

Court Fields School

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SEND SCHOOL INFORMATION REPORT

September 2025

This SEND Information Report is to help you understand the support available for your child at Court Fields School. It explains who to contact, what help is offered, and how you can access it. The report has been created together with staff, parents, carers, students, and governors. It helps parents and carers understand what help is available and how the school works to meet individual need. It outlines how the school identifies SEND and assesses a child's needs, and how parents and students are involved in planning and reviewing support. Finally, it explains the school's provision for SEND and how it contributes to Somerset's Local Offer, a guide to services and support available across the county.

Court Fields School – SEND Intent 2025

At Court Fields School, we believe that learning begins when students feel safe, secure, and supported by trusted adults who treat them fairly. Emotional wellbeing is the foundation for effective learning, and we prioritise creating a nurturing environment for all our students.

We have high expectations for every child, including those with Special Educational Needs and Disabilities (SEND). We believe in the absolute moral responsibility and aim to provide every student with the tools and strategies they need to succeed, both in school and in life, so they can build confidence, independence, and resilience for their future.

In every lesson, students experience high-quality teaching, clear explanations, and expert modelling. They are supported to practise new skills until they become confident and independent learners. Teachers use feedback and questioning to help students make progress and overcome barriers. This approach helps us to close gaps and ensure that all students, including those with SEND, receive the best possible education.

We are a team, and with the support from our parents, carers, community and the hard work from our students we can achieve great things together!

Somerset's SEND Local Offer is Somerset Council's local hub of information and guidance for children and young people with special educational needs and/or disabilities (SEND), their families and professionals in Somerset. Explore services available to support you and how to access them via their website here:

www.somerset.gov.uk/localoffer and www.facebook.com/LocalOfferSomerset

Signed: *Hannah Maben* (Mrs Hannah Maben, SEND Governor)

Signed: *Helen Bennett* (Mrs Helen Bennet, Chair of Governors)

This report was first compiled in September 2023 and updated for 2025-26 by Mrs Vicki McCarthy, our named Special Educational Needs Coordinator (SENDCO).

Next Review: September 2026

1. How does the school know if students need extra help?

At Court Fields School we follow a Graduated Response, in line with the BEP Trust and the Somerset Graduated Response, which can be accessed here:

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/what-to-expect-from-education/>

Below is a list of how CFS identify and are aware of students with individual Learning Needs or barriers:

- Through a rigorous and robust transition model in partnership with our feeder Primary Schools. Information is provided by the Primary Schools before the Year 6 students transfer to Court Fields School, or contacting previous school if in-year admission.
- Graduated Response Quick Checkers and Initial Concerns forms completed by staff at CFS.
- Screening for reading and spelling in the Autumn Term of Year 7 for all pupils
- Diagnostic testing as appropriate, including for Access Arrangements from Easter of Year 9
- Ongoing through formative and summative assessment, followed by Assess, Plan, Do, Review (APDR) processes, and SEN Initial Concerns raised via teaching staff and Heads of Faculty/ Heads of Year, in line with the Graduated Response.
- Half termly Student Focus Meetings which include Pastoral Leads, HOY and SENCO.
- Teaching Assistant observations and feedback
- Teacher observations and feedback
- Parental feedback and concerns
- Student feedback and concerns
- Form Tutor and Head of Year feedback and concerns
- Information from other staff such as PFSA/EP/OT/FIS/CSC etc.
- Primary Inclusion Meetings (termly)
- SENDCO Cluster Meetings (half termly)
- Educational Psychologist Annual Planning Meeting

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. 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 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

2. How will school staff support my child?

School staff will support students at a level appropriate to their needs through effective personalisation in the classroom. This is constantly reviewed and monitored by the SEN Team and School Leaders. Implementing the Somerset Graduated Response Tool (SGRT) ensures all children are supported, universally with quality first teaching underpinning all educational provision. It focuses on inclusive practice and breaks down barriers to learning. For most children this can be achieved by identifying specific barriers, followed by personalisation and adaptive teaching using strategies as identified in the SGRT. The SGRT breaks down SEN into four broad areas of need. Students requiring more specific intervention in these four areas to access the curriculum may be supported in a range of ways, for example, individual or small group reading and literacy programmes, individual or small group social and emotional development programmes, social communication programmes, in-class shared support from a teaching

assistant and individual programmes to meet specific needs. A very few number of children with complex needs with an EHCP may require a personalised curriculum and support programme.

Our SEN provision has been quality assured as part of our recent Ofsted Inspection, in which the school was graded as 'Good' in all areas. For more information, please see our Ofsted Report here: <https://www.courtfields.net/ofsted-and-results.htm>

3. What kinds of SEND are provided for?

We support many types of special educational need within the following four areas. Cognition and learning, communication and interaction, physical and sensory, and social, emotional and mental health.

4. What is our admissions policy for students with SEND needs?

Please see our Admissions Policy for details of admissions. If you require further details about this or transition, please contact the school office.

5. What should I do if I think my child may have special educational needs?

In the first instance contact your child's Form Tutor. He/she may be able to address your concerns or may put you in touch with their Head of Year or our SENDCO Team. Our SEND Provision is led by Mrs Vicki McCarthy supported by two Deputy SENCOs in a job share arrangement.

Gemma Dwyer - supporting students in Years 6-8, supporting Transition and Early Identification of need.

Thom Hold - supporting students in Year 9-11, with a focus on Preparation for Adulthood and Transition to Post 16.

They are joined by Kim Norman, our SEND Facilitator. Who leads and co-ordinates provision within the Learning Support Team and supports Transition into CFS working closely with our Primary Schools and oversees daily provision and timetabling.

The school phone number is 01823 664201, the email address is sen@courtfields.bep.ac and the school website is www.courtfields.net.

6. What provision is there for students with special educational needs and what approach is used?

School staff will support students at the level appropriate in order to meet their needs through effective personalisation and implementing adaptive teaching in the classroom. This is reviewed on a termly basis as the child develops and makes progress.

Students requiring more specific intervention to access the curriculum may be supported in a range of ways. This could include for example:

- Individual or small group intervention/programmes for all areas of need
- Exam Access arrangements
- Small group social and emotional development programmes
- Shared in class support from a Teaching Assistant (TA)
- Individual programmes to meet specific needs
- ELSA programme
- Outdoor learning such as Allotment, Spoke Up and Forest School
- Thrive Approach
- Meet and greet to support a soft start and a check in by key staff
- Alternative Provision off site for those with high needs and additional funding

7. How do I find out about my child's progress at Court Fields School?

As a parent/carer you will receive:

- Progress Reports which are sent out twice a year including a Final Summary Report at the end of the Summer term.
- Parent-Subject Teacher consultation evenings
- Meet the Tutor Evening
- Communication through Arbour App, as well as texts and emails
- Information about rewards and sanctions from Court Fields staff via a range of sources.
- Meetings set up as appropriate by the SEN Team, SENDCO, Head of Year and/or a member of the senior team (SLT) in a format of APDR

In addition, you may also be involved in:

- Annual Review meetings (all students on the SEND Register), which include opportunities for the views of parents/carers and the child to be considered using our online questionnaire
- APDR Meetings
- Information from specific intervention or support, including – Review meetings, PSP meetings etc.

At any time you may contact your child's Form Tutor, Head of Year, SENDCO or any other member of staff for further information. The key contact emails are:

- Tutor (email format is initialsurname@courtfields.bep.ac)
- SEN Team (sen@courtfields.bep.ac)

8. How do I know what progress my child should be making?

All teachers are aware of each student's starting point from Key Stage 2, as well as the rate of progress we would expect a child to make whilst at Court Fields School each year. Progress may vary in each year, and is tracked carefully in order to ensure that every child makes the best possible progress. We have high ambitions for all our students. Progress is also monitored on a lesson-by-lesson basis using formative assessment by our class teachers.

9. How will the curriculum be matched to my child's needs? How are adaptations made to the learning environment and curriculum?

Almost all our students follow the same curriculum as their peers, perhaps with minor adjustments, so that there is no narrowing of the curriculum for students identified as having SEND. All our teachers are teachers of SEND, and support students by scaffolding the lesson content in order to meet the needs of all and facilitate the knowledge learnt. Our curriculum is designed so that content which may be more difficult for some students to understand or remember is a key focus, and the sequencing of our curriculum is adjusted to take this into account.

However, where a student has particularly complex needs, a more personalised curriculum may be discussed and created. For example, the learning environment could be adapted to suit individual needs through the use of a sound system for Hearing Impaired students.

We believe that through this we can ensure that students with an identified special educational need, or students with any kind of disability are not disadvantaged and are able to know more, remember more, and so do more.

10. What support will there be for my child's overall well-being, and social and emotional development?

All students are supported through the Pastoral System, whereby every student has a Form Tutor and a Head of Year as well as the Pastoral Team via the Hub.

Regular meetings are held between the Head of Year, SENDCO and other School Leaders as part of our graduated response. At these meetings students who are of concern for academic or pastoral reasons are discussed and appropriate action identified using an Assess, Plan, Do, Review format, and may be escalated for further support if appropriate. These students are then monitored.

Regular meetings are also held between our Attendance Officer and the Head of Year in order to analyse any attendance concerns.

Students with an EHCP will have a key TA, who, alongside the Tutor, regularly liaises with parents/carers to provide a trusted key adult and point of contact.

All students who are identified with concerns about their well-being will be offered appropriate interventions including:

- Staff or student mentors
- Invitation to specific clubs
- Referral to counsellor
- Rewards; including points
- Emotional, Social and Safety interventions
- Behavioural reports
- Careers advice
- Support from other agencies, as appropriate

We have a zero-tolerance bullying policy and students are encouraged to report concerns to a trusted adult. The students have their own Wellbeing Hub, where they can report bullying concerns, and the staff in the Hub are trained in working with students with SEND.

11. What specialist services are available within, or accessible to the school?

School based

- Support for Specific Learning Difficulties such as Dyslexia and traits of dyslexia
- Speech and Language support
- Teaching Assistants have training and experience in working with students with general learning difficulties, as well as more specific learning difficulties such as Dyslexia, Autism, ADHD and Sensory Processing etc.
- Some of our Teaching Assistants are trained to provide personal care
- Counselling
- Careers Advisor
- Pastoral Support Assistant

External services

- Educational Psychology and the Virtual School
- Child and Adolescent Mental Health Service (CAMHS)
- Mental Health in Schools Team
- Educational Engagement Service (attendance)
- School Nursing Team
- EAL Support
- Integrated Therapy Services, including Occupational Therapy and Physiotherapy

12. What training is available to staff supporting students with SEND?

Training for teaching students with Special Educational Needs or disabilities is considered essential. There is an on-going programme of whole school training in teaching and supporting students identified as having SEND, which includes:

- Specific Learning Difficulties
- Communication and Interaction – including Autism
- Social Emotional and Mental Health

- Hearing impairment and visual impairment
- Sensory support
- Emotion Coaching
- Trauma Informed Responses
- Attachment and Adverse Childhood Experiences (ACEs)

In addition there is regular whole school training in:

- Child Protection (Safeguarding)
- First Aid awareness e.g. use of epi-pen, asthma awareness, epilepsy awareness
- Outstanding Teaching and Learning

Individual members of the SEND team and the Pastoral team may receive training in:

- Manual handling
- Evac chairs
- Sexual health
- Anger management
- Harmful Sexual Behaviour
- Self-harm, Eating Disorders, Mental Health First Aid
- Access arrangements (exam concessions)
- De-escalation techniques
- Team Teach

The SENDCO, Vicki McCarthy, is a qualified teacher and has worked previously as an Assistant Headteacher at the Elmwood & Penrose Federation (specialist SEND provision), with extensive experience of supporting a wide range of students with a variety of differing complex needs. She is a member of the Chartered College of Teaching. She holds the National Award for SEN Co-ordination (NASENCO), and has been part of the NASEN/EEF Whole School SEND Review Trial.

13. How will I be involved in making decisions about and planning for my child's education?

In addition to the opportunities listed above, (answer 4) there are many other occasions to be involved in your child's education at Court Fields School.

- Induction process from Year 6 to Year 7
- Year 6-7 SEN Parents' Meet The Team Event hosted over Transition Week
- Meet the Tutor Evening
- SEN Annual Reviews
- Year 9 Futures events
- KS3 Graduation
- Year 10 GCSE preparation events
- Year 11 planning and preparing for exams events
- Post 16 College Open Evenings
- Presentation Evenings
- Parent & Community Liaison Group SEND Parent Forum (please contact sen@courtfields.bep.ac if you are interested in this group)
- Year 7-11 Subject Evenings

We encourage parents to be involved in their children's education and support the school and students in the learning process, and expect parents to contact us if they have any concerns. Equally, members of staff are expected to contact parents to address issues promptly.

14. How will my son/daughter be involved in the decisions about his/her education?

- Students are invited to attend Parent-Teacher consultation evenings, such as Meet the Tutor and Subject Evenings

- School Council and Year Council
- APDR meetings
- Pupil Passports creation and reviews
- Pupil voice groups and questionnaires
- Annual Review meetings for those students in receipt of an EHCP or identified as SEN Support.
- Student Leadership opportunities
- CIAG & Next Step meetings
- Subject & School Reviews

15. How will my child be included in activities outside the classroom, including school trips?

We actively encourage all students to participate in our extra-curricular programme, including school trips, and we endeavour to overcome any barriers to inclusion.

16. How accessible is the school environment?

As a school, we have worked with outside agencies to improve accessibility. Most areas are accessible with a lift or ramps and if necessary, we will adjust timetables to ensure children have full access to their curriculum. We have a range of facilities that enable students with additional needs to access the school. Please see our school Accessibility Policy for further guidance.

17. How will the school support my child through transition, both to the school in Year 7 and from the school in Year 11?

We gather a lot of information about students from their primary school in order to make the best possible preparation for joining Court Fields School. This usually begins in Year 6, but when a child has more complex needs the process of transfer may begin in Year 5 or earlier. In addition to the usual induction days for all students, vulnerable students (not necessarily all children with SEND) are invited to take part in our Enhanced Transition process to ensure a successful transition to secondary school. We also offer our Transition Plus process for those students identified by primary schools as needing a little extra support throughout the process. We offer our Year 6 Parents an additional after school event to meet our SEN and SLT staff, in addition to our Transition Evening. We would also suggest that prospective parents attend our Open Evening, and our Open Morning Tours in September of Year 6, before completing their secondary school choices.

Court Fields School has excellent links with all the Post 16 providers locally, and has a strong tradition of supporting students to find the most appropriate course or training provision for them. As students progress through the school, they are given the opportunity to have a range of careers engagements with our Careers Advisor, who provides them with personalised support and advice, as well as other internal staff and external providers. Students with educational health and care plans (EHCPs) may receive a range of additional support from Post 16 destinations of choice, and may have individual transition programmes. All Year 11 students with EHCPs will have an Annual Review in Term 1 of their Year 11, attended by our Careers Advisor and a representative from their Post-16 destination of choice, in addition to the usual attendees.

18. How are the school's resources allocated in relation to students with SEND?

The vast majority of school funding is allocated via Element 1 and Element 2 funding. The school may also receive 'top up' funding for students with specific and significant needs. As a school we have a SEND team, led by the SENDCO Vicki McCarthy. Within this team are a number of HLTAs (Higher Level Teaching Assistants) and TAs (Teaching Assistants) whose number varies depending on the school budget and the number of students identified with SEND.

19. How is the decision made about how my child will receive support?

The decision making process is informed by the data and information provided by all agencies involved, including parents and the student. Support is then personalised, using the available resources in order to maximise progress. This is regularly reviewed, and as appropriate, discussed with parents at Annual Review meetings. Where a student makes good progress, and bridges the gap, support may be reduced and needs are met with universal support, therefore the student may be stepped down (removed) from the SEND Register. However, when a student first steps down they will be placed on the Monitoring List/Highlighted Needs list. When significant changes to provision occur, parents are automatically involved. Children must be engaging in our Universal Offer and have good attendance as part of the graduated response, and without children being in school or in lessons participating then children and young people may have gaps, and not SEN need. We will always inform you when your child is added to or removed from the SEND register.

20. What is High Quality Teaching?

As stated by the EEF (2021) "Pupils with Special Educational Needs have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school." At Court Fields, our first priority for all students with SEND is that they receive consistently high-quality teaching across the whole breadth of the curriculum to enable them to succeed. We provide a high level of challenge for all of our students and scaffold learning to ensure that every student, including those with SEND, is able to attain the very highest standards. Our teachers use principles of high-quality education based on research - precise explanation, scaffolded practice, regular feedback, expert modelling and targeted questioning to enable students to know, remember and do more in every subject area. In accordance with the SEN code of practice (2014), this high-quality teaching is the first and most important level of support for SEND students, and all of our teachers are made "responsible and accountable for the progress and development of all pupils, including those who have additional needs".

21. How do you assess and review progress that children are making? How do you evaluate the effectiveness of what you are doing?

We do this through a range of ways including: formative (ongoing) assessment for learning, book monitoring, lesson observations, intervention results, behavior and reward points, reports from teachers, student voice and summative assessments (such as end of Unit tests). Students are tracked from Year 7 to monitor their progress throughout KS3 and KS4.

22. How are children and young people with SEND integrated with non-SEND students?

We are a fully inclusive school and believe that all students should have the opportunity to achieve and succeed, while recognising and supporting individual needs. The majority of SEND learners' needs can be met in the classroom through quality teaching and a carefully planned sequenced curriculum. Some students may also receive shared TA support in lessons.

23. How is the SEND Information Report created?

The SENDCO, with stakeholders, writes and reviews this report every year, ensuring that all information from the Local Authority is considered and referenced. If any parent or carer would like to contribute and support in the reviewing of the document next year, they can email sen@courfields.bep.ac. We have a number of staff who are parents working in the Learning Support Team, as well as the wider staff team who support the SENDCO in the production and reviewing of the Information Report. We also work with our Trust SENCOs to quality assure our provision and the SEND Information Report as part of the work within our Trust.

24. What progress do student with SEND make at Court Fields?

The main measure that the government uses to measure student progress is called Progress 8. The following data demonstrates that outcomes for our SEN students show a positive trend over

time. Our focus continues to be on powerfully addressing disadvantage and narrowing the gaps between SEND and other students across academic and pastoral outcomes.

Our results show that the students identified as having a SEND are making progress over time. The gap between SEND and Non-SEND students is closing for those following a Progress 8 curriculum.

As an inclusive local school, we also have some SEND students who do not follow a full Progress 8 curriculum, as appropriate to their needs. This is reflected in the P8 score.

We know that one of the key factors supporting students making progress is good attendance, as this enables our students to take advantage of the high quality teaching from our staff in lessons. We would ask all parents to support us in ensuring that their child/children are in school as much as possible.

Progress 8 Measure	Whole School	SEN	Non SEN	Gap closing over time
Summer 2017 exam results	-0.3	-1.51	-0.17	-1.34
Summer 2018 results	-0.33	-0.94	-0.25	-0.69
Summer 2019 results	-0.43	-0.47	-0.42	-0.05
Summer 2020 results (unvalidated) CAG	-0.05	-1.07	0.11	-1.18
Summer 2021 results (unvalidated) TAGs	-0.11	-0.09	-0.11	0.02
Summer 2022 results	-0.08	-0.21	-0.07	-0.14
Summer 2023 results	-0.36	-0.53	-0.34	-0.19
Summer 2024 results	-0.26	-0.22	-0.24	0.02
Summer 2025 results (no Progress 8 – Attainment 8 used)	-0.23	-0.27	-0.22	-0.05

25. Parental Feedback on 2025-26 School SEN Report

This report has been shared with parents who were invited to give feedback. Three key comments from this feedback were:

- There is a structured compassionate framework that can be seen in practice.
- Impactful person-centred approaches are clear to see.
- There is clear impact from interventions and strategies to support academic and pastoral progress.

26. What support do Somerset County Council provide students with SEND ?

Details of Somerset's local offer can be found here:

www.somerset.gov.uk/localoffer and www.facebook.com/LocalOfferSomerset

27. How are SEND records stored?

SEND files on pupils are stored in locked filing cabinets with keys stored in separate, locked locations. Electronic records are kept in SIMS/Provision Map.

28. What do I do if I have a complaint?

Please see our Complaints leaflet on our website. This can be found on our website here:
<https://www.courtfields.net/policies.htm>

29. Sources of Additional Support

- SENDIAS - <https://choices.somerset.gov.uk/025/send/somerset-sendias/>
- Somerset County Council, SEN - www.somerset.gov.uk/localoffer and www.facebook.com/LocalOfferSomerset
- NASEN – www.nasen.org.uk
- the EBSA (Emotionally based school avoidance) resources. Free parent training webinar <https://www.supportservicesforeducation.co.uk/Page/20029>
- Autism and ADHD Pathway [Autism and ADHD Pathway](#)

30. Contact Details

SENDCO (Special Educational Needs Coordinator) – Vicki McCarthy
Court Fields School phone number - 01823 664201
Court Fields School SEN email address – sen@courtfields.bep.ac



As a rights Respecting School this policy links directly to:

Article 3 (best interests of the Child,

Article 28 (right to education),

Article 29 (goals of education).