

THE CHARTER SCHOOL

Special Educational Needs and Disability (SEND) statement and information report

OUR GOAL

We will enable all students to develop the knowledge, skills and character so that they can be happy in life, and be successful in higher education or the inspiring career pathway of their choice.

Purpose of SEN statement and information report

The **local offer** is a directory of all services available to support disabled students and students with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with SEND as well as the options available to support families who need additional help to care for their child.

Southwark Council's local offer is in one place that is accessible to all. It includes information on what is available to support children and young people with a special educational need and/or a disability from birth up the age of 25.

Further information on Southwark's local offer can be found in Southwark's Local Offer page www.localoffer.southwark.gov.uk

The pages that follow set out The Charter School's contribution to that offer- this is our **school offer**.

Introduction

1. Relevant School Policies
2. What kinds of special educational needs are provided for at The Charter School?
3. Students with medical needs
4. What should a parent do if they think their child may have special educational needs?
5. How do we identify and assess pupils with SEN?

1. Relevant School Policies and other information which can all be found in the Policies section of the school website

Accessibility Policy

SEND Policy

Medical Needs Policy

Anti-Bullying Policy

Positive Discipline Policy

Assessment Policy

SEND Code of Practice 0-25

2. What kinds of special educational needs are provided for at The Charter School?

We provide for a wide range of special educational needs and disabilities, divided into four broad areas. We recognise that students often have needs that cut across all these areas and their needs may change over time:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

3. Students with medical needs

The Charter School is committed to ensuring that pupils with medical conditions are properly supported in school so that they can:

- play a full and active role in school life
- access and enjoy the same opportunities at school as any other child, including school trips and physical education
- remain healthy and safe
- achieve their academic potential

The Charter School supports students with medical needs so that they can participate in all aspects of school life, including school trips.

- If a student has a medical need they will have a Care Plan which is compiled in consultation with parents under the guidance of the school nurse. The plan is discussed with all staff who are involved with the student.
- Staff receive regular medical training delivered by the school nurse.
- Where necessary and in agreement with parents, medicines are administered in school but only with signed parental consent and with medicines in the original packaging.

4. What should a parent do if they think their child may have special educational needs?

- Parents can contact their child's form tutor or Head of Year, in the first instance.
- If appropriate the tutor or Head of Year will raise their concerns with the SENCO, Mrs Rachel Howes
- If parents are concerned about a particular subject, they should contact the class teacher directly.
- Parents who wish to discuss a child's special educational needs may also contact the SENCO, Mrs Rachel Howes
- The designated governor for SEN is Elizabeth Brown.

We support pupils with a variety of difficulties including: speech, language and communication needs, Autism Spectrum Disorder (ASD), social, emotional and mental difficulties, physical disabilities and specific learning difficulties, such as dyslexia, dyspraxia, and dyscalculia.

5. How do we identify and assess pupils with SEN?

The SEN Admissions process informs us of those with Statement and/or Educational Health Care Plans (EHCPs)

- Children arrive with us with Statements or EHCPs from primary school, which enable us to plan for as seamless a transition as possible in meeting their needs in their new secondary provision
- Parent supplied information on school application forms and at entry interviews
- Primary-secondary transition: shared communication on specific needs by individual pupil through SENCO, Y6 co-ordinators and primary Head Teachers
- Existing diagnosis of learning difficulties from primary school. Close liaison with parents and primary SENCO's before a pupil joins us in Year 7 to ensure continuity of care
- In school testing of all Year 7 pupils, which help to identify any learning difficulties or areas of weakness, including Edinburgh Reading Test, Single Word Spelling (WRAT4) Detailed Assessment of Speed of Handwriting (DASH), CATs testing, and base line assessments
- In class observations of all classes for the first weeks of term for all Year 7 classes
- Teacher feedback and continual progress monitoring to inform where a child may need extra support
- Further specific diagnostic tests are carried out in Year 9 ahead of KS4 external examination, which may include TOWRE, WRAT 4 and Diagnostic Reading Analysis (DRA).

In more complex cases we utilise external services including Speech and Language therapy, the Educational Psychology Service, CAMHs and Visual/Hearing Impairment Services. In some cases we may recommend referral to other external agencies

Wider world of school and approaches to extra-curricular activities and pastoral care

1. Admissions arrangements
2. How will students be supported to be part of the school setting?
3. How does the school address bullying?
4. How are students included in activities outside the classroom including educational visits?
5. What support is there for students' overall well-being?
6. How will the school prepare and support students when joining the school or transferring to a new provision?

1. Admissions arrangements

Please refer to our Admission Policy.

2. How will students be supported to be part of the school setting?

- All areas of the building are fully accessible for people with disabilities or limited mobility.
- We take account of equality issues in relation to admissions and exclusions; the way we provide education for our students and the way we provide access for students to facilities and services.
- The School's Positive Discipline Policy takes full account of the new duties under the 2010 Equality Act
- We actively promote equality and diversity through the curriculum and by creating an environment which champions respect for all.

Full information can be found in our accessibility policy

3. How does The Charter School address bullying?

Our Anti-Bullying Policy makes it clear that all our students have the right to feel safe from bullying. We have a robust and consistent approach to bullying, which makes it clear that bullying will not be tolerated. Students with SEND may be more vulnerable to bullying and harassment and so particular care is taken to ensure that they feel supported and that any incidents are dealt with promptly.

Full information about how we deal with bullying can be found in our Anti-Bullying Policy

4. How are students included in activities outside the classroom including educational visits?

- All students are eligible to participate in activities, events and educational visits taking place in the school.
- Risk assessments are carried out and procedures are put in place to enable all students to fully participate.
- The school actively supports pupils with special educational needs and/or disabilities, including those with medical conditions, participating in extra-curricular activities, school trips and visits.

5. What support is there for students' overall well-being?

- The school offers a range of pastoral and inclusion support for all students and especially those who are experiencing emotional difficulties at any one time.
- Some students may attend bespoke self-awareness programmes, anger management sessions or individual mentoring run by our Inclusion team.

6. How will the school prepare and support students when joining the school or transferring to a new provision?

We understand that changing schools can be stressful for some students and therefore we aim to make the transition process successful through:

- Before starting in September, Year 6 students visit the school and have a full induction day.
- In September, year 7 students have a morning to themselves before the rest of the school arrives. This helps them get used to the new building and to new lessons and routines.

- The SENCO visits feeder primary schools to discuss students with special educational needs. The SENCO will also meet parents and the child before the child starts at The Charter. School. Bespoke transition programmes for specific students may also be arranged.
- Students who join the school mid-term visit once before starting. On this day they will be tested in English and Maths and have a comprehensive tour of the building. When joining they will be allocated a buddy who is in the same form group. The buddy will help them during their first few weeks.
- To support a student leaving The Charter School to join another secondary school we ensure all relevant information is shared, in agreement with parents.
- During year 11, the SENCO and her team will support students with SEN with applications for School, apprenticeships or employment opportunities. Where necessary, students will be accompanied on visits and supported during this important transition.
- Every Key Stage 4 student has access to high quality careers advice. Students have regular events and information evenings all aimed at helping them to make good choices.

Approaches to Teaching and Learning

1. How is the curriculum matched to individual students' needs?
2. Our approach to teaching pupils with special educational needs.
3. How does school assess and review the progress of pupils with SEN?
4. How do we adapt the curriculum and learning environment for pupils with SEND?
5. What training do staff have in teaching and supporting children and young people with SEND?
6. How will parents be involved in discussions about and planning for their child's education?
7. How can the school help parents to support their child's learning?
8. What support can students receive while taking tests and exams?

1. How is the curriculum matched to individual students' needs?

All our students have access to a broad and balanced curriculum, removing barriers to participation where necessary.

- We use a range of teaching strategies that ensures we meet the needs of all students.
- The Charter School sets students by ability, to ensure that less able students are taught in smaller classes with increased adult support.
- High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEN.
- Each student's learning is planned by their subject teachers; it is differentiated to ensure the student's individual needs are fully met. This may include additional focused support by the teacher or teaching assistant as part of teaching designed to maximise progress.
- We know the needs of our students very well and use data in order to inform our planning and identify targets to achieve improvements. We take action to close any gaps, for example, for those making slow progress in acquiring age-appropriate literacy and number skills, we will take positive and proportionate action such as targeted support or intervention.
- If appropriate, specialist resources may be given to the student e.g. writing slopes, coloured overlays, large print materials or notebooks.

2. Our approach to teaching pupils with special educational needs.

- We have high expectations of all pupils. This includes those with SEND
- This is dependent on the individual's needs but can include:
 - In-class differentiation and support resources
 - In-class support from Learning Support Assistants
 - Specialist small group withdrawals with trained HLTAs (Mathematics, Science and Humanities) for short-term interventions to address specific needs in accessing the curriculum at that time, before returning to full-class provision with LSA support
 - Extra Literacy and Numeracy interventions
 - English and Maths mentoring
 - 1:1 teaching
 - Intervention groups for handwriting, touch-typing and reading
 - Specialist SEN teaching staff

2. How does school assess and review the progress of pupils with SEN?

- Pupils' progress is assessed regularly (5 modules per academic year) against their 'thread' in Key Stage 3 and GCSE / A Level targets in Key Stage 4 and 5. We also report on the Engagement in Learning in the classroom and for homework
- All pupils with EHCP have an annual review to monitor progress against objectives and plan future objectives and provision
- All pupils and their parents/carers are invited to meet teaching staff and Learning Support staff at achievement evenings to discuss progress and any concerns
- All teaching staff maintain regular contact with parents/carers to discuss progress and/or any concerns
- Progress and provision are regularly reviewed through careful analysis of modular data, via discussion and feedback from pupils, relevant staff and parents/carers and in light of any additional recommendations made by outside agencies and professionals

3. How do we adapt the curriculum and learning environment for pupils with SEND

- All teachers are advised as to the latest strategies for supporting pupils with specific learning difficulties
- A small number of pupils will have a personalised curriculum to match their individual needs, interests and ability. This may include options choices, intervention groups and number of qualifications studied as they progress through the school
- The Learning Support Department has its own area in school with a number of smaller rooms that are used for teaching
- Arrangement for access to specialist equipment including laptops, Dictaphones and software programmes for in-class, withdrawal and examination support as appropriate and permitted
- Arrangement for access arrangements for external examinations where applicable

4. What training will staff have in teaching and supporting children and young people with SEND?

- All classroom based staff have regular training sessions on aspects of teaching and learning, all of which is relevant for students with SEND. In addition, they may take part in bespoke training on SEND issues and medical needs.
- Information and advice to staff is made available via the Learning Support folder on the school network and regular updates and advice regarding individual pupils are provided by the Learning Support Department
- Learning Support staff may attend other Department's meeting to share information and / or provide additional advice and training as required
- All our Learning Support Assistants have received wide ranging relevant training in Autism,

Speech and Language Difficulties, Literacy and Numeracy in addition to bespoke training regarding individual student needs

- The School's SENCo attends relevant national conferences and LA training and information sessions

5. How will parents be involved in discussions about and planning for their child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with class teachers
- During parent-teacher consultation evenings
- At specific review meetings
- During discussions/conversations with Heads of Year, the SENCO or other professionals
- Reading and commenting in their child's diary
- Ensuring that their child completes homework tasks to a high standard

6. How can The Charter School help parents to support their child's learning?

- Subject teachers may suggest ways of supporting students' learning through messages in the planner, personally or at parents' evenings.
- The SENCO or other member of the Learning Support Team may meet with parents to discuss how to support their child, if this is appropriate.
- If outside agencies have been involved with a student they may provide ideas and suggestions that can be used at school and at home.

7. What support can students receive while taking tests and exams?

We follow the guidelines laid down by the Joint Council for Qualifications (JCQ). A student may be eligible for access arrangements (such as extra time, supervised rest breaks or use of a reader) if he meets certain pre-defined criteria.

For full information on access arrangements, click on the JCQ website: JCQ

Students who are on the SEND register are automatically tested to ascertain if they meet the criteria. Other students are nominated by parents or teachers. Only small numbers of students are granted permission to have special consideration for examinations. In this case, parents and students are informed well in advance of the examination.

Information about early identification, assessment and intervention

How does The Charter School identify and assess students with SEN?

All teachers at The Charter School are responsible for identifying students with possible special educational needs and, in collaboration with the Special Education Needs Co-ordinator (SENCO), will ensure that those students requiring different or additional support are identified at an early stage.

- On entry to The Charter School every student's attainment is assessed in order to ensure continuity of learning. This may flag up students who require additional class based interventions and/or further assessment.
- Information from the primary school is used to shape the students' curriculum and pastoral provision in the first few months. This ensures that students have opportunities to demonstrate knowledge and understanding.
- The Charter School regularly gathers information about every student's progress, alongside national data and expectations of progress. Academic data is updated at least five times a year and shared with students and parents. Progress is the crucial factor in determining the need for additional support.
- Less than expected progress may be indicated by the child:
 1. being significantly slower than that of their peers starting from the same baseline
 2. failing to match or better the student's previous rate of progress
 3. failing to close the attainment gap between the child and their peers

Students may also be identified via pastoral and academic tracking meetings where attendance, progress and behaviour data are considered. Students who are causing concern are also discussed at Inclusion Support Group meetings every half term.

Where teachers decide that a student is making less than expected progress despite verified high quality, differentiated teaching, they will consult parents and carry out further class based assessments. A period of additional class based interventions will then follow.

- If, despite class teacher intervention the student continues to make less than expected progress, the SENCO is consulted.
- The SENCO is then responsible for investigating and where necessary assessing the student to determine if the student has special educational needs, noting areas that are barriers to learning which may require support.
- The identification and assessment of SEN includes an early discussion with the student and their parents. These early discussions with parents enable School staff to develop a good understanding of the student's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the student and the next steps.
- We expect students and parents to participate as fully as possible in the assessment, planning and reviewing process.
- With parental agreement, the School will liaise with outside professionals if they are already involved with the student.
- For higher levels of need, the SENCO will draw on more specialised assessments from external agencies and professionals.

Information on the School's graduated approach

1. High quality teaching
2. Increased levels of provision and support / What interventions is the School able to offer?
3. What specialist services and expertise are available at or accessed by the school?
4. Review of provision

1. High quality teaching

Teachers are responsible and accountable for the progress and development of the students in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to pupils who have or may have SEND. High quality teaching of all students, including those with special educational needs, is a whole-School responsibility.

2. Increased levels of provision and support

In spite of high quality, differentiated teaching, it may become evident that some students need increased levels of provision and support.

- In consultation with parents and their child, the desired outcomes, including expected progress and attainment, are agreed.
- A decision is then made as to whether this can be provided by adapting the School's core offer or whether something different or additional is required.
- All teachers and support staff who work with the student are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the School's information system
- Where it is decided that a student has a special educational need, this decision is recorded in the School records and the parents are informed.
- A clear date for reviewing progress is agreed, with clear actions set out for the parent, student and teaching staff.

- Subject teachers remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the subject teacher, they will still retain responsibility for the student. Teachers are expected to work closely with any teaching assistants or
- Specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SENCO will support subject teachers in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

3. What specialist services and expertise / interventions are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive specialised expertise.

The agencies used by the school include Educational Psychologist	The School has a designated educational psychologist who visits regularly. This enables us to access a range of consultation services, assessment and intervention support as well as training. Our Educational Psychologist consults with parents and staff to explore issues that may interfere with a student's learning. Strategies discussed between the people involved in a child's education are hoped to promote progress and inclusion using knowledge, experience and relevant research.
CAMHS (Child and Adolescent Mental Health Service)	Where necessary, we are able to refer students to CAMHS directly. Parents can also refer to CAMHS via their GP. CAMHS provide outpatient assessment and treatment for children and young people with emotional and behavioural difficulties. Team members are likely to include child and adolescent psychiatrists, social workers, clinical psychologists, community psychiatric nurses, child psychotherapists, occupational therapists, as well as art, music and drama therapists.
Educational Welfare Officers	Our Education Welfare Officer visits the School on a weekly basis. Students whose attendance has dipped below 85% are referred to the service. By law, children aged between five and 16 must receive a full-time education. Parents are responsible for making sure this happens.
Social Services	If the School has a concern about a child or young person who may be suffering harm we immediately contact the Southwark referral and assessment team for advice and support. We also liaise closely when one of our students is Looked After by the Local Authority, is subject to a Child Protection Plan or is considered a Child in Need.
Speech & Language Therapy	The School has designated speech and language therapists who visits regularly. Speech and language therapists provide specialist advice, assessment and intervention for children and young people who have difficulties with any aspect of their communication. They also offers training and support to staff on all aspects of language and communication.

School Nurse	The School has a designated school nurse who visits regularly. The school nurse offers a wide ranging service to all students on a drop in basis and through school referral. Support may also include training for staff.
Southwark Inclusive Learning Service (SILS) and VSE (Vision for Schools and Education)	Where a student's behaviour presents an unsurmountable barrier to learning, the School is able to refer to SILS / VSE . SILS / VSE provide flexible learning for permanently excluded students and/or those at risk of exclusion. The focus of the work at Key Stage 3 is the re-engagement of students with learning and positive behavior and the reintegration of learners back into a mainstream setting. At Key Stage 4 the focus is on engaging young people with meaningful and realistic personalised learning plans that offer clear pathways into post-16 provision. There is a strong emphasis on work related learning.
CENMAC	If a student has a physical impairment or disability which is impeding their access to the curriculum, the school may make a referral to CENMAC . The service offers assessment, loan of appropriate equipment, training and reviews of progress.
Therapeutic Services	The school is also able to make referrals to a range of therapeutic services such as Occupational Therapy and Physiotherapy. Specific students may also be offered therapies such as Art Therapy and Dramatherapy, dependent on need and availability.
Southwark Sensory Services Team	Students with a sensory impairment (such as a visual or hearing impairment) may be supported by specialist teachers who are able to provide assessments, equipment and training to staff.

4. Review of provision

- The effectiveness of the support and interventions and their impact on the student's progress are reviewed in line with the agreed date, as part of the normal cycle of discussions with parents of all students. The views of the student and their parents are integral to this process.
- The SENCO working with subject teachers, may revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.
- A record of the outcomes, action and support agreed through the discussion will be kept and shared with appropriate School staff. The record will be given to the student's parents. The School's management information system will be updated as appropriate.
- If a student continues to make less than expected progress, despite support and intervention, the School may involve specialists, both in-house and from outside agencies.

Education Health and Care Plans

1. Introduction to EHC plans
2. Where can parents get support during an EHC assessment?
3. Special educational needs and disability tribunal
4. Information about funding and resources

1. Introduction

For full information on the EHC process, please read Chapter 9 of the SEND Code of Practice 0-25.

For those students with the highest level of need it may be appropriate for the SENCO, parents or the young person themselves (if over 16) to request an Education, Health and Care (EHC)

assessment. Students and their parents are strongly encouraged and supported to be active participants in this process. We have an expectation that parents and the young person are fully included in the EHC assessment process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.

As part of the EHC assessment the School may request additional top-up funding from the Local Authority, if it is felt that the cost of the special educational provision required to meet the needs of an individual student exceeds the nationally prescribed threshold.

2. Where can parents get support during an EHC assessment?

Independent Parental Special Education Advice (ISPEA) <http://www.ipsea.org.uk> or 0800 0184016

Southwark Information and Advice Support Team (SIAS)

<http://localoffer.southwark.gov.uk/information-advice-and-support/individual-support-for-families/southwark-information--advice-and-support-team--sias/>

3. Special educational needs and disability tribunal

Parents can appeal to the special educational needs and disability tribunal if they disagree with the council's decisions about their child's special educational needs.

For example, the council may not agree that a child needs extra support in the classroom to help them with learning difficulties.

Parents can also appeal to the tribunal if they feel that the school or council has discriminated against their disabled child.

4. Information about funding and resources

a. How will the school fund SEND support?

b. How are the school's resources allocated and matched to students' special educational needs?

a. How will the school fund SEND support?

There are three different elements of funding for schools which are relevant for students with SEND.

- Pupil led funding: this is the basic per pupil funding which schools receive for every child whether or not they have SEN.
- Notional SEN funding- this is an identified figure within the pupil led funding which each school receives annually. This element of funding is used to fund the special educational provision for children with school based SEN and a proportion (£6000) of funding for children with statements or EHC plans
- 'Top up' funding for individual pupils. This funding comes from the local authority, as and when required, and on the basis of the child's assessed needs. It is usually used to fund support for children with a statement of SEN or EHC plan. The expectation is that a mainstream school must provide an additional £6,000 of support for each individual child with SEN before they can access top up funding.

b. How are the school's resources allocated and matched to students' special educational needs?

The notional SEN funding is allocated each financial year. This funding is used for a wide range of purposes which support students with SEND, such as:

- Enhancing high quality teaching : our whole school priority is to continually improve the quality of teaching and learning for all students, including those with SEND
- Employing specialist staff to support students with SEND, such as Teaching Assistants, and behaviour Support staff
- Funding smaller classes for students with significant special educational needs
- Purchasing appropriate resources such as differentiated materials for less able students or literacy materials such as the Lexia scheme
- Purchasing services such as Educational Psychology, Speech Therapists or mentoring services
- Paying for training, such as the OCR Level 5 Dyslexia course

- Providing additional support and/or resources dependent on an individual's or cohort's needs
- Contributing the first £6000 towards funding for students with a statement of SEND or an EHC Plan

Complaints procedure

The Charter School's complaint procedures are set out on the school website. Each child's form tutor/year head works closely with parents at all stages in his/her education and should always be the first port of call in case of any difficulty.

Parents/carers of students with SEN or disabilities, whose concerns cannot be resolved by the usual school procedures, can request independent resolution. The school can make further information about the process available on request.

The Learning Support Team - how to get in touch

Rachel Howes – SENCo - RHowes@charter.southwark.sch.uk

Amina Lawal – Learning Support Administrator – Alawal@charter.southwark.sch.uk

Karla Pappon – Assistant SENCo – KPappon@charter.southwark.sch.uk

Useful Links

- www.addiss.co.uk (National Attention Deficit Disorder Information and Support Service)
- www.nas.org.uk (National Autism Society)
- www.bdadyslexia.org (British Dyslexia Association)
- www.dyslexiaaction.org.uk (Dyslexia Action)
- www.dyspraxiafoundation.org.uk (Dyspraxia Foundation)
- www.rnib.org.uk (Royal National Institute of Blind People)
- www.ican.org.uk (The children's communication charity for speech, language and communication needs)
- <http://www.actiononhearingloss.org.uk/> (Action on Hearing Loss is the new name for Royal National Institute for the Deaf)
- <http://localoffer.southwark.gov.uk/information-advice-and-support/individual-support-for-families/southwark-information--advice-and-support-team--sias-/> (Southwark Information Advice and Support Service - SIAS)

Glossary of terms

SEN	Special Educational Needs
SEND	Special Educational Needs and Disability
SENCO	Special Educational Needs Co-ordinator
KS3	Key Stage 3 (Year 7, 8 and 9)
KS4	Key Stage 4 (Year 10 and 11)
EHCP	Education Health Care Plan
OCR	Oxford, Cambridge and RSA Exam Board
JCQ	Joint Council for Qualifications
CAMHS	Child and Adolescent Mental Health Service
SILS	Southwark Inclusive Learning Service
VSE	Vision for Schools and Education