

SEND Information Report

SENDCO – Timothy Lee - Assistant Head (SENDCO and Pastoral Lead) tlee@hartfordhigh.co.uk
Louise Lee - Assistant SENDCO lee@hartfordhigh.co.uk
Call: 01606 786000

Types of SEND – The SEND that we provide for are:

We cater for students who experience difficulties in:

- communication and interaction
- cognition and learning
- behaviour, emotional and social development
- sensory and/or physical and medical condition

Our Approach – We identify SEN and assess needs by:

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

- Previous Child's history
- Assessment such as NGRT and CAT testing in Year 7
- Sharing of information from all staff
- Direction from the SENDCO
- Listening to parents
- Listening to the students
- 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 widespread, you may wish to speak to the Head of Year or the school SENCO.

Here at Hartford there are 2 main categories of students on our SEN register; they are recognised by a 'E' or 'K' code. In addition, we have students that are 'Flagged'. These are students that we are aware of and monitor closely.

Code	Criteria
E	Has an Educational Health Care Plan (EHCP)
K	Has score <85 on NGRT and CATS non Verbal standardised test
K	Has diagnosis or specific learning need or outside agency involvement

Code	Criteria
F	Has a score of <85 in either NGRT or CATS non Verbal standardised test
F	Has any level of access arrangement- highlighting a literacy or/and learning concern

In school we have a designated team to support the standardised testing of students to identify areas of concern relating to processing and cognition ability - this assists us in making reasonable adjustments in the classroom and recommending access arrangements to remove barriers to learning

School also works with medical professionals to support the assessment, diagnosis and future support regarding various SEND needs including; ASD, ADHD, Dyslexia, Dyspraxia, DLD, Selective Mutism, etc.

Accessibility

We have 2 main buildings on the school site. The Veritas Building and the Caritas Building; both buildings have 3 floors. We ensure that this does not affect accessibility for SEND students. We have ramps to all external doors and the Veritas has a lift to facilitate complete access to all lessons but will require staff to accompany during use.

If students find it difficult to use stairs/steps with or without adult supervision a risk assessment ensures that facilities are moved to ground level in order for the student to be able to fully engage. We have disabled facilities in both main buildings.

Teaching & Learning

We believe that all students should be offered a broad and balanced curriculum and should have regular access to all subjects and areas of learning. Quality First Teaching ensures differentiation and this is the responsibility of the class teacher who will ensure that work is suitably challenging. With a range of teaching strategies to meet the needs our aim is to ensure that all students have full access to the curriculum.

Some students 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. Where an additional need has been identified there are various ways in which your child may be supported:

- Student Passport; this engages your child with their own learning needs and helps them to develop strategies with learning; they are accessible to all members of staff.
- Teaching staff may provide additional work to support the learning; lesson plans will be differentiated to ensure the needs of all children in the classroom are met. Some students may be involved with subject specific intervention work in small groups or on a 1:1 basis.
- Through monitoring and liaising with other professionals it may be that your child is supported by a teaching assistant both in and out of the lesson. All staff will be fully informed about your child's needs and will adapt their lessons appropriately

If your child/young person has an Education Health Care Plan (EHCP), the SENDCO will follow the objectives outlined within it, in order to create a detailed provision offer which will identify the interventions that they will receive along with the desired outcome.

Reviews

We work closely with parents. Concerns and successes are shared regularly, both by telephone and by email. Parents are encouraged to contact school with any issues. We also work closely with partner agencies in health to support students with diagnosed conditions.

All students are assessed and monitored regularly. CRU's (Central Record Update) are awarded for attainment and effort and are issued to parents three times a year. Curriculum leaders will closely monitor grades against target grades to assess progress. Alongside these assessments we also have an annual Parent Evening and Progress Day.

Pupils engage in regular Low, Mid and High stake testing:

- Low Stakes takes place every lesson - this is used to **identify misconceptions** and **plan** accordingly to narrow gaps in knowledge.
- Mid Stakes take place twice every half term - this provides personalised written feedback that identifies **strengths** and **try now** areas for improvement. Built in time in lessons is for **students to reflect and respond** to the feedback they receive.
- High Stakes takes place twice a year - **Deep Feedback** identifying **strengths** and **targets for improvement**. A **score** and /or a **grade are awarded**. **Stand alone feedback lessons** ensure that **students reflect and respond** to teacher comments.

The SENCO will also closely monitor all of our SEND students' progress and meet to review targets and progress; this may also be supported by any outside agencies working with the student.

Parents – We consult parents of SEND students and involve them in their child's education.

Our school believes that parents hold key information and have a critical role to play in their children's education. For this reason, we actively seek to work with parents of SEND children. All teachers, the SENDCO, pastoral and other staff have an important role in developing positive and constructive relationships with parents. The school works in partnership with parents in accordance with guidance in the 2014 Special Educational Needs and Disabilities (SEND) Code of Practice.

- If the class teacher has an initial concern about a student's progress, parents will be invited to discuss this with the teacher at the earliest opportunity and be told of strategies in place to help their child.
- If a decision is being considered to move a student on to SEND support, then parents will be asked for their views prior to any decision being made. Parents will be fully informed of any additional programme in place for their child.
- Parents views will be sought when appropriate and suggestions as to how they can be supported at home will be given.
- Parents are invited to each review and their comments are taken into consideration when deciding upon future action.
- In terms of an Annual Review, parents' comments are sought prior to the review report being drafted and they incorporated into the final report.

All parents receive regular progress reports regarding the attainment and progress of their child. In addition, there is an annual parents' evening where parents are able to discuss with individual class teachers the progress of their child in that subject. The class teacher or the SENDCO can offer advice and practical ways that you can help your child at home.

At any time, meetings can be arranged with the SENDCO to discuss provision or outcomes and parents will be fully informed as to how they can support their child in the next steps. If your child has complex special educational needs or a disability they may have a Key Worker in school, teaching assistant that can also be consulted with any concerns. In some cases the Key Worker will liaise with parents regularly.

If a class teacher needs to discuss an issue with you, it will be done privately and strategies to support your child will be offered.

Student Views

We value and celebrate each child's views on all aspects of school life. This is usually carried out through the School Council. If your child has a SEND profile or a One Page Profile, they will be involved in putting it together and making changes when necessary. If your child has an Education, Health Care Plan or is in receipt of Top Up funding, their views will be sought at the review stage in line with recommendations in the 2014 Special Educational Needs and Disabilities (SEND) Code of Practice

Inclusion outside lessons

When circumstances allow, we endeavour to plan extra-curricular activities which are accessible to all. Reasonable adjustments are made and Learning Support assistants will be made available to support your child/young person if necessary, whether the activity is on or off site and during the working day. For residential trips, each case will be considered on an individual basis, with every effort being made to allow your child/young person to access the activity.

Staff Training & Development

All of our teachers hold qualified teacher status and regularly attend training on how best to support our SEND students. Our Safeguarding team ensure the safety and promote the wellbeing of all students. Our pastoral team consists of a team of pastoral managers and teachers who are highly experienced when dealing with nurturing and well-being of our students. A school counsellor is also available to speak to students.

Our learning support team include our SENDCO, Assistant SENDCO, Inclusion managers, teaching assistants and Social skills practitioner all of whom share their learning and training experiences with the rest of the team; some have particular training in certain fields to be shared through good practice.

We also have a highly qualified literacy, cognition and learning assessment team within school. The SENDCO is currently completing the NASENDCO qualification.

Support Services –

The school works with a number of external agencies including:

- The Educational Psychology Service
- Sensory Service (hearing/vision impaired)
- Therapy Service (Speech and Language, Occupational Therapy, Physiotherapy)
- Autistic Spectrum Disorder Team
- The SEND Team
- The School Nurse
- The School Counsellor
- Education Welfare Service
- Information, Advice and support Service
- Special Schools particularly Greenbank
- Specialist Inclusion Services (eg ASC Team)
- Children and Adolescent Mental Health Service (CAMHS)
- Adoption Services

The school also seeks support from voluntary and private agencies as required.

Transition – How we support students in moving between phases of education.

Communication is vitally important. The SENDCO welcomes contact from parents and carers and will endeavour to make every transition as smooth as possible. We invite parents of SEND students to visit the school during Year 6 and meet the SENDCO at this stage to discuss their child's needs. Where possible the SENDCO or Assistant SENDCO will attend a Year 6 transition review at your child's primary school. Additional transition arrangements may be made at these reviews eg extra visits, travel training etc. in addition to the transition week undertaken by all.

SEND students moving between key stages will have transition reviews in conjunction with annual reviews in Year 9. From Year 9 onwards during annual reviews we always consider 'preparing for adulthood' and where necessary a SEND officer from the LA will attend an annual review. SEND students have access to specialist careers guidance advice throughout KS4 and a transition review meeting in Year 11 will identify the support needed in moving to post-16 education. We work alongside CW&C Young People's Service during KS4 to secure the best transition and outcomes

Emotional and Social Development - Support for this area of SEND, including any pastoral support.

All of our staff are part of a pastoral support system and this begins with the form tutor; the form tutor. We have a team of Pastoral Managers who will work closely with students addressing any pastoral issues that they may have; our pastoral team also work closely with parents 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 SEND student may need extra support and in some cases they may be assigned a keyworker, this person will work closely with the student, parents and staff, to ensure that individual needs are addressed.

We have a highly trained member of staff who works with students 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; we understand that a student with SEND may face more challenges in social situations and will need the extra support to help them overcome these. We are also extremely proud that our students take on the roles of Peer Mentors and Buddies and are excellent when supporting other more vulnerable students in school.

Children and Young People study a variety of issues around their own social, emotional and mental wellbeing in our bespoke tutor time package, which is led by Form Tutors. Here we encourage students to be supportive of each other and contribute their own viewpoints on a variety of issues around wellbeing. During Tutor Time, they follow a defined programme to build and enhance their character development. This programme runs alongside support for reading and writing skills for all students.

We support and encourage our School Council in order that the student voice is heard and acted upon, where appropriate. The school employs a School Counsellor and five pastoral managers who work closely with identified students to ensure appropriate emotional support is provided when necessary.

In school, we have Support Rooms an Internal Exclusion Room (RU) where, depending upon circumstances, students are given an opportunity to work through issues which are preventing their access to lessons.

We also work closely with outside agencies including the Education Access team, Young Persons services, Child and Adolescent Mental Health Service and Social Care.

Complaints – How we deal with parent complaints about SEND provision.

- Step 1: If a parent or other adult is concerned about anything to do with the education or support that we are providing at our school, they should, in the first instance, discuss the matter with their child's teacher, Head of House or directly with the SENDCO. Most matters of concern

can be resolved positively in this way. All teachers work very hard to ensure that each child is happy at school, and is making good progress; they naturally want to know if there is a problem, so that they can take action before it seriously affects the child's progress.

- Step 2: Where a complainant feels that a situation has not been resolved through contact with the class teacher, Head of House or SENDCO, or that their concern is of a sufficiently serious nature, they should make an appointment to discuss it with the Headteacher. The Headteacher will consider all matters of concern very seriously and investigate each case thoroughly. Most complaints would normally be resolved at this stage.
- Step 3: When an informal complaint fails to be resolved by the Headteacher a formal complaint can be made to the governing body. This complaint must be made in writing, stating the nature of the complaint, who has been spoken to already and the preferred outcome. The complainant should send this written complaint to the Chair of Governors via the school office.

The Complaints Policy can be found on the school website.

Evaluation – How we evaluate the effectiveness of our SEND provision.

- Through our school monitoring and evaluation processes. This includes: Half termly book looks, Half termly learning walks, Focussed curriculum reviews.
- By reviewing academic and social progress on a termly basis and identifying any areas of concern.
- Through the school's data tracking system. Students who are not making expected progress against national / age expected levels will be discussed at Annual Review or additional meetings, attended by Class Teachers and where appropriate Pastoral Managers and Heads of Year. Students may be taken off the Special Educational Needs register when they have made sufficient progress, however we will always monitor progress and intervene again if necessary.

The Local Offer

The CWAC Local Offer can be found at <https://www.livewell.cheshirewestandchester.gov.uk/>

The 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 SEND children and their parents.

The local offer will enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.