

SEN Information Report

1. How does the school know if pupils need extra help and what should I do if I think my child may have Special Education Needs?

At Hartford Church of England High School, we regularly monitor and assess our pupils as a whole school team. We will look at the child's achievement in learning, social, mental and emotional health and any changes in a pupil's behaviour. It is our aim to identify any special education needs as early as possible. There are many ways of identifying a pupil's needs which may include:-

- Previous Child's history
- Pupil Assessment e.g. CAT testing in Year 7
- Sharing of information from all staff
- Direction from the SENCO
- Listening to Parents
- Listening to the Pupils
- Seeking advice and liaising with other professionals

If you have any concerns regarding a particular subject, please contact the subject teacher in the first instance. If your concerns are more wide spread, you may wish to speak to the Head of House or the school SENCO.

2. How will school/staff support my child's needs?

Once an additional need has been identified there are various ways in which your child may be supported.

Pupils will have a Pupil Passport; the pupil passport strongly engages the pupil with their own learning needs and helps them to develop strategies with their learning. Pupil Passports are accessible to all members of staff.

Teaching staff may provide additional work to support the pupils learning, the lesson plan will be differentiated to ensure that the needs of all children in the classroom are met.

Some pupils may be involved with subject specific intervention work, which will be in small groups or on a 1:1 basis.

Through monitoring, liaising with other professionals it may be that your child is supported by a teaching assistant both in and out of the lesson.

The progress of our pupils with SEND is monitored by curriculum leaders, Heads of House, SENCO, Senior Leadership Team and school Governors.

3. How will the curriculum be matched to my child's needs?

We believe that all pupils including those with Special educational needs should be offered a broad and balanced curriculum and should have regular access to all subjects and areas of learning.

Through high quality teaching all pupils will be taught in mainstream classes, with the use of Pupil Passports and differentiated lesson plans with a range of teaching strategies to meet the pupil's needs and to ensure that all of our pupils have full access to the curriculum.

In some instances pupils may be withdrawn on occasion to follow intervention programmes with specialist skills staff and some 1:1 support based teaching. The support of a teaching assistant may also be applied.

4. How will school and you know how your child is doing and how will you help me to support my child's learning?

All of our pupils are assessed and monitored regularly. CRU's (Central Record Update) are awarded for attainment and effort and are issued to parents termly.

Curriculum leaders will closely monitor grades against target grades to assess pupil progress.

Alongside these assessments we also have parents evening once a year and Progress Day for Years 8, 9 and 11 in September and Years 7 and 10 in January. During progress days agreed targets will be set with pupils and parents.

For all year groups there are also 6 'Assessment Fortnights'.

Pupils work will be checked and monitored regularly. The SENCO will also closely monitor all of our SEND pupil's progress and meet to review targets and progress, this may also be supported by any outside agencies working with the pupil.

5. What support will there be to support my child's overall wellbeing?

All of our staff are part of a pastoral support system and this begins with the pupils form tutor; the form tutor will follow pupils through school for five years. We have a team of Pastoral Managers who will work closely with pupils addressing any pastoral issues that they may have, our pastoral team also work closely with parents and the pupils Head of House to ensure that the best possible strategies are in place.

Our team of teaching assistants and Inclusion Managers are also experienced in providing support not only academically but also emotionally and socially. A pupil with SEND may need extra support and in some cases they may be assigned a keyworker, this person will work closely with the pupil, parents and staff, to ensure that the pupils individual needs are addressed.

We have a highly trained member of staff who works with our pupils 1:1 on developing their Social Skills and offering a wide range of social activities. With the support of teaching

assistants there is also a lunchtime club to support our pupils, we understand that a pupil with SEND may face more challenging social situations and will need the extra support to help them overcome these.

We are also extremely proud that our pupils take on the roles of Peer Mentors and Buddies and are excellent when supporting other more vulnerable pupils in school.

6. What specialism services, experience, training and support are available at or accessed by the school? What training does the staff supporting children and young people with SEND have?

Our school has a highly qualified experienced team to support all of our pupils including those with SEND:-

- All our teachers hold qualified teacher status and regularly attend training on how best to support our pupils with SEND e.g. Dyslexia
- Our Safeguarding team ensure the safeguard and promote the wellbeing of all our pupils.
- Our pastoral team consists of a team of pastoral managers who are highly experienced when dealing with nurturing and well-being of our pupils.
- Our learning support team include our SENCO, Assistant SENCO, Inclusion manager, teaching assistants and Social skills practitioner all of whom share there learning and training experiences with the rest of the department some have particular training in certain fields which can be shared through good practice.
- Our pastoral team are highly experienced when dealing with nurturing and well-being of our pupils.
- We also have a highly qualified literacy and dyslexia team within school.
- A school counsellor is also available to speak to pupils.
- School Nurse

We also work very closely with outside agencies/professionals, these include:-

- Education Welfare Service
- Educational Psychologist who meets regularly with the school SENCO, parents and pupils
- Child and Adolescent Mental Health Services (CAMHS)
- Medical Needs Team
- Speech and Language Therapy Team
- Social Care
- Sensory Service (hearing and vision impaired pupils)
- Parent Partnership Service

7. How will my child be included in activities outside the classroom including school trips?

All of our pupils including those with SEND will have full access to extra-curricular activities and school trips. At Hartford Church of England High School we believe that extra-curricular opportunities enrich the learning of all of our pupils.

In some instance we may need to differentiate the opportunity for our pupils with SEND this may mean that a teaching assistant or another adult will support them during these activities.

If a pupil with SEND wishes to engage in such activities/trips wherever possible we will endeavour to ensure that this is possible.

8. How accessible is the school environment?

We are a split site school, East and West building. Both buildings have several floors. At Hartford Church of England High School we ensure that this does not affect the accessibility for our SEN pupils. We have ramps to all of our external doors. If pupils find it difficult to use stairs/steps with or without adult supervision and/or a risk assessment we will ensure that facilities are moved to ground level in order for the pupil to be able to fully engage.

We have disabled toilets in both buildings

9. How will the school support and help my child to transfer to secondary school and the next stage of their education?

During our staff transition visits to primary school we will work closely with the staff and identify pupils with SEND as early as Year 5. We will then attend any annual reviews or other review processes from this point onwards.

We work closely with parents and invite parents to the high school for open evenings where there is additional opportunity to speak with our SENCO.

Our transition process for pupils with SEND is completely individual and this will be planned carefully with our staff, primary school staff, parents and the pupil.

Throughout your child's journey through High school there will be regular reviews, meetings and monitoring to ensure your child is achieving their maximum potential. Any transitions throughout the Key stages will be supported by our staff, SENCO and parents.

10. The local offer

The Local Offer can be found at www.westcheshirelocaloffer.co.uk

11. How is the decision made about what type and how much support my child will receive?

When a pupil is first identified as needing additional support parents will be invited in to meet with the SENCO.

During this meeting your child's learning progress will be discussed and all will agree appropriate targets and actions which will be put into place to support your child's needs. Your child will also then be involved in the meeting and their thoughts and opinions will be taken into account.

Outside agencies may also be invited into school and will input into the process of supplying additional support/ resources.

The school will then document your child's target in a Pupil Passport which identifies your child's targets, what staff can do to help and what the child wishes to tell staff about their learning, this document is then made accessible to all staff.

12. How can you be involved in the school?

We encourage parents to be actively involved in the school.

There are opportunities for Parents to become involved in the PTA (Parent Teacher Association); we also have Parent Governors on our Governing Body.

There are many social occasions running throughout the school year to encourage our parent/teacher community to come together.

13. Who can I contact for further information?

Mr Damian Woods – Assistant Headteacher, SENCO (dwoods@hartfordhigh.co.uk)

Mrs Louise Lee – Assistant SENCO (llee@hartfordhigh.co.uk)