

# Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report

## Add school name

Name of Headteacher:	Mr John Fletcher
Name of SEN Co-ordinator (SENCO):	Miss Louise Rowlands
Name of SEN Governor:	Mrs J Dean and Mrs F Qasim
School address:	Charters Road, Sunningdale, SL5 9QY
Contact telephone number:	01344 624826
School email address:	<a href="mailto:charters@chartersschool.org.uk">charters@chartersschool.org.uk</a>
School website:	<a href="https://www.chartersschool.org.uk/">https://www.chartersschool.org.uk/</a>
Type of school:	Mainstream Academy

## 1. Identifying special educational needs and disabilities (SEND)

### a. What kinds of special educational needs and disabilities does the school provide for?

As a mainstream comprehensive school Charters caters for students with all categories of special educational need. This includes:

- Communication and Interaction needs
- Cognition and Learning needs
- Social, Emotional and Mental Health needs
- Sensory and Physical Needs

Charters school site has full wheelchair access.

Charters is an inclusive school. Students with SEND needs are fully integrated into mainstream lessons and enjoy taking part in the wider school life.

All students are assessed on admission to the school and at regular intervals throughout their time at Charters. Data on academic progress and attitude to learning is collected termly.

Where needs are identified the SENDCO works closely with subject teachers, pastoral leaders and, if required, external agencies to ensure that all students experience full inclusion and make academic and social progress.

## **b. How does the school know if children and young people have special educational needs and disabilities and need extra help?**

At Charters the process of identifying students with SEND starts prior to entry. We work in close collaboration with our feeder schools to identify students at the earliest opportunity.

### Prior to Transfer

- The SENDCO visits the primary schools to see the students in their settings and discuss them with primary school staff.
- The SENDCO will, when possible, attend the Year 6 annual reviews for students with EHCPs so strategies to support transition can be put in place.
- Prospective parents meetings are held to discuss students individual needs.
- Students identified as needing additional support will be invited to SEND transition days, in addition to the usual Year 6 transition days.
- Summer School (2 days) is offered to all students to enable them to interact socially with members of their new year group.

### During the School Year

- Reading and numeracy tests are completed at the start of the academic year to highlight any student who may need additional intervention and support.
- Staff complete progress reports on a termly basis, providing data on academic progress and attitude to learning. These reports are reviewed by the SENDCO. Where students are not making expected progress the SENDCO will work with Pastoral and Subject Leaders to identify whether any additional provision for the student is required.
- If a member of staff is concerned about a student's academic progress or welfare they can refer the student to Extended Services. Senior school, SEND and Pastoral staff meet fortnightly to review referrals and put appropriate support in place for the student.

## **c. What should I do if I think my child or young person may have special educational needs or disabilities?**

Parents are welcome to book a tour of the school or a meeting with the SENDCO and SEND team. This can be prior to school transfer if desired.

The Headteacher conducts tours of the school for parents/carers and children on selected dates throughout the year. Please phone our Reception team on 01344 624826 to book your place.

The SENDCO can be contacted by emailing meeting requests to [senco@chartersschool.org.uk](mailto:senco@chartersschool.org.uk)

Students are welcome to attend tours and meetings with their parents.

## 2. Support the school provides for children and young people with SEND

### a. What teaching strategies do you use to support children with special educational needs and disabilities?

- The Inclusion Policy and SEND Policy are available on the school website. They outline staffing and procedures for supporting students with SEND.
- The SENDCO is responsible for the strategic overview of the SEND provision and SEND Policy. She ensures that the teaching strategies used in Charters are appropriate to support the needs of current students.
- All students receive Quality First Provision, delivered in the classroom by subject teachers. Under the SEND Code of Practice 2014 all teachers are considered teachers of SEND, and are expected to deliver differentiated and personalised lessons that meet the needs of their students. The majority of students' learning needs are met within Quality First Provision.
- Charters uses a graduated response to support students with SEND.
 

**Wave 1** – Quality First Teaching. This is differentiated provision delivered in all lessons by subject teachers.

**Wave 2** – SEN Support. If a student is not making expected progress, then additional short term provision is put in place to support the required area of need (Communication and Interaction; Cognition and Learning; Social Emotional and Mental Health; Sensory and Physical). This short term provision is delivered either individually or in small groups.

**Wave 3** – EHCP Provision. Where students need longer term, more intensive and individual provision in order to make progress an EHCP will be applied for.

### b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

- At KS3 we offer a modified curriculum by withdrawing students from one or two Modern Foreign Languages (MFL) and providing additional small group literacy and numeracy support (Core Support).
- At KS4 we deliver a personalised curriculum, students follow one of 3 pathways that deliver more academic, technical or vocational studies to meet students' personal needs.
- Teaching Assistants (TAs) are used to support students with EHCPs within lessons and to deliver small group interventions outside the classroom. We have TAs trained in Speech and Language (SALT), Literacy, Autism Support, ELSA and Physiotherapy.
- TAs are attached to subject areas and build up subject specific knowledge which is especially helpful to students undertaking exam courses.
- We deliver intervention in dedicated SEND classrooms, our Learning Support Centre (LSC) and in the Maine Centre.

Area of need	Intervention/Provision
<b>Cognition and Learning</b>	Core Support (KS3) additional literacy and numeracy lessons Reading Group Fresh Start Reading Scheme Small group teaching with specialist teacher SEND homework club e-reader pens for dyslexic students Bring your own device (ICT support)
<b>Communication and Interaction</b>	Shine Team for Autistic (ASC) students Speech and Language (SALT) intervention
<b>Social Emotional and Mental Health</b>	Emotional Literacy Support Assistants (ELSA) 1:1 and small group support School Counsellor
<b>Sensory and Physical</b>	Classroom adaptations for Hearing and Visually Impaired students Sensory Consortium Programmes tailored to individual students' needs Occupational Therapy Physiotherapy The school site is entirely wheelchair accessible

### c. How is the decision made about what type and how much support my child or young person will receive?

- Staff complete progress reports on a termly basis, providing data on academic progress and attitude to learning. These reports are reviewed by the SENDCO. Where students are not making expected progress the SENDCO will work with Pastoral and Subject Leaders to identify whether any additional provision for the student is required.
- We work closely with professionals, such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists and Physiotherapists and act upon their advice.
- We maintain regular contact with Parents and Carers.
- Annual Reviews are conducted for all students with EHCPs, evidence is used to discuss educational and health outcomes and provision maps created to outline required support for the next 12 months.
- Senior school, SEND and Pastoral staff meet fortnightly to review referrals for students who have been identified as needing additional support. Students can be referred for help within Charters School or may be referred to an external agency for further support.

**d. How will I (the parent) be involved in planning for and supporting my child's or young person's learning?**

- Parents are encouraged to be involved in supporting their child's learning. The relationship between home and school is an important one. You are welcome to contact the school to discuss concerns at any time.
- If your child has an EHCP you will be invited to attend an Annual Review. Parents are given the opportunity to comment on their child's progress and contribute to the outcomes set in the EHCP.
- Prospective parents are welcome to visit the school to meet with the SENDCO and SEND team to discuss the transition to school process.
- Charters runs various information evenings and can provide information on local parenting courses for additional support.
- Parents are invited to attend consultation and tutor evenings where it is possible to speak to subject teachers, pastoral leaders and the SENDCO.
- Information is shared via progress reports.

**e. How will my child be involved in their own learning and decisions made about their learning?**

- Students with EHCPs are invited to attend their Annual Review to discuss how best to support their academic and social progress.
- We encourage TAs to discuss the learning process with the students they work with, so that preferred support strategies can be implemented.
- We encourage all SEND students to regularly drop into the LSC with any concerns they may have.

### 3. Children and young people's progress

#### a. How do you check and review my child or young person's progress?

- Staff complete reports on a termly basis, providing data on academic progress and attitude to learning. These reports are reviewed by the SENDCO. Where students are not making expected progress the SENDCO will work with Pastoral and Subject Leaders to identify whether any additional provision for the student is required.
- Individual subject areas complete formative and summative assessments. The assessment results are made available to the SENDCO and contribute to the Progress Report cycle.
- Students with an EHCP attend Annual Reviews. Feedback from subject and pastoral staff and reports from external agencies are used to review the student's progress against the outcomes of the EHCP.
- Learning Walks are conducted by the SENDCO and SLT to observe student progress within lessons.
- TAs complete lesson report sheets for EHCP students at designated times during the year. Progress against lesson objectives is assessed and commented on. This information feeds into the Annual Review process.

#### b. How do you involve my child or young person and parents in those reviews?

- If a student has an EHCP there will be a formal annual review meeting. Both parents and students have the opportunity to contribute their views prior to the annual review by submitting a written report. Students are welcome to complete the report with the help of their parents or the SENDCO, as appropriate. Students and parents are encouraged to contribute fully during the annual review meeting, all comments are minuted and circulated to attendees.
- Any external professionals working with students are also invited to attend annual reviews and provide feedback to parents.
- Students are invited to attend consultation evenings with their parents/carers to speak to their subject teachers, pastoral and SEND staff.
- If a student is looked after they will meet with the SENDCO/LAC Officer once a fortnight. They will also have termly PEP meetings. This is in addition to the annual review process.

#### c. How do you know if the provision for children and young people with SEND at your school is working?

- Students are assessed at the start and upon completion of an intervention programme. This data may be quantitative e.g. reading age or qualitative e.g. feelings questionnaire. Progress is monitored throughout the intervention and modifications made if the student is not making progress.
- Students are also monitored through the whole school progress reporting system, which reports on academic achievement and attitude to learning. Impacts of interventions should be seen in overall progress of the student. Progress reports are termly and overseen by the SENDCO and senior staff.

### 4. Support for overall wellbeing

#### a. What support is available to promote my child or young person's emotional and social development?

- Support for students starts at transition. Charters ELSA (Emotional Literacy Support Assistants) liaise with Primary ELSA's to ensure seamless provision for students who may have social or emotional difficulties settling into school.
- The SEND and Pastoral teams meet fortnightly to discuss the needs of identified students and ensure appropriate provision is put into place. Provision may be internal e.g. ELSA, school counsellor, pastoral mentor or external e.g. referral to the Local Authority Early Help Hub, CAMHS, Kooth.
- There is a qualified school counsellor and two qualified ELSA's
- There is a permanently staffed Pastoral Support Hub and Learning Support Centre which can be accessed both during lessons and at break times.
- Access to the Educational Psychology service who run interventions such as circle of friends.
- There is an extensive PSHE curriculum that covers emotional and social development.

## 5. Preparation for new and next steps

### a. How will you help and prepare my child to join your school?

- The SENDCO and Head of Year 7 conduct transition meetings with the primary schools to ensure we have a detailed knowledge of the students prior to starting in September.
- For Year 6 students with EHCPs the SENDCO, where possible, will attend the Year 6 annual review to help plan transition for the student.
- In addition to the two Year 7 transition days, in the summer term there are two SEND transition sessions for students who are likely to need additional support during and after transition.
- There is a two day summer school at the start of the summer break so students can continue to familiarise themselves with their peers and the school site. This is led by the SEND team who make appropriate accommodation for all SEND students so they feel fully included in Charters school life.
- Students who have had ELSA in Year 6 are referred immediately to the Charters ELSA team.

### b. How will you prepare my child young people to join their next year group, school, college, stage of education or life?

- All students with an EHCP discuss transition plans from Year 9 upwards as part of their annual review.
- Students are tested for exam access arrangements so if additional support is required this can be put in place before a student starts an externally examined course.
- Careers interviews and support with job applications from Adviza are available to all students.
- Mock job interviews for Year 11 students.
- Core Support students are given an additional GCSE options choices support session.
- Support for SEND students with applications to other colleges, attendance at taster days and at college interviews.
- Autistic students receive life skills sessions from the Shine team.

## 6. Accessibility and specialist equipment

### a. How accessible is the school environment?

- **Is your school wheelchair accessible?**  
Charters School is fully wheelchair accessible. There is a school accessibility plan.
- **Have adaptations been made to the auditory and visual environment?**  
The Learning Support Centre provides a quiet space for students, particularly those with ASD, to go at break.
- **What changing & toilet facilities does the school have for children and young people with SEND?**  
Charters has wheelchair accessible toilets and changing facilities for PE lessons.  
The LSC has toilets and changing facilities for students with ASD who may find the main school toilets and PE changing rooms challenging to access.  
Gender neutral toilets are available for students.
- **Do you have disabled car parking for parents?**  
We have multiple disabled parking spaces for parents.

## **b. What if my child needs specialist equipment or facilities?**

- Requirements for specialist equipment is discussed with appropriate services such as RBWM's School Support Service and Sensory Consortium service.
- The Learning Support Centre is a specialist provision for physically disabled students. There is access to disabled toilets, physiotherapy and other specialist equipment.
- Students individual requirements are discussed as part of the school admissions process.

## **c. How will my child or young person be included in activities outside the classroom including physical activities, school clubs and school trips?**

- We are a fully inclusive school and students are encouraged to participate in all activities.
- We have regular Friday afternoon extra-curricular activities from 1.30pm – 3.00pm in which SEND students are encouraged to participate.
- There is specific planning for SEND students and all activities are individually risk assessed.

## **7. Training for staff, specialist services and further support**

### **a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?**

- The SENDCO holds the national PG Cert SENCO qualification.
- Continuing Professional Development (CPD) is held fortnightly for all SEND staff to keep them fully up to date.
- All school staff receive an annual SEND update on students with EHCPs and those on the SEND register. When a student receives a new diagnosis, such as ASD, ADHD or dyslexia staff are briefed by the SENDCO on support strategies specific to that student, as well as being given reminders about appropriate quality first teaching.
- There is regular SEND training for all teaching staff as part of the Charters Continuing Professional Development programme.
- Staff are trained in manual handling for physically disabled students.
- Charters has two fully trained ELSAs
- All staff complete safeguarding training
- If a student joins Charters with specific medical needs we liaise with the appropriate medical authorities to ensure staff receive the correct training.
- Staff regularly receive training from external providers such as the Shine Team, Speech and Language Therapy Service (SALT) and Berkshire NHS.

### **b. What other agencies do you involve to meet the needs of my child or young person and how can I access support from these agencies?**

- With parental permission we liaise with a wide variety of external providers. For example: Shine (Autism support), Educational Psychology Service, Occupational Therapy, RBWM Children and Young People Disability Service, Behaviour and Wellbeing support services, Speech and Language Therapy Service (SALT), English as an additional language support (EAL), CAMHS and Sensory Consortium.

**c. Who should I contact to find out about other support for parents, carers and families of children and young people with SEND?**

You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families

Tel: 01628 683182

Email: [IAS@rbwm.gov.uk](mailto:IAS@rbwm.gov.uk) Website: <http://ias-rbwm.co.uk/>

Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person: [https://rbwm.afcinfo.org.uk/local\\_offer](https://rbwm.afcinfo.org.uk/local_offer)

**8. Policies**

**a. Are you aware or familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?**

Yes

**b. Where can I find other school policies relating to SEND?**

School policies can be found on the school website at the following link  
<https://www.charterschool.org.uk/policies/>

**9. Additional Information**

**a. Do you provide any other resources for children and young people with SEND?**

- We have a wide variety of resources to support students with SEND. Please contact us to discuss your child's individual needs.

**10. Feedback and complaints**

**a. What do I need to do if I have a concern or complaint about the school and its provision for my child or young person?**

The staff at Charters School are committed to providing the very best education for all students and to provide an inclusive and supportive environment. If there are concerns about anything regarding school provision, Charters School would encourage parents to share their concerns with the school so that, by working together, things can be resolved and concerns allayed.

In the event of parents wanting to make a complaint our complaints policy can be found at the following link:  
<https://www.charterschool.org.uk/policies/>

## 11. Glossary

Terms used in this document	Description/explanation of term
ADHD	Attention Deficit Hyper Deficiency
Adviza	Careers service
Annual review	The review of progress towards targets contained in an EHCP and the provision required to meet those targets. These must take place every 12 months.
ASC	Autistic Spectrum Condition
CAMHS	Child and Adolescent Mental Health Service
Circle of Friends	Intervention to help students interact with their peers and form strong friendships
Early Help Hub (EHH)	RBWM gateway to access early help services such as CAMHS, Behaviour Support Services and Educational Psychology Services
EHCP	Education and Health Care Plan
ELSA	Emotional Literacy Support Assistant
HI	Hearing
Kooth	Online confidential platform for young people to access support for their mental health and emotional wellbeing.
LSC	Learning Support Centre. This is the base for our Physically disabled and Autistic students. Used for small group teaching, 1-2-1 intervention and physiotherapy sessions.
PG Cert SENCO	A Master's level qualification which is required for all new SENCOs in post from 2009.
Royal Borough of Windsor and Maidenhead (RBWM)	The Local Authority
SEND	Special Educational Needs and Disabilities
SENDCO	Special Educational Needs Co-ordinator
Sensory Consortium	A specialist education support service for hearing and visual impairment and multi-sensory impairment
Shine Team	Autism outreach service

Date of last update of this document: November 2020

Date of next review: Should be reviewed annually.