

Secondary - Carshalton Boys Sports College

Record details



Name of school

Carshalton Boys Sports College

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Contact to discuss child needs

Class Teacher, Learning Coordinator (Head of Year), Pastoral Support Officer, Paul Farr (Assistant Principal and SENCo with responsibility for SEN), Cassandra McFarlane (SENCo), Paul Avery (Deputy Principal responsible for Inclusion & Safeguarding), Emma Morris (Deputy Principal responsible for Inclusion & SEN), Jenny Gaylor (Vice Principal), Simon Barber (Principal)

Assessing children

- The school aims to provide for the special educational needs of all our pupils as they are defined in our SEN Policy
- Regular setting and marking of homework
- Regular data collections to identify underperforming students
- Termly review meetings for students with a SEN to evaluate intervention strategies and ensure good progress

Informing parents and carers

- Termly feedback through either an Interim report, Parents Consultation Evening or a Full Written Report. (These outline the progress made across your child's academic subjects).
- Each year group has a parents' evening once a year.
- A full, written report once a year

Updates on progress

- Termly data collections showing what your child has achieved and the progress they have made.
- Yearly full written report.
- Yearly parent's evening.

If a child is not making progress

- All reports will be very specific and will highlight clearly if your child is not making expected progress.
- Each year group has a learning coordinator who oversees both the pastoral and learning needs of the year group and who will liaise with either the pastoral or SEN team in regards to whether additional intervention is required.
- Intervention will be by subject departments and the pastoral/SEN teams if required and will be in consultation with the child and their family

Curriculum

- Carshalton Boys Sports College is an all ability boys comprehensive.
- We have a broad and balanced curriculum that covers a wide range of subjects in the sciences, creative arts, humanities, technology and sport.
- The core subjects, English, Maths and Science, are taught in ability groups.

Adapting for child needs

- For students with an Education, Health and Care plan there are some opportunities for withdrawal 1-1 or in small groups to address their academic issues.
- There is a handwriting programme for all students if required.
- In Years 7 and 8 we have a Fresh Start literacy programme, an accelerated reader programme and Reading classes to ensure all students attain a level of literacy that allows them to access all areas of the curriculum.
- In Years 9, 10 and 11 there is a support module for some students with SEN.

Teacher flexibility on child needs

- Quality First Teaching approach ensures good, effective teaching that is well planned and differentiated to enable all students to maximise their levels of progress.
- Grouping arrangements organised carefully to maximise learning opportunities for all.

Additional support

- Additional support is provided where necessary, either through in-class support or withdrawal work.
- The school has the Bridge, a centre, where students attend for counselling or seclusion if there are concerns of an emotional or social nature.
- We have a targeted attendance officer who works with specific students regarding attendance.
- We work closely with Adapt to Learn an Autism specialist service
- We liaise with The Limes for respite places.

Learning strategies

- For students who are on the new Code of Practice at E - Education, Health and Care Plans or K - the SEN Support category, teachers are provided with strategies giving them the information they require to

address the individual students' needs. Therefore, this is incorporated into lesson planning.

- Some students, dependent on their needs, may be allocated to SEN classes with support and others may also receive extra support out of the classroom to address their specific needs in that particular key stage.
- At present students with very low reading abilities on arrival follow the READ, WRITE INC course for the first year to enable them to improve their literacy.
- At the present time all Year 7 and 8 follow accelerated reader to increase literacy.
- There are many lunchtime and after school sessions to enable students to complete homework and improve. The SEN department runs a club everyday called WOTC/ Support Club for such students.
- The pastoral support system also offers various programmes and packages of support, both internal and external, depending on the individual needs of students

Meeting child needs

- Individual Education Plans (IEP) and specific targets will be set, in liaison with the family, with regular reviews to ensure that your child's needs are being met. Supported by regular CPD to ensure Quality First Teaching continues to be in place and developed with all teaching and support staff.

Access to exams

- Access arrangements are special arrangements to ensure a student is not disadvantaged in an exam. In order to be eligible for access arrangements there needs to be a clear history of need which can be evidenced by specialised arrangements throughout their academic life and be their usual way of working.
- We start with some baseline testing on entry and information from primary school to start identification. The basic access arrangements are a reader and/or a scribe and/or extra time. Although there are more.

Access arrangements

- For internal exams it is up to the school to make arrangements to help students. However, for public exams external permission has to be granted. For students who we wish to assess we will ask for your permission for them to be assessed by a specialist assessor. Then, combined with past history of these arrangements, we submit the figures to the exam boards who then grant or deny permission. We would inform you of what the board has agreed.

Comfort, safety and socialising

- We have a very strong ethos of pastoral care with each year group having a Learning Co-ordinator (a teacher), a Pastoral Support Officer (PSO) and a strong tutor team to support the pupils in that year. Along with the Principal and Senior Leadership Team a high presence is maintained before school at breaks and lunchtimes and after school.
- A thorough transition to high school programme run by a dedicated team.

- An open door policy for all students to have access to staff who they feel able to talk to.
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Social and emotional skills

- Where it has been identified that additional support for social and emotional needs is required the pastoral team can refer to either internal or external sources which may include:
 - the Bridge (see above) and our internal counselling service.
 - Groups set up either in-house or with external agencies to address issues such as anger management or social skills.
 - Pastoral Support Officers provide counselling.
 - ELSA counselling sessions.
 - Sixth form peer mentoring programme.
 - Reports and individual monitoring reports.
 - Lunchtime and after school clubs.
 - Staff presence at breaks and lunchtimes.
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Tier 2 / Early Help Support in the Community

Carshalton Boys has two ELSA (Emotional Literacy Support Assistants) on our Pastoral team. We support students with anger management, self-esteem and social skills through mentoring and group and individual support sessions. We also pay for the services of a Clinical Psychologist.

Bullying

Please follow the link at the end of this document to access our 'Whole School Behaviour Policy' (S03)

Disability support

- Due to the age and composition of the buildings and site at CBSC it is very difficult to provide access to all areas of the site. Should a short term disability arise the school would move lessons to one building to allow the student access but there is no overall wheelchair access.
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Accessing lessons

- If students required physical adaptations in lessons we would seek professional advice as to how to proceed and provide.
 - There are staff on site during the day that routinely check the buildings and grounds so that they are safe for all students.
 - There is also CCTV on the site which provides information and safeguards.
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Who we work with

The school works with many agencies and education bases including:-

EDUCATION

- Primary, secondary and special schools
- Services for students with hearing and vision impairments
- The Limes College
- The ASD service (Autistic Spectrum Disorder)
- The educational psychology service
- The further education colleges
- STARS

SOCIAL

- Joint Adolescent Service JAS
- Children's services

- Vulnerable pupils panel VPP
- Youth Offending Team YOT

HEALTH

- CAMHS (Children and Adolescent Mental Health Services) and their outreach services
 - School nurse
 - Speech and language therapists
 - Medical specialists – where appropriate
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Other agencies

- Referrals are made on an individual basis and after consent has been sought from the family.
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Informing parents and carers

- You will be informed of the need to access external agencies and the reason why through a family meeting involving yourself, your child, the learning coordinator and pastoral support worker.
 - If consent is given then the referral will be made.
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Helping your child settle with confidence

- Our school has a dedicated transition team of the Year 7 Learning Co-Ordinator and pastoral support worker who liaise closely with the primary schools. Over the primary years many pupils visit us for one of our master classes and we also go to primary schools and run events like sports days. We have very strong primary links and pupils are quite likely to have had a lot of contact before they join the school.
 - The SENCo will be advised of students with Education, Health and Care Plans who will be joining the school in September and will attend their Year 6 annual reviews.
 - The transition team will visit all the primary schools in Sutton in the Spring and Summer term and together, in liaison with the SEN department, will arrange visits for students who are nervous or worried about the transition.
 - Students are supported by both the pastoral and SEN team in making option choices – from Year 8 option choices through GCSEs, college, apprenticeships, sixth form right through to university.
 - We have very strong links with universities and local colleges allowing students access to regular visits to these establishments, encouraging progression to further education and beyond
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Extended School Day

- Carshalton Boys runs a Breakfast club from 7:30am, where students can purchase a healthy breakfast.
 - There are staff on duty before school, at break and lunch times, and after school, including at local bus stops.
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Policies

All policies can be found on our website

Updated September 2025