



The Charles Dickens School

SEND Information Report – 2023-24

Reviewed Annually

SEND with current provision at The Charles Dickens School

The Charles Dickens School currently provides additional and/or different provision for a range of needs, including:

Communication and Interaction difficulties, for example, autistic spectrum condition and students with speech and language difficulties

Cognition and Learning difficulties, for example, dyslexia, dyspraxia, moderate and multiple learning difficulties

Social, Emotional and Mental Health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

Sensory and/or Physical Disability, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Identifying students with SEN and assessing their needs

Upon entry to The Charles Dickens School students complete Cognitive Ability Tests as well as a reading test to identify those who may require SEN support during their time here. These tests are evaluated together with information provided from their previous setting and Key Stages. During both Key Stage 3 and Key Stage 4 teachers will make regular assessments of progress for all students. Careful analysis of these assessments will identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Throughout the academic year teachers can also refer a student to the SENCo via the SEND referral form which will allow for students to, potentially, receive additional support.

There are also strong, established links between the SEND team, the Pastoral Teams, the Safeguarding team, the Senior Leadership Team as well as the school Nurse who meet on a weekly basis to discuss students' who may require additional support either internally or via an external body.

Consulting and involving students and parents

Following a student being identified as requiring support from the SEND team the parents are written to confirming the nature of the intervention being provided as well as informing them that their child will be placed on the SEND register and remain there for a minimum of twelve months allowing the student to continue to be monitored after the intervention has concluded.

Upon being referred and prior to support/interventions commencing a conversation happens between a member of the SEND team and the student who will be receiving the interventions. A conversation will also be had with the student's parents. The purpose of these conversations is to ensure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We consider the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and are available should their parents wish to see them.

Following a student being identified as requiring support from the SEND team the parents are formally notified.

Assessing and reviewing students' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCo to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student

- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions, and their impact on the student's progress.

Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting to which the student is moving. We will agree with parents and students' what information will be shared as part of transition.

Where possible EHCP Annual Reviews scheduled in Year 11 will involve a representative from the Post-16 institution to which the student is wishing to move. Regular contact is then established and maintained with that institution and any relevant information is shared with them.

The SENCo is also available to support families with visits to Post-16 Education institutions and will, upon request, accompany families on visits.

SEND students are supported with preparing for adulthood via contact with careers advisors with experience and knowledge of Post-16 choices, of SEND and of further assistance into adulthood such as Supported Employment.

Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students in line with the system of student profiles and the teacher's knowledge of the students.

The SENCo will monitor and track teaching and learning for SEND students on a regular basis and will provide feedback to teachers. Where appropriate the SENCo will support staff in relation to differentiation for SEND students.

We will also provide the following interventions:

Reciprocal Reading

Reading & Spelling

English GCSE Skills

Handwriting

Academic Anxiety

ASC Support

Anger and Negative Emotions

Academic Support

Numeracy

SALT

Transition

SEND Lunch Club

SEND Homework Club

Adaptations to the curriculum and learning environment

Our curriculum follows a consistent approach with every student being given a learning frame at the start of every term for every subject these include questions that support lower level learners whilst also giving students the opportunity to be challenged. The learning frames are supplemented by a knowledge organiser which is both provided to students at the start of a term and also included in their exercise books. Students, including those identified as having SEND, are expected, via guidance from their teacher/support, to engage with these on a regular basis in lessons.

The curriculum is differentiated to support our SEND students. A system of personalised Student Profiles is in place. The purpose of a personalised Student Profile is to make teaching staff aware of specific adaptations that are required in order to remove barriers to learning for SEND students. For example, a visually impaired student may require their work to be modified and a student with communication and interaction difficulties may require a task management board to 'chunk' instructions. All teaching staff are expected to adhere to given arrangements and strategies in every lesson with regular monitoring from the SENCo.

Further details in relation to the curriculum can be found in the [Accessibility Plan](#).

Additional support for learning

Where students are identified as needing further support in a particular area, via information collated from teaching, pastoral and SEND staff, the additional provision offered can include:

A programme of intervention from trained teaching assistants either in small groups or on a 1:1 basis where appropriate – please refer to the list of interventions above.

1:1 in-class support, this is usually to support students with an EHC Plan and with physically disabilities, to overcome barriers to accessing the lessons.

We work with the following agencies to provide support for students with SEN:

- Speech and Language Therapists
- Greenbanks – Physiotherapists
- Specialist Teaching and Learning Service (STLS)
- CYMPHS/NELFT
- Early Help/ Social Services
- Kent County Council SEN East (Placement Evaluation Officers)
- Thanet Inclusion Support Services (TISS)
- Specialist Teacher Learning Services
- SALUS
- Educational Psychologists

Expertise and training of staff

We have a team of fourteen Teaching Assistants, many of whom have worked at The Charles Dickens School for many years. This includes two interventions Teaching Assistants who form the Interventions Team and are trained to deliver a diverse interventions programme.

Within the SEND Team we have a number of Specialist Teaching Assistants who support our Visually Impaired and Physically Disabled students. The training for these roles is extensive to include medical and personal support, fluency in Unified English Braille and in the modification of resources.

Securing equipment and facilities

The Charles Dickens School environment has full accessibility and is already equipped to be able to support students with different needs. This includes:

We have a centralised Inclusion Unit, accessible to all SEND students and where adult support can be easily sought, and provides a 'safe space'.

This is also a base for visually impaired students with specialist equipment for producing/accessing Brailled resources and assistive technology.

We have a recently developed 'Sensory Room' to fulfill the need for a quiet and calming space within the school for SEND students to de-escalate heightened emotions.

We have a fully equipped Care Suite with physiotherapy plinth, and showering/toileting facilities.

Should there be a requirement additional to those already in place, the school would liaise with professional services to establish the correct equipment needed and apply for appropriate funding if required.

Evaluating the effectiveness of SEN provision

In order to evaluate the SEND provision, the SENCO, after data analysis, carries out regular learning walks in which the teaching and learning for SEND students is evaluated with constructive feedback given to teaching staff. During the monitoring, the use of the student profile is also checked to ensure that the advice and strategies are being followed, and where appropriate, the SENCO will review students' books and also speak to students about their views.

In Annual Reviews and Interim Annual Reviews for students with an EHC Plan, individual targets and outcomes are closely monitored and reviewed via Provision Plans to ensure the short-term targets remain relevant and are guiding the student to achieve their Outcomes. The student takes an active role in creating these targets.

Student voice is a factor in evaluating effectiveness of SEND provision. This happens during:

- SENCO monitoring
- EHCP Annual Reviews
- Student Profile Creation/Updates
- SEND Student Voice sessions/surveys
- Daily drop-ins

Interventions are evaluated on a regular basis via observations, in addition to regular meetings between the SEND leadership team and the Interventions Team. Students' performance in interventions is also tracked via an internal tracking system. This is then supplemented by the SENCO's monitoring and tracking and work scrutiny.

Close liaison with outside professionals ensures students receive access to specialist technology and services where needed. For example, mobility officers for white cane use for visually impaired students, specialist teacher of the deaf assessing for assistive hearing devices for hearing impaired students. These professionals provide regular reports and visits with recommendations for relevant provision for SEND students according to changes in their needs.

Enabling students with SEND to engage in activities available to those in the school who do not have SEND

No student is ever excluded from taking part in any activities because of their SEN or disability. All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to take part in sports day, cultural capital days, reward trips and school excursions. All activities are risk assessed prior to being decided upon to ensure suitability for disabled students.

The school site is fully accessible. Where students may need to use the lifts to access the upper floor, a lift pass can be issued. There are separate Risk Assessments and Personal Emergency Evacuation Plans in place to ensure students safety. The school site is regularly audited and assessed for accessibility and safety of the visually impaired students.

As per the [Accessibility Policy](#), the school is committed to improving the physical environment to enable disabled students to take better advantage of the education, benefits, facilities and services we provide, and in improving the availability of accessible information to disabled students.

Admissions

All students whose Education, Health and Care (EHC) Plans name the school will be admitted before any other places are allocated.

Oversubscription criteria prioritises students with disabilities.

For further detail please consult the [Admissions Policy](#).

Support for improving emotional and social development

The SEND and Pastoral Departments work closely together and engage with a regular meeting cycle in which students with SEND or suspected SEND are discussed. Within those discussions the emotional and social development is a consistent focus. There are a number of ways that CDS supports the emotional and social development of SEND students including, but not limited to, the following:

- SEND Interventions with a focus on SEMH issues (see list above for detail)
- Before school check-ins for identified students
- Break-time provision for identified students
- SEND Lunch Club
- SEND Homework Club
- Student centered Student Profiles (which are co-constructed with the student)

- SEND Student Voice
- Access to Inclusion Unit/Sensory Room/Interventions Space and the Safe Room for identified students

SEND students are supported Via the whole school no tolerance approach. This whole school 'pink form' approach to creating a common language which is mutually respectful and eliminates language and actions which may cause offence.

Working with other agencies

When working with other agencies we take the 'Team around the Child' approach with all decisions being made with a holistic approach to the student's best interests. The SENCO and SEND team always work in a collaborative way with fellow professionals. A list of the agencies we have worked with can be seen above.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCo in the first instance. They will then be referred to the school's [Complaints Policy](#).

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services.

Details of support services for parents of students with SEN

Kent County Council SEN: <https://www.kent.gov.uk/education-and-children/special-educational-needs/who-to-contact>

KELSI: <https://www.kelsi.org.uk/>

IASK: <https://www.iask.org.uk/>

CYPMHS: <https://www.nhs.uk/nhs-services/mental-health-services/mental-health-services-for-young-people/children-young-people-mental-health-services-cypmhs/>

Contact details for raising concerns

SENCo – Jess Shaw – jshaw@cds.kent.sch.uk

Deputy SENCo – Joanna Sullivan – jsullivan@cds.kent.sch.uk

The Local Authority Local Offer

Our local authority's local offer is published here:

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

The Mainstream Core Standards are published here:

<https://www.kent.gov.uk/education-and-children/special-educational-needs/send-strategy/send-mainstream-core-standards>