

## Chipping Norton School Local Offer

### **Chipping Norton School – be the best that you can be.**

Chipping Norton School is a popular 11-18 rural comprehensive located in the attractive Cotswold market town of Chipping Norton. We have over 1000 students, 250 of them in the sixth form. Our facilities are excellent and enable us to very effectively meet the learning needs of our young people. We are a school proud to deliver high quality education in a twenty first century environment.

At Chipping Norton School every child matters and our clear educational vision and values make the school a special place in which to learn and work. Chipping Norton School:

- Is a school at the heart of our community with the individual at its heart.
- Is a school where individuals enjoy learning in a dynamic environment of challenge and support
- Is a school which unlocks lifelong learning potential and celebrates the success of each individual

The values underpinning this vision are evident in our daily work. They are the values of Excellence, Respect, Tolerance, Enjoyment and Commitment. Our students, our staff, our facilities and the wealth of opportunities make Chipping Norton School an exciting place.

### **Special Educational Needs at Chipping Norton School**

Educational needs at the school fall in to two main categories:

#### **(1) Students with an EHCP**

An Education Health Care Plan (EHCP) is a statutory document. An EHCP covers the student from birth to 25 years if the young person remains in education or training. An EHCP looks at the education, health and care needs of a child/young person and focuses on outcomes. It looks at services and support to help the child/young person achieve their outcomes, and will be an opportunity to think more creatively about support.

#### **(2) Students receiving SEN Support**

A student is considered to have SEN Support if he or she has a learning, language, emotional, or physical difficulty or need, leading to significantly greater difficulty in accessing learning than the majority of students of the same age, for whatever reason, which calls for special or additional educational provision to be made for him or her. It is likely that these students will have previously been known as 'school action' or 'school action plus'.

#### **What is the local offer?**

Chipping Norton School Local Offer sets out our provision in one centralised place and explains how we support students on to the next stage of their lives. Our SEN Policy\* gives more detail about our day to day procedures.

You will find an explanation about the **words with an asterisk\*** in our glossary at the end of this document.

Oxfordshire Local Authority\* also publishes an Oxfordshire Local Offer\* on its website:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>.

This sets out a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEND. It explains the procedures for requesting an assessment for an Education Health Care Plan (EHCP). You will also find a very wide range of useful information in <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer> about:

- ✓ Where to go for advice and guidance on SEN and Disability matters:  
<https://www.oxfordshire.gov.uk/cms/public-site/information-advice-and-support-parents-and-children-about-sen>
- ✓ Oxfordshire's Support for students' choices, such as apprenticeships:  
<http://oxme.info/cms/learn/careers-and-education-information-advice-and-guidance>

### **The purpose of our Local Offer**

- The purpose of our Local Offer is to inform parents and carers about:
  - how we welcome children and young people with special educational needs and/or disabilities;
  - how we support them in all aspects of school life and remove barriers to achievement;
  - how we work in close partnership with parents/carers and children.

### **Keeping our Local Offer under review**

- We will keep our Local Offer under review by asking parents and students what is working well and what they want to improve.

### **What kind of school is Chipping Norton School?**

We are a successful and popular school within West Oxfordshire, catering for boys and girls in the 11-18 age range. We serve the local community, admitting approximately 180 students into Year 7 each academic year.

Parents/carers of students residing in Oxfordshire make applications for places through Oxfordshire Local Authority. Students living in other counties should apply through the county in which they live.

We ensure that all of our students, including those with SEND, leave Chipping Norton School fully equipped with the skills needed for their future lives and responsibilities as individuals, employees and global citizens.

### **What parents/carers of children with SEND tell us**

In a recent parent/teacher meeting, parents of children with SEND told us that, "the school goes the extra mile to reach out and engage them, to respond to their concerns and to support their children." They value the flexibility of the school and feel "listened to and consulted".

During this term a parent wrote to the school thanking the team for helping his son to improve: "He goes to lunch club and receives daily support for his literacy needs – the school is helping him a lot."

### **What our students tell us**

Governors talk to our students with SEND regularly. The key messages from Year 7 students this term was that they are enjoying their time at the school, making good progress and feeling safe; they appreciate the house system that helps them to feel part of a community.

In classrooms they understand and like the marking system; it helps them to learn. They told us that Chipping Norton School takes care to listen to their views and feelings.

### **Admissions**

Arrangements for applications for places at Chipping Norton School will be made in accordance with the Local Authority's co-ordinated admission arrangements and will be made on the Common Application Form provided and administered by Oxfordshire Local Authority.

### **Our vision and what we think is important at Chipping Norton School**

The Governors and staff of Chipping Norton School are committed to the inclusion of students with Special Educational Needs and disabilities into the full life of the school with equal access to a broad and balanced curriculum.

We will provide the support and personal encouragement our students need to participate and make progress within the curriculum.

- We welcome difference and diversity; learning from and about diversity strengthens our community.
- We help all of our students to realise their potential and to recognise the basic equality of all people so that they can become responsible global citizens who make a positive contribution to society and become life-long learners.
- We value, respect and celebrate the achievements of all students and young people.
- We are committed to working in partnership with parents to ensure they are well informed and centrally involved in the life of the school.
- We will always involve parents and their children in planning and reviewing progress; we know that parents are the first educators of their child; we need their knowledge to plan effectively.
- We know that the earlier we identify special educational needs and provide support, the more successful our students will be.
- We will provide expert support and resources for students with SEND to fulfil their potential.
- Our starting point is to guarantee a whole school approach to making provision for students with SEND. We make sure that all staff members have the knowledge and skills to support all students with SEND within the school.

### **How we learn with and from the West Oxfordshire Learning Partnership and other schools**

We are a learning community and work closely with West Oxfordshire Learning Partnership which provides a comprehensive programme of activities and support to enhance teaching within the school. This includes workshops and training sessions; visits to partnership schools; and access to extensive resources.

In addition to our links with the West Oxfordshire Learning Partnership, we believe that it is important to work with other schools to make sure that our knowledge, expertise and skills on SEND issues are up to date. We also share our best practice with other schools.

We undertake visits to local schools to look at aspects of their practice such as how they support students making slow progress in reading and mathematics and how they train, support and deploy Learning Support Assistants.

Our SENCO attends the Local Authority SENCO's forum which keeps all schools up to date with national developments and local projects on inclusion.

### **Communicating the local offer and SEND policy**

- You can pick up a summary of our SEND Policy from our reception.
- We want everyone to be able to read and understand our Local Offer, so we also provide leaflets and summaries on issues such as:
  - How we identify students with SEND
  - How we develop personal plans

You can collect these from our reception.

- If you want to talk to a member of staff we will arrange for a member of staff to meet you and answer your questions.
- Let us know if you need an interpreter or British Sign Language\* signer and we will do our best to provide this support

### **Who to contact for more information**

Our Headteacher is Barry Doherty.

You can contact his PA, Morag Robinson, on the below email address:

[Office.4010@chipping-norton.oxon.sch.uk](mailto:Office.4010@chipping-norton.oxon.sch.uk)

Our Deputy Headteacher responsible for pastoral needs is Natalie Hancock:

[nhancock@chipping-norton.oxon.sch.uk](mailto:nhancock@chipping-norton.oxon.sch.uk)

Our Acting SENCO, who is the first person to contact if you have any questions about our approach to SEN is Wendy Smart: [wsmart@chipping-norton.oxon.sch.uk](mailto:wsmart@chipping-norton.oxon.sch.uk)

Our Governor with SEN responsibility is Sandra Coleman – contact via Morag Robinson.

### **Chipping Norton School Local Offer**

We present our Local Offer in order to inform parents/carers about twelve important aspects of our SEND provision:

1. Effective Leadership, Management and Governance\*
2. Developing the skill and expertise of staff
7. Ensuring access to the curriculum
8. Providing accessible classrooms and specialist resources

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| 3. The contribution of specialist services                      | 9. Working in partnership with parents and carers                            |
| 4. Identification, assessment and planning - children with SEND | 10. Listening to Children and Young People                                   |
| 5. Reviewing children's progress                                | 11. Managing transitions – joining and leaving our school                    |
| 6. Inclusive teaching and effective support                     | 12. Providing support for safety, personal well-being, attendance and health |

We think we can say everything important about what we do using these 12 aspects.

**1. What school leaders and governors do to make sure that all students feel welcome, feel included and achieve their potential**

Our Headteacher, Mr Barry Doherty, has overall responsibility for SEND; this means that SEND\* (special educational needs and/or disability) issues are regularly discussed and kept under review at senior level.

Our SENCO manages the SEN Team and day-to-day provision.

She keeps a database of children we identify as having a SEN and/or a disability.

She works closely with subject teachers, Heads of Year and Assistant Headteachers to plan the programmes of support for individuals and small groups of pupils with SEND. She leads on the provision for students with Education Health Care Plans\* and SEN Support\*.

She works with the Headteacher, Governing Body and school leaders to ensure that we follow the requirements of the Equality Act\* 2010, for example, promoting equality of opportunity for pupils with disabilities and making reasonable adjustments to ensure full inclusion in the whole curriculum.

The SEND Team at Chipping Norton School includes:

Title	Examples of their work
Headteacher	Overseas implementation of SEND provision in conjunction with SENCO
SENCO	Leads the SEN team and has responsibility for EHCP & SEN Support students Provides training Coordinates provision Liaises with parents Key contact for specialist teams Effective record keeping
Lead Learning Support Assistants	Support students SEN in class Runs small group support sessions Provides training Liaises with parents
Learning Support Assistants	Support SEN students in class Runs small group support sessions Liaises with parents

We carefully monitor the progress and well-being of children and young people with SEND. The SENCO keeps a record of the extra support and an evaluation of what impact it has had.

We also regularly evaluate the quality of our provision for students with SEND, including teaching and support. For example, senior and middle leaders observe lessons and hold discussions with teachers and support staff.

If we think we can improve our provision, we change it; we describe these changes in our School Improvement Plan\* and Departmental Improvement Plans.

The Governing Body\* challenges us to make sure we constantly improve the quality of provision for students with SEND and the outcomes that they achieve.

The Governing Body publishes information about the admission of pupils with a disability and about how the school is becoming more accessible for pupils with SEND (in its Accessibility Plan\*).

We have a parent Governor on the Governing Body and one of their roles is to represent the views and concerns of all parents, including those with students with SEND. We also have a Governor who has responsibility for SEND issues – Sandra Coleman.

She meets with our SENCO once a term, makes visits to classrooms looking at learning and teaching and reports termly to the full Governing Body.

We fully involve our Governors when we review and revise our SEND policy.

### **Frequently Asked Questions – What do school leaders and governors do to make sure that all children feel welcome, feel included and achieve their potential?**

#### **Q. Who are the key people involved in making decisions about students with SEND?**

**A.** The SENCO has a responsibility for policy and procedures. Our SENCO also manages the day to day provision and planning and works closely with Learning Support Assistants. Our team of well-trained Learning Support Assistants provide much of the support in the classroom.

#### **Q. Who is keeping an eye on my child's progress at Chipping Norton School?**

**A.** All members of staff who teach and support your child, including their form tutor, will be checking on their progress and will report once a term. The SENCO is responsible for the progress and attainment of students with an Education Health Care Plan and on SEN Support, and draws together information to get a clear picture of each child. The school also employs a range of specialist services to support progress.

#### **Q. What funding and resources\* does the school have for my child with SEND?**

**A.** We receive funding at the start of the financial year from Oxfordshire Local Authority for supporting students with SEND.

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

**A.** We make sure that we use this funding as effectively as possible. Our SENCO consults parents/carers, the students and teachers before making a decision about the support

programme. We review with parents/carers how well each student is doing and agree changes if we need to.

**Q. If a child has a very high level of need, can the school apply for additional funding?**

A. When a child has exceptional need for education, health and social care support that cannot be met from resources, assessments or interventions normally available in the school, they may need an Educational, Health and Care plan (EHCP). Parents/carers can request an assessment for an Education Health Care Plan. This will involve Health and Social Care teams. You can find more details about this assessment on the Oxfordshire Local Offer website: <https://www.oxfordshire.gov.uk/cms/public-site/education-health-and-care-plans>. The government has published a useful guide for parents on the new SEND Code of Practice (see page 22 onwards). <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

## **2. How we develop the skills, knowledge and expertise of school staff**

All staff, including Learning Support Assistants\*, have regular training and guidance to meet the needs of our students.

Our SENCO has a responsibility to arrange and provide this training.

We make sure that INSET days include a SEND focus where we make sure that teachers and Learning Support Assistants:

- have an awareness of the different special educational needs and disabilities in our school
- are able to plan and teach/support lessons which meet the needs of all students
- understand the social and emotional needs of students with SEND

We provide training for all of our Learning Support Assistants who are working with students with particular SEND, for example, reading, number and communication.

We provide specialist training for teachers and Learning Support Assistants who support students with the most complex needs, for example physical disabilities, global learning difficulty, hearing impairment and autism.

Our Staff Handbook\* provides written guidance about the different SEND in our school. The Glossary provides a brief explanation of each area of need:

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

We know that children will frequently have a range of needs.

Members of our SEN team\* attend training sessions run by national and local organisations. We include SEN information within the staff bulletin and we run drop in sessions for any member of staff to learn more about how to meet the different special educational needs.

### **Frequently Asked Questions - Skills, Knowledge and Expertise of school staff**

**Q. How will all of my child’s teachers know about my child’s needs?**

A. The SEN Team provides teachers with an outline of the strengths and needs of all students with SEND. We also give guidance and advice on the most successful strategies for supporting them.

**Q. How do you make sure that staff members new to the school are able to meet my child’s needs?**

A. All staff members new to the school have an induction programme which includes a meeting with the SENCO. We provide detailed information about the range of pupils in her/his classes, personal support when necessary and detailed guidance on how to provide high quality teaching and support.

**Q. Will there be someone in the school who has experience and training on my child’s needs as soon as he/she starts?**

A. We have a wide range of expertise in our SEND team; we have staff members who are trained to offer appropriate support in many areas of learning and special needs. They receive support and training from specialist services to make sure that our expertise is up to date. If a child is coming to our school with needs requiring new expertise, we make a plan to develop that expertise and provide relevant on-going training.

**Q. Will my child with an Education Health and Care Plan have a key worker; what does the key worker do?**

A. Yes. We will allocate a key worker\* at the start of the school year or when a SEN support programme is put in place. The key worker will coordinate provision and monitor the achievement and well-being of your child.

**3. The contribution that specialist services\* and teams make to the progress and well-being of students with SEND**

Teaching and support staff work closely with relevant members of specialist services which provide support for our school. The services which are working in our school this year are:

<b>Specialist Service</b>	<b>Frequency</b>	<b>Examples of what they do</b>
Educational Psychologists*	Based on level of need	Observation of EHCP and non-EHCP students. Advice to staff, parents and students. Support for assessments.
Oxfordshire SENSS Hearing Impaired service* Oxfordshire SENSS Visually Impaired service*	By referrals for specific children	Support and advice to parents, students and school staff on meeting the needs of students with hearing and/or visual impairment. Staff training.
Occupational Therapists*	By referrals for specific children	Support and advice to parents, children and school staff on meeting the needs of young people with physical needs Assessments.
Speech Therapy Service*	By referrals for specific children	Assessment and advice to school staff and families on speech, language and communication needs

<b>Specialist Service</b>	<b>Frequency</b>	<b>Examples of what they do</b>
Oxfordshire SENSS Physical Disability (PD) service*	By referral for specific children	Available to support transition of pupils with physical disability. Support and advice to parents, students and school staff on meeting the needs of students with Physical Disabilities. Staff training.
Oxfordshire Education Welfare Service*	By referral for specific children	Support and advice for school staff and families on matters around attendance and punctuality
Child and Adolescent Mental Health Service	By referral for specific children	Support for the emotional and personal development of children and families* Staff training
Onsite school counselling service.	Full time By referral for specific children	Support for the emotional and mental health needs of children and families* Staff training.
Oxfordshire SENSS Complex Needs Service*	By referral for specific children	Support and advice to parents, children and school staff for children with complex needs. Supporting families and young people to be fully involved in their community.
Oxfordshire SENSS Language and Communication Service	By referral for specific children	Support and advice to parents, children and school staff on meeting the needs of young people with Language and Communication difficulties.
Social Services*		Support and advice for school staff, students, parents/carers on matters of social care.
Health visitor/school nurse*	By referral for specific children	Advice for students, parents/carers and staff members on matters of health and hygiene. Staff training.

The glossary at the end of this document explains what each of these teams does.

These services share the responsibility for improving the well-being, inclusion and progress of each student they work with. They provide a range of support including:

- working one to one and with small group work with students
- providing training for teaching and support staff
- helping us to assess needs and plan next steps and review progress

You can find more information about specialist services who work with other schools within Oxfordshire in the Local Authority website. Here are some examples:

✓ *Educational Psychology*

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/service.page?id=BrbWJr4zZko>

✓ *Oxfordshire SEN Support Services (SENSS)*

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/service.page?id=zqM-8kFrHo4>

✓ *Child and Adolescent Mental Health Service*

<http://www.oxfordhealth.nhs.uk/children-and-young-people/parents/oxfordshire/>

## **Frequently Asked Questions - The contribution that specialist services\* and teams make to the progress and well-being of students with SEND**

### **Q. Will I be able to meet the specialist who is working with my child?**

A. If your child is receiving support from a specialist team, you will be able to meet a member of the team to discuss your child's progress.

### **Q. How long does a referral take?**

A. This depends on the needs of the student and the different services. You can find more details about the specialist services working in Oxfordshire schools at

<https://www.oxfordshire.gov.uk/cms/content/services-support-children-learning>

### **Q. If my child is referred to a specialist service, how will I know what's going on?**

A. We **will always** involve you in any decisions about whether your child has special educational needs and the best ways to provide support. If your child requires these services we will involve you in the process at every stage.

## **4. How we identify and assess students with SEND and plan support**

Our starting point is to work in partnership with feeder primary schools to ensure a smooth transition for each student. We look closely at the records for all students identified as having a SEND.

We analyse a wide range of information from primary schools about students' needs, including their progress and standards in literacy and mathematics. This helps us to plan the right kind of support and provision.

In addition we assess our students using some standardised tests\* for reading and writing.

We take great care to establish whether lack of progress is because a pupil has English as an additional language (EAL), for example by talking to the student (and parents) in her/his home language.

We also work with specialist services, for example Educational Psychologists and Speech Therapists, who provide expertise in finding out the type and range of the student's needs, for example, in terms of language and communication needs or slow progress in acquiring reading and number skills.

We have a "listening" conversation with parents/carers in the Autumn term to share information and agree a support programme.

This helps us to make decisions about what kind of support will be most successful, for example whether a synthetic phonics programme or language interventions is more appropriate.

We use the information we have about each student to plan an individual programme of support.

We develop the support programme in partnership with parents and the student, working with the SENCO and subject teachers.

We identify and assess needs throughout a student's time in our school through regular and rigorous whole school assessment procedures.

For students coming into Year 7, we ask whether parents/carers have any concerns about their children, for example, if they have a disability, special need or medical need. This helps us to plan how we will support their child as soon as he/she starts the school.

We follow Oxfordshire's guidance for the identification of SEND.

We are committed to personalised planning\* and regular assessment and review to make sure that your child makes progress.

You can see more details on how we identify students with SEND in our SEND policy.

You can see the process of transition of SEND students from Primary to Secondary school on page 20 of this document.

## **Frequently Asked Questions - How we identify and assess students with SEND and plan support**

### **Q. If I feel that my child has a SEND, who do I contact?**

A. Contact your child's Form Tutor or Head of Year. S/he will listen to you concerns and if s/he cannot help s/he will put you in touch with the SENCO. The SENCO will talk to you about your concerns before there is an agreement that your child has a special educational need and before the school plans a programme of support. The SENCO will invite you in to meet with her to put together a pupil profile to identify the support required for your child.

### **Q. How does the school decide that a student has a special educational need and goes on the SEN Database? Are there criteria?**

A. Oxfordshire Local Authority\* provides clear guidance on this and we follow the Oxfordshire guidance. A key criterion is a lack of progress, taking into account the pupil's age and individual circumstances. You can talk to the SENCO about this and get more information in our SEN policy.

### **Q. Will my child have an individual plan?**

A. **All students** with SEND have a personal plan. When we have assessed your child's needs we will meet with you and agree a plan and short-term targets for progress. The objectives will focus on the most important areas of need. If a student's needs become more complex, we will involve specialist teams and services to create a Multiagency Plan (MAP).

### **Q. I am a carer of a boy in Year 7; he has been looked after (LAC) for three years. I think that he may have special educational needs. Who do I talk to about this?**

A. Arrange a meeting with our SENCO. She will assess his needs and make provision which will help him to make progress. We will also make sure that we work closely with the school's designated coordinator for LAC\* and with services and link workers to make sure that we "join up" our support.

## **5. How we review students' progress**

It is very important for our school that ALL of our students enjoy success and achievement and make good progress in learning.

Subject teachers assess the progress of all students in their subjects.

The programme will include short term targets and will describe how we will support students to achieve these targets. Three times a year we review how well a student with SEND has progressed and we will invite parents/carers and their child to this meeting. Sometimes we agree new targets and different ways of supporting, for example, a small literacy group with a trained member of staff. We will make sure that children and parents/carers always know these targets and the next steps for learning. We will report formally once a year on the progress of all students, including those with SEND, and for many students we will provide more frequent reports.

### **Frequently Asked Questions - How we review students' progress**

**Q. What should I do if I am worried about how my child is progressing and how often will I be able to discuss my child's progress?**

A. Parents of students with an Education Healthcare Plan will be invited to a meeting three times a year to discuss their child's progress. If you have concerns and worries during term time about your child then please contact our SENCO (or your child's Form Tutor) and s/he will arrange a meeting to discuss these concerns. We can also respond to particular questions over the phone or by email if you would find this helpful. Students receiving SEN Support will be invited to a meeting with the SENCO at the beginning of the year to put together a pupil profile. We will contact you by telephone during the year to update this profile if necessary.

## **6. How we make sure that teaching and support help students with SEND to learn and make good progress**

We know that high quality teaching and skilful support will make a big difference to the progress of students with SEND.

Making sure that this happens in all classrooms is one of the most important things that our school leaders, including our SENCO, do.

We make sure that the guidance and advice of specialist services and experts informs teaching and learning; for example, we provide training from the Speech and Language Therapy service for all the teachers of a student with speech, language and communication needs.

The SENCO and SEN team\* work with the Senior Leadership Team, Curriculum Leaders, teachers and support staff to promote inclusion and provide effective teaching and support for students with SEND in a variety of ways. These include:

- providing a pupil profile that identifies each student’s educational needs and how they can be supported in learning sessions.
- carefully differentiated\* (taking account of different needs) planning which ensures that all students are able to make progress
- helping and supporting subject teachers to take full responsibility for all students’ learning and progress
- using a wide variety of teaching approaches, for example, group and paired work; guiding learning through demonstration; providing lots of visual support materials\*
- providing a stimulating, rich and interactive classroom environment
- using regular, clear and rigorous assessments that help teachers to track pupils’ progress and identify gaps in their understanding
- providing additional adult support from well-trained and well supervised Learning Support Assistants
- making available specialist equipment and digital technology to support access and participation in learning, for example white boards, iPads and visualisers\*

We help our students to develop their skills as “resilient” learners and to persevere when they find learning difficult. You can read more about how we support good learning in our whole school policy.

### **Frequently Asked Questions – How we make sure that teaching and support help students to learn and make good progress**

#### **Q. What kind of support will you be able to offer my child?**

A. This depends on the needs of your child. We can provide a range of specialist one to one and small group support. Where necessary, we arrange members of specialist services to work directly with students or to train staff on specialist programmes.

#### **Q. Will teachers understand my child’s needs?**

A. We make sure that all teachers receive a “profile of need” for all students with SEND: this includes advice on the best way to support each student.

## **7. How we make sure that students with SEND enjoy a broad and balanced curriculum**

We provide a curriculum that is broad, balanced, motivating and accessible to all students.

We want our exciting curriculum to be one of the many reasons our students love coming to the school.

We work hard to ensure that our students with SEND achieve in lots of different ways as well as academic learning, for example in drama, sport, music, technology, showing leadership and taking on responsibilities.

We also arrange educational visits and journeys and make sure that all of our students can take part. When necessary we will do a Risk Assessment\* and make reasonable adjustments\* to plans and arrangements.

Our Provision Map\* shows additional specialist interventions\* to accelerate children’s progress in areas such as reading, writing and mathematics; we choose these after looking carefully at the research on “What works?”

These sessions run for a limited time, sometimes 24 weeks, using a frequent and short delivery method, such as two or three twenty-minute sessions a week. They are delivered by a trained Learning Support Assistant.

We take reasonable steps to include students with SEND in our curriculum, for example:

- Providing quiet time out for a student with emotional needs
- Providing a visual timetable and clear explanations of tasks for a boy with autistic spectrum disorder
- Providing assistive technology (including, where necessary, Augmentative and Alternative Communication\*) to ensure effective communication

We keep interventions under review, for example we measure a reading level at the start of a reading intervention and then assess progress over time. If a child is not making sufficient progress, we will consider other forms of support in discussion with you and your child.

### **Frequently Asked Questions – How we make sure that students with SEND enjoy a broad and balanced curriculum**

#### **Q. What happens if my child is not making progress in reading? Is there any extra support?**

A. We provide additional support through one to one and small group teaching sessions (interventions), which we have used many times because we are confident that they are effective. We always consult you when we are planning to do this, and we report back on your child’s progress.

#### **Q. Will my child miss out on important lessons in the classroom if they are taken out for an intervention?**

A. We will always try to make sure that a student does not miss important parts of a lesson, for example, with the agreement of the student and parent we will run some lessons during form time or rotate the timings termly to ensure full access to the curriculum.

**Q. How will my child get involved in extra-curricular activities?**

A. The curriculum includes a wide variety of clubs and activities that take place after school. We monitor the attendance of our most vulnerable students at these activities. If a student needs help to get involved we provide that help.

**7. How we make sure that our school and classrooms are safe, accessible\* and stimulating**

We work hard to make sure that our school building and all classrooms are safe, stimulating and accessible.

We promote and display positive images of disability and difference across the school, for example in corridor displays.

We have an Accessibility Plan\* through which we are making improvements to the school environment over time, for example we are removing minor barriers to movement around the school for our students with limited mobility; we are improving the clarity of signs around the school to help our children with visual impairment.

We undertake, with a designated governor, a regular review of the school site to ensure that the environment, buildings, playgrounds and classrooms, remains safe and supports effective learning.

Specialist teams, for example Physiotherapists, Occupational Therapists and the Hearing and Visual Impairment Support Service provide guidance, advice and equipment for a student with particular access or support need's.

- ✓ You can find out more about Occupational Therapy here:  
<http://www.oxfordhealth.nhs.uk/children-and-young-people/oxon/integrated-therapies/occupational-therapy-2/>
- ✓ ...and physiotherapy here:  
<http://www.oxfordhealth.nhs.uk/children-and-young-people/oxon/integrated-therapies/physiotherapy/>

We have a range of equipment designed to support the development of students' coordination and motor skills.

For some students with special educational needs, we provide specialist equipment including digital technology: for example, iPads and laptop computers.

**Frequently Asked Questions – How we make sure that our school and classrooms are safe, accessible\* and stimulating**

**Q. How accessible is the building for my child who uses a wheel chair?**

- A. We are accessible for wheelchair users and will provide access to lifts in order to welcome and include a student with limited mobility.

**Q. My child has a visual impairment. Will the school be able to meet her needs?**

A. We have improved the “visual environment\*”, for example we use colour coding within the building to help our students with visual impairment. We also work closely with the Oxfordshire SENSS Visual Impairment Team\* to make sure that we provide the right kind of specialist resources needed to access the curriculum. We also provide training for support staff and have a “Sensory Champion”\* who is developing specialist knowledge of visual and hearing impairment.

- ✓ *You can find out more about support from the Oxfordshire SENSS Visual Impairment Team here:*

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/directory/service.page?id=6wayeJFcWKg>

**Q. What specialist resources and equipment are available for my child?**

A. We aim to provide a service that meets your child’s needs. For example, if your child requires occupational therapy or physiotherapy, we can arrange for the delivery of this support in our school.

**8. How we work in partnership with parents and carers**

We know that the active involvement of parents and carers in supporting the education of their child is one of the most important factors in ensuring success and achievement.

We know that parents and carers are the first educators of their child and that we need their knowledge to plan effectively.

We have developed a style of working with parents/carers through a regular “listening conversation\*” which places parents/carer at the heart of decision-making about their child.

We offer meetings three times a year with parents of students with SEND to review progress and plan the support for the next term.

We will always involve parents and students in planning and reviewing progress.

We make every effort to communicate clearly and regularly with parents and carers of students with SEND about:

- how we support their children;
- their achievements and their well-being;
- their participation in the full life of our school.

We will also help and advise parents/carers on how to help their children make progress at home, for example in mathematics and reading.

We welcome and value feedback on how well we are working with our parents.

We try to communicate in plain English and have several bi-lingual staff who can offer translation and interpretation services in a variety of languages.

**Frequently Asked Questions – How we work in partnership with parents and carers**

**Q. Who do I talk to in the school if I have questions about my child's SEN?**

A. The first person to talk to is your child's Form Tutor who will always be happy to meet you, listen to your concerns and discuss how well your child is making progress in day to day lessons; about friendships and personal development. He or she may then put you in touch with the SENCO.

**Q. How do I raise concerns about my child?**

A. If you have questions or concerns about the particular special educational needs of your child, the school's SENCO and/or Head of Year will listen carefully to your concerns, explain the different ways in which the school supports your child and, when possible and appropriate, come to an agreement about changes to provision and/or support.

It will also be possible to meet members of the specialist services who are working with your child; the SENCO will organise this meeting.

**Q. How will you make sure I am involved in planning and reviewing?**

A. We review every student's progress each term and we will invite you to come to the school to discuss progress with the SENCO. The SENCO keeps a careful record of all meetings and an overview of records, provision and the progress of your child. If your child has an Education Health and Care Plan we will help and support you to play a full role in Annual, Transition and Transfer Reviews\*.

**Q. What can I reasonably expect from the school?**

A. We will involve you when we are assessing your child's needs; when we are planning support and when we are reviewing progress. We make sure we tell you what is happening in terms of support for your child and how well he/she is progressing. We keep records of our work with students with SEND which you can look at and contribute to.

You will also find lots of information about how different services in Oxfordshire provide help and support to students with SEND and their parents on the Oxfordshire Local Authority web site:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

**Q. Is there a special service in Oxfordshire that supports and advises parents about issues such as statutory assessment and provision?**

A. Yes. It's called the **Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS)**. It is funded by Oxfordshire Local Authority but is totally independent in terms of giving advice. You will find information on the website:

<https://www.oxfordshire.gov.uk/cms/public-site/sendias-oxfordshire-formerly-parent-partnership>

The you can contact the service via email at [SENDIASS@oxfordshire.gov.uk](mailto:SENDIASS@oxfordshire.gov.uk) or via phone on 01865 810516.

You can also contact the new Oxfordshire Service, ADVIZA\*, who work directly with young people and the parents of children being assessed for an EHC plan. There is more information on these links to the ADVIZA organization:

<http://www.adviza.org.uk/>

**Q. My child has an Education Health and Care plan. Who do I contact if I have a concern about his/her progress?**

A. As soon as your child starts at the school, the SENCO will give you a list of the key staff who work with your child, including the Key Worker\* and Form Tutor\*.

**Q. What if I am unhappy about my child's provision or progress?**

A. We always work hard to make sure that our parents are happy with what we provide for their child. However, we will address worries, concerns and complaints as soon as possible through face to face meetings where we will listen carefully to your concerns.

If you feel that we have not been able to address your concerns satisfactorily, we have a complaints policy and procedure that you will find on our website or from our office.

If you would prefer to speak to an independent adviser, you may wish to talk to Oxfordshire's SENDIASS on 01865 810516 or Maxine Jewitt, an Independent Support Coordinator at ADVIZA on 07827 947356.

✓ Oxfordshire LA also uses a SEND mediation service. Please see details below:

<http://www.globalmediation.co.uk/>

**9. How we listen and respond to students and young people with SEND**

We know that the only way we really find out if a student is happy, feeling safe and taking part in the full life of our community is for the school to be certain that it hears their voices; especially those who are most vulnerable.

We make sure that we listen to students in our school and respond to what they say in a number of ways, including:

- clear policies and systems to support students in expressing any worries or concerns that they have, giving students the right to choose a preferred adult to talk to;
- talking to students and/or groups of students after lesson observations to understand their experience of the lesson;
- inviting students to make personal contributions to their Annual and Transition Review meetings, for example, through a video montage\* or power point presentation\*;
- conducting an annual pupil questionnaire to gather pupil voice;
- encouraging students to respond to feedback given through developmental marking\* (making clear the next steps in learning);
- agreeing with them individual targets;
- making sure that our school council is inclusive and represents the whole of our community;
- ensuring that our safeguarding procedures are strong and that all staff are well trained.

Students aged 16 and above with an Education Health and Care plan can ask for support and guidance from SENDIASS and/or the Independent Supports (see section 9)

**Frequently Asked Questions – How we listen and respond to students and young people with SEND**

**Q. Who can my child talk to if s/he is worried about something?**

A. We make sure that every child has at least one adult with whom they can talk and share any worries or anxieties.

**Q. What should I do if my child says that they do not want to come to the school?**

A. Talk to your child about any worries or concerns they may have. The first point of contact is the Form Tutor, who can address any concerns your child has shared or use their relationship with your

child to encourage them in to the class. The Form Tutor will seek appropriate support if the issues are wider.

**Q. How will you make sure that my child is safe in Chipping Norton School?**

A. The school gate is staffed at the beginning and end of each school day in order to ensure that this is a safe environment for students. Staff members are given regular training on safeguarding issues and e-safety training is also provided for both pupils and parents. We have a zero-tolerance approach to bullying and we take immediate action as soon as any incidence of bullying is reported to us.

**11. How we support students with SEND joining, leaving and making transitions**

Our starting point is to work in partnership with feeder\* primary schools to ensure a smooth transition for each student. We look closely at the records for all students identified as having a SEND.

We also analyse a wide range of information from primary schools about students’ needs, including their progress and standards in literacy and number. This helps us to plan the right kind of support and provision.

We meet the parents and the child before they arrive in our school and provide special tours of our school when they can meet some of their teachers and members of the SEN team.

In addition, we assess our students when they arrive in our school using some standardised tests\* for reading and writing.

We have a “listening” conversation with parents/carers in the Autumn term to share information and agree a support programme.

When a student comes to our school in the middle of a term, we plan a range of support, depending on their particular needs. We make sure that all teaching and support staff are aware of her/his needs and the most effective teaching approaches.

We also have a team of “Buddies” to help her/him settle in to the new classes and provide help to find their way around the school.

We provide advice and guidance for students on making the next choices at Key Stage 4.

We begin planning for what happens when a student with SEND leaves the school very early, typically in Year 9 at the Transition Review (for students with an EHCP).

We provide specialist careers advice and use the Connexions service to make decisions on the best routes for employment, training or Further/Higher Education.

The following grid sets out our main Transition procedures

Which Transition	The key focus	Who involved	What we do
Primary to Secondary	Identification and planning support	SENCO	Provide induction days

		Transition Coordinator and Head of Year 7	Hold transition meetings with parents Make visits to primary schools Attend Year 5 + 6 Annual Reviews
Mid-term admissions	Support for coming to a new school, e.g. learning, friendships and well-being	SENCO Heads of Year	Meet pupil and parents Assess needs Go through time table Tour the school Give Head of Year support for first term and a student buddy
Key Stage 3 to Key Stage 4	Support for option choices	SENCO Head of Year 9 Curriculum Leaders	Give Support and guidance for option choices Start transition planning for pupils with EHCPs
Key Stage 4 to Key Stage 5	Transition to Sixth Form, Further Education, Higher Education or training Preparation for adult life Employment Independent living Participation in society	SENCO Careers Coordinator Head of Year 11 Head of Sixth Form Further Education learning support	We seek and record the views, wishes and feelings of the student Review support and guidance for best choices Involve Connexions and Careers Write Transition plan for EHCP students Review Training options and Apprenticeships.

The Oxfordshire Local Offer section entitled Moving into Adulthood contains a wide range of useful information, for example on:

- ✓ Supported Internship Programmes

<https://www.oxfordshire.gov.uk/cms/content/education-and-employment-young-people>

- ✓ Supported living

<https://www.oxfordshire.gov.uk/cms/content/independent-and-supported-living-young-people>

### **Frequently Asked Questions- How we support students with SEND joining our school and leaving our school – and making transitions**

#### **Q. What happens when my child is moving on to secondary school?**

A. For students with an Education Health and Care plan (or SEN statement) the primary school will invite parents and the Secondary school SENCO to take part in the Annual Review in Year 5 and 6.

Some primary schools then provide extra escorted and supported visits to the secondary school and agree extra support for each child depending on her or his needs.

This often involves a “Buddy” arrangement whereby an elder child makes friends with the new student and helps her/him through the first term.

#### **Q. What changes about my child’s teaching and support when he moves to secondary school?**

A. The primary SENCO will make sure that the secondary school is fully aware of their needs and will explain what was most effective and successful for them in the primary phases of education. The Secondary school will then plan a programme of support suitable for the secondary curriculum. They will have over 12 teachers in different subjects and will be moving around the building to different classrooms.

**Q. How do I find out about who the new point of contact will be in the new school?**

A. Request a meeting with the SENCO as soon as possible after your child starts secondary school. The SENCO holds all the records on students with SEND new to the school and she will let you know who the Key Worker will be for your child.

**Q. What support will there be for my child, who has an EHCP and learning difficulties, when they move on to Further Education? Who is going to help?**

A. We start planning for adult life before the end of Year 9. We provide Careers advice and guidance on what help and support they can expect if they wish to move on to a college. Colleges **must** (it is a legal duty) inform parents and students about what support and help they will provide. Your child can also get help and guidance and face to face support from Oxfordshire services such as SENDIASS and Independent Support advisers. For further details visit the website:

<https://www.oxfordshire.gov.uk/cms/public-site/support-services-send>

**Q. Do Further Education Colleges also have their Local Offer?**

A. Yes. These should be available by the end of September 2014.

**12. How we support students' health and general well-being, including their safety, attendance and positive behaviour**

The school takes the personal development and well-being of students very seriously.

We know that students are unlikely to flourish unless they are developing positive relationships, feel safe and are adopting healthy life styles.

We also know that some students with SEND are particularly vulnerable when it comes to making and keeping friendships.

We address many of these issues in our PHSE (Personal Health and Social Education)\* curriculum

We encourage students to develop confidence and resilience\* through day-to-day teaching.

We promote positive behaviour as part of our philosophy of learning, for example through collaborative learning and our behaviour policy. You can read more about our approach to behaviour in our policy.

We have a zero tolerance of bullying.

We talk about all aspects of bullying in assemblies and lessons. We have very little bullying in our school but, when it does occur, we work with the students involved to make sure that it does not happen again.

We have a whole school policy on anti-bullying.

We provide expert help for any child who is experiencing any difficulties with behaviour or relationships from well-trained staff: for example the school's Deputy Headteacher responsible for Pastoral Needs\*, the Head of Year\* or a member of the SEN team.

When a student returns to the school after a fixed-term exclusion, we meet the parents and student together and agree a support plan to help her or him settle back into the school and make good progress in learning.

We have a "lunchtime buddies" system in which older students (and some of these have SEND) help younger students during lunch time to join in games and activities and "mediate" when there are arguments and disputes.

We make sure that our school council\* is representative of the population of the school. We currently have a number of students with SEND serving on the Council and we encourage and support students with SEND to take on whole school responsibilities, for example:

- meeting and greeting special guests to the school;
- library duties;
- showing round candidates for jobs at the school.

We have an up to date policy on how we manage medical needs which includes a description of roles and responsibilities: e.g. Principal, the Governing Body, staff members, school nurses, doctors, parents, pupils and OFSTED.

A senior member of staff has overall responsibility for Health and Safety concerns across the school.

Students with serious medical needs have an Individual Health Care Plan which sets out

- The medical condition and resulting needs, for example medication and treatment or environmental issues;
- Support for educational and emotional needs;
- Who provides support: their role and training and who needs to be aware;
- Arrangements for working with parents/carers;
- Long term absence from the school;
- Support on school trips and journeys;
- Emergency procedures.

When a student with medical needs is absent long term from the school we make sure we keep her or him in touch with learning and friendships.

We support all students to attend the school regularly, for example through providing an enjoyable and stimulating curriculum and through home support where this is needed.

Our policy on attendance describes why and how we promote high attendance for all students.

We provide specialist support and up to date training for staff members on safeguarding, keeping students safe, meeting students' medical needs and meeting their emotional needs.

## **Frequently Asked Questions – How we support students’ health and general well-being, including their safety, attendance and positive behaviour**

### **Q. How can I get hold of these policies?**

A. All of our policies are on the school website. You can also collect paper copies from reception. Staff members will always take the time to discuss these policies with you.

### **Q. Who will watch out for my child at break and lunch times to make sure they are safe and well?**

A. We have members of staff supervising within the school canteen and in other areas across the school during break and lunchtimes, supervising games and activities. A very important part of their role is to keep a close eye on everything that is happening at lunch and break times and intervene if any student is feeling stressed or sad. Senior members of staff are always highly visible at these times and make sure that break and lunch times are safe and enjoyable for all students.

### **Q. My child has medical needs and requires support for Personal Care. How does the school organise this?**

A. We have a number of staff members who have received accreditation within First Aid procedures.

### **How will we know if we are successful?**

**We constantly monitor important evidence for success; we take action where we are not successful.**

**These are the facts and data we look at to make sure we are meeting the needs of students with SEND:**

- A. Their academic standards and good progress
- B. Their behaviour – for example, few exclusions
- C. Attendance – high and/or improving
- D. Their involvement in activities, visits and clubs
- E. Taking responsibility – involved in school life
- F. Destinations and smooth transitions – e.g. feedback from other schools
- G. Parent views – positive feedback
- H. Parental complaints – few and resolved

**We also want to understand the experience of students with SEND so we are looking at the best ways to do this, to enquire about:**

- A. Students’ sense of inclusion
- B. Positive attitudes to self, peers and the school

- C. Their personal resilience and confidence as learners
- D. Confidence and trust in the school of parents

## GLOSSARY – WHAT WORDS AND PHRASES MEAN

Word	What this means
Accessibility Plan	
SEN Support	Students who are in receipt of SEN Support receive support which is in addition to or different from the universal differentiated curriculum.
Augmentive and alternative communication	Methods of communication that can help people who are unable to use verbal speech to communicate – often using technology.
Autistic Spectrum Disorder	Autism is a complex neurodevelopmental disorder. Autism is marked by multiple symptoms.
British Sign Language (BSL)	A visual means of communicating using gestures, facial expression, and body language. Sign Language is used mainly by people who are Deaf or have hearing impairments. The most common form of Sign Language is BSL.
Oxfordshire SENSS Hearing Impaired (HI) Service	Oxfordshire service of specialists who give advice, support and monitor children with HI.
Oxfordshire Local Authority	A local authority is an organisation that is officially responsible for all the public services and facilities in a particular area. e.g. Oxfordshire Council.
Oxfordshire Local Offer	Local authorities are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.
Oxfordshire SENSS Physical Disability (PD) Service	Oxfordshire service of specialists who give advice, support and monitor children with PD.
Oxfordshire SENSS Visually Impaired (VI) Service	Oxfordshire service of specialists who give advice, support and monitor children with VI.
CAMHS Team – Child and Adolescent Mental Health Service	Supporting the emotional and personal development of students.
Carer	Someone who provides unpaid support to a child or person who could not manage without help because of age, physical or mental illness, addiction or disability. Some carers are paid through the use of a Direct Payment or personal budget.
Code of Practice	A guide to local education authorities and schools about the help which can be given to children with special educational needs. Local authorities and schools must have regard to the

Word	What this means
	Code of Practice when dealing with a child with special educational needs.
Cognition and Learning	Characterised by difficulties in thinking, attention and concentration skills. e.g. dyslexia, learning difficulties.
Commissioning	Commissioning is the process of selecting and securing services to produce an individually tailored package of support.
Communication and Interaction	Characterised by difficulties in being able to understand and/or express yourself. Can also be difficulties in interacting with other people. E.g. Autism, speech and language difficulties.
Differentiated	Adapted and changed for children based on differing levels of need and ability.
Disability	You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.
Disclosure and Barring Service Check (DBS)	The government check that all people working with children are safe to do so.
Educational Health Care Plan (EHCP)	Education, health and care Plan. A single Education, Health and Care Plan, to be used from birth to 25 years of age that will replace a Statement of Special Educational Needs or SEN Statement.
Educational Psychologist	A professional who supports, monitors and thinks with the school, assesses and identifies children's needs.
English as an Additional Language (EAL)	Someone whose first language at home is not English.
Governing Body	Each school has a governing body which comprises members of the local community, parents, teachers, staff and representatives of the Local Education Authority. They are required by law to meet at least once a term but can meet more frequently in order to discuss specific matters.
Health Visitor/School Nurse	Health Professional, who monitors, supports and gives advice to families and schools on all aspects of children's well-being and health needs.
Key worker	The person assigned to be the day to day contact point for a child with an education health care plan. They are tasked with supporting the coordination of the day to day

Word	What this means
	delivery of support for the child and supporting the SENCO to ensure needs are being met.
Learning Support Assistants	Additional adults who support the learning process as well as social, emotional and physical needs of children.
Local Offer	From the 1 <sup>st</sup> September 2014 all local authorities must publish information on what it expects to be available in its own area for children and young people with special educational needs and disabilities (SEND) aged 0-25 years, and outside of its area for the children and young people for whom it is responsible. This is what is known as the Local Offer.
Mediation	This is a statutory service commissioned by local authorities which is designed to help settle disagreements between parents or young people and local authorities over EHC needs assessments and plans and which parents and young people can use before deciding whether to appeal to the First-Tier Tribunal about decisions on assessment or the special educational element of a plan. Mediation can cover any one or all three elements of an EHC plan and must be offered to the parent or young person when the final plan is issued, but they are not able to appeal to the Tribunal about the health and social care aspects of the plan.
Occupational Therapists	Professionals from the Health Service who identify, assess, support, monitor, offer advice to children, schools, families for children with functional, motor or sensory needs.
SEN Policy	Policy setting out the school's ethos, approach and ways of working with SEN pupils.
SEN Register	List of children with Special Educational Needs, so that the school staff members continually hold them in mind.
SEN Statement	A Statement of Special Educational Needs outlines what your child's special educational needs are and the help that will be given by their education placement.
Sensory and/or physical needs	Characterised by impairment in some aspect of physical functioning or difficulty in sensory processing compared to 'normal' sensory profile. e.g. hearing impaired, vision impaired, sensory impairment, cerebral palsy.
SEND	Special Educational Needs and Disability
SENCO	Special Educational Needs Coordinator. The teacher responsible for children with special

Word	What this means
	educational needs in schools. Area SENCOs are responsible for children under five.
SEND Provision Map	A list of provision and support beyond the classroom to remove barriers and accelerate progress and well-being.
SENDIASS	This service provides advice and information to parents whose children have special educational needs. They provide neutral and factual support on all aspects of SEN to help parents to play an active role in their child's education.
Social, emotional and mental health difficulties	Characterised by problems with regulation of emotion, social skills. e.g. ADHD.
Speech and Language Therapy Service	Professionals from the Health Service who identify, assess, support, monitor, offer advice to children, schools, families for children with communication, social, language needs.
Staff Handbook	Document given to all new staff informing of all the processes and procedures in school and signposting to relevant school policies.
CAMHS support	Service bringing CAMHS services into school. Delivered by Child Psychotherapists who carry out individual, parent, and group therapy.
Visual Timetable	A timetable showing the days events/lessons in pictorial or photograph form for children who struggles with sequencing their day and/or have difficulties with communication and/or reading