



# Chew Valley School

## **Chew Valley School Special Educational Needs and disabilities Information Report**

In line with statutory requirements, this is the School's SEND information report. Please read in conjunction with the SEND policy. This information report is updated annually.

For assistance or different format, please contact the school.

### Aims

As a community comprehensive school, we aim to equip our students with the tools that they will need in life: To grow in confidence and independence.

### Who We Are

Assistant Headteacher Ms H Kenyon

SENCo Mrs V Black

Behaviour Manager Ms S Parker

Transition Co-ordinator Mrs M Clarke

Exam Arrangement Co-ordinator Ms I Ohlendorf

The department also has a dedicated team of teaching assistants supporting students with additional needs.

All staff, including classroom teachers, support staff and the pastoral team, regularly receive training from the SENCo and outside agencies to keep knowledge and expertise up to date. The SEND department works alongside the pastoral team including tutors, Heads of House, Attendance Officer and the Behaviour Support Manager to ensure needs are correctly identified and supported.

### What is Special Educational Needs and Disabilities?

A student may have a special educational need if they have a particular difficulty accessing the curriculum. Their difficulties fall in one or more of the following:

- Cognition and learning
- Communication and interaction
- Sensory and physical impairment
- Social, emotional and mental health

## What is provided within SEN?

- Assessment and identification of need
- Specialist support and interventions
- Key worker
- Quiet space for break and lunch
- Student profile with specific teaching strategies
- Thrive approach
- Liaison with outside agencies
- Opportunities to work alongside the family and student
- Support and training for staff

## Frequently Asked Questions

- If I have a question that isn't answered on the website, what do I do?

Please contact school reception; they will direct you to the most appropriate member of staff to answer your question.

- How do I know if my child is on the SEND register?

You will receive contact from school confirming this.

- How will my child be supported?

Pupils are supported in a range of ways and it depends on the child's needs. You can discuss this with the SENCo or key worker.

- How will the staff know about my child's difficulties?

Each child has a student profile that is written alongside the pupil and shared with staff, student and parents/carers. The profile will describe the child's needs and how teachers can help them learn best.

- Does my child need a diagnosis to get SEND support?

No, educational support is based on need, not medical diagnosis.

- What if my child behaves differently at home than they do at school?

Please come in and talk to the SENCo; the more we know, the more we can work out how to help.

- What if the primary school told me that my child didn't have any difficulties, but I think they do?

Contact the SENCo about what you have noticed.

- My child thinks they are stupid and people pick on them.

Make contact with the tutor or SENCo, explain what is happening and what your child has said.

- My child is behind, how do I know if it is SEND?

Talk to the specific teacher if it is in just one or two subjects. If there is a general issue, contact the Head of House who will talk to the SENCo.

- What do I do if I am worried about my child's mental health?

Contact your child's tutor and if necessary ask for the Wellbeing Manager or SENCo to be involved.

- How can I speak to the SENCo about my child?

Email Mrs Black ([vblack@chewvalleyschool.co.uk](mailto:vblack@chewvalleyschool.co.uk)) or call the school.

- How do I know if my child needs help?

Information is passed from primary to secondary school. Teachers constantly monitor progress and will raise with you if there is an issue. If the SENCo believes there is an underlying SEND, they will make contact with you. If you have a concern, please contact the tutor, Head of House or SENCo.

- My child keeps getting into trouble at school and receiving negative points, what should I do?

Contact the tutor or Head of House. Not all challenging behaviour is because of SEND, but sometimes it is. If you think there is an underlying additional need, please let us know.

- How do I know if my child requires special exam consideration?

If appropriate, your child will be assessed for exam arrangements and evidence will be gathered to support this. Before exams, you will be told about exam arrangements.

- How accessible is Chew Valley School?

Please come and discuss your child's physical needs and come for a tour. Not all classrooms are wheelchair accessible but arrangements can be made to meet needs. Speak to us as early as possible so we can timetable lessons on the ground floor in accessible classrooms. The site is large and we have made some adaptations to contrasting colours on steps, edging and fences. We also talk to appropriate professionals and act on their guidance.

## Useful information

[SEND policy](#)

[Behaviour policy](#)

[Attendance policy](#)

[Equalities policy](#)

[2010 Equalities Act](#)

[Accessibility policy](#)

[www.spsbathnes.org.uk](http://www.spsbathnes.org.uk)

[www.preparingforadulthood.org.uk](http://www.preparingforadulthood.org.uk)

[www.rainbowresource.org.uk](http://www.rainbowresource.org.uk)

## Vision for students with SEN

At Chew Valley School, we believe that high expectations for all students are essential including those students with additional needs. We understand that students may need specific strategies, additional support and adjustments in order to achieve their personal best.

## Provision

For details of the BANES local offer please follow this link:

[www.rainbowresource.org.uk](http://www.rainbowresource.org.uk)

At Chew Valley School, we have a team of staff who support the needs of students with SEND. The SENCo oversees and coordinates provision and a dedicated teaching assistant staff undertake specific roles. The teaching assistants are key workers for students with SEND and each student has a personalised student profile. This is shared with staff so that learning can be adapted to provide quality first teaching. As well as this, students with SEND may have intervention work, in-class support, specific equipment and resources. Provision for a student will depend on the need and advice received by outside agencies. Families are invited to three progress meetings per year.

Chew Valley School is an inclusive comprehensive school and does not discriminate against students with any protected characteristics as listed in the 2010 Equalities Act. Students with SEND have the same rights as any other students to a broad and balanced curriculum and great care is taken to make reasonable adjustments and offer an accessible curriculum in the school community. Students are involved in creating and reviewing their own student profiles and are at the centre of all decisions made about them.

Timetables can be tailored and personalised in line with the student's SEND. Reasonable adjustments are made in line with the Equalities Act 2010 and with the anticipatory duty in public bodies to enable pupils with SEND to engage in school activities such as clubs and trips

together with pupils who do not have SEND. Risk assessments may be undertaken and discussions will be had with parents, carers and pupils to discuss any barriers to participation. Inclusion and the best interest of the pupil are at the heart of all decisions.

The curriculum and learning environment can be adapted. Staff are informed via the student profiles to deliver quality first teaching. Examples include, but are not limited to: working within the SEND classrooms, seating plans, adapted equipment, differentiated work and modified papers. Alongside this, the SENCo will support and advise staff on SEND strategies and practice.

### Identification of students with SEND

The majority of students with SEND are identified before joining Chew Valley School. However, there are other ways in which we recognise SEND:

- Through liaison with primary schools. The transition lead, Mrs Clarke, works closely with our feeder primary schools visiting the students and liaising with the staff. We also work closely with parents and students over transition and encourage close cooperation. Transition visits are arranged to support the student through this process.
- Opportunities are provided for parents to meet with key staff and answer any questions they may have.
- Testing of reading comprehension on entry to the school and analysis of KS2 data or CATs.
- Throughout the school year, we monitor student progress.
- Responding to parental enquires and requests for intervention to support their child.
- Through liaison with school staff.

### Staff, training and facilities

The SENCo leads the SEND team and has a direct link to the senior team via the Assistant Head Teacher. Within the team are teaching assistants who have training and experience in working with students with a range of additional needs including Autism, ADHD, Down Syndrome, Hearing and Visual impairment, Dyslexia. SEND is regularly visited in staff briefings, inset and bespoke training sessions. For example, most staff have AET level 1 (DFE accredited training in Autism), specific staff have AET level 2 and within the school expertise lies within Autism and specific learning difficulties e.g. Dyslexia, Speech and Language, Makaton, Thrive.

Chew Valley School is a large comprehensive school. We regularly check against our anticipatory duty ensuring the site is accessible and appropriate for all of our learners.

### Communication of needs with staff, pupils and parents/carers

If your child has identified needs they will:

- be placed on the school's SEND register
- have an individual profile that is co-created with the student and shared with staff and the family; this is where targets are co-created and monitored
- have identified key workers

- have information for staff, parents, carers and pupils on Class Charts

In addition:

- Access arrangements are communicated to staff internally and individual parents/carers are written to
- regular staff briefings are focused on SEND
- the student profile is updated at least twice within the school year and the family are invited to discuss their child's progress at the three meetings per annum
- staff, student, parents and carers can openly contact the SENCo in person or via email

### Transition

We understand that transition into and out of our school is very important. We provide

- additional staff liaison regarding students with SEND
- additional visits and a bespoke transition programme where appropriate
- impartial advice and guidance at key times, for example: when planning for the next academic year, or before choosing key stage 4 options.
- We provide information to a new setting

In preparation for adulthood and post 16, each SEND students will have enhanced careers guidance and an interview with a member of SLT. At 16 years, decision making rights begin to transfer to the young person. Rather than this being an abrupt process, we work towards this especially through KS4.

### Working with other Agencies

The support that we offer is supplemented by a range of external agencies, as appropriate to the student's needs. These include: Autism Outreach Service, CAMHS, speech and language therapists, occupational therapists, social care workers, the Early Help team, counsellors, educational psychologists, the school nursing team, paediatricians / GPs, Physiotherapy, Mentoring Plus and advisory teaching services for hearing and visual impairment, cognition and learning and physical difficulties.

Students with SEND are known to be a vulnerable group and at Chew Valley School the SEND and pastoral teams work together to improve emotional and social wellbeing; this helps to prevent bullying and address issues at the earliest possible opportunity. Key workers and tutors are often the first staff that pupils talk to within school; they communicate with the appropriate pastoral staff to support. Chew Valley is dedicated to supporting and building the emotional, social and mental development of pupils as well as their academic achievement and this may require an adapted approach for students with SEND.

The SENCo attends education, health and care plan review meetings for students transitioning to the school in Years 5 and 6 and liaises closely with the relevant local authority to support the transition of students with SEND for in-year admissions.

For students with an EHCP, we work with post 16 education providers if the student is not progressing to our sixth form to support them in their move to the next setting and ensuring their transition is as smooth as possible.

Where pupils on the SEND register are also in care, the virtual school, social services and appropriate professionals will be involved in the pupil education plan meetings.

The SENCo and SEND governor meet at least 3 times a year to review policy and practice including outside agency support.

### Evaluation and monitoring

In line with the graduated approach of the 'assess, plan, do, review' cycle pupils receive appropriate and timely interventions that are regularly monitored and reviewed. The SEND population in the school is not static and pupils move on and off the register and in or out of interventions where appropriate. Internal and external data is scrutinised alongside other data for example destinations.

There are regular opportunities for parents and carers to meet with a member of the SEND team to discuss provision and progress and what they can do to help at home. The key worker will meet with the pupil at least three times a year to review outcomes and progress and to update any targets.

### Complaints

Initially, complaints about the provision for children with SEND should be made through the SENCo who will liaise with staff about the matter. If parents/carers are not satisfied with the response given, they can raise any issues with Miss Kenyon, Assistant Headteacher, or the formal complaints procedure outlined on the School website should be referred to and followed ([Complaints Policy and Procedure](#))