

SEND Information Report

Author:	
Approval:	David James
Date approved:	04/05/2023
Review date:	02/05/2024
Review timescale:	Annual
Keywords:	SEND SENDCO
[Comments]	

Contents

1	Introduction	3
2	Student learning needs.....	3
2.1	SEND categories.....	3
3	Special educational needs	4
3.1	Support.....	4
3.2	SEND provision.....	5
3.3	Trustee Board.....	5
4	Progress and well-being.....	6
4.1	Progress.....	6
4.2	Well-being support.....	7
4.3	Medications.....	7
4.4	Behaviour support.....	8
5	Student views	8
6	Specialist services.....	9
7	Staff Training	9
8	External activities.....	9
9	How accessible is the school environment?	9
10	Joining Caroline Chisholm School.....	10
10.1	Key Stages 2 and 3:.....	10
10.2	Key Stages 3 and 4:.....	10
10.3	Joining mid-year	11
10.4	Moving to another school.....	11
11	Student resource needs.....	11
11.1	Support requirements.....	11
11.2	How do we know if it has an impact?	11
12	SEND Provision concerns.....	11
13	Who can I contact for further information?	12
14	Who should I contact if I am considering whether my child should join the school?.....	12
15	What is the Local Offer?	12

1 Introduction

This SEND Information Report exists to inform parents, carers, and young people in a clear manner about how Caroline Chisholm School implements its policies towards SEND. It will be updated at least once every academic year.

From September 2021 the SENDCo at Caroline Chisholm will be Lisa West. She is supported the SEND Lead Daniela Sereno and four Inclusion Leaders: Sally Roper (Primary), Gemma Sullivan-Gregg, Hollie Dummer and Martin Aldridge. We are very privileged to have 22 TLSAs across all phases of our school. The SENDCo can be contacted via the main school telephone number, or by email: lwest@ccs.northants.sch.uk and the SEND Lead can be contacted via the main school telephone number, or by email: dsereno@ccs.northants.sch.uk

Caroline Chisholm School is a mixed 4 – 19 secondary school on the outskirts of Northampton, serving a wide local community. We are a very large school with currently 2150 students and able to provide a stable, caring environment in which students are known and valued.

2 Student learning needs

How does the school know if students need extra help with learning?

All mainstream schools and academies are expected to provide SEND (Special Educational Needs and Disability) support for a wide range of students, including those with:

- Sensory or physical needs: including physical disability, hearing, and visual impairment.
- Communication and interaction need, including speech and language needs and ASD (Autism) needs
- Cognition and learning needs; including moderate learning difficulties, severe learning difficulties, dyslexia, dyspraxia, and dyscalculia
- Social, mental and emotional health needs; including ADD, ADHD and Anxiety Disorder

2.1 SEND categories

If a student has SEND, then their needs will fit into one or more of these categories.

A school's provision for SEND is defined as support which is additional to, or different from, that which is available to all students.

At Caroline Chisholm School we recognise that students make progress at different rates and not always in a steady linear pattern. Therefore, students are identified as having SEND through a variety of ways, including the following:

- Liaison with primary school/previous school – we may assess whether a student's needs are still apparent now.
- The student performing significantly below expected levels.
- Concerns raised by parent/carer.
- Concerns raised by a teacher.

Upon entry, all students undertake a range of assessments to try and identify any possible cognitive difficulties or strengths. For other types of SEN, the school makes use of this data by analysing the results and barriers to learning are accurately identified.

If a student is identified as having SEND their name will be added to the SEND register, but we recognise that students' needs may change over time and provision must reflect this. The aim of any provision is for the student to achieve age expectations, so once they reach this threshold, they may be removed from the school's SEN register. If they fall behind again at any point, then they may be added to the register again.

There are many barriers to learning that all students may face at some point during their time at school. All teachers are expected to consider the individual learning needs of all students and make changes to their approach to ensure they achieve. If a teacher has further concerns, they can seek the advice of the Learning support team.

3 Special educational needs

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

Your first point of contact at school should always be your child's form tutor who will be able to discuss your concerns and refer these on to the appropriate member of staff. You can also contact your child's Performance Leader, Inclusion Leader, the SENDCO or a member of the Senior Team.

The SENDCO or a member of the Senior Team will discuss these concerns with you further – either in person or by telephone. The next stage could include classroom observations and testing using standardised tests. The SENDCO may screen using a wide range of tests which are age appropriate, standardised tests to identify a full range of learning needs. The results of tests will always be discussed fully with both parents and the student in question. The SENDCO may offer links to a range of appropriate supportive outside agencies.

3.1 Support

How will the school support my child?

Caroline Chisholm School aims to help all students to unlock their potential. We endeavour to identify the barriers to learning that may result in underachievement, and co-ordinate additional provision where required.

Subject teachers are responsible for progress of students in their lessons. They are trained to teach students with all types of additional learning requirements and are responsible for making the curriculum accessible to all students.

It is expected that the needs of the majority of SEND students can be met through a mainstream curriculum, with teacher planning taking account of starting points and progress made.

The SENDCO is responsible for ensuring:

- Teachers are trained in meeting those needs
- Teachers understand a student's needs
- Teachers have support in planning to meet a student's needs
- The quality of teaching for students with SEND
- That provision across the school is efficiently managed.

Sometimes some students require additional support to make progress across the curriculum, because they are significantly below the expectations for their age. Then, the SENDCO is responsible for organising intervention for an individual or small group of students, which might include one of these provisions, for example:

- Additional adult support in the classroom – year groups have Learning Support Assistants (TTLsAs) who support the teacher in helping the learning of whole classes. The SENDCO is also able to direct a limited amount of 'hours' of additional adult support in the classroom, in cases where there is evidence that students are significantly below educational expectations for their age.
- Some students may need withdrawing from lessons in small groups for pre-arranged sessions with TTLsAs or inclusion Leaders. Lessons include, for example: handwriting, reading, numeracy, study skills, social skills, etc.

- Students are withdrawn for frequent, but short term, 1:1 sessions with either the inclusion leaders or an TSLA. Programmes are highly structured, multi-sensory and aim to ensure the learner progresses at double ratio gain (for example, makes 12 months' progress in a 6-month period.)

Assessment of additional need focuses upon four factors: the student's learning characteristics, the learning environment, the tasks and activities undertaken and the teaching style.

The progress of SEND learners in all subject areas is tracked and monitored continually, and progress is compared to the progress made by the non-SEND peers of these students. Appropriate intervention can then be put into place at the appropriate time.

If long-term intervention is needed, a student can sometimes be disapplied from a curriculum subject, in order to allow time for intensive support with learning.

3.2 SEND provision

Who will explain provision to me?

Information about the provision in individual subjects can be discussed with subject teachers or Heads of Department. There is annual opportunity for this at your child's parents' evening, but teachers can meet with parents/carers at any point in the school year to discuss your child's progress.

In the case of individual or small group interventions, the Inclusion Leader will write or telephone home explaining the aims of the intervention. Letters, phone-calls or emails will be used to keep parents/carers updated on their child's progress and discuss support in more detail, if required.

3.3 Trustee Board

How are the school trustees involved? What are their responsibilities?

The SENDCo reports to the trustees annually, via the nominated SEND Trustee, to inform them about the progress of students with SEND; this report does not refer to individual students and confidentiality is maintained at all times.

The nominated trustee for SEND meets with the SENDCo termly. She observes SEN teaching and learning, discusses SEND issues within school with the Inclusion Team, and writes a detailed follow-up report for the Principal and Trustees.

How will the curriculum be matched to my child's needs? What are the school's approaches to differentiation and how will that help my child?

Subject teachers are responsible for planning lessons that are accessible to and differentiated for every student. In some curriculum areas (English, Maths and Science) students may be grouped by levels of attainment, whilst other curriculum areas are taught in mixed attainment groups. Students are entitled to participate in all areas of the curriculum, and it is the subject teachers' role to differentiate resources and activities to ensure the student can access the learning. This can mean teachers plan:

- To adapt and adjust resources and materials to make them accessible for students with specific learning needs.
- To provide specially targeted texts and resources appropriate student's reading age to provide additional apparatus or materials.

- To set alternative activities for home learning.
- To use over-learning topics
- To pre-teach content or vocabulary.

The SENDCo will observe students receiving SEN support in lessons and disseminate findings to relevant staff. Training around particular learning difficulties will then be offered.

All staff work to ensure students are offered full access to a broad, balanced and relevant education in a caring environment. Teachers work with the Learning Support department to create SEND provision profiles, including specific guidance on how to support individuals in the classroom, and desired outcomes for each student with SEND support.

At Key Stage 4, students choose from a range of GCSE courses which help them prepare for the next step in their education when they leave Caroline Chisholm School. Students and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.

There are individual homework clubs per year group after school from 3.30 – 4.30pm, where students can seek help and support with their home learning tasks from an TLSA.

4 Progress and well-being

How will I know how my child is doing and how will you help me support my child's learning? What opportunities will there be for me to discuss my child's progress?

We offer an open-door policy where parents/carers are welcome at any time to make an appointment to meet with either teacher or tutor or another member of staff if appropriate and discuss how their child is progressing. Parents/carers can contact staff members directly by email or leaving a phone message with reception.

Planned arrangements for communicating between school and home include:

- Each year group has at least one parents'/carers' evening each year, when all subject teachers are available to meet with parents/carers and discuss your child's progress and learning.
- Each year group has an annual programme for reporting to parents/carers. This includes termly progress checks.
- If your child has an Education, Health and Care Plan (EHCP) then there are legal requirements for at least one formal meeting each year (the Annual Review), organised by the SENDCo and attended by parents/carers, teachers and outside agencies involved in the student's education.

4.1 Progress

How does the school know how well my child is doing?

Teachers, as part of their professional standards, monitor and review all students' progress throughout the year. The whole school system at our school includes:

- In the case of intervention programmes progress is reviewed every half term, which might include testing or screening. These programmes are reviewed by the SENDCo and relevant TTSAs, who use the information to plan and design the next half term's intervention programme.
- In-class additional support is reviewed regularly at the Inclusion Team meetings and at department meetings. TTSAs and teachers work together on a day-to-day basis, planning and reviewing lessons. Teachers are observed by senior leaders and line managers as part of the school's Managing Performance procedures; the development of additional adults in the classroom and the progress of

students with additional learning requirements are part of the Teacher Standards, against which the quality of teaching is measured.

- At the start of Year 7, students are screened for reading and maths skills. This allows us to identify when they may need further support, intervention or additional assessment to detect any underlying difficulties.
- Year 7 students undertake a series of CATs (Cognitive Ability Tests) online during their computing lessons in the Autumn Term. These tests give teachers and learning support staff another important set of baseline data to work from. We also use GL assessments.
- We record both positive and negative points on SIMS/EduLink One and this provides information about how well a student is engaging with learning opportunities on offer and provides pastoral staff with evidence for how well a student is learning at school.

4.2 Well-being support

What support will there be for my child's overall well-being? What is the pastoral, medical and social support available in the school?

- The school uses SIMS/EduLink One to record both positive and negative behaviour. Points are monitored by tutors and are linked to records and house points. The point system also enables the tutors and Performance Leaders to identify students who are falling behind their peers and gives them tools to investigate and address the reasons for this.

We are privileged to have two fulltime qualified school counsellors. We have an extensive pastoral team and a number of staff in the primary and secondary phase who specialise in ETLSA and 1:1 drawing and talking sessions. Both students and staff can refer to the school counsellors, and in some exceptional cases we also offer this amazing service to both parents and carers. The areas of emotional difficulties that these provisions are suitable for include specified social skills, friendship and relationships; anger management; loss and change; self-organisation.

The pastoral support and Lead Learner team offers meet and greet and daily drop-in sessions to all learners for all year groups. We are keen to communicate closely with parents and carers regarding all pastoral issues. Our safeguarding team is also available to support these teams and students across the school community.

Students who struggle with social situations are provided with a choice of quiet spaces to go to during lunchtimes, break times and before school, where they are supported by TTLSAs to manage unstructured social time.

Every lunchtime we have 'Games Club' – a supervised, safe environment where students can play games and socialise in a quieter environment. These are staffed daily by TTLSAs.

If a student becomes unwell during the school day the on-call button is pressed and a first aider responds in the first instance. If a student is too ill to stay in school, a parent/carer will be contacted and asked to make arrangements for collecting them as soon as possible. All relevant staff are trained annually on administering Epi-Pens for anaphylactic shock, and all staff throughout the school year are made aware of students who have severe allergies or other significant health/medical needs arising.

4.3 Medications

How does the school manage the administration of medicines?

Medicines for students are managed by the pastoral team. If a student requires medicine during the school day, the following procedures must be followed:

All medicines must be given in person to Reception by a parent/carer

- The student's name and date of birth are recorded alongside the date, time, name of medicine, and dosage
- Depending on how the medicine needs to be stored, it will be kept in either a locked cupboard or a fridge
- To take their medication the student must go to reception where the dose will be administered. Each time the medicine is administered, the time, date and dosage are recorded.

4.4 Behaviour support

What support is there for behaviour, avoiding exclusion and increasing attendance?

There are consequences for poor behaviour, which are outlined in the school behaviour policy on the school website. As well as losing rewards, students may receive sanctions such as detention, isolation, or fixed term exclusions.

However, if a student is falling significantly behind their peers and their behaviour is affecting their learning or the learning of others, then additional support may be provided.

- The school attendance officer will support parents/carers to manage their child's attendance at school and will liaise with outside agencies if appropriate.
- Lisa West (Assistant Principal) oversees the liaison with outside agencies who can support families in difficult situations.
- Tutors, Performance Leaders and/or the SENDCo work with students when their learning is affected by their behaviour, providing emotional support, signposting to sources of guidance and advice, liaising with external agencies, overseeing education plans and arranging workshops/lessons about emotional, social and mental health with the school counsellors.
- The tutor, Performance Leader, SENDCo and/or School Counsellors work with students whose behaviour is affecting the learning of other students: helping them to develop skills for understanding and managing their emotional, social and mental health for supporting learning at school; providing education plans and arranging workshops/lessons. We also have links with outside agencies providing behaviour support.

5 Student views

How will my child be able to contribute their views?

Students' views are highly valued at the school and their opinions are sought on many areas of school life as well as their own learning. We use a variety of methods for seeking student views:

- Student panels regularly form part of the school's interview process for new members of staff.
- If your child has an EHCP, their views will be sought before any review meetings.
- The SENDCo is available at both parents'/carers' evenings and tutor evenings to provide advice and guidance, or to listen to any concerns that a parent/carer or young person may have.

6 Specialist services.

What specialist services and expertise are available at or accessed by the school?

The SENDCo liaises with many specialist services and outside experts to ensure provision for our students is appropriate and meets all needs. The school, works closely with any external agencies that are relevant to individual students' needs, including:

- Health – GPs, school nurse, clinical psychologists and psychiatrists (CAMHS), paediatricians, speech and language therapists, occupational therapists
- Children's Services – locality teams, social workers, child protection teams, family intervention programmes
- Northamptonshire Educational Psychology Service
- Northamptonshire Inspectorate and Advisory Service
- Specialist Teacher Advisors – hearing and visual impairment, physical disabilities, communication and language, SEND Team

7 Staff Training

What SEND training have the staff had or are currently having?

SEND training is an on-going rolling programme of professional development for our staff, throughout the school year.

- Our TLSA/TA Team has extensive experience and training in planning, delivering, and assessing intervention programmes. The team keep up to date with training within their specialism (for example, Attachment awareness).
- All staff are trained each year on the needs of new students joining the school – this can include training from specialist agencies or consultants, as well as from the SENDCo or other staff with relevant expertise.
- SEND training forms part of the continuing professional development of all teachers and TSLAs/TAs and is organised in accordance with the needs of the students.
- The school, works closely with other local schools, especially our catchment primary schools, sharing training opportunities and outside experts. Opportunities to develop this aspect of local expertise are actively sought throughout the school year.
- During the academic year all teaching staff will receive further training as part of the school's teaching and learning training programme.

8 External activities

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

All students are entitled to be included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. If possible, the TLSA supporting a particular SEND student within the classroom can attend a school trip also.

9 How accessible is the school environment?

The school is positioned on a slight slope; however, we have both steps and a slight incline to access the building. The teaching blocks have stairs, and lifts are positioned in reception, in the middle (C) block and the Performing Arts block.

For a student with physical difficulties or a sensory impairment, a Northamptonshire Teacher Adviser associated with the school can assess the site and make individual recommendations.

10 Joining Caroline Chisholm School.

How will the school prepare and support my child when joining the school or transferring to a new school?

Our goal is to make sure our students feel like they belong at our school before they formally start.

Learning is most effective when students feel they belong and are comfortable in the school environment.

10.1 Key Stages 2 and 3:

- Careful transition from primary school is planned and arranged.
- All students in Year 6 who have accepted a place at Caroline Chisholm for Year 7 are invited to an intake day in July. We also offer an additional day for our most vulnerable students. These days provide a taste of secondary school life and involve experiences of lessons, information about how the school runs and provide an opportunity for students to meet their new classmates.
- Parents/carers and Year 6 students are invited to an 'Intake Evening' in late June, to meet key members of school staff, their tutor group for Year 7 and to receive information about the organisation of the school.
- The SENDCo, along with Inclusion Leaders and Performance Leaders, visit catchment primary schools to meet students, gather information from Year 6 teachers and support staff and to offer informal 'question and answer' sessions for parents/carers.
- Teachers and TSLAs/TAs are provided with information about all new students' needs, strengths and background before a new academic year starts.
- The SEND department allocates Year 6 students to tutor groups according to guidance and information from the primary schools.
- The school arranges regular transition groups and visits for vulnerable Year 6 students to get to know the school site, meet staff with whom they will work and learn about how the school is organised. These are designed each year to meet the students' needs, but typically involve: group activities; experience tours, and information gathering for students.

10.2 Key Stages 3 and 4:

- At the end of Year 9, all relevant students will be tested for examination access arrangements. These students will have featured on the school SEND register throughout Key Stage 3 or been brought to the attention of the SENDCo by subject teachers. Students must meet the strict criteria laid out by JCQ when tested, using a range of standardised diagnostic tests. Examination concessions include extra time, reader, scribe, use of a word processor, use of a reading pen, supervised rest breaks and smaller venue. All teachers, TSLAs/TAs are fully aware of the exam concessions in place.
- Students are encouraged to consider attending university in the future and the school, works with higher education establishments to provide experiences for students to inspire the ambition to pursue this route.
- All students in Year 11 are provided with a 1-1 careers advice from a qualified Careers Advisor to advise and help them plan possible routes for training or further education when they leave school. All vulnerable students receive 1-1 sessions in Year 10 as well as Year 11.
- The Learning Support Team liaises closely with the local colleges about individual students with SEND. This liaison is arranged in accordance with a student's needs, but typically can include extra visits or tours, meetings with college support staff or guidance and advice for college staff on meeting the student's needs.

- All information relating to a student's exam concessions and required differentiation is passed on to college or a training provider during the summer term of Year 11, once college places have been confirmed.

10.3 Joining mid-year

All students admitted to the school after the start of the academic year are screened on entry to identify any areas of need and to provide information to staff about a student's learning needs.

Contact is always made with the previous school to ensure the effective transfer of information and to receive the student's school file.

10.4 Moving to another school

Contact is always made with the new school to ensure the transfer of information and to forward on the student's school file.

11 Student resource needs.

How are the school's resources allocated and matched to student's needs?

We ensure that all students with SEND have their needs met to the best of the school's ability within the funds available. The budget is allocated on a need's basis. The students who have the most complex needs are given the most support.

11.1 Support requirements

How is the decision made about what type and how much support my child will receive?

Our provision is arranged to meet our students' needs, within the resources available. This approach reflects the fact that different children require different levels of support in order to achieve age expected attainment.

The SENDCo consults with subject teachers, academic and performance leaders, as well as with support staff, to discuss the student's needs and what support would be appropriate.

There are always on-going discussions with parents/carers for any student who requires additional support for their learning.

11.2 How do we know if it has an impact?

- We see evidence that the student is making progress academically against national/age expected levels and that the gap is narrowing – they are catching up to their peers or expected age levels
- The student is achieving or exceeding their expected levels of progress
- Verbal feedback from the teacher, parent/carer, and student
- Formal or informal observations of the student at school
- Students may move off the SEND register when they have 'caught up' or made sufficient progress.

12 SEND Provision concerns

What should I do if I have a concern about the school's SEND provision?

- Parent/carers first point of contact should be the student's tutor to share concerns
- Parents/carers can request a meeting with the SENDCo or an Inclusion Leader or the Principal (line manager for SEND provision), depending upon the seriousness of the concern
- Parents/carers can also contact the nominated SEND Governor via the school

1 3 Who can I contact for further information?

- Parent Partnership (independent, free advice for parents/carers of students with SEND)
- IPSEA (Independent Parental Special Education Advice): www.ipsea.org.uk

1 4 Who should I contact if I am considering whether my child should join the school?

Contact the school's Admissions Officer to arrange an appointment with a member of the Senior Leadership Team or the SENDCo to discuss your child's needs:

office@ccs.northants.sch.uk or 01604 344744.

1 5 What is the Local Offer?

Since September 2014, every local authority has been required to publish information about the services they expect to be available for children and young people with SEND from 0-25 years. This is known as the 'Local Offer'. The County Council website puts all the information about education, health and care services, leisure activities and support groups in one place. This makes it easier for families to access and use a vast range of information and resources. The Local Offer for Northampton seeks feedback from families, which can be either positive or highlighting gaps in provision.

The Local Offer can be found here [here](#).