



Cheslyn Hay Academy

Cheslyn Hay Academy SEND Information Report

Implementation date:	Jan 2025
Next review date:	Sept 2026

1. Introduction

Cheslyn Hay Academy is committed to providing an inclusive learning environment where all students, including those with Special Educational Needs and Disabilities (SEND), can thrive and reach their full potential. This report outlines the support and provision available for students with SEND at Cheslyn Hay Academy.

2. The Local Offer

Staffordshire's Local Offer:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/advice.page?id=BDaOx0vKAkg>

Wolverhampton's Local Offer:

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

Walsall's Local Offer: <https://go.walsall.gov.uk/the-send-local-offer>

These resources provide information about the provision available across education, health, and social care for children and young people with SEND in their respective areas.

3. Types of SEND Provided For

Cheslyn Hay Academy is a fully inclusive school. We provide support for students with needs in all four categories of SEN, as outlined in the Code of Practice:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

4. Which staff will support my child, and what training have they had?

All staff are trained to support students with additional needs to ensure that they can achieve their academic and personal potential. The school also has a large team of inclusion staff members who work closely with our students.

Assistant Headteacher (Inclusion) and SENCo

Our Assistant Headteacher for Inclusion and SENCO is Mr Bourne. Mr Bourne is a qualified teacher and holds the National Award in Special Educational Needs Co-ordination (NASENCo) from the University of Wolverhampton. Mr Bourne has worked as a SENDCO in two mainstream settings over the last 10 years.

Subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. Additional Training is sourced where appropriate, and recent training includes ADHD specific training and Level 1 training from the Autism Inclusion team.

Teaching assistants (TAs)

We have a team of TAs, who are trained to deliver SEND provision. All staff within the Inclusion Team receive extensive training related to their roles to enable them to best support our students.

External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families.

These include:

- Learning Support Service
- Autism Inclusion team
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Speech and language therapists

5. What should I do if I think my child has SEN?

If you believe that your child may need support from the Inclusion Team, you should contact your child's form tutor in the first instance. If necessary, a meeting can be held to discuss concerns in order to plan next steps. They will pass the message on to our SENCO, Mr Bourne, who will be in touch to discuss your concerns. We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record. You

will also be given a copy of this. If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

6. Identification and Assessment of SEND

- **Initial Identification:** The Head of year and SENCO visit feeder primary schools to gather information. Parents can contribute at the Year 6 Induction Evening. Students are screened using GL assessments for literacy difficulties and concerns raised in English, Maths, and Science GL assessments.
- **Ongoing Identification:** Staff continuously monitor student work, observe behaviours, and assess progress. Concerns are documented via a SEND referral form.
- **Criteria for SEND Register:** Students with an EHCP, those receiving external agency support, students with specific learning difficulties receiving SEND team support (including Access Arrangements), students receiving support for mental health issues, and students with diagnosed learning needs (e.g., dyslexia/dyspraxia) are included on the register.
- **Individual Diagnostic Assessments:** These are used for students suspected of having dyslexia, potentially including tests like The Dyslexia Portfolio and The British Picture Vocabulary Scale.
- **Parent Referrals:** Parents are encouraged to contact the Learning Support Department with any concerns.

7. SEND Support

- **Differentiated School Support:** Initially, students receive differentiated instruction within the classroom and additional home learning opportunities. If progress remains inadequate, further intervention is considered, and the student may be identified as having SEND.
- **SEND Provision:** A whole-school approach is adopted. The cycle of planning, teaching, assessment, and evaluation considers the diverse needs of students. A Graduated Response is used, with the SENCO managing provision planned and delivered by staff.
- **Graduated Response (Assess, Plan, Do, Review):** Provision is "additional to, or otherwise different from" that made for other students of the same age. This may include specialist equipment, learning materials, individual/small group support, and access to external agency support.
- **School Support:** This is initiated when students fail to make adequate progress. The SENCO consults with staff, parents, and the student. Interventions may include additional learning program planning, different materials/equipment, staff training, group support, specialist assessments, teaching strategy advice, and short-term support. SLPs are revised, and if needed, the school may apply for additional resources from Staffordshire Children and Family Services.
- **SEND & Inclusion Hub:** This multi-agency group (Headteachers, SENCOs, educational psychologists, Social Care & Health Teams) discusses challenging cases and agrees on support strategies.

8. Consulting and Involving Students and Parents

- **Parents:** The school values parental contributions and aims to support partnerships through positive attitudes, effective communication, and acknowledging the parent's role. Early discussions with parents and students establish strengths, difficulties, concerns, and desired outcomes. Formal notification is provided when SEND support is implemented. The SENCO attends all parents' evenings and will be available to speak to about this.
- **Students:** The school values student input and involves them in decision-making by listening to their views, including them in review meetings and target setting, and recording their perspectives.

7. Transitions

The SENCO attends transition EHCP review meetings. A program supports transitions for students with EHCPs and other identified vulnerable students. Careers Information, Advice, and Guidance (IAG) is available from Year 7 onwards. Information is shared with receiving schools/colleges with parental and student consent.

8. Teaching Students with SEND

Your child's teacher is responsible and accountable for the progress and development of all the students in their class. High-quality inclusive teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school. We will adapt how we teach to suit the way the student works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by-case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all students are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting elements of our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as accessibility features on iPads, coloured overlays, visual timetables, larger font, etc.
- Elements of class-based support for students with Education, Health and Care Plans (EHCPs) for whom this is outlined in their provision.

We may also provide a variety of different targeted interventions, should the need be identified following our graduated response to SEND.

9. Students with Medical Needs

Individual arrangements are made for students with medical conditions, which may impact cognitive, physical, behavioural, or emotional states.

10. Adaptations to Curriculum and Learning Environment

Year 7 students are placed in tutor groups considering their needs. The curriculum may be reduced for some students needing individual/small group support. Year 10 options pathways are tailored to needs, potentially including college placements, a reduced number of GCSEs, or alternative courses. Adaptations include curriculum differentiation, resource and staffing adaptations, assistive aids (laptops, coloured overlays, etc.), and differentiated teaching strategies.

11. Inclusion in Activities

All extra-curricular activities and school visits are available to all students. Residential trips, sports days, school plays, and other events are inclusive. Risk assessments are conducted, and procedures are implemented to ensure participation for all students, including those with medical conditions. The school's accessibility plan is available on the website.

12. Monitoring Arrangements

The SENCO and staff monitor the effectiveness of the SEND policy and procedures. Success is measured by early identification, effective information exchange, staff/student/parent views, intervention impact, and collaboration with external agencies. The policy and information report are reviewed annually. We also use student questionnaires and a range of monitoring and quality assurance processes by the SENCO.

13. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

14. How does the school support pupils with disabilities?

At Cheslyn Hay Academy we take seriously our obligations under the Equality Act (2010), and we ensure that students with disabilities are not at an inherent disadvantage. This includes both physical and cognitive/intellectual disabilities. The school will secure the necessary provision/auxiliary aids to ensure full access to all areas of school life. We also make necessary reasonable adjustments to our policies and practices to promote full inclusivity. This includes, for example, adaptations to the behaviour policy, to ensure that students with disabilities are not treated less favourable than their peers.

Our Accessibility Plan outlines in further detail the adaptations made to the School to ensure inclusivity, including changes to the physical environment and measures taken to ensure full access to the school's curriculum.

15. What support is in place for looked-after and previously looked-after children with SEN?

Mrs C Farish, Deputy Head, will work with Bourne, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after student's circumstances and their SEN might interact, and what the implications are for teaching and learning. Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one

another.

16. What should I do if I have a complaint about my child's SEN support?

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.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the students themselves. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

17. Links with Other Policies

This report links to the Accessibility Plan, Behaviour Policy, Equality Information and Objectives, and Supporting Students with Medical Conditions Policy.

18. Contact Information

SENDCO – mbourne@cheslynhay.windsoracademytrust.org.uk

Lead SLT Member: MBO

Next Review Date: 09.26