

## CBSC SEN Information Report

The kinds of SEN that are provided for

*(Including the arrangements for the admission of disabled pupils)*

The four categories of SEN are: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, Sensory and/or Physical.

High quality teaching (Quality First Teaching) that is differentiated and personalised will meet the individual needs of the majority of children and young people. This is the graduated approach of assess, plan, do, review. Some children and young people need educational provision that is additional to or different from this. This is considered as special educational provision under Section 21 of the Children and Families Act 2014. We use our best endeavours to ensure that such provision is made for those who need it.

CBSC is an Academy which caters for boys aged 11-16, and a mixed Sixth Form. All students are offered a broad and balanced curriculum which, where permitting, can be personalised to meet specific needs. We aim to enable and encourage all students, who are of equal worth and dignity, to develop their spiritual, academic and social abilities to the full. We want them to obtain maximum benefit from the opportunities which are made available and to grow to be mature, caring citizens who are able to make a successful transition into adulthood, whether into further or higher education, training or employment.

The school can make provision for students with a range of frequently occurring Special Educational Needs (SEN) who do not have an Education, Health and Care Plan (EHCP), for instance: dyslexia, dyspraxia, speech and language needs, autism spectrum conditions, learning difficulties and behaviour difficulties. There are other kinds of special educational need which occur less frequently and with which the school is less familiar. We would seek to access training and advice to try and meet these kinds of needs. Applications from students with an EHCP are considered on an individual basis in line with the School Admissions Policy and Local Offer to ensure access to an appropriate level of provision. (For further information see the CBSC Accessibility Plan).

The school currently meets the needs of students with an EHCP with the following kinds of special educational need:

- Autism Spectrum Conditions (past and present)
- Speech, Language and Communication Needs (past and present)
- Learning Difficulties, including SpLDs (past and present)
- Minor Visual/Hearing Impairments (past and present)
- Medical (past and present)
- Physical (past and present)

Policies for identifying pupils with SEN and assessing their needs, including the name and contact details of the special educational needs co-ordinator (SENCO) *(mainstream schools only)*

At CBSC teachers monitor and review the progress of all students regularly. A range of assessments are used with all students at various points: Cognitive Assessment Tests in verbal reasoning, non-verbal

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reasoning, quantitative and spatial reasoning are administered by the English and Maths Departments on admission at the end of the Summer Term (Year 6) and in the Autumn Term of Year 7. Students causing concern or with identified SEN might require additional assessments and be tested more frequently and in subsequent years.

Where necessary, additional screening tools will be used, for example, SALT screening and dyslexia screening. The principle of early identification and intervention underpins our approach to identifying those students who need additional support, either in class, or through withdrawal with Teaching Assistants. This additional support is designed to enable progression. We understand that many factors might impact on progress and achievement for example:

- Disability
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child of a Serviceman/Woman

We have two qualified SENCOs at CBSC.

Ms Alison Morgan – [amorgan@carshaltonboys.org](mailto:amorgan@carshaltonboys.org)

Mr Paul Farr - [pfarr@carshaltonboys.org](mailto:pfarr@carshaltonboys.org)

### Arrangements for consulting parents of children with SEN and involving them in their child's education

All parents and carers of students at CBSC are invited to discuss the progress of their child/young person (CYP) regularly (usually termly) and receive a report three times a year. In addition, we are happy to arrange meetings outside these times. Further to our timetabled teaching arrangements, all students will have access to additional interventions, i.e. subject specific departmental intervention, pastoral homework club, to enable them to catch-up if the progress monitoring indicates that this is necessary. This does not imply that the CYP has a special educational need.

Should expected progress not be made following these interventions, there may be grounds for further investigation into a potential special educational need. At this point, parents/carers will be consulted and advised. If a student is identified as having a special educational need, they will be placed on the CBSC SEN Register at SEN Provision. They will have an Individual Education Plan (IEP) following the graduated approach in full consultation with CYPs and parents/carers which is reviewed each term.

In addition to this, parents/carers of students with an EHCP will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the student. Information will be made accessible for parents/carers, in advance of the review.

### Arrangements for consulting young people with SEN and involving them in their education

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As part of the person-centred planning approach, the CYP will be fully involved in all planning, decisions and arrangements made regarding their special educational needs.

The SENCo has an 'open door' policy; students are encouraged to take advantage of this to share their thoughts, opinions, worries and concerns.

CYPs with an EHCP are encouraged to make written contributions to their Annual Review and be present to express their thoughts and opinions at this time. All students with an EHCP or at SEN Support on the SEN Register are asked to contribute to their IEPs each term.

### Arrangements for assessing and reviewing pupils' progress towards outcomes

This should include the opportunities available to work with parents and young people as part of this assessment and review

Every CYP at CBSC has their progress tracked regularly. In addition to this, CYPs with special educational needs will have more frequent and detailed reviews to inform targets and to measure their progress. Each term, CYPs with SEN will have their IEP reviewed and updated to reflect progress and targets for further progression.

### Arrangements for supporting pupils moving between phases of education and preparing for adulthood

For CYPs with an EHCP or significant need:

At CBSC we are very happy to discuss SEND with parents/carers of Year 5 and Year 6 students during our Open Evening, and Open Mornings that run in the Autumn Term. Additional to this, the SENCos are more than happy to arrange individual appointments to discuss specific special educational needs.

At CBSC we work closely with educational settings used by students before they transfer to us in order to seek the information that will make transfer as positive as possible. Both SENCos attend the Sutton and Merton Transition to High School Days. The SENCos also attend the primary schools of EHCP students and attend their Year 6 annual review where possible.

The school communicates closely with its local feeder schools. This helps us to share information with our staff, to enable a smooth transfer to CBSC, thereby supporting Quality First Teaching.

Transition for CYPs identified as likely to have a special educational need are invited to attend an SEN Transition Day in the Summer Term of Year 6. This is in addition to the Year 6 Transition Day which all incoming students attend. Furthermore, additional support for transition is given by inviting SEN students to attend a Summer School of one week prior to starting Year 7.

Our careers advisor targets Year 11, but works with students from Year 9 onwards. Students with SEND transferring at the end of Key Stage 4 or 5 are seen more regularly to enable them to make informed choices about their future. The school maintains good links with local colleges and other post-16 providers to ensure that students with SEN (who choose not to or are unable to stay in our Sixth Form) are enrolled on appropriate courses with suitable support. TAs lead visits with SEN CYPs to local colleges to support this.

### The approach to teaching pupils with SEN

***'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEN CoP, 2014).***

*'High quality teaching, differentiated for individual students, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for the lack of good quality teaching. The quality of teaching for all students is reviewed regularly by senior management; this includes reviewing and if necessary improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered. (CoP 6.34)'*

The school works to deliver Quality First Teaching as set out by the SEN CoP (2014). It seeks to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of all of our students. All staff follow the graduated approach to teaching of assess, plan, do, review.

In meeting the needs of all of our CYPs, the school utilises additional teaching approaches where appropriate and as advised by internal and external assessments. For example, in-class support, mentoring, small group SEN sets, small group withdrawal teaching, 1-1 tutoring etc. The internal support room is also utilised, as are services from outside agencies where appropriate. These are delivered and staffed in a variety of ways as made possible by the 'notional SEN funding'. The class teacher will remain responsible for the CYP's progression within their subject as all teachers are teachers of SEND. Should a CYP require further intervention or specialist support and resources beyond those detailed above, a request for a EHCP Statutory Assessment will be sought.

The SENCo informs all teachers and support staff that work with the CYP of the special educational need(s), support to be provided and appropriate teaching strategies, through the SEN Register and personalised IEPs.

Staff have access to the following information, on our shared drive, to be used when planning for Quality First Teaching of all students in their classes:

- CBSC Bespoke SEN Register, which is updated termly.
- IEPs, updated termly, shared with all stake holders and saved on SIMs.
- Practical SEN strategies for various special educational needs are saved within the SEN Shared Drive.
- Weekly bulletin containing up to date SEN CPD emailed to all staff.

Effectiveness of support will be evaluated using the Assess, Plan, Do, Review model as outlined in the CoP (2014) as an integral part of the IEP termly review.

CBSC has very positive relationships with parents and outside agencies working in partnership to support the family in accessing education and appropriate professional advice. The SENCo would seek to respond to telephone calls and emails from parents as soon as possible.

CBSC has a duty to make arrangements to support students with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such students. Where the CYP also have special educational needs, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. We will have regard to the statutory guidance provided for these individuals when supporting students at school with medical conditions.

Some students with SEND, including those with a social, emotional or mental-health need might require additional pastoral support. This support might be provided by Form Tutors, Learning Coordinators,

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Pastoral Support Officers, Teaching Assistants or other trained members of staff or approved external providers. There is a dedicated SEN area within the school that students with an SEN need are encouraged to use, both before, during and after school. This is in addition to our Learning and Inclusion Centre which provides a quiet area for CYPs to access additional support from a permanent member of staff who is a fully trained councillor.

How adaptations are made to the curriculum and the learning environment of pupils with SEN  
*(The facilities you provide to help disabled pupils access your school and the School's Accessibility Plan)*

*'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.'*  
*(CoP 6.11)*

The curriculum is reviewed regularly. Timetables are personalised where appropriate. In every year group SEN CYPs are able to access smaller SEN groups appropriate to their needs. In Years 7, 8 and 9 there is a designated SEN Tutor Group, which allows for greater flexibility and support in curriculum planning and timetabling. Information regarding current special educational needs at CBSC is updated regularly and made available to all staff.

INSET, formal and informal, is arranged by the SENCo. Teachers and support staff are notified of opportunities and signposted to recommended resources for continuing professional development via the Staff Bulletin. Furthermore, the SENCo has made all staff aware of our membership of NASEN and their access to the NASEN SEND Gateway, an online resource providing up to date, invaluable information on teaching and working with young people with SEND. This resource can be accessed by all staff via the school website (shortcuts page).

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors have ensured that all new building meets statutory requirements. Any improvements to the physical environment of the school will meet statutory requirements in supporting students with SEND. This is outlined within the CBSC Accessibility Plan.

Additional support for learning that is available for pupils with SEN

Schools receive funding for SEN students which is used to support and enhance Quality First Teaching. It helps to ensure that there are sufficient resources for students requiring special educational provision. The support that we offer is matched to needs of individual students with SEN and is evidence based. The amount of support required for each student to make good progress will be different in each case. In very few cases, for those with an EHCP, additional funding is provided to the school by the appropriate Local Authority.

The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured

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In September of each year staff are made aware of their duties to students with SEND as described in The Equality Act 2010 and the Code of Practice. In addition, staff are informed regarding 'reasonable adjustments' which they should make when planning for and teaching students with SEND. Training is delivered as required. The SENCo informs teachers and support staff about the most common special educational needs; keeps information up to date; signposts staff to additional training materials which can be accessed individually or as a group. Voluntary INSET can be arranged to support staff regarding specific needs.

Working closely with Limes College, we have introduced a screening programme for SALT. This will help us to identify those students with Speech, Language and Communication needs at an earlier stage and allow for the appropriate interventions.

The SENCo will deliver an induction programme for all training and newly qualified teachers. This is in addition to whole staff SEN CPD, and more specialised training for Learning Coordinators.

Where a training need is identified we will find a provider who is able to deliver appropriate training. Training providers we can approach include the educational psychologist, speech and language therapists and advisory staff, Autism Education Trust, Nurses specialising in diabetes and epilepsy, occupational therapist, physiotherapist, dyslexia specialists and teaching and learning advisors.

Specialist equipment will be considered on an individual basis.

How equipment and facilities to support children and young people with SEN will be secured

*(The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils)*

All clubs, trips and activities offered to CYPs at CBSC are available to all with special educational needs, including those identified as Pupil Premium. For some students, 'reasonable adjustments' may need to be made. This is always agreed in partnership with families and carers.

Appropriate support has been put in place to enable CYPs to take part in curricular and extra-curricular activities and visits, during the school day and residential, at home and abroad.

Detailed risk assessments are written in consultation with parents/carers, CYPs and staff. Venues to be visited are notified in advance of CYPs with additional needs. A named adult will be responsible for individual CYPs and will be available to support them during activities and 'free time' if required. No CYP with a special educational need or disability will ever be excluded from an activity or trip because of their additional needs.

How the effectiveness of the provision made for pupils with SEN is evaluated

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the student, parents/carers and subject teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made.

The SEN Code of Practice (2014) describes adequate progress:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress

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- Allows the attainment gap to close between the pupil and children of the same age

For CYPs with or without an EHCP there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision made. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

Support for improving emotional and social development.

This should include extra pastoral support arrangements for listening to the views of pupils with SEN and measures to prevent bullying

At CBSC we understand the importance of developing emotional resilience and social skills, both through direct teaching for instance in PSHCE, tutor time, Key Stage and Year Assemblies and indirectly with every conversation that adults have with CYPs throughout the day.

As a school we are working to build a 'Growth Mindset' and resilience in all of our CYPs so that learning is owned by the CYP and that challenges are accepted and approached as opportunities for personal development.

At CBSC we have two qualified Emotional Literacy Support Assistants (ELSA), counsellors that attend annual CPD. They deliver emotional literacy and intelligence to CYPs. One of their main foci is mental health and wellbeing, and issues surrounding bullying. They work on a 1-1 basis, or with small groups, dependent on need. They work in close liaison with the CBSC Learning Inclusion Centre, as well as Learning Coordinators and Pastoral Support Officers. They have, and will, deliver staff training as appropriate.

For CYPs we also can provide access to 1-1 sessions with our PSOs and Learning Inclusion Officers, mentor time with a named member of Senior Leadership Team or a senior member of staff chosen by the CYP, time-out in CLIC ISR for students to use when upset or agitated, or external referral to CAMHS (Child and Adolescent Mental Health Service).

The SENCo operates an open door policy for staff, CYPs and parents/carers. CYPs are encouraged to contribute both verbal and written statements at both termly reviews of IEPs and annual reviews, as are parents and carers.

How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families

The school currently engages additional support from the following services:

- Educational Psychologist
- Access to local authority SLA with Speech and Language Therapy Services
- Access to ASD support
- Independent Occupational Therapy
- School nurse - NHS Check It Out (CIO) contraception & sexual health clinic at CBSC.
- Visual Impaired advisor (COGNUS)
- Hearing impaired advisor (COGNUS)
- Exam Access Assessor – Kiki Macrae (based at Greenshaw)

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- Jigsaw4u - provide services for children and families effected by loss, self-harm, ASD and more.
- The Limes College

We also have the opportunity to access the following, if the need arises:

- Occupational Therapy Services
- Physiotherapy Services for students with requirement for direct therapy or advice

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

*(Including Named contacts within the school for when young people or parents have concerns)*

Our school's complaint procedures are set out on the school website. Each child's form tutor/Learning Coordinator works closely with parents at all stages in his education and should always be the first port of call in case of any difficulty. We encourage parents to discuss their concerns with the form tutor, the SENCO, the Assistant Head for Inclusion and finally the Principal to resolve the issue before making the complaint formal to the Chair of the Governing Body.

Parents/carers of students with SEN or disabilities, whose concerns cannot be resolved by the usual school procedures, can request independent resolution. Any student with an EHC plan is entitled under the LA's Local Offer to receive information on action to take concerning complaints, disagreements and how to access mediation if needed. The school can make further information about the process available on request.

[https://www.sutton.gov.uk/directory\\_record/87614/carshalton\\_boys\\_sports\\_college/category/229/education](https://www.sutton.gov.uk/directory_record/87614/carshalton_boys_sports_college/category/229/education)

The SENCo at Carshalton Boys Sports College is Ms Alison Morgan [amorgan@carshaltonboys.org](mailto:amorgan@carshaltonboys.org)

The named Assistant Principal responsible for SEN is Mr Paul Farr [pfarr@carshaltonboys.org](mailto:pfarr@carshaltonboys.org)

The named Deputy Principal responsible for Inclusion is Mr Paul Avery [pavery@carshaltonboys.org](mailto:pavery@carshaltonboys.org)

The Principal at Carshalton Boys Sports College is Mr Simon Barber [sbarber@carshaltonboys.org](mailto:sbarber@carshaltonboys.org)

Contact details of support services for parents of pupils with SEN

Sutton Information, Advice and Support Service (Sutton IAS Service). This provides independent information, advice and support for parents, children and young people with SEND.

Disabled Children's Services – provide advice and assistance to children with disabilities and their parents/carers.

SoCom – group for parents of children with social communication difficulties.

**A full list of the London Borough of Sutton's advice and support services can be accessed via the following link:**

[https://www.sutton.gov.uk/info/200622/advice\\_and\\_support/1682/advice\\_and\\_support](https://www.sutton.gov.uk/info/200622/advice_and_support/1682/advice_and_support)

The Information Report will continue to be developed with parents/carers, representatives from the Governing Body and school support staff and will be reviewed on an annual basis.

Paul Farr Assistant Principal, SENCo  
October 2018