

SEN INFORMATION REPORT CHESTERFIELD HIGH SCHOOL 2020-2021.

Chesterfield High School provides support for students with Special Educational Needs within a mainstream setting as outlined in the Special Needs Policy.

This Special Needs policy was updated by the Assistant Headteacher (Inclusion) and SENCO in June 2020. It follows guidelines set by the Code of Practice from the DfE, in place since September 2014. This policy will be monitored and evaluated according to changes within the Code of Practice as and when they arise.

Our vision is to enable all our students to develop confident and independent learners in their time at Chesterfield High School in order to reach their full potential, whatever their ability and to be proud of their achievements at school and to be equipped to succeed in their lives in the future. All students at Chesterfield High School are included in the school vision Cuique Optimum. "For Everyone the Best."

The Code of Practice 2015 defines Special Educational Needs (SEN) in the following manner.

A child has special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them A child has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) Have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority.

Parents with concerns regarding the progress of their son or daughter should make direct contact with the relevant Progress Leader. Mrs. P. Allen (Transition Manager Year 6 / 7), Miss J Ambrose (Year 7), Miss R Moore (Year 8) Miss S Lyon (Year 9) Miss A Parker (Year 10) Mr J Lewis (Year 11), Ms C Bowers (Sixth Form)

The Learning Support Department is led by Ms L Sedley (Assistant Headteacher – Inclusion) and Mrs A. Williamson (SENCO) leads an experienced team of 3 Teaching Assistants Mrs D Fletcher, Mrs. C. Daly, Mrs. B. Matthews, and 6 further Teaching Assistants

Social, Emotional and Mental Health needs are also supported through the Pride Support Centre by Mr C Allen (Ks4) and Mrs P Allen (KS3) and Miss H. Devine (Learning Mentor) and counsellor Ms A Neat (MYA)

Chesterfield High School is supported by a number of outstanding external SEN specialists with regular dedicated time from a team including Sefton SEPPS Educational Psychologist, Sefton SAIS Inclusion Consultant and Autism Consultant OSMEE

The identification of SEN is an integral part of our Year 6/7 transition programme. The Transition Manager visits all partner schools to discuss Year 6 entrants. The SENCO carries out follow up visits to meet partner school SENCO's to develop transition plans and information for the production of student passports. This information informs work-plan meetings in term 1 of Year 7 with Sefton Inclusion Consultant, Sefton Educational Psychologist Service, Autism Initiatives and other relevant agencies. The Headteacher – Mr K Sexton, Attendance and Welfare Manager – Mrs A McGuire, Director of Learning Mr P Lindley, Mrs D Steele (Parent support Manager) Ms G Jones (DSL) have weekly meetings with the Assistant Headteacher (Inclusion) Ms L Sedley, to discuss vulnerable students, identifying any SEND needs.

Our Transition programme is part funded from Year 7 catch-up funds and is monitored and reviewed regularly with our Inclusion Consultant from SAIS.

The identification of SEN is built into the overall approach to the regular monitoring of the progress and development of all pupils. Our first response to a student who is not making adequate progress is from the classroom teacher who will provide high quality teaching (Quality First Offer). Additional needs may be identified but teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

A pupil has SEN when, in order for them to make progress, they require additional or different support to the school's Quality First Offer. Regular assessment will help identify pupils who are not making anticipated progress and require more targeted support. When pupils are identified as requiring SEN support parents/carers will be notified by the SENCO and invited to a planning meeting. If agreed, parental views (and those of the pupil) will be incorporated in any targeted plan. These pupils will become SEN Support and receive Learning Plan which will detail the range of strategies that the school will put in place. Each SEN student receives an individual pupil passport to support Quality First Teaching.

QUALITY FIRST TEACHING PROVIDED TO ALL PUPILS

High standards of Teaching and Learning for all students is a fundamental principle for Chesterfield High School.

“CUIQUE OPTIMUM” For everyone the best.

Schools across Sefton have agreed the use of these quality first approaches in their classrooms. The approaches listed reflect adjustments that can be reasonably offered within a mainstream secondary school. They are indicative of good teaching and benefit a range of learners, whether they have been identified as requiring SEN support or not. For convenience the strategies have been grouped within the types of need identified by the Code of Practice. However the intention is for teachers to choose the adjustments they feel will support the pupils in their class informed of needs by the SENCO.

Approaches to support Communication and Interaction

- Clear and simple instructions
- Clear classroom organisation and structures
- Clear unambiguous use of language
- Time provided for pupils to process language
- Outcomes modelled and demonstrated
- Opportunities to work independently, without interruption
- Teacher able to access and employ method of communication appropriate to need
- Visual timetables and supports
- Access to talking partners or alternative approaches at times supported by external partners such as Autism Initiatives.
- Strategies and approaches to manage change and transitions such as dedicated Transition Group in Year 7.

Approaches to support social, mental or emotional health

- A clear and understood behaviour policy, detailing rewards, sanctions and other motivators.
- An environment where pupils feel safe, and free from bullying and harassment (SEN/ Disability Anti Bullying Training)
- A range of opportunities to support social and emotional development, including a sense of self efficacy and self-confidence.
- Consistent use of positive language and clear expectations from adults.
- Positive, regular communication with parents and carers supported by external agencies such as Sefton Common Assessment Framework.
- A curriculum that takes into account concentration levels and social and health needs
- Time Out and Time Away Arrangements supervised by dedicated Student Support Centres in each Year Group.
- Recognition of sensory needs and appropriate adjustments made detailed in individual pupil profiles.
- Class and school mediation strategies using mentor and the Pride Centre.
- Close co-operation with Sefton CAMHS service.
- Dedicated School Attendance and Welfare Manager who co-ordinates multi-agency work with SENCO.
- Statutory and additional Educational Psychology support through Sefton SEPPS.
- Chesterfield High School is a champion school for the Anti-Bullying Alliance programme for S.E.N. and Disabilities.
All staff are offered on-line training with the A.B.A.

Approaches to support cognition and learning needs

- Differentiated Curriculum, pertinent to pupils level of attainment or development
- Reading material accessible to students
- Students can present knowledge / views in a variety of ways
- Assessment for learning concepts – pupil aware of the next steps in learning and how to achieve them
- Accessibility to personalised learning aids such as word banks, number lines, memory prompts, etc
- Collaborative working opportunities
- Repetition and reinforcement of skills (100% classroom initiative)
- Visually supported learning environments
- Adjustments to alleviate visual stress
- Multi-sensory approaches to learning
- Methods to summarise and highlight key teaching points
- Questions differentiated in accordance to level of understanding and emotional needs
- Interactive learning opportunities
- Teaching adapted to a range of learning preferences

Approaches to support sensory and / or physical needs

- Access to equipment to ensure mobility provided by health professionals in liaison with School Nurse.
- Awareness of seating positions to take into account sensory difficulties as outlined in individual pupil profiles.
- Adaptations to resources to ensure accessibility co-ordinated by SENCO and Teaching Assistants.
- Access to developmentally appropriate materials and resources
- Adaptations to presentation of learning including use of laptops, tablets etc.
- Effective use of resources and technology both in class and at specialist resource areas around school.
- Specialist provision for mobility issues in the Pride Centre.
- Differentiated curricular pathways available within Learning Support Centre and the Pride Centre.
- Range of mentoring provision to support additional needs in Learning Support Centre and the Pride Centre.
- Support as detailed in access plan or health care plan

SEN SUPPORT

The Graduated Approach

Chesterfield High School adopts a gradual approach to respond to a lack of progress for a student. The school assesses each pupil's current skills and levels of attainment on entry, building upon information from previous settings and key stages where appropriate. At the same time, the School considers evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

The Code of Practice 2014 identifies four broad areas of special need, under which SEN can be classified

- **Communication and interaction**
- **Social, emotional and mental health difficulties**
- **Sensory and / or physical needs**
- **Cognition and learning**

The categories are useful to schools in order to plan provision. However it is important to note that identification of a specific type of need does not automatically mean that the pupil requires a support plan. Approaches used in an inclusive classroom may enable the pupil to make progress without additional support. Frequently pupils have learning needs across categories and the school's priority will be to overcome barriers in order that the pupil achieves targeted outcomes; rather than the identification of a specific type of need. Learning Support at Chesterfield will often work with students who are not classed as SEN Support as part of an individual programme to support attainment or other procedures to support their additional need with an in-school response.

Subject teachers, supported by the Progress Leader, make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- **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**

The school will also consider progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

The first response to such progress concerns will be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected subject teachers, working with the SENCO, will assess whether the child has SEN. This process will involve subject teachers and SENCO considering all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. It may also involve assessment from external specialists. This information gathering should include an early discussion with the pupil and their parents arranged by Mrs A. Williamson SENCO.

Should a support plan be required to ensure progress the pupil will be placed on SEN support. This takes the form of a four stage cycle or “ graduated approach ”

With the stages **ASSESS, PLAN, DO, REVIEW**, parents and pupils will be involved at all stages with regular review meetings with the SENCO.

A variety of interventions are available including in-class support from TA, 1:1 or small group 30 minute intervention sessions weekly with Inclusion Consultant or TA to enhance literacy skills, language skills and/or emotional literacy ,strategies for teachers in an Individual Education Plan , support from specialists from outside agencies, access arrangements for Key Stage 4 and 5 exams .

The effectiveness of these interventions will be monitored at weekly meetings between the SENCO and the Learning Support team.

Pride Centre interventions will be monitored and reviewed at weekly meetings of the Pride Team including Ms L Sedley (Assistant Headteacher Inclusion), Mr C Allen (Ks4 Pride Centre Manager), Mrs P Allen (Ks3 Pride Centre Manager)

Looked After students with SEN are monitored by Ms L Sedley (Assistant Headteacher Inclusion, Designated Looked After teacher)

General SEN effectiveness will be monitored at weekly meetings between the Assistant Headteacher (Inclusion) and the Headteacher and termly meetings between Ms L Sedley and Mr G Young (SEN Governor).

TRACKING PROGRESS

Identifying targets and anticipated outcomes

- Targets for all students are identified in termly Monitoring of Progress reports (MOPs) which are discussed in detail by pupils and their teachers. The reports are sent home to parents with an opportunity for a parental contact with the Progress Leader. There are also annual Parent's Evenings for all students. For SEN Support students the Individual Education Plan contains a series of additional and specific targets discussed with the pupil and parent at regular review meetings.
- Progress leaders use MOP grades to review potential intervention strategies for all students and in liaison with the SENCO and subject teachers any adjustments to teaching to ensure a quality first teaching response for students with additional needs.
- Progress for SEN students is tracked on a more regular basis around small steps of improvement outlined in their IEP. There are regular progress meetings to concentrate on individual students.
- Our school systems are designed to get pupils back on track if progress is not as anticipated through effective intervention with a clear focus such as Reading Recovery.
- Interventions to support students are provided after careful analysis of progress data at SLT level and by Progress 8 departmental leaders.

TRANSITIONS

Providing support for pupils moving between phases of education and preparation for adult life, so that they can achieve good outcomes.

Transition arrangements for:-

- Pupils starting in Year 7 will be part of our Transition and Induction programme co-ordinated by Mrs P. Allen (Transition Manager). The SENCO visits our local primary schools to confirm SEN information and if appropriate will attend transition meetings. All students attend an Induction Day with SEN students supported by TA's. Extra visits are arranged for SEN pupils and their parents. SEN students are particularly encouraged to attend our transition Summer School.
- In 2020/21 a small number of students with additional learning needs are placed in a Transition Group to support their entry into secondary school. Mrs A. Williamson as SENCO, supports part of the curriculum time within the Learning Support Centre. At other times, subject specialists will deliver the planned curriculum, supported by a TA. The transition group will be provided with intensive intervention programmes to accelerate progress in their areas of weakness.
- Pupils coming into the school during the school year will attend an admissions meeting normally with the Assistant Headteacher (Attendance). All relevant SEN information will be considered with additional information provided by the former school.
- Assistant Headteacher (Admissions) is responsible for co-ordinating transition arrangements for Oakfield Assessment Centre, Pinefield School and Sefton Impact Centre.
- Transitions between key stages and classes are also supported by Progress Leaders and/or SENCO as appropriate and there are specific parents' meetings to support transitions at Key Stage 2/3, Key Stage 3/4 and Key Stage 4/5 in addition to normal parents' evenings.
- All SEN students receive enhanced careers support from Mr. B. Thomas our school dedicated Careers ~~Connect~~ Adviser. This involves early intervention and availability at parent's evenings and transition events. The school has excellent links with local further education providers and training agencies.
- To support SEN support students, Chesterfield will share information with the school, college or other setting the child or young person is moving to. The SENCO will agree with parents and pupils the information to be shared as part of this planning process. Where a pupil is remaining at the school for post-16 provision, this planning and preparation should include consideration of how to provide a high quality study programme in liaison with Ms C Bowers (Progress Leader Year 12/13)

BUILDING CAPACITY

Miss L Sedley (Assistant Headteacher –Inclusion) and Mrs A. Williamson SENCO co-ordinates the deployment and management of support staff in the Learning Support Centre and the Pride Centre.

Mr P Lindley (Director of Learning) co-ordinates CPD processes that are in place to ensure that the teachers and non -teachers have the knowledge and skills required to meet the needs of the school population including SEN students.

To increase our capacity to support students we may refer to a number of agencies after consultation with parents and pupils. There are clear structures in place to ensure access to specialist expertise as required including

- Speech and Language Therapist (Sefton SALT)
- The School Nurse Ms S. Malms.
- Advisory teachers for e.g. Hearing Impairments, Visual Impairments, speech and language difficulties
- Social Care Referrals , Child Protection, Child in Need and Common Assessment Framework processes co-ordinated by Mrs. A.McGuire (Attendance and Welfare Manager)
- Child and Family Counselling Services such as the Venus Centre.
- The Health Service e.g. Paediatrician, Occupational Therapist, Physiotherapist.
- The Educational Psychologist delivers in-service training, uses tests to identify cognitive problems, assesses/observes for statutory assessment, gives advice, and assists in monitoring progress. (Sefton SEPPS)
- Children and Adolescent Mental Health Services.

QUALITY OF PROVISION

- The School Development Plan outlines clear processes to track outcomes for pupils with SEN Support. There are termly governor monitoring visits by Mr G Young and the Assistant Headteacher (Inclusion) provides reports throughout the year and to the full Governing body on an annual basis.
- At all meetings such as annual reviews and at all parents' evenings the school collects the views of parents and pupils on quality of provision as well as other aspects of school provision.
- The school is a member of the collaborative Sefton Cluster group with SENCO attending termly SEN meetings to discuss provision both within Sefton and nationally.
- The school is a member of the collaborative CAPITAL group of Crosby and Waterloo junior and secondary schools who hold termly SENCO meetings.
- Liaison with the Primary sector is ensured through termly meetings at the CAPITAL group.
- The School Development Plan also shows key procedures for monitoring quality first teaching, SEN provision, interventions and use of additional support through rigorous performance management systems.
- Quality of TA provision is assured by the SENCO through a clear structure of observations and learning walks.
- Chesterfield is part of a SEND review process (developed by LLS), which will involve collaboration with other Sefton schools and the evaluation of provision, identifying areas for improvement in our quality of provision.

EQUAL OPPORTUNITIES

“A person has a disability ...if he has a physical or mental impairment which has substantial and long-term adverse effect on his ability to carry out normal day-today activities.”

(From the Children Act 1989, Section 17 (11)).

Our school endeavours to provide the best possible access to students with disabilities. We try to ensure that our policies, practices and procedures do not discriminate against disabled children so that disabled children do not have *less favourable treatment*. We make *adjustments*, adapting our teaching strategies and finding alternative ways of imparting education to overcome physical features that may place a disabled child at a disadvantage. We will ensure that any disabled child has full access to education and associated services including extra-curricular activities and school trips. We believe in a “*society where all disabled people can participate fully as equal citizens.*”

(Disability Rights Commission)..

- All pupils have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment.
- Chesterfield High School has duties under the Equality Act 2010 towards individual disabled children and young people. We **must** make reasonable adjustments, to prevent them being put at a substantial disadvantage.
- The school also has wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations within the school and the wider community.

OFFER FOR PUPILS WITH EMOTIONAL AND SOCIAL NEEDS

- Chesterfield High School has a fully integrated system of Student Support based around a team of Progress Leaders and Student Support Managers who cover years 7 to 13.
- Students with Emotional and Social Needs are additionally supported by the Pride Centres which are bases for academic, social and emotional support provided by a team of 2 mentors. Subject staff provide 1 to 1 and small group teaching to students who are unable to fully access the curriculum for a variety of reasons.
- CPD is provided in a number of areas to ensure that staff have the capacity to support young people with social and emotional needs. We currently have two First Aid in Mental Health trained members of staff.
- Chesterfield High School has a long history of multi-agency work with Mr P Lindley (Director of Learning) and Mrs A. McGuire (Attendance and Welfare Manager) co-ordinating a large number of Child in Need plans. A register of vulnerable students helps in the provision of outstanding safeguarding outcomes for students with emotional and social needs.
- The school has well developed systems to prevent bullying with trained anti-bullying ambassadors leading the promotion of tolerant attitudes in their own annual campaign. Mrs P Allen takes the lead in developing and implementing anti bullying initiatives.
- Chesterfield High School has close relationship with Autism Initiatives and their outreach service caters for the needs of a number of students on the Autistic Spectrum.
- The Learning Support Centre is the venue for a weekly club A.I.M. "Autism is Me" to support the social needs of a number of SEN students.
- We have secured the services through Merseyside Youth Association for a trained mental health counsellor to deliver group and one to one support for students on 4 full days per week, across the academic year.
- The Pride Centre provides additional support and alternative curriculum for students with emotional and social needs

WORKING WITH PARENTS

If a parent expresses concern about a child, this information is passed to the SENDCO and the process of assessment begins.

If the concern about a pupil originates from teaching staff then the parent/ carer will be contacted for their views and written permission sought before any assessment takes place.

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action	Who is involved	Frequency
Pupil profile / passport	Pupil and Pupils	Annually
Parents Evening	Parents and Pupils	Annually
Parental meetings	Parents and pupils	As required
Educationally Psychology assessment	Parents and Pupils	As required
Surveys	Parents	Annually
Information events	Parents	As required

Reporting Concerns

Our complaints procedure can be found in our Complaints Policy on the school website