



THE CHERWELL SCHOOL
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SEND Information Report

The Special Educational Needs and Disability Regulations 2014 require the school to publish certain information regarding our provision for pupils with special educational needs and disabilities (SEND). They are updated annually.

We hope parents of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information.

About our school

The Cherwell School is an inclusive school which 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 - for example, attention deficit hyperactivity disorder (ADHD), anxiety, or eating disorders
- Sensory needs
- Physical needs - this includes children who have visual or hearing needs, or a physical disability

We are a mainstream school with a Hearing Resource Base (HRB) and a Communication and Interaction Resource base (CIRB). A child seeking a resource base place must have an Education, Health and Care Plan (EHCP) or a statement of SEN in which the local authority has named the specific Base as the appropriate placement to meet the child's educational needs. Both bases are staffed by Oxfordshire County Council SENSS employees who work closely with the school. Currently there are 21 students on roll in the CIRB and 5 students supported in the HRB; students are supported by SENSS staff and access mainstream learning with appropriate support. Separate SEND Information Reports are available from these two bases on the school website.

Our Assistant Head for Inclusion and SEND is Mrs Kate Larminie

She can be contacted on klarminie@cherwell.oxon.sch.uk

Our special educational needs co-ordinator (SENCO) is Ms Jane Kavanagh

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

Our Deputy SENCO is Mr Kerry Massiah



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He can be contacted on: kmassiah@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 Janine Wooldridge.

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

For the HRB please contact: Mr Liano Brown: LiBrown@cherwell.oxon.sch.uk

For the CIRB please contact:

Mr Pete Austin or Ms Clare Wilkes

PAustin@cherwell.oxon.sch.uk CWilks@cherwell.oxon.sch.uk

Our SEND policy can be found on our website or is available at the school office. The Governors' Report (also on the website) gives details of numbers of students with special educational needs on the school roll, and academic progress measures.

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?

Students are regularly monitored through the interactions they have with their teachers and the learning environment.

Strong and thorough knowledge of the students we teach and the teaching & learning strategies that will support them is paramount to their success.

Strong relationships that exist between students and their teachers enable the SEND team to have regular communication with teaching staff about the progress of the students in their classes.

Formative and summative assessment enables us to also monitor student progress and identify instances where a student may not be making progress in line with their peers.

Students will also be assessed on entry to Wheatley Park school to support us in addressing their needs as a learner.

We aim to identify as possible where a student is found to be either struggling to access their learning or not making adequate progress. We will then take immediate action to



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identify and remove barriers to learning through the graduated approach of 'assess, plan, do, review'. This process is summarised below.



Our aim is to identify students as quickly and as accurately as possible. Most students come to us having been identified before or on entry to secondary school. However, if any concerns are raised about a student, 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/childreneducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationSecondarySchoolsGuidance.pdf>

Concerns can also be raised by teachers, pastoral support staff, parents, or the students themselves. We will always take such concerns seriously and undertake further investigation to triage the students' needs, if appropriate. In such circumstances, an initial referral reform will be raised, gathering relevant evidence from the class teacher/s, parents and students themselves. All will be consulted and a discussion with the SENDCo will take place. If the student meets the criteria for SEND support, this will be recorded on the SEND register and parents will be formally informed. Necessary agencies will be contacted for external support where appropriate, and we work collaboratively to ensure the needs of our students are met.

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. All new students are assessed so any



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unmet needs are flagged at the earliest opportunity and interventions are assessed accordingly.

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. These tests can also indicate a range of further undetected needs which can be investigated with additional targeted assessments. If these tests highlight new concerns, we will always contact parents to discuss these findings. Students also undergo CAT tests annually which contribute to our comprehensive understanding of our students' needs.

How do we work with parents and students?

The SEND Team has an 'open door' philosophy towards parents. Informally, parents and carers are encouraged to contact the SENCO whenever they wish. We will always contact parents and carers if we have a concern that a child or young person may have a special educational need, as well as to celebrate the achievement of students with SEND.

We work closely with students with SEND and their parents and carers 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' (SEN K). Those with more complex needs requiring additional support will have an Education, Care and Health Plan (EHCP) awarded by the local authority. If parents feel their child's needs are not able to be adequately met by the school at 'School support' level, they can request that the local authority assess their child for eligibility for an EHCP. Information about how to do this can be found on the Oxfordshire County Council website.

Through our transition arrangements with the Primary Schools, a rapport with parents is often established before pupils enter the school in Year 7. The SENCO and/or appropriate SEND teaching staff are available at all parent evenings, open evenings/mornings, examination results days and transition days.

School Support (K)

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.

These students have an individual Student Profile, distributed to all relevant adults at the start of each academic year, which sets out their learning needs as well as agreed strategies to support them in class. Additional support may be given outside the classroom.



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Students' progress is monitored at five progress review points throughout the year, and at the annual SEN review meeting. These meetings are conducted by trained SEND staff; students, along with their parents or carers, will always be invited. At the meeting, 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.

Education and Health Care Plan (E)

All students with an EHCP have an individual Student Profile to ensure all adults working with the student are aware of their needs and strategies to support them in class. It is often likely that additional support will be being provided by the school or other agencies to support their specific needs.

Progress is monitored at formal annual review meetings, and at other points throughout the year. The voice of the child, and their parents and carers, is central to these meetings. Details of the student's progress and attainment, provision and any interventions they have received, are provided and their impact reviewed. 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.

Admissions for students with SEND

The Cherwell School is an inclusive school which welcomes students with a wide variety of different needs. We will not discriminate against any student on the basis of his or her educational needs or disabilities, and no student will be refused admission to the school on the basis of his or her educational needs or disabilities, provided we are able to meet their needs. Places for students on the SEND register under 'School support' are allocated by the Local Authority in the usual way. In accordance with legal requirements, students with an EHCP naming The Cherwell School in section 4 will always be admitted.

Students with particular needs for support over the transition to secondary school will be supported through extra visits to the school, close liaison with primary schools, and additional contact with identified members of staff when they arrive in September. The



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SEND team will be happy to discuss the individual needs of your child prior to them joining the school (contact details above).

Adapting the curriculum and our approach

We aim to ensure that all our SEND students have an ambitious, adapted and accessible curriculum that is broad and balanced which meets their needs and prepares them well for life beyond Cherwell. Details are published on the school website. The way we adapt this for children with SEND and disabled children is set out in the School Accessibility Plan and Curriculum and Teaching (CAT) policy. You can read it on our website or by requesting a copy at the school office. fundamentally, we ensure that SEND students are effectively provided for, through high quality teaching, and following strategies from the SEND profiles.

Quality First Teaching that is differentiated accordingly for individual pupils is the first step in supporting pupils that have been identified with learning needs and/or disabilities.

“Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

(SEN Code of Practice 2015, Chapter 6.36)”

At The Cherwell School the first step in supporting students is to ensure that they are experiencing high quality teaching and learning in the classroom.

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers’ understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. ((SEN Code of Practice 2015, Chapter 6.37)”

Our curriculum planning, professional development and staff training all focus on supporting all students to make progress.

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.



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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 enable them to catch 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.

Moving on from year 7, students with delayed literacy are given additional English lessons in year 8 and in year 9. In some cases, literacy support lessons for Science will also be offered in Key Stage Three.

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

Key Stage Five students have the opportunity to work with Academic Mentors in independent study time to ensure the curriculum is covered and understood.

Key Stage Four students, where appropriate, will have reduced timetables and pursue fewer GCSEs options. Some will have support lessons instead for core subjects, and some may also have supervised study sessions to support their GCSE subjects.

Where appropriate, some SEND students receive support specifically designed to enable them to become more confident, independent learners. This may involve teaching specific social and organisation skills.

What expertise can we offer?

Our Assistant Head for Inclusion has many years of experience teaching and working with students with special educational needs and is undergoing the NASENCO Masters qualification. Our SENCO was appointed in July 2021 and has completed her specialist SENCO training at Oxford Brookes University. Our lead teacher for '7 Stars' is also currently undergoing the SENCO training course. The wider SEND and Inclusion team also comprises teachers and HLTAs appropriately trained and qualified in their area of specialism.

All teaching staff are trained in supporting students with special educational needs during their teacher training courses. We continue this training during professional development sessions calendared over the school year. Making adjustments in the classroom for disadvantaged learners was a major focus of our development time pre and post pandemic lockdowns, and this work will continue into the current school year. In 2020/21 we had a



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particular focus on training in autistic spectrum conditions and we have a group of staff who are currently focussing on moving the school towards a more 'autism-friendly' environment. The whole school community receives regular support in how to ensure our teaching is always ambitious, adaptive and accessible for our students.

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 Inclusion base whose staff are trained to support students with emotional, social and behavioural difficulties.

Our SEND governor is Mrs Janine Wooldridge.

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
- School counselling services
- School Health Nurse
- 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 SEND provision is effective?

The SEND provision is assessed using feedback from staff, outside agencies and data within the school. We also welcome comments from parents. Additionally, the SENDCo analyses the progress of all students. This is tracked throughout the school through regular progress reviews (PR), five times over the course of the year. This informs us of student progress,



behaviour and effort. This is used to assess if interventions have had an impact in these areas. Based on our findings we will then determine what the next form of intervention should be.

In addition for our students with special educational needs, 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, targeted intervention programmes for groups of students or individuals, we assess how successful they have been and use that information to decide on how best to run them in the future and adapt accordingly.

The SEND department is part of the school's 'Support and Challenge' process, meeting 3 times yearly with other senior staff and the SEND governor to question and evaluate progress in supporting children with special educational needs. This rigorous process ensures ambitious, high quality provisions and interventions are in place and students' needs are met.

The SEND team and wider inclusion team, including representatives from our school based support services, meet termly to ensure the efficacy of provision for our SEND students.

Information about how the governing body evaluates 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?

We practise a policy of Inclusion and all students can take part in whole school activities if they so choose. 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. Where a student from SEND goes on a school trip or visit, a teaching assistant will accompany them if appropriate to ensure equal opportunities of participation.

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>



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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 is available to support the social, emotional and mental health needs for pupils with SEND?

The school's Inclusion Base provides a safe and inclusive place for all students, starting from before school to the end of the school day. The Inclusion base is staffed with higher level teaching assistants (HLTAs) who are trained specifically to meet the needs of SEMH SEND students. Supporting SEMH needs may include targeted 1:1 or group interventions, check-ins or support in lessons.

In addition to the Inclusion Base there is:

- Breakfast club from 7.30am
- Homework club
- A space to go for lunch where students who are struggling with the bigger school environment can go
- We have 2 school counsellors on site
- NHS School Health nurse 4 days a week
- At The Bus - Art therapy intervention
- Emotional Literacy Support (ELSA)

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

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

The school undertakes regular surveys of parents, students and staff, to gather views on their experience of school life, including approaches to supporting children with SEND.

We take bullying very seriously. We help to prevent bullying of young people with SEND by ensuring all students are aware of our anti-bullying policy (through assemblies, tutorials, promoting anti-bullying week, etc.). The school has a fully inclusive anti-bullying group 'SAFE' with a range of members across the whole school community.

The student Intranet home page offers advice, guidance and systems for reporting bullying and peer on peer abuse. The student homepage has wellbeing resources, access to self-referrals for the school counselling service and the school health nurse, as well as



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materials for self-care. The student home page has a user-friendly 'report' button where reports are made immediately to the DSL (designated safeguarding lead).

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. Additional support is also provided for students as they settle into their new school setting and routines.

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 SEND information to other education providers.

When our SEND students move on, we work collaboratively with their next setting to ensure a rigorous handover process, with the permission of the parents. We will share our strategies to meet the students' needs to ease the transition process.

What equipment and facilities do we offer to support our students with SEND?

Chromebooks are provided for students who would benefit from using one. Touch typing programmes are also available.

Specialist equipment for students accessing the HRB, such as hearing equipment for students with hearing loss, are available with additional support in how to use this effectively in lessons.

We are able to enlarge sheets and textbooks for our visually impaired students and support students who would benefit from coloured overlays.



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We use Assisted Technology to support students using Chromebooks in lessons and in preparation for examination concessions.

Students benefit from online learning platforms such as Educake and Hegarty maths, which support our school based numeracy and science catch up programme.

All SEND students will receive testing for examination concessions and will be supported through any adaptations offered to them as a result.

The school offers two learning support hubs, one on the North Site for Key Stage Four and Five students and one on the South Site for Key Stage Three students. These are well equipped to deliver interventions and work with SEND students 1:1 or in small groups when needed. In addition to this there is the whole school Inclusion Base which supports positive behaviours for learning and is available for students with SEMH needs.

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 give feedback, including compliments and complaints about SEND provision please contact the Assistant Head for Inclusion, Mrs Kate Larminie
klarminie@cherwell.oxon.sch.uk

Concerns or complaints raised by parents are normally dealt with directly through telephone calls, emails or interviews. Concerns that cannot be resolved in this way will follow a line of referral, involving the Head teacher or the school's Governing Body. We aim to provide an initial response to any complaints within 48 hours.

If you'd like impartial advice on special educational needs, contact SENDIASS:
<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/information-advice-and-support-parents-and-children-about-sen/sendiaass-oxfordshire>

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>



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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.

K. Larminie
November 2021