



Chestnut Grove Academy

'A CREATIVE LEARNING COMMUNITY'

SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT FOR PARENTS

Date reviewed: September 2018

Reviewed by: Rebecca Jackson

Date agreed: November 2018



Chestnut Grove Academy is an inclusive school with a strong commitment to meeting the needs of all our students. Here, every child is equal and unique and we aim to provide a safe and supportive environment where pupils can flourish. All staff work together to ensure that lessons are appropriately differentiated, and that extra-curricular activities are accessible to all students. We also provide a range of additional interventions for students who have been identified as having a specific need to ensure they are fully supported in school.

At Chestnut Grove Academy our Head of Inclusion is

Miss Emily Butterworth

She can be contacted on;
0208 673 8737
and her email is;
ebutterworth@chestnutgrove.wandsworth.sch.uk

What should I do if I am concerned about my child's progress or special educational needs?

You should contact a member of staff via email or telephone. Staff are always happy to discuss parental concerns.

- If you are concerned about your child's progress in a particular subject you should initially contact the classroom teacher
- If you are concerned about your child's progress or behaviour in school generally you should contact the Form Tutor or Raising Standards Leader (RSL)
- If you have a specific concern about a possible learning need, or your child has an Education, Health and Care Plan (EHCP), you should contact our SENCo, Emily Butterworth (ebutterworth@chestnutgrove.wandsworth.sch.uk)
- If you have a specific concern about a behaviour or emotional issue in school, you should contact our Head of Learning Support, Lana Smith (lsmith@chestnutgrove.wandsworth.sch.uk)
- If you are concerned about your child's attendance, punctuality or welfare you should contact our Education and Welfare Officer (EWO), Mikayla Jolley (mjolley@chestnutgrove.wandsworth.sch.uk)
- If you are concerned about a child with English as an additional language (EAL) you should contact Emily Butterworth (ebutterworth@chestnutgrove.wandsworth.sch.uk)
- If you have made contact with a member of staff but don't feel that your concern has been adequately addressed you should contact either Emily Butterworth or Rebecca Jackson (Deputy Head for Inclusion).

How does the school decide whether a child has special education needs and what extra help they need?

We use a range of information sources to help us to determine if a child has a special

educational need.

- Firstly, we gather information from Primary Special Educational Needs Coordinators (SENCOs) so that we are informed of all the children at transition that already have an identified special need. We aim to attend all Year 6 Annual Reviews for children with an existing Education, Health and Care Plan (EHCP). We also offer a longer transition period for those pupils who may find secondary school challenging so that we can get to know the children's strengths and weaknesses.
- Secondly, we carry out a range of baseline assessments at the start of Year 7 to identify any further learning differences.
- Thirdly, we pick up any parental concerns regarding Special Educational Needs (SEN) and follow them up with appropriate referrals or assessments.
- Lastly, we monitor all children's progress every half term so that no one slips through the net.
- The extra help that is needed is discussed at our weekly Student Support Services Panel meeting and parents are then contacted to discuss what can be offered, how we feel it will support their child and what the expected outcomes are.

How will I know how my child is doing and how will you help me to support my child's learning?

- All parents will receive a termly set of progress grades. This shows you your child's end of year target grade and whether they are making the expected progress towards this.
- All parents are invited to attend an annual Parents' Evening.
- If your child has an Education, Health and Care Plan (EHCP), you will also be invited to an Annual Review to discuss your child's progress towards the long term aims of their plan.
- If your child is being supported by a Pastoral Support Programme (PSP) you will be invited in for a meeting every six weeks to discuss their progress and support.
- We also offer regular meetings to support your child should they be having particular issues. Parents are also able to contact key staff in the school via email or phone calls.

How will my child be involved and consulted?

- All children meet with their tutors every half term to discuss their strengths and weaknesses. Every child then records their own targets and how they will meet them in their diary.
- For pupils with additional needs, an Individual Learning Plan (ILP) or Learning Passport is drawn up. This gives pupils a chance to communicate what works for them in the classroom and also what is not helpful. All staff have access to Individual Learning Plans (ILPs) and can use them to inform their teaching.
- All pupils are invited to attend any meetings that concern them. This includes Annual reviews, Pastoral Support Programmes (PSP), Team Around the Child (TAC) meetings and meetings with outside agencies. If a child is unable to attend

a meeting, we offer a variety of ways for them to record their views from feedback forms to videoed interviews.

- Student voice is used to get feedback from students on how they find different aspects of their learning and experience in school. The outcomes are then fed back to staff to help to improve children's school experience.

How do you assess and review my child's progress?

- All parents will receive a termly set of progress grades. This shows you your child's end of year target grade and whether they are making the expected progress towards this.
- If your child attends an Inclusion Intervention Group we assess their progress every half term using standardised tests. The outcomes of these assessments are then used to inform further interventions or possible exit from a group. Parents are fully informed at each stage.
- Pupils with a Pastoral Support Programme (PSP) have their progress reviewed every six weeks at a meeting attended by parents and any agencies involved. Progress is measured against the SMART targets set and use of Coping in Schools Scale data.
- Pupils with an Education, Health and Care Plan (EHCP) will have their progress towards their long term objectives reviewed annually at a meeting attended by parents and any outside agency staff involved.
- If any child is unable to fully reach their potential after the school has offered and reviewed all relevant interventions, a referral to the Educational Psychology service or another agency such as Child and Adolescent Mental Health Service (CAMHS) may be appropriate.

How is teaching and the curriculum adapted to my child's needs?

Subject teachers are responsible for planning lessons that are accessible to all and differentiated for every student. In some curriculum areas (English, Maths and Science) students are grouped by levels of attainment, whilst other curriculum areas are taught in mixed attainment groups. Students are entitled to participate in all areas of the curriculum and it is the subject teacher's role to differentiate resources and activities to ensure the student can access the learning. This can mean teachers plan:

- Visual, auditory or kinaesthetic activities
- Dyslexia friendly lessons
- Small group or 1:1 learning with a Learning Support Assistant (LSA)
- Pre teaching content or vocabulary
- Over learning topics
- To set alternative activities for homework
- To provide resources appropriate for students' reading ages
- To provide additional apparatus or materials including laptops or coloured overlays for pupils with specific learning difficulties
- To adapt and adjust resources and materials to make them accessible for students with specific learning difficulties

- To effectively implement the relevant inclusion strategies from pupil Individual Learning Plans (ILPs) and the bank of inclusion strategies in the staff handbook

At Key Stage 4 (Year 10 onwards) students choose from a range of GCSE, BTEC and vocational courses, which help to prepare them for the next steps in their education, be that college, apprenticeships or work. Students and parents/carers are offered advice and careers guidance at the appropriate time to help make these important decisions.

For students with Special Educational Needs or Disabilities (SEND), there is a separate Home Learning Club, which is staffed by support staff, so that students can receive more targeted help and staff can differentiate materials to support the student in accessing the curriculum. Pupils with English as an additional language (EAL) are also invited to attend a Home Learning Club staffed by an English as an Additional Language (EAL) specialist.

What additional support the school provides:

Some children will require further support in addition to quality first teaching. Classroom based support and intervention can take place in one to one, small group or whole class settings. Subject based intervention is usually provided by subject specialist staff. Classroom based support is available through a team of experienced Learning Support Assistants (LSAs) and Higher Level Teaching Assistants (HLTAs). Intervention can take place before, during or after the school day.

How we support children with their literacy and numeracy development:

Literacy and numeracy interventions are offered in timetabled lessons and we offer a tiered approach to both. All pupils are screened prior to entry using a standardised assessment.

- We offer a graduated approach to supporting literacy development. Any pupil with a reading age two years or more below their chronological age is placed in an intervention group and closely monitored. For some pupils we offer the Read Write Inc Synthetic Phonics programme on a daily basis. This follows the same teaching principles that our feeder primary schools use. Other pupils are offered interventions that run for two or three hours a week and follow the SRA Corrective Reading programme or the Heroes Reading Scheme. Pupil progress is checked every term and the majority of our pupils move through the interventions and return to the full curriculum within the first year.
- Pupils who may not make the expected progress are offered 1:1 tuition and may also be referred on to an outside agency for further diagnostic assessment. We offer dyslexia screening within the school and further interventions with a dyslexia specialist teacher.
- We have a designated Literacy Across the Curriculum Coordinator who ensures that all curriculum areas provide opportunities to further develop all pupils' literacy skills.
- Pupils with English as an Additional Language (EAL) needs may have small group tuition to support them to develop functional speaking and listening skills in the early stages.
- We offer a graduated approach to numeracy development. After performing diagnostic tests in the first term we offer small group intervention to boost pupils

working below age related expectations, and further 1:1 tuition with a Higher Level Teaching Assistant (HLTA) for those pupils with specific areas of difficulty.

- We have a designated Numeracy Across the Curriculum Coordinator who liaises with curriculum areas to ensure pupils are given lots of opportunities to develop their numeracy skills in a wide range of contexts.

How we support children with Speech, Language and Communication needs:

- We work closely with the speech and language therapy service to screen all of our pupils for speech and language difficulties.
- We offer a variety of interventions for pupils with speech and language difficulties which are all delivered by one of our Higher Level Teaching Assistants (HLTAs) on a once or twice weekly basis.
- Pupils with an Autistic Spectrum Disorder (ASD) diagnosis may be further supported by Garratt Park Advisory service teachers.

How we support children with their handwriting and fine motor skills:

- We offer weekly interventions with one of our Higher Level Teaching Assistants (HLTAs) following a multi-sensory dysgraphia intervention programme
- Some pupils are also offered touch typing sessions and laptops are available to aid effective recording for some of our pupils.
- Pupils with severe handwriting difficulties may be referred to the occupational therapy service.

How we support children with English as an additional language:

- Our dedicated English as an Additional Language (EAL) teacher coordinates the support for all pupils with English as an additional language
- A graduated approach is offered depending on need. Some pupils are taught in small groups and others can access in class support.
- All English as an Additional Language (EAL) pupils are offered the chance to take a GCSE in their home language

What support is there for my child's emotional well-being?

The school uses a positive behaviour management system. All students receive PROUD points in accordance with the school's behavior for learning policy.

PROUD points are monitored by the Raising Standards Leaders (RSL) and are linked to end of term rewards or to attend the Leavers' Ball. This enables the pastoral team to identify students who are falling behind their peers, and to investigate and address the reasons for this.

Chestnut Grove Academy operates a year group pastoral system. Tutors are the main point of contact for parents/carers about their child's pastoral and social wellbeing.

We have a small team of Learning Mentors who have been trained by and receive regular supervision support from specialists at Wandsworth Education Authority. Lana

Smith, Head of Learning Support, arranges this provision and Raising Standards Leaders (RSL) can request this support for their students when they consider it to be suitable. The areas of emotional difficulties that Learning Mentors provide for are: specified social skills; friendships and relationships; anger management; loss and change; self-organisation.

Students who struggle with social situations are provided with a choice of quiet spaces to go to during lunchtimes, break times and before school, where they are supported by Learning Support Assistants (LSAs) to manage unstructured social time.

All children are invited to attend a wide range of after school clubs and members of our Learning Support Assistant (LSA) team are available to support identified pupils.

A counselling service is available if your child is experiencing ongoing emotional difficulties.

We offer a No Blame Approach to bullying and have an anonymous bullying box for pupils to report any concerns. The anti-bullying policy is available on the school website.

How do you promote positive behaviour?

The school uses a positive behaviour management system. In every lesson all students can receive PROUD Points to reward good behaviour.

PROUD Points are monitored by Raising Standards Leaders (RSLs) and are linked to rewards or to attend the Leavers' Ball. This enables the pastoral team to identify students who are falling behind their peers and investigate and address the reasons for this.

There are consequences for poor behaviour, which are outlined in the school behaviour for learning policy. As well as losing rewards, students can receive sanctions such as detention, internal exclusion or fixed term exclusions.

However, if a student is falling significantly behind their peers, and their behaviour is affecting their learning or the learning of others, then additional support may be provided.

The Education Welfare Officer (EWO) helps parents/carers manage their child's attendance at school and can support vulnerable children. The Education Welfare Officer (EWO) also oversees legal action against parents/carers whose children do not attend school and liaises with outside agencies who can support families in difficult situations.

The Head of Learning Support and a team of Learning Mentors work with students when their learning is affected by their behaviour. A range of intervention groups are offered to support students with social skills, anger management, change and loss, personal organisation, mental health and social health.

The inclusion team work closely with a range of outside agencies to provide expert intervention and guidance for specific needs.

If a pupil is not able to make behavioural changes with the support already provided then the Head of Learning Support will arrange for them to be put on a Pastoral Support Programme (PSP). This is a tiered intervention that offers a more tailored approach to the child's needs and requires commitment from the parent/carer. The Lead Learning Mentor monitors the Pastoral Support Programme (PSP) by checking a child's behavior log and report. A Pastoral Support Programme (PSP) may involve input from an outside agency.

What training and specialist skills do the staff supporting children with SEND have?

At Chestnut Grove we monitor the quality first provision of staff regularly to ensure that all staff are providing an inclusive curriculum that is suitable for all needs.

We are a dyslexia friendly school and we follow the guidelines for becoming an Autistic Spectrum Disorder (ASD) friendly school.

Special Educational Needs and Disabilities (SEND) training is an on-going rolling programme of professional development for our staff, throughout the school year.

- We have a small team of Learning Mentors who have received extensive training from Wandsworth Education Authority
- Four Higher Level Teaching Assistants (HLTAs) have extensive experience and training in planning, delivering and assessing intervention programmes for speech and language, Autistic Spectrum Disorder (ASD), numeracy and literacy.
- All staff are trained each year on the needs of new students joining the school – this can include training from specialist agencies or consultants, as well as from the Special Educational Needs Coordinator (SENCo) or other staff with relevant expertise.
- Special Educational Needs and Disabilities (SEND) training forms part of the continuing professional development of all teachers and Learning Support Assistants (LSAs) and is organised in accordance with the needs of the students.

The inclusion team staff liaise with many specialist services and outside experts to ensure provision for our students is appropriate and meets all needs. The school works closely with any external agencies that are relevant to individual students' needs, including:

- Health – GPs, school nurse, clinical psychologists and psychiatrists (Child and Adolescent Mental Health Service - CAMHS), paediatricians, speech & language therapists, occupational therapists
- Social services – locality teams, social workers, child protection teams, family

intervention programmes

- Wandsworth Educational Psychology Service
- Wandsworth Inspectorate and Advisory Service : Specialist Teacher Advisors for Speech and Language Difficulties (SpLD), Autistic Spectrum Disorder (ASD), physical disabilities, communication and language, Special Educational Needs and Disabilities (SEND) team
- Hearing Impaired Service
- Visual Impaired Service
- Garratt Park Advisory service

What do you do to make the school environment and curriculum accessible for all children?

The current school site is fully accessible in the North block and the South block and we can create an accessible timetable for students.

The site has a number of disabled toilets in the main reception area.

There is one car park on site. If you have mobility issues you should contact the main school office to request a parking space.

We have a head of English as an Additional Language (EAL) who oversees the progress of pupils with English as an additional language. We liaise with Wandsworth English as an Additional Language service who assist us in supporting families with English as an additional language. We are able to book translators for Parents' Evenings and meetings as required.

Pupils with specific learning difficulties are able to use laptops, voice recognition software and coloured overlays for lessons.

Exam access arrangements are offered for pupils with Special Educational Needs and Disabilities (SEND) who could be unfairly discriminated against in relation to their peers by their learning disability. These include arrangements such as: readers, scribes, extra time or prompters.

How will my child be included in activities outside of the classroom?

All students are entitled to be included in all parts of the school curriculum and we aim for all students to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. This may include specialist advice from the inclusion team, where relevant. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities which will cover the same

curriculum areas will be provided in school.

After school activities are open to all pupils and can be supported by a Learning Support Assistant (LSA) if necessary.

How will the school prepare my child to join the school or transfer to a new school?

Our goal is to make sure our new students feel like they belong at Chestnut Grove before they officially arrive. Learning is most effective when students feel they belong and are comfortable in the school environment.

Key Stage 2-3 (Year 6 to Year 7)

- Careful transition is planned and arranged. The Special Educational Needs Coordinator (SENCo), Head of Learning Support, Learning Support Assistant (LSA) Manager and teacher in charge of transition, work closely with primary schools to organise activities, visits and experience of secondary life for those students who are especially vulnerable at transition.
- All students in Year 6 who have accepted a place at Chestnut Grove for Year 7 are invited to two new intake days in June. These days provide a taste of secondary school life, involve experience of lessons, information about how the school runs and provide an opportunity for students to meet their new classmates. Students with Education, Health and Care Plans (EHCPs) are invited to further days at the school during the Summer Term, as determined by the student's needs.
- Parents/carers are invited to an 'Intake Evening' at the end of the two intake days, to learn about the activities their children have undertaken, to meet key members of the pastoral team and to receive information about the organisation of the school.
- The inclusion team visits feeder primary schools to meet students and gather information from Year 6 teachers and support staff to ensure we are prepared for every students' needs.
- The inclusion team also attend an evening arranged by the Local Education Authority (LEA) to meet prospective parents and offer an informal question and answer session.
- Garratt Park Advisory Service provides the school with additional detailed transition information on any pupil identified as having Autistic Spectrum Disorder (ASD).

Chestnut Grove teachers are provided with information about all new students' needs, strengths and backgrounds before the start of Year 7 via Individual Learning Plans (ILPs), Learning Passports and Profiles of Need.

During the first term of the new school year, parents/carers of new Year 7 students are

invited to meet with the child's tutor to introduce themselves, share information and establish contact with the school.

The school arranges regular transition groups and visits for vulnerable Year 6 students to get to know the school site, meet staff with whom they will work and learn about how the school is organised. These typically involve shadowing a Year 7 student and creative sessions (art and cooking).

Each year, a small number of Year 7 students arrive at Chestnut Grove who are not secondary ready. For these students, we have a specially designed Transition Intervention which is run by our Learning Mentors and takes place twice weekly.

Joining mid-year

We have a dedicated member of staff in charge of casual admissions and managed moves.

All students admitted to the school after the start of the academic year are screened on entry, to identify any areas of need and to provide information to staff about the student's learning.

Students are able to integrate gradually if requested.

A student 'buddy' is chosen to support the new student for the first few days of being at Chestnut Grove. The buddy takes the new student to lessons, introduces them to other students, answers questions and informs pastoral staff how well the new student is settling in to school.

Contact is always made with the previous school to ensure the transfer of information and the child's school file.

Moving to another school

Contact is always made with the new school to ensure the transfer of information and the child's school file.

Sometimes a pupil may benefit from a managed move to another school. We will set up a visit for the pupil and parents and oversee the transition process to ensure its success.

What will you do if my child has medical needs?

If a student is unwell during the school day, then they will be sent to the Main Reception, where there is always a qualified first aider available. If the student is too ill to stay at school, their parent/carer will be contacted and asked to make arrangements to collect them as soon as possible. The first aider on duty will decide whether or not the student is well enough to stay at school.

In a medical emergency, the first aider on duty will attend urgently, or may call for an

ambulance if the student requires hospitalisation. All first aiders are trained annually on administering Epi-Pens for anaphylactic shock and students who have severe allergies or other significant health/medical needs are flagged-up to all staff throughout the school year.

Medicines for students are managed by the staff at the Main Reception. If a student requires medicine during the school day, the following procedures must be followed:

- All medicines must be given in person to the Main Reception by a parent/carer
- The student's name and date of birth are recorded alongside the date, time, name of medicine, and dosage
- Depending on how the medicine needs to be stored, it will be kept in either a locked cupboard or a fridge in the Main Reception area.
- To take their medicine, the student must go the Main Reception, where the dose will be administered by a member of staff.
- Each time the medicine is administered, the time, date and dosage is recorded.

The school nurse is responsible for alerting staff to medical needs and will provide training for the needs of specific children, for example diabetes, epilepsy, allergies. All medical needs are shared with staff as they arise and are available on the school database.

What should I do if I am unhappy with my child's support or progress?

A parent/carer's first point of contact should be the child's tutor.

Parents/carers can also arrange to meet the Special Educational Needs Coordinator (SENCo) ,Emily Butterworth, or Head of Learning Support, Lana Smith.

If you do not feel that you child's needs have been met despite meetings with staff then you should contact the Deputy Head, Rebecca Jackson.

If you feel you have grounds to make a complaint the following website provides helpful information;

http://www.wandsworth.gov.uk/info/200288/student_welfare/263/how_to_make_a_complaint/2

Where can I go for further advice and support?

- The Wandsworth Parent Partnership Service (Information Advice Support Service for parents/carers of children with SEN/disability) provides an impartial and confidential service to all parents of children with Special Educational Needs and Disabilities (SEND). Visit their website at <https://www.wandsworth.gov.uk/pps> or telephone 020 8871 8061
- The Wandsworth Parents' Forum "Positive Parent Action" works with the Council to improve all provision for children and young people with Special Educational Needs and Disabilities (SEND) aged 0 to 25. If you want to get involved in influencing services visit their website at www.positiveparentaction.org.uk or

telephone 020 8947 5260.

- More information about the Local Offer of services and support for children and young people with special needs and disabilities in Wandsworth can be found on the Family Information website at <http://wandsworth.childrensservicedirectory.org.uk/> Their helpline is open from 9am to 5pm Monday to Friday on 020 8871 7899

The information in this report is accurate now, but we regularly review and make changes to what we offer and keep this information as up to date as possible.

This offer is intended to give you clear, accurate and accessible information. If you would like to comment on the content of the offer or make suggestions to improve the information, please email ebutterworth@chestnutgrove.wandsworth.sch.uk