

CHESLYN HAY ACADEMY
SEND INFORMATION REPORT

1 What is the Local Offer?

Local authorities must publish a local offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have special educational needs (SEN) or are disabled, including those who do not have education, health and care (EHC) plans. In setting out what they 'expect to be available', local authorities should include provision which they believe will actually be available. The relevant local authority local offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it, and
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review (Source SEND Code of Practice 2014)

Staffordshire's Local Offer can be found at:-

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/advice.page?id=BDaOx0vKAKg>

Wolverhampton's Local offer can be found at -

<https://win.wolverhampton.gov.uk/kb5/wolverhampton/directory/localoffer.page?localofferchannel=0>

Walsall's local offer can be found at -

<https://go.walsall.gov.uk/the-send-local-offer>

2 What is our 'Information Report'?

Our Information Report is about providing specific information for children and young people with special educational needs and disabilities (SEND) and their parents or carers about what services young people and their families can expect from the school and therefore more choice over what support is right for an individual pupil.

3 What are the types of SEN that Cheslyn Hay Academy provides for?

Cheslyn Hay Academy supports students who have SEN under one or more of the four broad areas of special educational needs. These are;

- Communication and interaction, for example, Autistic Spectrum Disorder, Asperger's Syndrome, Speech and Language difficulties
- Cognition and learning, for example Dyslexia, Dyspraxia, Learning Difficulties
- Social, Emotional and Mental Health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD),

- Sensory and/or Physical needs, for example, visual impairments, hearing impairments, spinal injuries

4.1 Identifying students with SEND and assessing their needs

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. All children progress at different rates, but where children fail to make adequate progress this may be indicated by:-

Criteria for students being included on the SEND register:

- Students with an EHCP
- Students who are receiving additional support from an outside agency such as the Visual Impairment service, Autism Outreach, Speech and Language Team.
- Students who have a specific learning difficulty and are as a result receiving additional support from the SEND team (including Access arrangements).
- Students receiving specific additional support for mental health related issues via CAMHS, Children's Services or other recognised body. If students are known to have self-harmed.
- Students with a diagnosis of specific learning needs such as dyslexia/dyspraxia.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND but these students will be monitored as a possible indicator of undiagnosed needs.

4.2 Initial Identification from Primary school

In the summer term the Head of House for the incoming group of students and the SENCO visit the main feeder primary schools to collect information. Parents are able to add to this at the Year 6 Induction Evening. If necessary, students will then be assessed and placed on the register published in September.

Students will be screened via GL assessments to look for possible literacy difficulties and concerns raised in English Maths and Science GL assessments.

4.3 Ongoing identification

Staff are continually monitoring work produced by students as well as observing behaviours and assessing progress. If a concern is spotted by staff they can complete a SEND referral form which will outline their concern. This should be sent to the SEND office for further processing and actioning.

4.4 Individual diagnostic Assessments

Individual diagnostic assessments are used for students who it is thought may have Dyslexia. These assessments may include some or all of the tests listed but others may also be included e.g. The Dyslexia Portfolio and The British Picture Vocabulary Scale.

4.5 Referrals by Parents

Parents are encouraged to contact the Learning Support Department if they have concerns about their child. The procedures are then as above.

5 SEND support at Cheslyn Hay Academy

5.1 Differentiated school support

Prior to identification as having SEND a student will have had access to a differentiated programme this may include: targeted support by the class teacher within the classroom environment; and additional home learning opportunities. Where a child fails to make adequate progress despite this then the school will consider further intervention and identify the student as having special educational needs.

5.2 SEND Provision

Teaching students with special educational needs involves a whole school response. Central to the work of every teacher and subject is the cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students in school learn and progress through these differentiated arrangements.

Once a student who may have special educational needs has been identified a Graduated Response is adopted, providing a level and type of support, which will enable the student to achieve adequate progress. This provision is identified and managed by the SENCO but will be planned and delivered by teaching and support staff.

5.3 Graduated Response - Following the four-part cycle of Assess, Plan, Do and Review

Provision is 'educational provision, which is additional to, or otherwise different from, the education provision made for other children of the same age.' This may include: provision of specialist or adapted equipment or learning materials; additional regular individual or small group support; and access to specialist support from other agencies.

5.4 School Support

School support will be initiated where students have failed to make adequate progress. They will be identified by the SENCO, who will consult with all staff and parents, as well as the student. Following evaluation of the school's interventions and assessment of the child, the SENCO will identify provision from within the school's resources that are designed to meet the student's needs.

Such interventions may include:

- Additional planning of learning programmes
- Provision of different learning materials or specialist equipment
- Additional staff training
- Group support on a regular basis
- Provide specialist assessments
- Give advice on teaching strategies or materials
- Provide short-term support or training for staff

Parents and their child will also be involved and as a result of this the SLP will be revised and new strategies put in place. Should the assessments identify that the student requires additional provision on a regular basis for an extended period then the school may apply for additional resources. The application will be evaluated against criteria established by Staffordshire Children and Family Services.

Evidence that will be used in this process will include:

- The school's action through School Support
- Records of regular reviews and the outcomes
- The student's health including medical history where relevant
- Subject assessments
- Attainment in literacy and mathematics
- Educational assessments, e.g. SENCO and/or Educational Psychologist
- Views of parents and students

5.5 SEND & Inclusion Hub

The SEND & Inclusion Hub is a school based multi-agency group made up of Headteachers and SENCO's together with partnership agencies such as educational psychologists and Social Care & Health Teams and it acts as the 'team around the child' for the school's students. During the meetings, the cases of children and young people who they are struggling to support through the graduated approach are discussed. Actions and strategies are then agreed to support the child or young person. The relevant professionals then put these into place. Actions and strategies are reviewed each meeting to see if they have worked.

6 Consulting and involving students and parents

6.1 Parents

The school actively seeks to work with parents and values the contribution they make. The school aims to support parental partnership by:

- Ensuring positive attitudes towards parent
- Effective communication
- Acknowledgement of the parents' role as a partner in the education of their child
- Recording parental views as part of any review procedure

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account 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 given to their parents.

We will formally notify parents when it is decided that a student will receive SEND support.

6.2 Students

The school acknowledges the student's role as a partner in their own education, developing their participation in the decision making process by:

- Listening to and valuing their views
- Involving students in Review Meetings to discuss progress and future provision
- Involving students in targets setting and formation of SLPs
- Recording students' views as part of any review procedure

7 Supporting students moving between phases and preparing for adulthood

A number of strategies are in place to enable effective student transition.

The SENCO attends transitional EHCP review meetings for Y5 and Y6 students who may possibly transfer to the school. A programme is in place to aid the transition of all students with an EHCP and other students identified as vulnerable or having particular educational needs. Such students are invited to attend further sessions in addition to the two full days arranged by the primary liaison coordinator. Support members of staff from the primary schools and parents, in some cases, are also invited to accompany the students if they wish. Autism Outreach and members of other agencies also attend with some students.

Careers information, Advice and Guidance (IAG) is available to all students from Yr7 onwards.

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

8 Our approach to teaching students with SEND

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 SEND. This will be differentiated for individual students.

Information on the quality of teaching will be collated in a report to governors and shared with parents

We will also provide the following interventions:

- Additional English Lessons
- Reading Programmes (accelerated reader/myon)
- Numeracy Support
- Social and Emotional Support (including behaviour)
- Dyslexia support
- Outdoor Educational Opportunities
- Individual support as identified by External Agencies

9 Students with medical needs

Medical conditions may have a severe impact on students' experiences and the way they function in school. Their condition may affect cognitive or physical abilities, behaviour or emotional state. The effects may be intermittent and the impact on the student may vary at different stages in their school career. Individual arrangements are made for students experiencing such difficulties according to their needs.

10 Adaptations to the curriculum and learning environment

When children join us in Year 7 they are placed in tutor groups with careful consideration to their needs and the needs of others in the group. For the majority of their lessons students will be taught in these tutor groups and support will be provided through high quality classroom teaching. For some children with SEND, the school may reduce the curriculum to allow for small group or individual support.

As children enter year 10 and complete their option choices, appropriate pathways will be offered according to their particular needs. For some students this may include college placements, a reduced number of GCSEs and / or the opportunity to study alternative courses.

We also make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

11 Additional support for learning

We have teaching assistants who are trained to deliver interventions as outlined above

Teaching assistants will support students on a 1:1 basis as indicated in EHCPs but will also work to develop skills to promote independent working

Teaching assistants will support students in small groups in core subjects and when delivering interventions

We work with the following support services, agencies and voluntary organisations to provide support for students with SEND:

- Special Educational Needs and Inclusion Service (SENIS – Entrust))
- Behaviour Support Service (Entrust)
- Autism Outreach Team
- Hearing Impairment team
- Visual Impairment team
- Autism and Sensory Support in Staffordshire (ASSIST) Post 16
- Speech and Language Support
- Educational Psychology Service

- Educational Welfare Officers
- Social Services
- School Nurse
- CAMHS (Child & Adolescent Mental Health Service)
- Local Support Team and Additional Family Support Services
- Counselling Services e.g.
- Careers – Information Advice and Guidance

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

The school is a multi-level site with 3 stories in some parts of the building. This requires the use of stairs to access classrooms on the upper levels. Ongoing adaptations include the addition of a disabled parking space near reception, yellow edging on steps to support those with a visual impairment and ramps placed alongside steps around the perimeter of the building. A medical room is provided in order to provide a safe place for insulin testing and injections.

All of our extra-curricular activities and school visits are available to all of our students, including our before-and after-school clubs (late buses are provided to facilitate attendance at out of hours activities).

All students are encouraged to go on our residential trip(s) e.g. to Outdoor Educational Centres, Venice, France etc.

All students are encouraged to take part in sports day/school plays and musical events/special workshops, etc.

No student is ever excluded from taking part in these activities because of their SEN or disability.

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities including those with medical conditions. Where appropriate, parents will be a key part of formulating risk assessments.

The school's accessibility plan is available on the school website.

13 Monitoring arrangements

As part of the evaluation of school effectiveness the SENCO and other staff will monitor the effectiveness of the policy and procedures in meeting the needs of students with SEND. Success factors will include:

- early identification of students with SEND
- having an effective system for the two-way exchange of information between the department and other staff
- staff, student and parent views and opinions
- impact of interventions and provision as judged by individual student academic and personal progress and via annual review of EHCPs and IEPs / SLPs and data collection (e.g. RAG Audits; end of key stage results; attendance figures; exclusion figures; NEET figures)
- the level and impact of cooperation with other agencies and the fostering of multi-agency work

This policy and information report will be reviewed every year by the SENCO.. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

14 Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting students with medical conditions

Lead SLT member: MBO

Date of next review: 09.25

Reference: SEND Policy MBO 09.23