



CANNOCK CHASE HIGH SCHOOL

A C H I E V E M E N T F O R A L L

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY AND INFORMATION REPORT

SEND Code of Practice: for 0 to 25 years

The Department for Education (DfE) published a new Special Educational Needs and Disability (SEND) Code of Practice in July 2014. It came into force in September 2014, replacing the previous 2001 code. It was updated in January 2015 and revised again in April 2015.

The new code reflects the changes introduced by the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

At Cannock Chase High School we believe that 'Every Teacher is a Teacher of Special Needs'.

Class Teachers

Each class teacher is responsible for:

- the progress and development of every student in their class;
- working closely with any attainment managers or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching;
- working with the SENDCo to review each student's progress and development, and decide on any changes to provision and updates to the Individual Support Plan (ISP);
- ensuring they follow this policy.

We prioritise the needs of a number of identified students within the school, understanding that they all have barriers to their learning. All staff work to ensure that students with special educational needs or disability can fulfil their potential and achieve their academic goals. We believe that every child is an individual and has the right to have their needs met. Inclusion is at the centre of our ethos at CCHS and we recognise the value of every individual student. Wherever possible and given the resources available, all students are encouraged to take part in any activity that our school can offer.

Any student may experience difficulties in school at some stage. We recognise that there are a number of factors that may influence this such as educational, social, environmental and medical conditions. On identification of these difficulties, provision will be adapted and reasonable adjustments will be made to meet the child's needs.

Identifying Needs and Assessing

Prior to Entry

We contact our partner primary schools during the Spring Term. Any student who is identified as having a learning difficulty, or as having English as an additional language, is referred to the Assistant SENDCo. Contact is then made with each primary SENDCo and relevant data collected.

Identifying Existing Students

Students who experience difficulties whilst at CCHS who are not already identified as having a need can be referred to the Assistant SENDCo. This can be as a result of a self-referral by a student, at the request of a parent/carer or their subject teachers, or due to the involvement of outside agencies.

Assessment

All Year 7 students are screened in September using GL assessment for English/Literacy and Maths. Assessments are carried out with any student who starts on an in-year admission through the Inclusion Team.

From the information gathered, along with parental and primary data, students are then placed into appropriate groups and support is allocated.

If further diagnostic testing is required for examination access arrangements, our specialist teacher who is qualified to administer these tests will carry them out on an individual basis to assess more precisely using a range of tests relevant to the needs of the student.

These tests may include:

- WRAT 5 – single word decoding reading test, spelling and computation;
- DASH – handwriting speed;
- CTOPP;
- GL Exact;

- Boxall Profile- social and emotional.

Where appropriate we will refer students to outside agencies for specialist support or diagnosis.

Monitoring and Evaluating

Every member of staff shares responsibility for the achievements of students with special educational needs or disability. Specific responsibilities are as follows.

Governing Body

- Monitor the SEND Policy and Inclusion Report through the school's self-review procedures.
- Ensure, through the performance management process, that the Headteacher sets objectives and priorities to ensure that provision is effective, appropriate and resourced.
- Ensure that the Policy is available to any interested party on request.
- Mrs P Bury is named as the link Governor to liaise with and monitor inclusion and SEND provision.

Leadership Team

- Set objectives and priorities in the School Improvement Plan which include provisions and resources for SEND students.
- Work with Deputy Headteacher responsible for SEND and middle leaders in identifying and meeting INSET needs.
- Monitor impact of provisions in raising attainment.
- Measure progress and attendance of SEND students as a priority group.

Assistant Headteacher responsible for SEND and Assistant SENDCo

Named SENDCo for the school is Mrs J Simpson.

Assistant SENDCo is Ms H Boulton.

- The day to day operation of the SEND Policy and Inclusion Report.
- Lead and manage the Learning Support Team.
- Disseminate information and raise awareness of inclusion throughout the school.
- Co-ordinate provision for students in need of support and assure the high quality of this.
- Identify students requiring support.
- Liaise with primary feeder schools, external agencies and parents/carers.
- Formulate and maintain the SEND register, ensuring data is kept up to date by Learning Support Team.
- Ensure that support is effective and has an impact on progress.
- Attend training courses and maintain an up to date knowledge of SEND and inclusion issues in order to ensure excellence in the school's provision.
- Represent the school at any tribunal hearings.
- Contribute to INSET of CCHS staff.
- Recruit and deploy the Learning Support Team.
- Look at each case as an individual to make sure appropriate support is in place.

- Liaise with Pastoral Teams to ensure all relevant knowledge is taken in to account when considering support.
- Administer submissions for examination special arrangements in conjunction with specialist teacher and exams officer.

Support Staff – Attainment Managers

The Code of Practice is recognition that some students have difficulties which may impede their learning. These difficulties may be short or long term. Targeted support in the classroom enables teachers to meet the needs of all of their students. Where more intense support is needed (Wave 3 withdrawal interventions), we strongly believe that collaboration and communication between teachers and support staff is the key to removing barriers and enables us to provide an inclusive environment for all.

Therefore, support staff will:

- liaise with tutors, Pastoral Team, teachers and Directors of Learning Communities as appropriate, to ensure effective support;
- request information from all teachers of a student and examples of work when a student is referred by an individual teacher raising concerns with their learning. These will then be collated and passed onto the Assistant SENDCo and Deputy Headteacher to determine what/if support is necessary;
- monitor students' progress in class and update data as and when necessary;
- work with small groups in or out of the classroom, under the direction of the class teacher;
- encourage independent learning;
- plan and deliver individualised programmes where necessary;
- prepare documentation for reviews and general meetings;
- intervene with individual students where necessary and signpost to appropriate support.

Directors of Learning Communities

- Monitor the progress of all identified SEND students in their Community.
- Identify under-achievement of these students and adapt strategies to redress this.
- Report any continuous under-achievement to Deputy Headteacher and act jointly to redress this.
- Keep and monitor a list of any students raised by their teachers during Community Meetings.
- Monitor differentiation in schemes of learning and teachers' planning.
- Ensure access to an appropriate curriculum which leads to successful outcomes.
- Ensure appropriate teaching resources for students with barriers to learning.
- Include 'tracking SEND students' on Community Meeting Agendas and give minutes/ action points to Deputy Headteacher where appropriate.

Teaching Staff: 'Every Teacher is a Teacher of Special Needs'.

'Knowing Your Students' is our guiding principle. All teachers have access to Classcharts containing personalised information on every student including SEND status, Individual Support Plans (ISPs), Provisions and Learning Plans. Teachers can access current performance levels and targets on SISRA.

Teachers will, therefore:

- use all the data provided to inform planning;
- devise strategies and identify appropriate differentiated methods of access to the curriculum;
- accept prime responsibility for the progress of every child in their class;
- identify possible SEND when assessing students work and refer any concerns to Assistant SENDCo (Learning Referral);
- take any student names to Community Meetings that have been referred to Learning Support Team;
- pass on any strategies that are not included on a provision map to Learning Support Team to share as good practice;
- liaise and plan lessons with support staff;
- monitor closely progress of any student identified as SEND;
- complete relevant special educational needs and disability documentation by required deadlines;
- ensure that work is available to students who are absent for any reason, especially due to either illness or injury;
- support external/internal observations of a child whilst assessments are being made.

Pastoral Team

- Inform Learning Support Team of any long-term social issues that an individual may experience which may hinder their academic progress.
- Request representation from the Learning Support Team at any pastoral or admissions meetings.

Accessing the Curriculum

Individual Support Plans (ISPs) are issued to all teachers of students with an identified need. These plans contain information on the student's difficulties and strategies to support their learning in the classroom.

The progress of students identified with having a specific need will be tracked and monitored at each Progress Check. Attainment Managers will provide personalised interventions should it be required and reasonable adjustments will be made for any students with significant barriers to their learning. These adjustments to practices ensure that, where reasonably possible, a person with a disability can benefit to the same extent that a person without the disability can.

The school actively seeks the support and advice of all relevant services/agencies to ensure the curriculum is accessible (where physically possible) to all students. Relevant modifications to the delivery of the curriculum are negotiated on an individual basis as required.

Interventions may include:

- small class sizes with a teacher and Attainment Manager for Literacy and Numeracy for personalised sessions;

- support from an Attainment Manager within the classroom working collaboratively with class teacher;
- withdrawal sessions for specific identified difficulties;
- small group work for additional reading, numeracy, spelling, handwriting and nurture;
- contracted laptop facilities;
- scribes and readers for students with access arrangements for examinations;
- controlled Assessment and coursework support – this is requested by subject teachers;
- individual support for students who have English as an additional language if required;
- School Counsellor;
- Well-being Practitioner;
- Chaselea PRU;
- managed moves;
- flexible timetabling for students with medical difficulties;
- ground floor teaching where possible for students with physical disabilities;
- Homework Club;
- Lunch Club.

Parental and Student Engagement

Cannock Chase High School highly values the contributions that parents/carers make to their child's education.

- Parents/carers are encouraged to participate in discussions and decisions about their child's learning or behavioural difficulties.
- They are invited to attend additional transition meetings between all key stages.
- They are actively encouraged to support their child at home.

We actively encourage our parents/carers to contact the school at any point and they can make an appointment to speak to any member of staff, including the SENDCo, throughout the year for any reason.

Parents are kept up to date with their child's progress through progress reports, parents' evenings, provision reviews and external agency reports. In cases where more frequent regular contact with parents is necessary this will be arranged based on the individual student's needs.

If an assessment or referral indicates that a student has additional learning needs the parents/carers and the student will be consulted in producing the Individual Support Plan. Parents/carers are invited to attend any meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND Governor may be contacted at any time in relation to SEND matters.

SEND training for parents and the advertisement of local support groups are communicated to parents on the school website where relevant.

Wellbeing

At CCHS we take the wellbeing of all of our students very seriously and we have an extensive support network which is accessible to all of our students. If a member of staff has a concern about a student's wellbeing this is raised in the first instance with the Director of Year or Pastoral Manager. If there are serious concerns then our Safeguarding Policy is strictly adhered to.

If the Pastoral Team has further concerns, and the issues are not easily addressed through the universal pastoral care, then the student is referred to the Director of Student Support Services with the permission of the student and the parent/carer. The referral is then assessed carefully to decide on the type of support that is required and an Early Help Assessment may be made.

Provision is then put in place and this can be either with our School Counsellor or with one of the many external agencies that we work with.

Provisions are reviewed regularly to ensure that the right amount and type of support is in place. The views of the student and the parent/carer are very important throughout this process and all parties are openly encouraged to share views or concerns at any time.

If a student has medical needs then we work together closely with the student and the parent/carer to ensure that we are making reasonable adjustments to meet those needs. We may at times seek guidance from other professionals to ensure that we are making such reasonable adjustments. If applicable, a Health Care Plan is drawn up and put into place.

Information is shared with staff about specific requirements to ensure that all students can access the curriculum in and out of the school site regardless of their needs. If a student has medication that needs to be taken within the school day or whilst on overnight trips then we strictly adhere to the Staffordshire County Council Medication Policy.

Specialist Services and Expertise

Attainment Managers have been trained in modifying work for visually impaired students.

Mr Belshaw is qualified to administer all tests in order for us to apply for Exam Access arrangements.

- INSET is provided for all new teachers to the school as part of their induction programme. This would include ECTs and Training Teachers.
- Members of the Learning Support Team have received stair crawler training.
- Attainment Managers have received training for precision teaching, direct instruction, working memory, dyscalculia and dyslexia.
- Specific staff members have been trained to deliver Lexonic Leap to improve literacy of highlighted students.
- Whole school INSET is included on staff training days and during twilight sessions. We regularly update all staff in areas of dyslexia, working memory and ASD.

- Individual departments can request INSET from the Deputy Headteacher through their Community Director or their Link to Leadership.

We also have access to a wide range of external support such as:

- Educational Psychologist;
- SENDIAS Consultancy;
- Local Authority Assessment Team through SEND HUB;
- School Nurse – NHS England;
- Autism Inclusion Team;
- Child and Adolescent Mental Health Service (CAMHS);
- Midlands Partnership Foundation Trust;
- Visual Impairment Team;
- Hearing Impairment Team;
- Early Help Team;
- Family Support Team;
- Education Welfare Officer;
- Youth Offending Team;
- Virtual Schools – Look After Children;
- Women’s Aid;
- CAMHS/YESS – Youth Participation Worker;
- T3 – Drugs and Alcohol Young People’s Information Service;
- Young Carers;
- The Carers Hub;
- Cruse Bereavement Care;
- School Counsellor;
- Entrust (for risk of NEET).

Extra-Curricular

In the event of an activity outside the classroom, the organiser will contact the Learning Support Team should there be a need to provide access arrangements. Parents/carers are included in all aspects of planning to ensure that the young person can access the activity where physically possible. The aim is to ensure that all students are included.

Accessibility of the Site

The school is an inclusive school and aims to be accessible for students with disabilities. The nature of the school buildings, layout and large numbers of steps cause a degree of difficulty for wheelchair users. We are currently in possession of a stair crawler to combat some of these difficulties. Most subject areas have facilities to teach on the ground floor and planned timetabling of rooms provides access to most areas. An application for EHCP funding is made for any student with a disability in order to enable them to access the curriculum. The school has a separate Accessibility Policy.

Care, Information and Guidance

Transition programmes begin between us and our partner primary schools during the Spring Term. Any student who is identified as having a learning difficulty at their current school stage is referred to the Assistant SENDCo. Contact is then made with each primary SENDCo and relevant data collected. Parents/carers are contacted prior to entry to give their views. Primary schools can request additional transition visits during the final two terms of the student's Year 6. These visits include academic taster lessons as well as getting to know our site.

County Assessment Team notifies school, after February, of any student that will be attending that has been awarded an EHCP. Where practicable, the Deputy Headteacher or the Assistant SENDCo will attend the annual reviews for these students to ensure smooth transition.

Where a student is transitioning to Key Stages 4 and 5, the school's CEIAG Manager, Mrs Allen, provides invaluable support and information for both students and parents/carers. In addition to this, all students receive an individual meeting with a designated member of the Leadership Team to discuss future pathways.

Funding and Facilities

The school is funded to meet the needs of all of its students through its core budget but is additionally funded to support provision for students with an EHCP.

Our priorities for allocation of this funding are:

- students in possession of an EHCP receive support in line with their plan;
- K coded students are supported by the Assistant SENDCo and 11 Attainment Managers;
- small group and 1:1 intervention where identified;
- development of resources including software programmes and netbook facilities for students;
- Lunch Club for SEND students;
- staff CPD;
- students experiencing emotional, social or behavioural difficulties requiring alternative provision;
- homework group for SEND students.

Referral for Education Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a statutory assessment process which is usually requested by the school but can be requested by a parent. This will occur when the Local Authority believes that the school has taken every step possible to support the child but is unable to provide the level of support needed alone.

The decision to make a referral for an EHCP will be taken at a progress review. The application for an EHCP will combine information from a variety of sources including:

- parents/carers;
- teachers;
- SENDCo;
- Headteacher;
- health professionals;
- any other involvement from an external agency.

Information will be gathered relating to the current provision provided, action points that have been taken and the preliminary outcomes of targets set.

Following statutory assessment, an EHCP will be provided by the Local Authority if it is decided that the school cannot provide for the child's needs on its own. The school and the child's parents/carers will be consulted before the decision is made. Parents/carers have the right to appeal against a decision either for or against.

Once the plan is completed it will be kept as part of the student's formal record and reviewed annually by SENDCo, staff, parents/carers and the student. The annual review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Complaints Procedures

If a parent/carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Deputy Headteacher in charge of SEND, who will be able to advise on the formal procedures for complaint.

Information on the Local Offer from the Local Authority can be found at:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

Important Contacts

Deputy Headteacher in charge of SEND - Mrs J Simpson
Assistant SENDCo – Ms H Boulton
Director of Student Support Services – Miss C Worrall

Implementation date:	January 2023
Last review date:	
Next Review date:	January 2024
Statutory Policy:	Yes