



# **SEND Information Report**

**Ref: C016**

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Prosper Learning Trust (*previously: Chorlton High School*) is a Cooperative Multi Academy Trust Registered in England and Wales number 08321679  
Registered Office: Nell Lane, Chorlton, Manchester, M21 7SL

The Prosper Learning Trust has a number of Trust-wide policies which are adopted by all schools/academies in the Trust to ensure an equitable and consistent delivery of provision.

The Trust Board has responsibility and accountability for the operation of all schools/academies and the outcomes of all students however responsibility is delegated to the Local Governing Body of each school via the Scheme of Delegation.

Within our policies reference to:

- Governing Body / Governors relates to the members of the Local Governing Body representing the Trust Board.
- School includes a reference to school, academy or free school unless otherwise stated
- Headteacher includes a reference to Headteacher, Principal or Head of School of a school, academy or free school.

The provision of extra support at Chorlton High School is overseen by the Access and Achievement Department who are committed to narrowing the attainment gap between SEND and non-SEND students. This may include after school interventions, short-term intervention learning programmes delivered in withdrawal sessions including some off-site provision, additional support in the classroom or other learning interventions developed on an individual needs basis. Opportunities to develop independent working, greater confidence and raised self-esteem are central to the provision of extra support.

We have a number of experienced staff who work within the Access and Achievement Department including a Curriculum Leader, the Special Needs Co-ordinator (SENCO), a specialist SPLD teacher and a large team of Teaching Assistants (TAs). We continually assess the professional development of our staff and initiate training wherever appropriate or necessary to ensure we maintain a high level of appropriate support for our students.

If you are concerned about your child, please contact one of the staff below:

- Head of Year 7 – Ms. J Osborne
- Head of Year 8 – Mrs. S Dodds
- Head of Year 9 – Mrs. A Irwin
- Head of Year 10 – Mrs. J Sarwar
- Head of Year 11 – Mr. A Gosling
- Director of Access and Achievement – Ms. S Wickstead
- SENCO – Mrs. S Stapley
- Director of Student Support (including the lead for Safeguarding and Looked After Children) – Mrs. G Xiberras

### **The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.
- Moderate/severe/profound and multiple learning difficulties.

### **Identifying students with SEN and assessing their needs**

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- 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.

This may include progress in areas other than attainment, for example social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. Additional help and advice may be sought from an outside agency such as the Educational Psychologist, Speech and Language Therapy, the Child and Adolescent Mental Health Service, local Special Schools and specialist teachers within the Local Authority. These referrals will only be organised after the school has consulted with parents about the need to get additional support from outside the school's resources. In this way other professionals can come into school and meet with students to assess their particular needs, providing the school with specific advice and resources to help remove barriers to learning and ensure that all students have full access to the school building.

### **Consulting and involving students and parents**

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty.
- We take into account the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.
- We will take into account student views on provision.

Notes of these early discussions will be added to the student's record and a one-page profile created.

We will formally notify parents when it is decided that a student will receive SEN support.

All students with Statements or Educational, Health Care Plans and those at SEND Support level are invited to their review meetings so that they can contribute to discussions about their educational progress and set appropriate outcomes. We also include Student Voice activities during the academic year.

### **Assessing and reviewing students' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**. The class or subject teacher will work with the SENCO and Access and Achievement team to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student.
- Their previous progress and attainment and behaviour.
- Other teachers' assessments, where relevant.

### **Supporting students moving between phases and preparing for adulthood**

We will use assessment data from Progress tests, CATs as well as pastoral information, drawing on these to understand the individual's development in comparison to their peers and national data: We will also use other sources such as:

- The views and experience of parents.
- The student's own views.
- Advice from external support services, if relevant.

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

### **What do we do to support transition from Primary School and School Leavers?**

The Access and Achievement Team is actively involved in areas of transition across phases of education, ensuring that the transition from Primary to Secondary School is a positive and smooth process.

During Year 6 in Primary school, the SENCO and a senior Teaching Assistant will visit our feeder Primary schools a number of times to meet with staff and SEND students. During Years 5 and 6, Primary schools can request the presence of Chorlton High School SEND staff at meetings with the teachers and parents of students who have an Educational, Health and Care Plan, or who are on the school's SEND register at SEND Support level. These meetings are designed to plan the transition support around individual needs. Communication and planning between those involved in the education, health and well-being of students assists in making the transition a positive experience, and helps to reduce any anxiety and apprehension that might otherwise remain.

Extra visits to the new school can be arranged for both parents and students. These can be done during and after the school day to allow the student to see the school at quieter and busier times. An additional SEND Induction visit is held in the Summer Term to allow more vulnerable students to meet key Access and Achievement staff and spend time in the areas where additional support is

provided. Students are accompanied by a TA from their Primary School for this visit which helps to allay any anxieties and allows us to gather some additional information about the type of support the students might need.

If you would like to arrange a further tour of the school or visit for you and your child, please contact school.

For preparation for adulthood for Year 11 in the summer term the SENCO and a senior Teaching Assistant will organise visits to local colleges and training providers for any student who might find the next transition difficult due to their special needs. We look around all the different departments and talk with the tutors to find out what is involved in any particular course of study. The number of visits required to assist with familiarisation are matched to meet the needs of individual students. Learning Difficulty Assessment forms are completed for all students with an Educational, Health and Care plan to share information with the college. They include details about the support these students received in school and what their future needs at college are likely to be.

### **Our approach to teaching students with SEN**

Teachers at CHS are responsible and accountable for the progress and development of students in their class. Teachers plan using student achievement levels, differentiation tasks to ensure progress for every student in the classroom.

High quality teaching is our first line of approach in responding to students with SEN. When a student has been identified as having SEN needs the curriculum and learning environment will be further adapted to reduce barriers to learning.

The following interventions are available for students where it is appropriate:

- Think training for emotional and social development
- Boost sessions
- SPLD assessment and teaching programmes
- Exam access arrangements
- Personal care support
- Learning Mentors
- Nurture Base
- Educational Psychologist advice/report
- Literacy Intervention – Grow@3
- ISP Coaches
- Peer Mentoring
- Social stories work
- Expertise within the Trust's Specialist Schools

A large team of experienced Teaching Assistants, led by two senior managers, work with students who have a barrier to accessing the curriculum. Teaching Assistants have high expectations of all students, and support students to achieve the learning objective in lessons. Teaching Staff plan

lessons to make effective use of TAs; therefore, their impact is significant in contributing to the learning and achievement in our classrooms.

Students can be assessed for additional exam support by the specialist teacher at the request of the SENCO or a Curriculum Leader. This assessment could result in students being entitled to extra time in an exam, or being assisted by a reader or a scribe. In order to qualify for these exam arrangements, students must demonstrate in lessons and during assessment that they are more likely to achieve higher marks with this extra support than without it. Some SEND students in Years 10 and 11 are offered extra 1:1 lessons for coursework and exam preparation.

All parents of students with existing Education, Health and Care Plans and those of students at SEND Support level are invited to attend regular Review meetings with members of staff and other professionals who provide support for their child to discuss progress, agree on outcomes and plan for any future needs.

The SENCO or Teaching Assistant leads often attend Early Help meetings held by members of the Pastoral team to offer SEND advice and support with any educational concerns raised.

### **Adaptations to the curriculum and learning environment**

Students needs are met on an individual basis and we can offer the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Use of additional resources such as the Nurture Base, Thinc Room.
- We also use external advisors to provide additional specialist training or support.

### **Additional support for learning**

Chorlton High School has 24 teaching assistants who are trained to deliver interventions such as Social Stories, Thinc, Boost, nurture approaches as well as specific literacy interventions. Teaching assistants may support students on a 1:1 basis on an individual basis. Student needs are identified through the 'plan, do and review' cycle, an EHCP review or where there is a time limited outcome.

Teaching assistants support students in small groups when an intention is planned to support an outcome, for example Boost to support emotional issues.

The following agencies provide additional support for students with SEN:

- Outreach Support (The Grange), Prospere Trust (Piper Hill, Pioneer House).
- HI Services – Educational Psychology Service, Health, CAMHS.
- Trafford Support Services, One Education, School Health (Nurse).

### **Expertise and training of staff**

Our SENCO has a wealth of experience in this role. Between the SENCO and Assistant Head with responsibility for SEN there is over 20 years of SEN experience and expertise.

The SENCO is allocated a full timetable of 4 days a week to manage SEN provision and teach within the team.

The team of 24 teaching assistants, including 2 team leaders, are trained to deliver SEN provision across Key Stage 3 and 4.

A qualified SpLD leader and a team of 3 TAs work with the SpLD strand of need.

The school uses specialist staff for Boost, Thinc, Nurture Base, IDL, SpLD teaching.

In the last academic year, staff have been trained in Behind the Behaviour, Healthy Schools, Substance Misuse and Mental Health. There is also a weekly CPD session to share expertise and targeted training for SEN.

In the last year school staff have received a range of training at three levels: awareness, enhanced and specialist.

Awareness training has been provided to **all staff** on:

- How to support students with dyslexia and literacy difficulties?
- How to support students on the autistic spectrum?
- How to support students with speech, language and communication difficulties?

Enhanced and Specialist training has been provided to Teaching Assistants and the SENCO.

- Leading a Nurture Group.
- Attendance at the termly SENCO Update.

### **Securing equipment and facilities**

The school receives funding to respond to the needs of students with SEND from a number of sources that includes funding for individual students that come from an EHCP: This funding is used to provide a range of equipment and facilities to support. This can include for example in class support, arts run as group sessions, specialist equipment.

If a student needs access to specialist equipment the school will make reasonable adjustments to acquire the specialist equipment and will assist in the training to use this. Key examples are personal care equipment and ICT e.g. equipment for students.

The school review each students needs on an individual basis and seek specialist equipment, advice and make adaptations to support them. Outreach support will be used where needed and alongside appropriate staff training when additional input is needed e.g. personal care needs.

### **How will the school evaluate the effectiveness of the SEN provision made for students?**

The effectiveness of SEN provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and students on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for students with the same level prior learning level.

This data will be shared termly with governors.

- Reviewing students' individual progress towards their goals each term.
- Reviewing the impact of interventions which may take place out of the classroom.
- Using student questionnaires.
- Monitoring by the SENCO and TAs.
- Using provision maps to measure progress.
- Holding annual reviews for students with statements of SEN or EHC plans.

### **Enabling students with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

All students are encouraged to go on our trips and enrichment activities.

All students are encouraged to take part in sports day/school plays/special workshops, etc.

No student is ever excluded from taking part in these activities because of their SEN or disability.

We will facilitate attendance at events and extra-curricular activities and full participation in school life is part of the experience at CHS.

### **What Extra-Curricular activities do we offer?**

All students are encouraged to take part in extra-curricular activities and additional support for students with SEND can be arranged. Many of the Teaching Assistants are involved in extra-curricular clubs, running sessions or supporting other members of staff. Teaching Assistants also accompany external trips and residential visits to ensure that such activities are fully inclusive.

The Access and Achievement Team offer a number of opportunities for SEND students to spend social times in a quiet environment supervised by a Teaching Assistant. They will encourage the students to make new friendships through playing games with them and discussing any concerns they might have. These clubs take place at break and lunch time and after school where there is support with homework.

### **Support for improving emotional and social development**

The school offers a wide variety of pastoral support for students. This includes:

- An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.
- Student and Parent voice mechanisms are in place.
- Small group evidence-led interventions to support student's well-being are delivered to targeted students and groups. These aim to support improved interaction skills, emotional resilience and well-being. These include Thinc, Boost and the Nurture Base.
- Students who find outside class times difficult are provided with alternative small group opportunities within the school and interest in the support given to develop their social interaction skills.
- The school has gained Healthy School status which evidences the work undertaken within the school to support students well-being and mental health.
- Students with SEN are encouraged to be part of the Student Voice through Student Council and are well represented.
- Students with SEN are also encouraged to be part of break and lunch club to promote friendships and the time is structured to support this.
- Key Stage Pastoral structures are set up to promote anti bullying and student voice opportunities.
- Students can access individual emotional support through Thinc, Independent Counselling Services, learning mentors, Boosts groups, peer mentoring and external services such as CAMHS.

Wellbeing is at the heart of the SDP and the Access and Achievement team has emotional wellbeing as a key aspect of their day to day running.

### **Working with other agencies**

The school works with a wide number of other bodies including local and national bodies, local authority support services and voluntary organisations. These may include Independent Advice Service, Educational Psychology Services, One Education, CAMHS, 42<sup>nd</sup> Street, Trafford LA Services, Health Authority Services such as Speech and Language therapists. We will buy in additional support there needed and seek training from a number of sources.

**Complaints about SEN provision**

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 which can be found on the website. The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

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

**Contact details for raising concerns at Chorlton High School**

- Ms. S Stapley, SENCO [s.stapley@chorltonhigh.manchester.sch.uk](mailto:s.stapley@chorltonhigh.manchester.sch.uk)
- Ms. S Wickstead, Assistant Headteacher [s.wickstead@chorltonhigh.manchester.sch.uk](mailto:s.wickstead@chorltonhigh.manchester.sch.uk)

**Contact details of support services for parents of students with SEN**

Information, Advice and Support (IAS) Manchester

[www.manchester.gov.uk/info/500132/special\\_educational\\_needs/628/information\\_advice\\_and\\_support\\_ias\\_manchester](http://www.manchester.gov.uk/info/500132/special_educational_needs/628/information_advice_and_support_ias_manchester)

**The local authority local offer**

Our local authority's local offer is published here: [Manchester.gov.uk/sendlocaloffer](http://Manchester.gov.uk/sendlocaloffer)