

FOR PARENTS & CARERS

Supporting **Every Student** at CBSC

How we provide for students with additional needs through Ordinarily Available Provision — and how you can access that support

Welcome! This guide is designed to help parents and carers navigate the support systems at Carshalton Boys Sports College. We believe in working together to ensure every boy reaches his potential.

By the end of this guide, you will understand what support is available for your child and how to access it.



Our Commitment to Inclusion

At CBSC, we are committed to meeting the needs of all students through **Quality First Teaching (QFT)**. This means:

- High-quality, inclusive teaching in every classroom
- Lessons that are differentiated to meet diverse needs
- Targeted support and interventions when needed
- Constant monitoring of student progress



What is 'Ordinarily Available Provision'?

Ordinarily Available Provision (OAP) refers to the support that every child can receive within our school without needing formal, high-level plans.

It is the inclusive practice and resource set that is standard across all of our classrooms — ensuring every student can access the curriculum successfully.

In simple terms: OAP is everything CBSC already does to make learning accessible, fair and effective for every student — regardless of their needs or background.



Support Across the Four Areas of Need

CBSC provides a range of support across the four recognised areas of SEND need:

COMMUNICATION & INTERACTION

- **Visual timetables** and structured routines
- **Clear, explicit instructions** with checked understanding
- Small group **social skills** sessions
- Pre-teaching of vocabulary and key concepts
- Collaboration with *Adapt to Learn* (Autism specialist)

COGNITION & LEARNING

- Differentiated materials and **scaffolded tasks**
- **SPARX Reader & SPARX Maths** digital interventions
- **IDL Literacy & Numeracy** programmes
- Study skills and revision strategy support
- Modified curriculum pathways at KS4 where appropriate

SOCIAL, EMOTIONAL & MENTAL HEALTH

- **The Bridge** — dedicated emotional support centre
- Access to counselling and mentoring
- Restorative approaches and behaviour regulation
- Form tutor and pastoral support network
- Collaboration with external agencies where needed

SENSORY & PHYSICAL NEEDS

- Accessible classrooms and corridors
- Adapted **equipment and seating plans**
- Specialist staff awareness training
- Adjustments to PE, science and technology lessons
- **Exam arrangements** — extra time or quiet room

How Teachers Adapt Your Son's Lessons

Every teacher at CBSC is expected to make their lessons accessible for all learners. Key strategies include:



Differentiation

Different tasks provided based on each student's confidence and starting point



Scaffolding

Writing frames, word banks and sentence starters to help students begin tasks



Technology

Laptops and tablets used to support typing, research and accessibility needs

The Support Cycle: Assess - Plan - Do - Review

Teachers follow a continuous four-step cycle to ensure every student gets the right help at the right time:

ASSESS

Identify needs and barriers through data, observation and discussion

PLAN

Agree support strategies and expected outcomes within OAP

DO

Deliver support through high-quality teaching and in-class assistance

REVIEW

Monitor progress at least termly and adjust provision as necessary

This cycle continues — it is not a one-off event. Support is always reviewed and updated based on your son's progress and any new information.

Social, Emotional & Mental Health: The Bridge

We want every student to feel safe, confident and happy at school. Our SEMH provision includes:

The Bridge

A dedicated support centre where students can access pastoral care, emotional regulation support and a calm, safe space.

Counselling

Private sessions to talk through feelings with a trained professional. Referrals can be made through the pastoral team.

Mentoring

Working 1:1 with a trusted adult or peer mentor to develop confidence, resilience and social skills.

Behaviour Strategies

Personal plans using restorative approaches to help students understand and regulate their own behaviour.

Monitoring & Reviewing Progress

Support isn't just set up once — it is checked and adjusted regularly. Parents play a key role in this process:

- Attending review meetings and sharing observations from home
- Termly updates for students on SEN Support
- Annual reviews for students with an EHCP
- Open communication through email, Parent Evenings and the school app

Working in Partnership with You

Open communication between home and school is vital. You can reach us through:

School App / ClassDojo

Direct messaging and updates through the school's digital platform

Direct Email

Contact class teachers or the SEND team directly by email

Parents' Evenings

Termly evenings to discuss progress and next steps with teachers

Weekly Newsletters

Regular school communications with updates and useful information

If You Have Concerns About Progress

- 1 Observe:** Keep a record of specific difficulties you notice at home — e.g. reading, focus, emotional wellbeing.
- 2 Request a meeting:** Contact your son's class teacher to discuss your observations and current school support.
- 3 Consult the SENCo:** If progress remains a concern after speaking with the class teacher, ask to meet Paul Farr (SENCo).
- 4 Review & follow up:** Agree on a set date to review the impact of any new support that has been put in place.

Glossary of Key Terms

SEND

Special Educational Needs and Disabilities — umbrella term for a wide range of additional needs.

EHCP

Education, Health and Care Plan — a legal document for students with high-level, complex needs.

OAP

Ordinarily Available Provision — the support available to all students within standard school resources.

QFT

Quality First Teaching — high-quality, inclusive classroom instruction that meets all learners' needs.

SENCo

Special Educational Needs Coordinator — the qualified teacher responsible for managing SEND across the school.

IEP

Individual Education Plan — a personalised plan reviewed each term that sets targets for a student's progress.

Frequently Asked Questions

How often will I be updated about my son's support?

Usually once per term, or more frequently if a specific intervention is running or progress is being closely monitored.

Does my son need a diagnosis to receive support?

No. Support is based on **identified educational need**, not a clinical diagnosis. We focus on removing barriers to learning.

Will my son be taken out of lessons for support?

Most support takes place **within the classroom** through adapted teaching. Where withdrawal is used, it is targeted, purposeful and time-limited.

Who is the SENCo?

Paul Farr is CBSC's SENCo and Assistant Principal. He is the main contact for all SEND-related queries — reachable at sen@carshaltonboys.org.



Key Contacts for Inclusion

SEND TEAM

Paul Farr

Assistant Principal & SENCo

sen@carshaltonboys.org

Emma Morris

Deputy Principal for Inclusion

EXTERNAL SUPPORT

SIASS — SEND Information & Advice

Support Service

siass.co.uk

Parent Partnership

Independent advice for parents of children with SEND

Local Authority Local Offer

sutton.gov.uk/local-offer