



Providing a life-enhancing education that develops the character, talents and potential of every child

ACHIEVEMENT ~ DIVERSITY ~ RESPECT

Headteacher: Ms Jo Butler

## Cotham School Special Educational Needs and Disabilities Information Report

### 1 How does Cotham School know if students need extra help and what should I do if I think my child may have a special educational need?

Students with SEND are initially identified through the school's intensive Year 6 into 7 Transition and Enhance Transition Programme, which liaises closely with primary school teachers and SENDCos. During the first term at Cotham the learning needs of all students are assessed using standardised reading and spelling tests, KS2 results, Year 6 Teacher Assessments and school-based tests called Cognitive Abilities Tests (CATs). These are online assessments which are completed during the first term. Any student who joins the school mid-year is tested on entry and reports from their previous school are taken into consideration. This process enables the school to build a detailed profile of each child's needs.

A critical process for identifying a child's SEND is the way in which the school tracks the progress of each student. At Cotham School we have robust measures in place for tracking student progress. Subject teachers will raise any concerns with the Special Educational Needs and Disabilities Coordinator (SENDCo) if they feel that classroom teaching is not sufficient to meet the needs of an individual student. If your child is identified as not making expected progress the school will take a decision to monitor this or put additional provision in place to support them as required.

If your child is still not making expected progress the school will discuss with you:

- Any concerns that you may have
- Any further interventions or referrals to outside professionals to support your child's learning
- How we can better work together to support your child at home/school

If you feel your child may have additional needs, you can: speak to or email the SENDCo (in charge of EHCP students and Years 9,10 and 11) or the Deputy SENDCo (Years 6,7 and 8); use the enquiry function on the school website; or phone main reception to pass a message along to our team. We will then aim to get back to you as soon as possible to discuss your concerns. and consider next steps such as a meeting or sending a Feedback form to teachers in the first instance.

### 2 How will Cotham support your child?

The first and most important way that we support children is through our excellent classroom teaching that takes into account the needs of individual children. In particular we will:

- Have the highest possible expectations for your child and all of the other students in their class
- Ensure that all teaching builds on what students already know, can do and understand
- Put into place different ways of teaching so that all students are fully involved in learning

- Implement any specific strategies suggested by the SEND team or professionals from outside agencies to enable individual students to access learning tasks
- Uphold a curriculum which is designed with all students' needs and interests at its heart.

We are needs-led and person-centred in our approach, meaning that we apply our higher level interventions in response to the presentation of need by an individual, rather than being diagnosis led. This means that even if your child is at the start of assessment for SEND, we will still monitor and adapt according to what they need and respond according to their individual presentation.

Any student who has specific gaps in their understanding may have additional support either individually or in small groups (*intervention groups*):

- The subject teacher and the SENDCo monitor the progress of students. Where gaps in understanding or learning are identified, additional support is assigned to help the student make better progress. Short, targeted and personalised interventions reduce barriers to learning and support the student to make better progress
- Support is offered in small withdrawal groups or on a one-to-one basis, facilitated by a Higher Level Teaching Assistant
- Further support from a Learning Support Assistant is also provided in identified lessons if a student is in receipt of additional funding from Bristol City Council or has an EHCP stating this provision
- Depending on their level of need, some of the students will be recorded on the SEND register; this means that the school has identified the student as needing extra support in school
- All students on the SEND register have a Learning Plan that is shared with their teachers and regularly updated, informing staff of the strategies to best support each student. These are sent to parents for review three times per year and are also discussed with the students directly.

Where barriers to learning are proving more difficult to overcome, or if a student has been identified as needing more specialist support instead of, or in addition to, excellent teaching and intervention groups, a referral will be made to an outside agency:

- Before a referral is made you will be contacted to discuss your child's progress and help to plan possible ways forward
- If it is then agreed that the support of an outside agency is the way forward, you will be asked to give your permission for the school to make a referral to a specialist professional or organisation
- It is envisaged that this type of referral will help the school to better understand your child's particular needs

The specialist professional or organisation will work with your child to understand their needs and make recommendations. Following this, the school may suggest your child needs some agreed individual or group support in school or a short or extended placement with an educational provider outside school. The school will tell you how the support will be used and what strategies will subsequently be put into place.

The type of recommendations may include:

- Making changes to some aspects of teaching or to the way your child's learning is supported
- Setting targets, based upon their professional expertise
- Group or individual work run by a professional from an outside agency
- Your child's involvement in a group run by school staff under the guidance of the outside professional(s)

- A reduced timetable to help with the demands of a full school day

These students will have been identified by the subject teacher/SENDCo as needing some extra specialist support in school from professionals, agencies or education providers outside school. Students who need this level of support are recorded on the SEND register and will be subject to an agreed Support Plan.

### **3 Education, Health and Care Plan**

Students whose learning needs are severe, complex and lifelong could have their needs identified and communicated through an Education, Health and Care Plan (EHCP).

For a student to be eligible for an EHCP, they will have been identified by their subject teacher, and/or the SENDCo as needing a higher level of individual or small group teaching, which cannot be provided from the resources already delegated to the school.

The school (or you) can request that the Local Authority (LA) carry out a statutory assessment of your child's needs. This goes to a panel at the Local Authority (Panel 1).

If the Local Authority believes that the needs of the child are high enough to warrant further assessment they will agree to pursue contributions towards the request. This is a legal process and involves the school and yourself providing detailed information and data about your child as well as receiving an assessment and report from an Educational Psychologist, an assessment from Bristol City Council's Social Hub Team and a health screening.

The LA will then consider the request for a second time (Panel 2) based on all of the information contained in the paperwork and make a decision as to whether your child's needs are sufficiently severe and complex enough, or of lifelong duration, to require a Statutory Assessment. After considering all of the reports the LA will make a decision and if they agree that your child's needs are severe, complex and lifelong then they will write, in consultation with you, an EHCP. This plan will outline your child's needs, how the support they need will be implemented in school, and any additional resources, if any, will be funded by the LA.

If this is not the case the LA will ask the school to continue to offer the same support in school and set up a meeting to ensure a Learning Plan is in place to ensure your child makes as much progress as possible.

After drafting the EHCP, they will send it to you and the school for any changes. It is then sent to 6 of your preferred schools (including Cotham) for consultation. At this stage, schools can reply to say they can or cannot meet the needs and provision outlined in the EHCP. If the mainstream schools all feel they cannot meet need, specialist SEN settings will be consulted. They can also be consulted immediately if the LA feels necessary.

If your child requires this high level of support they may also need specialist support in school from professionals outside school. In either case, if it is felt that additional resources could be purchased to support the progress of the individual student, the school may be able to make an application for Top-up funding to the LA.

### **4 How will the curriculum be matched to my child's needs?**

The curriculum is designed and reviewed to meet the needs and interest of all students, including those with SEND.

Planning for teaching is adapted on a lesson by lesson basis to meet the needs of all learners in a teaching group, in particular the needs of students with SEND is considered to ensure that all students can access learning tasks.

Lesson planning for good/excellent teaching will always take into consideration the specific needs of all the students in a class to ensure that they can all learn as independently as possible.

Trained Higher Level Teaching Assistants can be used to implement the teachers modified/adapted planning to support the needs of a student with SEND where necessary. Some students, who have been granted additional funding by the LA, may also have the additional support of a Learning Support Assistant in identified lessons.

Previously planned support strategies, adapted teaching materials, varied learning approaches and adapted tasks are used to support all students and individuals in groups to meet intended outcomes for all.

## **5 How will both you and the school know how your child is doing and how will we help you to support your child's learning?**

At Cotham the subject teacher continually monitors your child's progress. Students' progress is reviewed and recorded three times during the school year. The results of these reviews are shared with parents/carers in the form of a report.

For KS3, students are assessed against subject specific criteria and reported as Working Below, Working Towards, Working At or Exceeding. For KS4 GCSE, grades 1-9 indicate the student's current and predicted grade. Individual Higher Level Teaching Assistants use standardised reading and spelling tests. Reporting to parents also provides information regarding the student's attendance, classwork, homework and behaviour.

If your child is achieving significantly below their expectations at KS3, or significantly below expected GCSE target grades, they will be brought up at the SEND/Inclusion Forum for their Year Group that term. If necessary, this will then trigger a graduated or increased response including steps such as Pupil Pursuits, Book Looks or meetings with you to assess and plan for how to ensure they make progress.

The progress of students with an EHCP is formally reviewed at an Annual Review meeting with key adults involved with your child's education and parents/carers.

The SENDCo will monitor your child's progress within any individual or group provision they take part in.

Students who have SEND/learning needs (or have the support of an outside agency) will have a Learning Plan. The parents/carers of these students will be invited to review their Plan three times a year and can set more specific targets aimed at addressing specific areas of difficulty or concern.

Parents/carers are invited to attend Parents' Evenings calendared throughout the academic year where they can meet both subject teachers and the SENDCo to discuss their child's progress and support.

## **6 What support will there be for my child's overall wellbeing?**

All Cotham staff are trained in all aspects of safeguarding and this training is regular and ongoing. The School's policy on Child Protection and Safeguarding is clear, inclusive and comprehensive and specifies requirements for students with additional needs. The safeguarding policy can be found on the school website along with our other policies.

In addition, the following provisions are in place:

- The attendance of students is recorded during every lesson and measures are in place to follow up all absences
- Bullying, safety and healthy living are covered during the PSHE lessons, discussions in tutor times and during assemblies. When there is a suggestion or suspicion of bullying behaviour this is dealt with quickly and effectively. The anti-bullying policy can be found on the school website
- Risk Assessments are carried out to ensure children stay safe outside the classroom. (e.g. during PE and other practical lessons and school trips)
- Provision of a 'protected' environment for vulnerable students operates in the form of lunchtime clubs. These are generally for students who might struggle in unstructured social situations. The clubs are supervised and help can be given with homework or games played to encourage social interaction with other students. They provide a safe haven with supervised support for children at unstructured times
- The school nurse and school counsellor are available one lunchtime per week and students can access this service on a drop-in basis

## **7 What specialist services and expertise are available at or accessed by Cotham School?**

Employed directly by the school:

- Senior Inclusion Manager and Mental Health Lead
- Inclusion Managers
- Academic Mentors
- Ethnic Minority Achievement Coordinator
- SENDCo
- Literacy and English as an Additional Language Coordinator
- Deputy SENDCo
- Literacy/SEND Higher Level Teaching Assistants
- English as an Additional Language Higher Level Teaching Assistants
- Numeracy Higher Level Teaching Assistants
- Learning Support Assistants
- Year Team Assistants
- School Counsellor

Services bought in by the school when required:

- Educational Psychology Service
- Primary Mental Health Specialist
- Sensory Support Team
- Bristol Autism Team (BAT)
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- Professional training for staff to deliver medical interventions

Services provided by the Health Services:

- School Nurse Service

- Child and Adolescent Mental Health Team

### **8 What training have the staff supporting students with SEND had or having?**

Cotham School has a dedicated Leader of Continuing Professional Development and it is the SENDCo's responsibility to work with this member of staff to ensure that whole staff training ensures consistency in the school's approach to supporting students with SEND.

The school development plan identifies training needs for all staff to improve teaching and learning for all students including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as those with Autistic Spectrum Disorder, dyslexia, attachment disorder etc. It also includes 'Spotlight' information on particular High Needs or vulnerable students relayed to staff in order to support their needs specifically.

Training takes place on a regular basis for individual teachers and support staff who attend courses, run by outside agencies and specialist in-school staff, that is relevant to the needs of specific students for whom they have responsibility e.g. training has been provided by our Teacher of the Deaf and the Bristol Autism Team.

All staff who are new to the school undergo a rigorous and detailed induction process that includes sessions on SEND.

### **9 How will my child be included in activities outside the classroom including school trips?**

The school has the Accessibility and Equality Policies, available on our website, that make explicit the school's long established commitment to actively promoting equality of opportunity for all. Cotham School also has a Charging and Remissions policy that ensures that learning activities outside the classroom are available to all students.

The SEND and wider Inclusion/Pastoral teams offer and run extra-curricular activities targeted at SEND students in our school too, for example, Homework club in Safe Space and a lunchtime activity club.

### **10 How accessible is Cotham School?**

Cotham School is a purpose built secondary school, which has been carefully designed to be fully accessible with disabled car parking, disabled toilets and lifts to all levels. We ensure that equipment that is used is accessible to all students regardless of their needs.

The school reviews its Accessibility Policy and Plan annually, or when a student with a particular need joins the school, and makes appropriate changes to the infrastructure.

Adaptations have been made to all our classrooms to ensure that students are able to participate in all learning. Acoustics, lighting levels and signage have been designed to allow students with a range of sensory impairments to move around school and access learning independently.

### **11 How will Cotham School prepare and support my child to join the setting, transfer to a new setting or the next stage of education and life?**

Transition can be one of the most stressful events in a student's life and this is often compounded when a student has SEND. To ensure that this process is as smooth as possible the school has put the following procedures into place:

## **12 How we support students moving to us from primary school:**

- For a student with SEND, identification of an appropriate secondary placement often takes place towards the end of Year 5. To support with this decision, the SENDCo will often be invited to a student's Year 5 Annual Review, where the needs of the student can be discussed and matched to support available in school
- Parents are encouraged to attend the school's open evening in September and to book into one of the open mornings that give prospective students, and their parents, the opportunity to look around school while learning is taking place
- At the beginning of the summer term of Year 6, members of the school Transition Team visit the primary school and meet the student and their Year 6 class teacher. The information and data gathered from these meetings is shared with the SENDCo who will arrange to make any necessary further visits to the primary school to ascertain the specific needs of the individual student
- Individual Learning Plans are written for those students with SEND and shared with all staff. When a student has a severe, complex or lifelong need the SENDCo will brief all of the staff at the Inset day at the start of the new academic year
- During June there are two calendared induction days for students to come into school and experience a range of activities and lessons. Often when a student has SEND the SENDCo will arrange additional visits (Enhanced Transition Days). These visits allow the student to come into school with the support of their primary Learning Support Assistant (LSA), to orientate themselves and diminish any anxieties they may have around transition
- In July, parents are invited to the Year 6 Parents' Induction Evening at which you will collect information about your child starting at Cotham, talk to your child's tutor, the SENDCo and have the opportunity to talk to members of the Senior Leadership Team at the school

## **13 How we support students moving to us mid-term:**

- Once a student has been offered a place at Cotham, the Learning Coordinator from the appropriate year group arranges a meeting with the parent/carer and student. At this meeting, as well as gathering information about your child there is an opportunity for you and your child to look around the school while learning is taking place
- After this meeting an additional visit is arranged for the student to come into school and complete all of the base-line testing we need to place a student into appropriate teaching groups. If the student has learning needs, a meeting will also be arranged with the SENDCo to discuss support provision and write a learning plan
- The transition plan may include a higher level of support than normally necessary to enable the student to make a smooth transition. Communication with parents/carers can be frequent and a further meeting can be planned after one cycle of the timetable

## **14 How we support students moving into Post-16:**

- The SEND and Inclusion teams are actively involved with the Post-16/Careers team to aid the transition of SEND and vulnerable students
- SEND information, such as Learning Plans, are available to be forwarded to their onward destination
- The SEND team also ensures that Exams Access Arrangement information is passed on when required
- If your child has an EHCP, an Early Annual Review will be called in Terms 1/2 of Year 11 to discuss next steps and for the consultation process to begin. The SENDCo will support the transition of your child into Post-16

#### **14 How are Cotham School's resources allocated and matched to students' special educational needs?**

The school receives a block of funding that includes 'the notional SEND budget'. This money is not ring-fenced and it is for the school to provide high quality appropriate support from the whole of its budget. The Headteacher and Senior Leadership Team decide the budget for Special Educational Needs and Disabilities in consultation with the Governors, on the basis of the needs of the students currently in the school. Additional 'Top Up' funding can also be applied for from the Local Authority for specific students with a high level of need in order to fund the additional level of support required.

The member of the Leadership Team with overall responsibility for SEND, together with the SENDCo, consider all of the information they have about the needs of identified students in the school including:

- Students currently receiving support
- Students in need of extra support
- Students who have been identified as not making as much progress as would be expected
- Students joining the school who are experiencing difficulties or have an identified need

A decision is then made about existing and new resources, training and support for the school. Support, resources and training are reviewed regularly and changes made as required.

#### **15 How is the decision made about what type and how much support my child will receive?**

At Cotham, the subject teacher continually monitors your child's progress. Students' progress is reviewed and recorded three times during the school year. The results of these reviews are recorded on the school's Management Information System and shared with parents/carers in the form of a report.

The SEND and Inclusion Teams run weekly Inclusion and SEND Forums; the focus of these meetings cycles sequentially between all of the years 7 – 11. The forums are attended by members of the Inclusion and SEND teams with management responsibilities for that particular year group, the year group's Learning Coordinator and the Behaviour Support Manager, together with the link Senior Leadership Team (SLT) member for that Year Group.

The purpose of these meetings is to discuss the progress of students on the SEND and Vulnerability Registers (using the Assess, Plan, Do, Review Graduated Response cycle) and consider any new referrals received from Learning Coordinators, subject teachers and parents/carers. Learning Coordinators are asked to report any concerns they may have about students in their year group.

The latest data is made available at the meeting so that the progress, provision and support strategies can be reviewed for each individual student. In the light of this review, changes are made and recorded so that staff and parents/carers are kept informed.

In addition, Team Around the Child (TAC) meetings are held with key SEND/Inclusion staff when the need arises e.g. to more frequently review and escalate provision and services to support a student whose needs have changed or increased.

There are also weekly SEND/Inclusion 'drop-in' forums which are open to all members of Cotham staff to attend and raise any concerns around a student's progress.



## 16 How are parents/carers involved in Cotham School?

At Cotham School we are clear that student achievement is based upon a three-way relationship between home, school and the students. To facilitate this relationship clear lines of communication need to be established. These may include:

- Regular meetings which are held for students who are on the SEND register and have interventions directed by outside professionals and students at EHCP level including Annual Reviews and Learning Plan planning meetings
- Meetings arranged with the Deputy/SENDCo or Senior Leader with responsibility for SEND/Inclusion to discuss your child's progress and any concerns/worries you may have
- Reports about your child's progress are shared with you three times during the academic year and include information regarding the student's attendance, classwork, homework and behaviour
- Parents/carers are invited to attend Parents' Information Evenings calendared throughout the academic year
- The school is a cooperative academy, parents and students are invited to become members and get involved in the democratic process that is afforded by this status
- All information from outside professionals will be shared with you in person or via a written report. The Deputy/SENDCo will share any significant assessments or new strategies suggested by outside agencies with you. You will also be notified when new support measures are implemented and invited to discuss these with the Deputy/SENDCo

In return we would like you to keep us informed about effective strategies that you use to support your child at home, and how we can use these strategies to better support your child in school. These will be used to inform some of the strategies suggested for teachers and staff on their Learning Plan.

## 17 Who can I contact for further information?

Cotham School has a broad range of experienced professionals involved in the education of your child. Should you wish to contact any professional about the educational progress of your child or discuss the support available please email [info@cotham.bristol.sch.uk](mailto:info@cotham.bristol.sch.uk) or telephone 0117 9198000.

Depending upon your inquiry the best people to talk to at Cotham School are as follows:

Form Tutor, Subject Teacher, Learning Coordinator	Responsible for: <ul style="list-style-type: none"> <li>• Ensuring that all students have access to excellent teaching and that the curriculum is adapted to meet your child's individual needs (<i>adaptation</i>)</li> <li>• Ensuring that your child receives the correct guidance and pastoral support to make academic progress</li> </ul>
Special Educational Needs and Disabilities Coordinator (SENDCo)	Responsible for: <ul style="list-style-type: none"> <li>• Ensuring that all adults working with your child in school are aware of their individual needs and what specific adjustments need to be made to enable them to be included and make progress</li> <li>• Ensuring that all staff delivering additional support can achieve the best possible progress for your child. This also includes liaising with any additional adults; outside specialists who come into school and co-ordinating any special planned interventions and resources</li> </ul>

	<ul style="list-style-type: none"> <li>● Ensuring that the school's SEND policy is implemented to ensure that all students receive a consistent, high quality response to meeting their individual needs</li> <li>● Updating the schools SEND register (<i>a system for ensuring all the special educational, physical and sensory needs of students in the school are known and understood</i>) and making sure that records are kept of your child's progress and needs</li> <li>● Supporting training for staff so they are aware and confident about how to meet the needs of your child and others within the school</li> <li>● Monitoring the progress and wellbeing of their Year groups, students with High Needs who may be considered in need of an application for further assessment and an external agency and students with/in the process of attaining an EHCP.</li> </ul> <p>In addition, the SENDCo also ensures that you are:</p> <ul style="list-style-type: none"> <li>● Involved in supporting your child's needs at home</li> <li>● Kept informed about the support your child is receiving</li> <li>● Involved in reviewing your child's progress and involved in planning ahead for them</li> </ul>
Headteacher and Senior Leadership Team	<p>Responsible for:</p> <ul style="list-style-type: none"> <li>● The day-to-day management of all aspects of the school, including the support for students with SEN and/or disabilities.</li> <li>● The Headteacher has given responsibility to the SENDCo and tutors/subject teachers but still holds responsibility for ensuring that your child's needs are met</li> </ul>
SEND Governor(s)	<p>Responsibility for:</p> <ul style="list-style-type: none"> <li>● Ensuring that the school has an up to date SEND policy</li> <li>● Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school</li> <li>● Making visits to understand and monitor the support given to all students with SEND in the school and being part of the process to ensure that all students are able to achieve their potential in school</li> </ul>

## 18 Raising a concern

If you have a concern about your child's progress, initially you should speak to your child's Subject Teacher, Form Tutor or Learning Coordinator, as they are best placed to answer your inquiry.

If you are not happy that the concerns are being managed and feel that your child is still not making progress you should speak to the Deputy SENDCo/SENDCo or the Senior Leader with responsibility for SEND.

If you are still not happy you can request to meet with the Headteacher by contacting the Headteacher's Personal Assistant (PA), Gosia Dreissig, on 0117 9198000 and [headspa@cotham.bristol.sch.uk](mailto:headspa@cotham.bristol.sch.uk). The Headteacher's PA is also available to help you make a formal complaint in accordance with our complaints procedure.