



SEND Information Report (SIR)
Chulmleigh Community College

What is the SIR?

Under the Special Educational Needs and Disability Code of Practice (2015), each school must provide an overview of how the policy is implemented for pupils with Special Educational Needs (SEN) in the form of an SEN Information report (SIR). This report should be kept up to date with significant changes and published annually. The report differs from the SEND Policy in that the policy details the school's ethos and approach to SEND whereas the SIR describes what has happened and how the policy has been implemented in the last academic year. This checklist is based on the requirements set out in schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice.

Parent/carer questions	Key information	Links to SEND Code of Practice (2015)
School Policy and Procedure		
What kinds of SEND do pupils in the school have?	<p>The definition of Special Educational Needs (SEN) is: A child or young person with a learning difficulty or disability, which calls for special educational provision to be made for them.</p> <p>A young person has a learning difficulty or disability if he/she has (a) a significantly greater difficulty in learning than the majority of others of the same age: or (b) has a</p>	The kinds of special educational needs for which provision is made at school

	<p>disability, which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools. (Clause 20 Children and Families Act, June 2014).</p> <p>At Chulmleigh College, we have pupils with a range of additional needs, including those with diagnoses of ADHD, ASD, dyslexia, and others. We also have pupils who have a designated additional need relating to their rates of learning and progress. We have pupils with hearing and visual impairments, and pupils with physical disabilities.</p>	
<p>How do you know if a pupil needs extra help?</p>	<p>This is identified in a wide variety of ways.</p> <p>When pupils transition to us from Year 6, we gather a wide range of information from Primary schools during the transition process. This includes Chulmleigh College colleagues attending EHCP reviews and other key meetings in the summer term of Year 6 to provide a supportive handover of key information. We also use Year 6 SATS data to help us see if pupils are struggling to achieve age-related expectations in any areas.</p> <p>Whilst at the College, pupils' learning and progress is under constant review using a variety of methods some of which are listed below:</p> <ul style="list-style-type: none"> • Screening for Literacy and Numeracy support (begins in autumn of Year 7) • Observations of the pupil in class • Teacher feedback • Parental concerns • Tutor concerns • Learning walks • Book scrutiny – regular checks on pupils' books • Assessment data • Concerns raised by College Pastoral Leaders • Concerns from other staff – Teaching assistants and pupil support team 	<p>Information about the school's policies for identification and assessment of pupils with special educational needs</p>

Day-to-day support		
<p>How do teachers help pupils with SEND? How will the school support my child?</p> <p>Is there any additional support available to help children with SEND?</p>	<p>The foundation of all support in school is the in-class support provided by teachers and teaching assistants (TAs). Teaching staff will support pupils at a level appropriate to their needs through effective differentiation in the classroom (known as ‘Quality First Teaching’). This is constantly reviewed as the child develops and makes progress.</p> <p>Pupils who are struggling to make expected progress in a subject will get additional support and differentiation in-class, as part of ‘Ordinarily Available Inclusive Provision’. This may take the form of differentiated tasks, written material that is adapted to be accessible, support with extended writing tasks, etc.</p> <p>Pupils requiring more specific interventions to access the curriculum may be supported in a range of ways, for example:</p> <ul style="list-style-type: none"> • Individual or small group literacy programmes such as Toe-by-Toe (the most appropriate programme will be selected) • Individual or small group numeracy programmes such as Power of 2 • Individual or small group social and emotional development programmes • Individual or small group communication & interaction programmes • Shared in-class support from a teaching assistant • Individual programmes to meet specific needs e.g. keyboard skills or handwriting support • Use of a laptop for any lessons where required for extended writing 	<p>The school’s approach to teaching pupils with SEND</p>
<p>How will the curriculum be matched to my child’s needs?</p>	<p>At Chulmleigh, we are committed to ensuring that every pupil, including those with SEND, experience the full curriculum entitlement.</p> <p>In Key Stage 3 (Years 7 – 9), all pupils follow the full, mainstream curriculum. For pupils with additional learning needs, adjustments and additional support is provided, as described above. The focus of all the additional support is on enabling pupils to succeed in the mainstream setting, across the full range of the curriculum.</p>	<p>How adaptations are made to the curriculum and learning environment</p>

	<p>As pupils progress through Key Stage 3, they are placed in groups that are matched to their ability and speed of learning in some subjects (currently Maths, Science and French). Those who need additional support will be in smaller class sizes, and will often have the support of a Teaching Assistant in these groups.</p> <p>In Key Stage 4 (Years 10 & 11), a small number of pupils will experience an adapted curriculum model. Currently, this involves studying an adapted French curriculum (AQA Module Awards rather than GCSE), whilst having additional lessons for English and Maths. These pupils are entered for Functional Skills English and Maths awards, alongside their GCSEs. In addition, at KS4 there is a wider choice of subjects. This currently includes Animal Care, where the assessment includes portfolio work and coursework, rather than being solely based on final exams (as most GCSEs are).</p> <p>Throughout Key Stages 3 and 4, each teacher is committed to Quality First Teaching and, where needed, to implementing Ordinarily Available Inclusive Provision. Teachers support pupils by differentiating the lesson content to meet the needs of their pupils. Where the needs of a pupil cannot be met in this way, even when all reasonable adjustments to teaching methods have been made by the classroom teacher, the SEND Team is consulted and will make decisions about the most appropriate way to proceed.</p> <p>In cases where pupils are included in small group support for literacy or numeracy (for example), these activities take place outside the mainstream classroom, in an appropriate small space such as the Learning Support Base or other designated room. This helps to ensure that the learning environment is calm and pupils can make progress.</p>	
<p>How will the school know how well my child is doing?</p>	<p>Each pupil receives challenging targets to aspire to achieve. These are initially set using nationally recognised formulae from an organisation called Fisher Family Trust, and are based on Yr 6 SATs results. This information is shared with parents/carers through reports each half term and discussed at parents' evenings.</p>	<p>Arrangements for assessing and reviewing pupil's progress towards outcomes</p>

	<p>In KS3, the school reports pupils' attitudes to learning each half term across all curriculum subjects. If a pupil appears to be struggling to engage with a particular curriculum area, or across multiple subjects, this can be quickly identified.</p> <p>In addition, each term throughout KS3, the pupil reports include a measure to describe attainment in each subject. Again, under-attainment is identifiable at these points.</p> <p>Throughout KS4, attitudes to learning as well as attainment grades and progress towards examination targets are reported each half-term.</p> <p>If a pupil receives additional support through an intervention programme, this is also reported on through internal functions and reports from each programme.</p>	
<p>How will I know my child is making progress? How do you check on this?</p>	<p>As a parent/carer you will receive:</p> <ul style="list-style-type: none"> • School reports each half term providing an update • Invitations to Parents evenings • Invitations to Meet the Tutor evening for relevant Year Groups • Communication through school systems such as ClassCharts • Information about rewards and sanctions through ClassCharts • Key events aimed at the appropriate year or Key Stage for your child <p>In addition, if relevant, you may be involved in:</p> <ul style="list-style-type: none"> • Annual Reviews for an EHCP, or consultations about your child's Individual Education Plan. • Information from specific intervention programmes 	<p>How the effectiveness of provision is evaluated</p>

For you as parents, and for your child's teachers, these are all opportunities to evaluate your child's progress, and to assess whether existing strategies and interventions are having an effect, or whether they need to be amended.

All pupils on the school SEN register who have an EHCP or who are at SEN Support level (known as SEN K), have an Individual Education Plan (IEP). Parents are consulted on the content of the IEPs three times per year (one of these times is the opportunity to discuss them at Parents' Evenings), and have an input into the specific adjustments that they feel are necessary to support their child's progress. Pupils also have the opportunity to record their views during this process.

The effectiveness of provision for each individual pupil can be assessed at any of these points. In addition, key staff in school regularly review each pupil's progress, and make adaptations to provision on the basis of this.

The school implements a 'Graduated Response' when there are concerns about a pupil, either academically, pastorally or socially. This involves an 'assess-plan-do-review' cycle. At its most simple form, this could be that a child is noticed to be easily distracted in the classroom. The teacher considers this and concludes that the child is sitting next to some peers that are distracting ('assess'). The teacher amends the classroom seating accordingly ('plan') and then implements that in subsequent lessons ('do'). The teacher then monitors the child's behaviour following that low-level intervention, to see whether it was effective ('review'). If the intervention is successful and the pupil is better able to engage in learning, then the cycle is complete. If the intervention is not successful, and the child is still distracted, the cycle will start again, with the teacher attempting to understand the barriers to the pupil's engagement. Where there are significant concerns, and low-level interventions have not been successful, a formal 'assess – plan – do – review' process will be started, with the views of parents and the pupil explicitly sought.

	<p>Parents are included in any decision making process that goes beyond standard, low-level classroom interventions; for example, parents will be asked for permission for the College to include pupils in small-group provision, or to conduct initial dyslexia screening.</p> <p>At any time, you may contact your child’s tutor, Head of Key Stage, or the SEND team for further information.</p>	
<p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>A full programme of extra-curricular activities is made available to all pupils in all year groups.</p> <p>Some activities are arranged for specific year groups; others are in conjunction with external agencies such as Duke of Edinburgh Award Scheme or Ten Tors.</p> <p>As a Music Lead School, we have a fully inclusive range of musical activities, where pupils with additional needs are actively supported to take part.</p> <p>All activities are supported by the school and fully qualified, trained professionals lead these activities.</p> <p>All reasonable adjustments are made to allow all pupils to safely access activities and school trips. Qualified and experienced members of staff will accompany pupils on the activities who will be familiar with the pupils’ needs and support they may require.</p> <p>All activities have a full risk assessment prior to being carried out and part of this process is to support pupils with additional needs. If an additional risk assessment is required to allow a pupil to access a given activity or trip this is carried out with parents/carers and relevant external agencies along with input from the destination of any trip or excursion.</p>	<p>How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND</p>

	<p>The school has a team of staff on duty before and after school as well as during unstructured time to ensure the safety of all pupils.</p> <p>Pupils who require additional support can also access the Learning Support Base to seek specific support from a member of the SEND team.</p> <p>The school has many activities and groups that are open to all pupils during their time at the school. This includes positions of responsibility through the school Senate, as well as a range of awards such as the Scholar system. At Key Stage 4, pupils are also invited to apply for a senior pupil position, as well as additional responsibility as a subject ambassador. All of these opportunities are open to all pupils.</p>	
<p>How will you support my child's overall well-being?</p>	<p>All children are placed in a tutor system and this becomes each pupil's first point of contact with the school. Tutors see each child each day and are able to answer questions and queries about school life in general and be a point of contact with parents and carers.</p> <p>Year 7 pupils are able to access the Peer Mentoring scheme where they receive support from older peers.</p> <p>All pupils are encouraged fully take part in school life and can contribute to such things through the Senate team and through their tutor and house teams.</p> <p>Pupils with medical needs will be supported as per the Supporting Pupils with Medical Needs Policy. Health Care Plans are developed in conjunction with professionals as per the policy. Pupils who require support with administering medication will do so through the Pupil Support Team and will be identified to staff and notified how to access the team. Pupils will have their records updated and these will be held centrally. All staff are able to access the electronic records as appropriate and will be alerted to updates as required.</p>	

There are a number of resources and support systems in place for pupils to access if required, in order to support their behaviour and social needs. This includes:

- TA Support in lessons and during unstructured time
- Access to a supervised room at before school, at breaktimes and at lunchtimes for support
- A wide range of lunch time clubs and sports activities (see termly programme, published in the school newsletter 'Optime')
- Permission to have sensory breaks if required, and to access support from the SEND/Pupil Support Team
- Intervention sessions – timetabled in tutor time
- PSHE programme
- Assembly programme
- Mentoring from our Community Mentor scheme
- School Nurse referrals
- Signposting to a range of external support services if necessary, such as Kooth.com or Young Devon (<https://www.youngdevon.org/myway>)

The Head of Key Stage and Tutors support pupils that have poor attendance in the first instance – this will then be followed by support from the Attendance Officer at school and the Attendance Improvement Officer from the Local Authority.

Pupils are supported to stay safe through a wide range of programmes promoted at school and with parents, and also through the assembly/PSHE/Online Safety programmes that are delivered at school and updated each year.

Involving families		
<p>When will we be able to discuss my child's progress?</p>	<p>As explained above, pupils' progress is shared with parents/carers each half term through termly reports and through annual parent's evenings.</p> <p>Progress is also discussed and analysed as part of the regular meetings held for pupils with SEND. Regular meetings are held with the SEND team each year, but the team can be contacted at any time to discuss a child or answer questions.</p> <p>The school offers a wide range of calendared opportunities to engage with the school throughout the year, including:</p> <ul style="list-style-type: none"> • Open Evening • Open Morning • Bookable tours of the school • Awards evenings • Parents evening • Meet the tutor evening • Transition events • Welcome to KS4 events <p>The curriculum covered at each stage of the child's education is made available to parents and can be accessed on the school website. This provides an overview of what is being studied each term for all subjects. Subject teachers and Heads of Department are available to answer any questions about given curricular areas.</p> <p>All pupils and parents are provided with an account on the learning platform ClassCharts. This provides a method of communication between pupil, parent and the school and the Pupil Support Team can provide further information.</p> <p>Often, parents can find it hard to support their children with the subjects that they study at secondary school. However, much of the work that the pupils are set is available</p>	<p>Arrangements for consulting with parents/carers of children with SEND and involving them in their child's education</p>

<p>How will you help me to support my child's learning?</p>	<p>online, and parents can look at it together with their children. An example is Sparx, which we use for maths homework: for each question set, there is an explanatory video, which parents and pupils can watch together, should they choose.</p> <p>One of the most important things that parents can do to support their child's learning and progress is support them to achieve their personal target of reading for 20 minutes per day. This is proven to improve literacy levels, and will help them to access all their different subjects as a result.</p>	
<p>How will my child be able to share their views?</p>	<p>Pupils are encouraged to contribute to documentation that concerns them, that expresses their wishes and feelings, such as an IEP or an EHCP. This is then shared with all of their teachers. It will cover things such as what they enjoy in lessons and when they need help what that would look like; if they were becoming overwhelmed or struggling how they might be helped and what they enjoy and dislike about school. This is updated annually as the child grows, and more frequently if required.</p> <p>In addition, there are other opportunities for pupils' voices to be heard: there are opportunities to contribute via the school Senate, or by taking on subject specific responsibilities, for examples. Also, they may be asked for their views on their learning in a particular subject as part of a department review.</p> <p>Finally, we always encourage pupils to speak to their teachers, their form tutors, the SEND team, or to other key support members of staff, to let them know if there are any concerns, or ways in which they could be better supported.</p>	<p>Arrangements for consulting with children with SEND and involving them in their education</p>
<p>How will you support my child when he/she joins your school or moves class or transfers to a new school?</p>	<p>Chulmleigh College runs a full transition programme each year to support children in their transition from primary to secondary education and also between Key Stage 3 and 4, and finally from Key Stage 4 on to Post-16 education, training or employment.</p> <p>Chulmleigh offers enhanced transition sessions for pupils with additional needs who are joining the school in Year 7; this will be held in the summer term of Year 6. In the first instance, this consists of getting to know the pupil, liaising with any relevant</p>	<p>Arrangements for supporting pupils moving between phases of education and preparing for adulthood</p>

professional bodies (including their primary school) and meeting parents. Pupils with SEND will be invited into school for a smaller group transition session, prior to the main Year 6 transition day. The aim is to provide an insight into school life and prepare the pupil for Year 7. It will include a tour of the school, trying out some new subjects, meeting some other pupils and key staff, and an opportunity for the SEND team to meet parents. Beyond this, we are led by the needs of the individual pupil; parents should feel confident to contact the school to discuss their child's needs regarding transition, and to arrange any additional support that may be available.

If a child is joining the school mid-year, the transition is managed on the basis of the individual pupil's needs and the support that is required. For pupils with an EHCP, this will include close liaison with the Devon 0 – 25 team. The pupil joining the school will meet key staff, including the SENDCo and members of the School Leadership team. They will be provided with a pupil 'buddy' to help them settle into school. If necessary and appropriate for the pupil's SEND needs, they may initially start on a part-time timetable, building up to full-time over a short time-frame, such as two weeks.

The success of the transition will be monitored regularly and any amendments needed to the process will be made, within the framework of 'reasonable adjustments'. Depending on the circumstances, it may be appropriate to request additional support from the 0 - 25 team, if the range of support put in by the school has not secured an effective transition. Parents would be closely consulted throughout this process.

When a child with SEND is transitioning from one setting to another, the process of sharing key information and support being provided for the pupils is initiated by the setting that the pupil is moving to, e.g. a different secondary school, or a post-16 setting. Chulmleigh will liaise with the relevant setting and, where appropriate, enhanced transition will be discussed and organised to support the move to the new setting. This may include visits and meetings with the family and professionals in

	addition to the sharing of key documentation and assessments related to the ongoing support of the pupil.	
Staff skills and wider support		
What skills do the staff have to meet my child's needs?	<p>There is a programme of training and professional development provided to all staff on all SEND pupils and how best to support their needs. This may be delivered by the SEND team in school, or by external professionals, as appropriate.</p> <p>Updates from professional bodies who are working with the child/family provide the SEND team and, where relevant, the wider teaching body, with guidance. This is part of the statutory update provided to all staff each year.</p> <p>All pupils who are new to the school will be discussed, and staff updated on the pupils' needs and the support required.</p> <p>The SEND team and wider staff body receive bespoke CPD on key aspects of supporting pupils with SEND across all subjects. Where appropriate external bodies are invited in to share expertise about working with specific needs that are new to the school/staff.</p> <p>The SEND team are encouraged to access a range of CPD throughout the year and some examples are below:</p> <ul style="list-style-type: none"> • Dyslexia • Dyspraxia • Autism • ADHD • Speech and Language Support • Supporting pupils with their reading Supporting pupils with attachment disorders • Mental Health updates 	<p>The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured.</p> <p>How school involves other bodies, including health and social care, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families.</p>

	<p>The school accesses the support from a wide range of professional bodies to provide the most appropriate and effective support to all of its pupils. This includes but is not exclusive to:</p> <ul style="list-style-type: none"> • Occupational Health Team • Communication & Interaction Team • Educational Psychologist (when available) • Attendance Improvement Officer • Child and Adolescent Mental Health Service (CAMHS) • Children’s Social Care & Family Practitioners • Hearing Impairment Team • Visual Impairment Team • Diabetes Team • School Nurse Team • Early Help Team • Inclusion Team • Medical Provision Team • Medical professionals (as required) • Post Adoption Team • Youth Intervention Team • Families in Grief • Family Intervention Team • Multi-Agency Service Hub (MASH)/Front Door 	
<p>What happens if my child needs specialist equipment?</p>	<p>Any pupil who requires additional equipment, on a permanent or temporary basis, will be supported through a planning meeting with the relevant professionals and a subsequent risk assessment will be carried out by our Health & Safety Officer and SENDCo.</p>	<p>How equipment and facilities to support children with SEND will be secured</p>

<p>How accessible is the school and how does it arrange the facilities children need?</p>	<p>This will then be shared and discussed with all relevant staff and updated as required and set out in the risk assessment.</p> <p>The school will seek support from healthcare professionals and medical bodies to ensure that the equipment made available is appropriate and safe to be used.</p> <p>The school is fully wheelchair accessible, and the full Accessibility Policy can be found on the schools' website.</p>	
<p>How will my child manage tests and exams?</p>	<p>At Chulmleigh, we distinguish between high-stakes, external exams such as GCSEs, and internal exams, which we use for our own formative and summative processes, but which do not follow a pupil on any permanent record. As a result we do not provide significant Exam Access Arrangements in the same formal way during Years 7 – 9, that we do in Years 10 and 11, when they are either preparing for or sitting their external exams (GCSEs or equivalent).</p> <p>In Years 7 – 9, we encourage all pupils to take their annual exams in the main hall with their peers. This is to support them to become used to that environment and to alleviate any anxieties about being in a formal setting for assessment. However, if a pupil has a significant additional need, we are able to provide them a smaller environment in which to do their annual exams, with additional members of staff present in the room to provide support and reassurance. We do not provide extra time. These annual exams are taken in conjunction with what the pupil's teachers already know about them in terms of how they perform in class and in end of unit assessments, and so are not the only source of progress and attainment information on any individual pupil. For this reason, they are considered to be 'lower stakes' assessments, although we recognise that pupils (rightly) take them seriously.</p> <p>For Key Stage 4, a more formal process is introduced, and pupils are tested for Exam Access Arrangements (EAA) by an external assessor. The testing takes place in the summer term of Year 9 and the arrangements will be in place at the start of Year 10 and</p>	<p>Information regarding access arrangements</p>

	<p>throughout the GCSE season. A pupil maybe put forward for testing for Exam Access Arrangements by any member of staff working with that child, or by the pupil's parents.</p> <p>The SEND team ask for evidence from the person making the referral, and then consult all the child's teachers. If there is clear evidence of need, the pupil will be put forward for testing by external EAA tester. A report will be shared outlining the recommendations for the pupil. These arrangements will then be in place for all internal and external assessments, and arrangements will be taken into consideration when students are given in-class assessments to complete.</p> <p>The EAA will follow the pupil to their Post-16 provision and will be shared though the pupil's transition process.</p>	
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Accessing advice and support		
<p>What should I do if I think my child may have a special educational need or disability?</p>	<p>The first point of contact for any parent/carer who has any concerns or questions regarding their child's education should be their Tutor. They will then review the information along with relevant staff members, which forms part of our Graduated Response process. This will then be passed onto our Special Education Needs and Disabilities Co-ordinator, Ms Miller-Marshall, or the SEND Team.</p> <p>The SENDCo for Chulmleigh College is Ms Louise Miller-Marshall, who can be contacted at the College. Tel: 01769 580215 Email: lmiller-marshall@chulmleigh.devon.sch.uk</p> <p>There is a SEND Team at the College which consists of: Mrs Melanie Tillings – SEND and Transition Officer and Administrative Lead Helen Page – Higher Level Teaching Assistant – TA Team Leader</p> <p>Mr Martin White is the Director with the oversight for SEND at Chulmleigh College and can be contacted on clerk@chulmleigh.devon.sch.uk</p>	<p>Contact details for the Special Educational Needs Coordinator</p>
<p>What do I do if I'm not happy or if I want to complain?</p>	<p>If any parent/carer has any concern or query, then they should contact the SEND Team in the first instance to discuss the issue. If required, this can be a meeting with the SENDCo to discuss any questions or queries and a plan to address these will be made and communicated as appropriate.</p> <p>We believe that the most effective way to answer any questions or solve any issues is to talk things through to find an agreed solution. We operate on the principle that parents and the professionals at school work in partnership to support our pupils to succeed, and are always open to discussing problems that arise, and to finding solutions.</p>	<p>Arrangements for handling complaints from parents of children with SEND</p>

	<p>If required, the complaints procedure can be found on the schools website or can be accessed via the Company Secretary: company.secretary@chulmleigh.devon.sch.uk</p>	
<p>Where can I get information, advice and support?</p>	<p>For additional information, advice and support you can:</p> <ul style="list-style-type: none"> • Contact the 0-25 SEND Team on 01392 383000 • Visit the SEND Devon County Council website for more information – https://new.devon.gov.uk/send/ • Contact Devon Information, Advice and Support (DIAS) https://devonias.org.uk/ <p>For Early Help updates, and Right for Children queries, please refer to: https://www.devonscp.org.uk/early-help/early-help-information-for-workers/what-is-early-help-for-families/</p>	
<p>Where can I find out about other services that might be available for our family and my child?</p>	<p>A link to the Devon Local Offer (which describes all available services to support children and young people in Devon) can be found on our website, or via this link: https://www.devon.gov.uk/children-families-education/send-local-offer/</p>	