senate, Safeguarding group
- Library, lunch time clubs
- Homework Club
- Breakfast/Break club
- Small group work (GCSEase, Stress Management)

What specialist services and expertise are available at or accessed by Chipping Sodbury School?

In addition to our own skills and areas of expertise, staff at Chipping Sodbury School work in close collaboration with a range of experts from outside agencies such as Education Welfare, medical professionals, Educational Psychologists, South Gloucestershire's SEND team, the FISS and YISS (Family and youth intervention services) and colleagues from FirstPoint and Social Care. Agencies that are working within Chipping Sodbury School, with your child, will liaise with your child's House Co-ordinator and/or the inclusion team to ensure that key information is shared between home, school and the supporting agency. Students, parents, teachers and other professionals will be invited to work together to plan and monitor additional interventions. The outcome of these meetings is summarised in a support plan document, a copy of this document is shared with all parties.

What training have the staff at Chipping Sodbury School in supporting children with SEND had or are they having?

There is an extensive programme of continuing professional development for all staff at Chipping Sodbury School, which includes specific training in meeting the needs of SEND students and vulnerable learners. For example all staff have received training on how to ensure a dyslexia friendly classroom, hearing impairments and effective strategies to support children with ADHD. However, staff who work on a 1:1 basis with children with SEND have or will receive specialist training if needed. In the past this training has ranged from the effects of domestic violence on young people to mental health issues and self-harm to specific learning difficulties, such as dyslexia and dyspraxia.

How will my child/young person be included in activities outside the classroom including school trips?

All Chipping Sodbury School students have access to the full curriculum, enrichment programme and school trips. For those with specific medical or physical needs, a full risk assessment is completed

and the school works in partnership with parents/carers, the inclusion team, the provider and the individual student to plan all aspects of any activity or trip so that there are equal opportunities for all.

How accessible is Chipping Sodbury School?

The Chipping Sodbury School buildings are fully accessible to all. There are wider doors where necessary, ramps to all ground floor areas and lifts to both the first floor and the lower floor of the drama hall. At Chipping Sodbury School we continue to review the auditory and visual environment. Recent build projects, such as the Sports Hall have included hearing loops and acoustic insulation. Specific decoration for audio/visual purposes is also evident in the new AS Access Centre. All walls are painted neutral colours around the school to provide an appropriate visual environment for students. Staff are trained to use appropriate font size, colours and backgrounds for displays and notices. There are disabled toilets in the main building and science block. The sports centre has two large disabled toilets with changing facilities. The AS Access Centre has disabled toilet, changing and showering facilities. Any further equipment or facilities that are needed to support children with SEND will be secured and applied through individual SEND funding.

How will Chipping Sodbury School prepare and support my child when joining the school?

At Chipping Sodbury School we recognise that moving to secondary school can be a daunting process so we aim to make the transition as easy and enjoyable as possible with a comprehensive induction programme. Once you have received your confirmation of a place letter from the local authority, a senior member of our staff will visit your child's primary school in order to meet with your child and all other students joining us in September. During this visit this member of staff will talk with the appropriate Year 6 teacher (and the SENCO or support staff if needed) to gather all the important information we need to know about each student's learning. During Term 6 all the Year 6 students are then invited to a 2 day Induction programme, during which time they will meet their Tutor and members of the Student Support team, including their Head of House. They will experience secondary school lessons and meet some of the teaching staff. As part of the Induction Programme, parents are invited into school for an evening meeting with their child's Tutor and members of the Student Support team. This is a further opportunity for us to gather important and helpful information about your child and to begin building the valuable relationship between school and home. This induction is designed to put your child's mind at rest about beginning secondary school, give them an opportunity to meet other year 6 students, as well as the older students at Chipping Sodbury School, and hopefully make lasting friendships. We always receive very positive feedback from the Yr6 students about the programme but if further transition visits are needed we will happily accommodate according to need. Our Induction Programme continues in September. The first day of Term includes a special programme of events designed to further introduce Year 7 to secondary school life and this continues during the tutor programme and PSHE lessons throughout term one. In addition, our Student Support Team will continue to offer support as the students settle into their new school and look forward to developing strong bonds between home and school. The team will also ensure that any specific learning needs are met. If your child is joining Chipping Sodbury School from another secondary school we offer very similar care, guidance and support to that described above for a student joining in year 7. Following an initial phone conversation and

opportunity for you to visit, we will ask you to fill in an admissions form and a member of our student support team will make contact with your child's previous school to gather information on your child's learning. Following the offer of a place, we will then invite your child in for an induction which will take place with a member of our inclusion team, your child's house co-ordinator and tutor. Part of this process will also include a further meeting with you, as a parent with your child's tutor, House co-ordinator and/or Head of House.

How will Chipping Sodbury School prepare and support my child for transition from KS3 to KS4?

Transition from one phase to another is carefully planned and discussed with students and parents. Specific information about the transition is shared with the students during their "co-operative learning" lessons and through the tutor programme. Classroom teachers take time out of their lessons to inform students about what subjects are on offer at KS4 and what the different courses entail. Careers guidance and support is also available during the "ambitions event" which is a careers event that takes place at UWE in October, all Year 9 students have the opportunity to attend this event. These sessions all provide opportunities for students to ask questions about the transition. Students can also discuss the transition with older students within their vertical tutor group and have 1:1 discussions with their tutor, House Coordinator, Head of House if needed. For those with identified SEND and other vulnerable learners, the Inclusion team will offer additional support. Parents can access information via the school website, parents evenings and the year 9 options evening (held in January). The year 9 option evening is designed so that you and your child can find out specific information about the move to GCSEs, the subjects available and the different pathways your child may wish to take.

How will Chipping Sodbury School prepare and support my child for Post 16 transition, both within Chipping Sodbury School and outside of Chipping Sodbury School?

As with transition between KS3 and KS4, specific information about post 16 transition and careers guidance and support is provided with students during their "co-operative learning" lessons and through the tutor programme. Classroom teachers also take time out of their lessons to inform students about what subjects are on offer at the "Cotswold Edge Sixth Form" <http://www.chippingsodbury.com/SixthForm/> and what the different courses entail. In every year group there is inevitably a wide range of student needs and therefore through our pastoral system, we ensure there is time to listen to and help your child understand all the options available to them. We aim to support your child in recognising their individual strengths and weaknesses and their own individual needs to make informed decisions. The vertical tutor and House system means that each tutor and Head of House only has a relatively small number of Y11 students to focus on at this important time so 1:1 conversations are frequent. As always, for those children with identified SEND, the Inclusion team will offer additional support. This support can be wide ranging e.g. helping your child to write an application, accompanying your child to an open day, offering a mock interviews or simply going over or practicing transport routes. Parents can access information via the school website, parent's evenings and the sixth form open evening (held in October). The sixth form open evening is designed so that you and your child can find out specific information about the move from GCSE's to post 16, the subjects available through the "Cotswold Edge Sixth form" and the different pathways your child may wish to take.

How are Chipping Sodbury School resources allocated and matched to a child's special educational need? And how is the decision made about what type and how much support my child will receive?

At Chipping Sodbury School we have access to a wide range of strategies and resources for supporting children with special educational needs, such as smaller group work, 1:1 group work, targeted support in lessons and various lunch time clubs. For students with statements, EHCPs or pupil premium (link) additional resources are allocated. The appropriateness of the support is however the most important factor when allocating any resources. Resources are therefore allocated through discussion between teaching staff, the pastoral team, inclusion team, leadership team, specialist support staff, the child involved and their parent/carer to ensure we all remain focussed on the best outcome for the child. Regular reviews of a child's progress allow us to check the appropriateness of the resources against the expected outcomes. If the outcomes are not being met we adapt and change the allocation of resources to best suit the individual child's need*. *For students with statements and EHCP's decisions about the levels of support are made at Local Authority level, in collaboration with you, the parent/carer. Schools have the opportunity to be part of the decision making, during the consultation period.

How will Chipping Sodbury School involve me, as a parent of a child with SEND?

All parents/carers are encouraged to be actively involved in the Chipping Sodbury School Co-operative community. Attending parents' evening, reading the school newsletter and maintaining regular communication with your child's tutor and key worker will help you stay up to date with your child's progress. As a parent of a child with SEND you will also be invited to attend review meetings and complete parental surveys. You may also be asked if you would like to attend one of our parental support groups. In the past, our parental support groups have run successfully after school. They have taken place in our inclusion base, with the aim of encouraging parents to meet and share common experiences as a parent of a child with SEND. If you are interested in getting involved with this type of support group, please contact the Head of Inclusion, John Poole (john.poole@chippingsodburyschool.com)

Who can I contact for further information?

If you have any further questions or queries relating to SEND, please contact John Poole, Head of Inclusion. Email: john.poole@chippingsodburyschool.com. Telephone: 01454 862900 If you have a specific enquiry with regard to the Access Centre, please contact Annette Box, Access Centre Manager Email: Annette.box@chippingsodburyschool.com Telephone: 01454 863900 If you wish to

Speak to your child's Head of House, House Co-ordinator, tutor or a particular subject teacher, please find a list of staff contacts here <http://www.chippingsodburyschool.com/ContactUs/StaffList/>

Other useful contacts and information

South Glos Access and Response Team

<http://www.southglos.gov.uk/health-and-social-care/care-and-support-children-families/access-response-team-art/>

www.supportiveparents.org.uk

South Gloucestershire Council's SEND Local Offer: www.southglos.gov.uk/localoffer

www.mindyou.org.uk