

Cheadle Hulme High School Local OFFER September 2016

Children and Families Act 2014

Type of school	Academy
Specialist provision on site	Designated PD school

All Stockport secondary schools have a similar approach to meeting the needs of students with Special Educational Needs and are supported by the Local Authority to ensure that all students, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of students with a Special Educational Need/s being met in a mainstream as appropriate.

Admissions

Students with SEN are allocated places in two ways:

Those students with Statements of Educational Needs or Education, Health and Care Plans (EHCPs) have a separate admissions procedure overseen by Stockport's SEN team.

Those students who have SEN but do not have a Statement or an EHCP are admitted via the normal school admissions criteria.

“Inclusive schools recognise and respond to the diverse needs of their students, accommodating both different styles and rates of learning and ensuring a quality of education for all through appropriate curricula, organisational arrangements, teaching strategies, resource use and partnerships with their communities.

As a school, we are totally committed to the inclusion of all students regardless of their learning difficulties/disabilities. We strive to ensure that all students at Cheadle Hulme High School are able to achieve their full potential within a fully inclusive environment.”

**PROFESSIONALS WHO SUPPORT STUDENTS WITH ADDITIONAL EDUCATIONAL NEEDS/ LEARNING CHALLENGES/DISABILITIES
AT CHEADLE HULME HIGH SCHOOL:**

School Based Information	Staff	Summary of Responsibilities
<p>At CHHS, who are the professionals to contact about my child's difficulties with learning/ Special Educational Needs (SEN)?</p>	<p>The SENCO Mrs LP Jackson Assistant Headteacher - Pastoral Mrs W Searle The Assistant SENCO Mrs L Girolami The Heads of Year Mrs S Reddy – Y7 Mrs E Geddis – Y8 Miss B Parry – Y9 Mrs G Stewart – Y10 Mrs S Goodeve - Y11 Mrs A Clayton – Sixth Form</p> <p>Heads of House Curriculum Heads, Form Tutors, Heads of Year</p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> • Coordinating the support for students with Special Educational Needs (SEN) and developing and reviewing CHHS's SEN Policy to make sure all students get a consistent, high-quality response to meeting their needs in school. • Ensuring that you and your child are: <ul style="list-style-type: none"> • involved in discussing the support for your child's learning • kept informed about and understand the support your child is receiving • involved in reviewing how your child is progressing • part of the planning process for them • Liaising with the other professionals who may be assigned to the school to support your child's learning e.g. Behaviour Support Service, Speech and Language Therapy, Educational Psychology, Learning Support Service, Sensory Support Service, Occupational Therapy, Children's Physiotherapy • Updating the school's SEN register (a system for ensuring all the SEN needs of students in this school are known) and making sure that the records of your child's progress and needs are updated regularly. • Providing specialist support and advice for teachers and support staff in the school so they can ensure that your child (and other students with SEN in the school) achieves the best possible progress in school. <p>They are responsible for:</p> <ul style="list-style-type: none"> • Checking on the progress of your child and identifying, planning, delivering and reviewing any additional support that your child may need (this could be targeted work, additional support, additional aids) and informing the SENCO as necessary. • Ensuring that all members of staff working with your child in school are supported to

	Types of support provided also showing the stage of the Code of Practice that students will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEN at CHHS?	Subject teacher input via excellent targeted classroom teaching also known as Quality First Learning and Teaching.	<ul style="list-style-type: none"> • Ensure that information is gathered from primary schools – HoY/SEN staff attend transition reviews • Additional visits/Summer School • Ensuring that all subject teachers have the highest possible expectations for all students in their class. • Ensuring that all CSAs are competent at differentiating learning materials to the highest standard • Ensuring that all teaching is based on building on what your child already knows, can do and can understand, using the accelerated learning phases. • Ensuring that a variety of teaching styles are used to enable your child to access the curriculum. This may involve visual, kinaesthetic or auditory styles of learning and personalised teaching and learning approaches. • Putting in place specific strategies (which may be advised by the SENCO or an outside agency professional) to support your child to learn. • Providing additional resources e.g. rise and fall tables, accessible bathroom facilities, hoists (portable and tracked) iPads, modified keyboards, sloping boards, magnifiers, sound field systems (portable and fixed), 'Stabilo' handwriting pens, coloured overlays, reading rulers, reading pens, reading software. • Providing differentiated materials modified by the 	All students at CHHS should be receiving this as a part of outstanding classroom practice when needed.

		<p>teacher, the Sensory Support Service, the Curriculum Support Coordinator or the Curriculum Support Assistants</p> <ul style="list-style-type: none"> Assess and apply for access arrangements for public examinations where appropriate 	
	<p>Specific group work within a smaller group of students. This group may be:</p> <ul style="list-style-type: none"> Delivered in the SSC Blue Room or classroom environment. Delivered by a teacher/HLTA or CSA who has had training to facilitate these groups. Delivered by individual subject departments – these can be in school time, after school or in the holidays <p>Stages of SEN Code of Practice. <i>From September 2014 there will be a single category:</i> School Support - which means they have been identified by the class teacher as needing some extra support in school.</p>	<ul style="list-style-type: none"> Your child's subject teacher will have carefully checked on your child's progress and will have decided that your child has gaps in their understanding/learning and needs some extra support to help them make the best possible progress. A Curriculum Support Assistant (CSA)/teacher or an HLTA (Higher Level Teaching Assistant) may run small group sessions using their own or subject teacher's plans either in a small group in the SSC or within the classroom setting 	<p>Any student who has specific gaps in their understanding of a subject/area of learning.</p> <p>Students will be at the stage of the SEN Code of Practice called School Support, which means they have been identified by the subject teacher/SENCO as needing some additional support from an outside agency in school.</p>

	<p>Specialist groups run by or in partnership with outside agencies e.g. Speech and Language Therapy or Occupational Therapy groups and/or individual support for your child of less than 15 hours in school which means a student has been identified by the SENCO as needing some extra specialist support in school from a professional from outside the school. This may be from:</p> <ul style="list-style-type: none"> • ASD Partnership • Learning Support Service • Sensory Support Service (for students with a hearing or visual need) • Other outside agencies e.g. The Speech and Language Therapy Service (SALT) • Educational Psychologist – Corinne Winters • BSS – Behaviour Support Service – Mrs D Sullivan 	<ul style="list-style-type: none"> • Your child will have been identified by their subject teacher/SENCO (or you will have raised your concerns) as possibly needing more specialist input instead of or in addition to outstanding classroom teaching and intervention groups. • You will be asked to attend to a meeting to discuss your child’s progress and help plan possible ways forward. • You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or the Educational Psychologist. This will ensure that the school and yourself understand your child’s particular needs enabling them to be supported effectively • The specialist professional will work with your child and make recommendations, which may include: <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g. some individual support or modifying some aspects of teaching to support them more effectively ○ Support to set SMART targets which will include their specific expertise for subject teachers to implement ○ A small group run by school staff under the guidance of an outside professional e.g. an ASDAN group or a speech and language group ○ A group or individual work with an outside professional – LSS or one of the LS team’s CSAs – e.g. Toe by Toe, Self Esteem 	<p>Students with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.</p>
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	<p>Specified individual support for your child of more than 15 hours in school.</p> <p><i>This is usually provided via a Statement of Educational Needs or an Education, Health and Care Plan (EHCP).</i> This means your child will have been identified by subject teachers/SENCO as needing a particularly high level of individual or small group support (more than 15 hours a week), the majority of which will be funded by the LA.</p> <p>Your child may also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> ASD Partnership or Sensory Support Service (for students with a hearing or visual need) Learning Support teaching time Other outside agencies including as the Speech and Language Therapy (SALT) Service, Occupational Therapy, Physiotherapy or the Behaviour Support Service. 	<ul style="list-style-type: none"> We can request that the Local Authority carry out a Statutory Assessment of your child’s needs. After the SENCO has sent in the request to the SEN Section at the Local Authority, they will decide whether they think your child’s needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child’s needs. If they do not think your child requires additional support, they will recommend that CHHS continues with School Support. After the reports have been sent to the SEN Panel at Stockport Local Authority, the panel will consider if your child’s needs are severe, complex and lifelong and whether he/she needs more than 15 hours of support in school to make good progress. If this is the case they will compile a Statement of Special Educational Needs or an Education, Health and Care Plan. If this is not the case, the SEN panel will ask us to continue with the support at School Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. The Statement of Educational Needs or the Education, Health and Care Plan will outline the 	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> Severe, complex and lifelong Need more than 15 hours of support in school

		<p>number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also itemise long and short term objectives for your child.</p> <ul style="list-style-type: none"> • The additional adult may be used to support your child with whole class learning, run individual programmes or deliver small groups in which your child may be included. 	
How can I let the school know I am concerned about my child's progress in school?	<ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to your child's subject teachers, form tutor or Head of Year initially. • The concerns may need referring to the SENCO if you feel your child is not making the progress you expected. • If you continue to feel that your child is still not making progress you should speak to the Assistant Headteacher Mrs W Searle or the school's SEN Governor. 		
How will the school let me know if they have any concerns about my child's learning in school?	<ul style="list-style-type: none"> • When a subject teacher or a parent/carer has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the subject teachers will raise this with the SENCO. • At CHHS there are regular SEN reviews and Parents'/Carers' Consultation Evenings and then subsequently meetings between the Heads of House, Curriculum and Faculty Leaders to ensure all students are making expected progress. • If your child is then identified as not making progress, we will arrange a meeting to discuss this with you in more detail. <ul style="list-style-type: none"> ○ To listen to any concerns you may have ○ To plan any additional support your child may need to receive ○ To discuss with you any referrals to outside professionals to support your child's learning 		
How is extra support allocated to children and how do they move between the different levels?	<ul style="list-style-type: none"> • The school budget, received from Stockport LA, includes funding for supporting children with SEN. • The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on a needs basis. • The Headteacher and the SENCO discuss all the information they have about SEN in the school, including: <ul style="list-style-type: none"> ○ the students getting additional support already ○ the students needing additional support 		

- the students who have been identified as not making as much progress as would be expected
- deciding what resources/training and support is needed.
- All resources/training and support are reviewed regularly and changes made as needed.

<p>Who are the other professionals providing services to children with an SEN in this school?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> ● Learning Support teacher – Mrs T Armstrong ● Curriculum Support Coordinator – Mrs C Holdsworth ● SEN Progress Mentors ● Personal Care Coordinators ● Behaviour Support Service – Mrs D Sullivan ● Curriculum Support Assistants in major departments ● Higher Level Teaching Assistant - ASC ● School Counsellor – Mrs P Bullock ● Services for Young People Worker – Sue Barron
	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> ● Educational Psychology Service – Mrs C Winters ● Sensory Support Service – Mrs W Whitwell, Mrs M Fortune ● Jigsaw ● Young Carers ● Speech and Language Therapy
	<p>C. Provided and paid for by the Health Service but delivered in school</p>	<ul style="list-style-type: none"> ● School Nurse ● ADHD nurse ● Occupational Therapy ● Children’s Physiotherapy Service
<p>How are the teachers in school supported to work with children with an SEN and what training do they have?</p>	<p>The SENCO’s role is to support teachers in planning for children with SEN.</p> <ul style="list-style-type: none"> ● The school has a training plan for all staff to improve the teaching, learning and support of children including those with SEN. This includes whole school information disseminated to staff on a regular basis; in-house training on SEN issues, for example, ASD, SpLD, ADHD ● Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Partnership. 	

<p>How will the teaching be adapted for my child with learning needs (SEN)?</p>	<ul style="list-style-type: none"> • Subject teachers plan lessons according to the specific needs of all groups of students in their class, and will ensure that your child's needs are met • Learning Support staff will support and facilitate your child's learning in the classroom under the guidance of the subject teacher and the Curriculum Support Coordinator • Specific modified resources and strategies will be used to support your child individually and/or in groups. • Planning and teaching will be adapted on a daily basis, if needed, to meet your child's learning needs.
<p>How will we measure the progress of your child in school?</p>	<ul style="list-style-type: none"> • Your child's progress is continually monitored by his/her subject teachers, form tutors, Heads of Year and Heads of House. • Your child will have regular learning conversations with his/her subject teachers • You child will always attend his/her SEN review meetings and be central to any discussions about his/her progress • You and your child will always be asked to contribute to his/her review meeting • His/her progress is reviewed formally every term and a National Curriculum level or GCSE/BTEC grade is given in each subject in the form of a Progress Check. This is sent to parents/carers each term • KASH (Knowledge, Attitude, Skills and Habits) is reported three times a year to allow parents and carers to gain a snapshot of their son's/daughter's progress. • The progress of children with a statement of SEN/EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. • The SENCO will monitor the progress you child is making through the termly progress checks and SEN review meetings.

<p>What support do we have for you as a parent/carer of child with SEN?</p>	<ul style="list-style-type: none"> • We encourage communication between school and home. We would like you to talk to your child's teachers, form tutor and Head of Year if you have any concerns. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places. This can be achieved through email, telephone conversation, the home/school diary or by a formal meeting • The SENCO is available to meet with you to discuss your child's progress or any SEN concerns/worries you may have • All information from outside professionals will be discussed with you, either with the person involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child. • Practice and Preparation (P&P) may be differentiated where appropriate, to meet your child's individual needs
<p>How have we made Cheadle Hulme High School accessible to students with SEN? (including after school clubs etc.)</p>	<ul style="list-style-type: none"> • We will review provision and accessibility at the termly Access Meeting • The Estates Manager, Mr R Hardman will present his termly report on the built environment • We will feedback to all staff regarding any issues or adaptations/changes discussed at the meeting • The Estates Manger consults with a representative of the SSS regarding the safe environment for students with a VI • We will provide enlarged, modified or brailled resources for students with a visual need • We have installed sound field systems in all curriculum areas • The SEN governor will report back to the governing body any issues raised at the Access Meeting • We invite student representatives to attend and participate in the Access Meeting • We ensure that equipment used is accessible to all students regardless of their needs • We will ensure that examination access arrangements for identified students are applied for and in place for pubic examinations • We provide CSA support to students with a high level of physical needs for trips and visits out of school hours, including, where possible, trips abroad • Where advice is given by a therapy service, we will, where possible, provide special equipment, seating and physiotherapy sessions • We will ensure that accessible transport is available for school trips

	<ul style="list-style-type: none"> • We will positively discriminate on occasions and allocate additional privileges, resources or staff time to enable students to fully participate in school life • We provide support with P&P clubs and access to the Study Centre at lunchtime, before and after school • The LS department will invite SEN students to regular Student Voice group meetings • The LS department will monitor the uptake of extra-curricular opportunities for SEN students across the school • Subject departments will provide lists of key words and literacy resources are used across the school to support learning.
<p>How will we support your child when they are leaving this school or moving to another Year?</p>	<p>We recognise that moving on to the next step in their education can be a challenging time for a child with SEN. We will take steps to ensure that any transition is as smooth as possible and support as appropriate.</p> <ul style="list-style-type: none"> • If your child is moving to another school: <ul style="list-style-type: none"> ○ We will ensure that SEN records are sent to the receiving school so that the receiving SENCO is aware of any special arrangements or support that need to be made for your child. ○ We will make sure that all records about your child are passed on as soon as possible. • When moving years in school: <ul style="list-style-type: none"> ○ Information about your child will be shared with their new subject teachers via our established Statement Pen Portrait booklet, the School Based Action and the Monitor list all of which are updated regularly ○ If your child would be helped by a personalised plan for moving to another year, we will put this in place ○ In Year 9 SfYP and the LA SEN representative will attend the SEN Transition review meeting • In Y 10/11 <ul style="list-style-type: none"> ○ If your child has a statement or EHCP they will meet with the SfYP adviser to create a plan for their Post 16 education. ○ If your child does not have a Statement or EHCP the plan, if appropriate, this will be created in partnership with the student, parents/carers and the pastoral team ○ The SENCO and SfYP adviser and the Head of Year will support your child in finding a suitable post-16 school/college placement ○ Your child will be supported by the SfYP adviser, their HoY and their SEN Mentor to make an informed choice with regards to a post-16 college placement ○ The receiving college will invite your child to attend for taster days ○ A member of the receiving college's Inclusion team may be invited to the Transition review

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| | <ul style="list-style-type: none">○ If necessary, the SENCO will arrange and support visits to new schools/colleges for your child. |
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Lynne Jackson – SENCO September 2016