



**CHS South**

# **C016**

## **Special Educational Needs and Disability Policy**

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The Prosperre 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 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 reference to school, academy or free school unless otherwise stated.
- Headteacher includes reference to Headteacher, Principal or Head of School of the school, academy or free school.

**Introduction:**

CHS South values the abilities and achievements of all its students, and is committed to providing the best possible environment for learning for each student.

This policy builds on our School Curriculum Policy, which recognises the entitlement of all students to a balanced, broadly based curriculum. Our Special Educational Needs and Disability (SEND) policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure that appropriate provision will be made for all students with SEND.

**SECTION A: SCHOOL ARRANGEMENTS****A1: Definition and Aims****THE SEND AIMS OF THE SCHOOL**

- To ensure that all students have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all students requiring SEND provision as early as possible in their school career.
- To ensure that SEND students take as full a part as possible in all school activities.
- To ensure that parents of SEND students are kept fully informed of their child's progress and attainment.
- To ensure that SEND students are involved in decisions affecting their current and future SEND provision.
- To work in partnership with a range of agencies to ensure the highest quality of provision.

We recognise that many students may require additional support in a variety of forms at some time during their school life. In implementing this policy, we believe students will be helped to overcome their difficulties and make good progress, both socially and academically. The school has adopted specific curriculum structures and has made adaptation to the building to accommodate students.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and students working together. This partnership model extends to the involvement of the LA's services and external providers.

**DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY**

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made.

**A child has learning difficulties if he or she:**

- a) Has a significantly greater difficulty in learning than the majority of children of the same age.
- b) Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the LA.

**Special education provision means:**

- For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they are taught.

CHS South will have due regard for the Special Education Needs and Disability Code of Practice when carrying out our duties towards all students with Special Educational Needs, and ensure that parents are notified when additional provision is being made for their child.

**A2: Roles and Responsibilities**

The SEND team:

SEND Coordinator (SENDSCO)	- Sue Burke (Assistant Headteacher)
SPLD specialist teacher	- Damien van Alderwegen (support from CHS)

There are also

- a team of Teaching Assistants
- a named SEND Governor

**THE ROLE OF THE SENDSCO**

The SENDSCO plays a crucial role in the school's SEND provision. This involves working with the Headteacher and Governing Body to determine the strategic development of the policy. Other responsibilities include:

- Overseeing the day-to-day operation of the policy
- Co-ordinating the provision for students with SEND
- Liaising with and giving advice to fellow teachers
- Managing Teaching Assistants at all levels.
- Overseeing students' records
- Liaising with the parents

- Making a contribution to INSET
- Liaising with external agencies, LA support services, including Health EHAS, Careers Solutions, and voluntary bodies.

For effective co-ordination staff must be aware of:

- The roles of the participants
- The procedures to be followed
- The responsibility all teachers have in making provision for SEND students
- The commitment required by staff to keep the SENDCO well informed about students' progress
- Mechanisms that exist to allow teachers access and to share the information about SEND students
- What exactly constitutes a 'level of concern' and at which point SEND Support is initiated
- Mechanisms that exist to alert the SENDCO to such 'levels of concern'
- The procedure by which parents are informed of this concern and the subsequent SEND provision
- Additionally, parents must be given clear guidance to the means by which they can contribute to co-ordination, and how they can provide additional information when and if required.

## **THE ROLE OF THE GOVERNING BODY**

The Governing Body's responsibilities to students with SEND include:

- Ensuring that provision of a high standard is made for SEND students
- Ensuring that SEND students are fully involved in school activities
- Having regard to the Code of Practice when carrying out these responsibilities
- Being fully involved in developing, monitoring and subsequently reviewing SEND policy
- Reporting annually to parents on the school's SEND Policy including the allocation of resources from the school's devolved/delegated budget

## **THE ROLE OF THE HEADTEACHER**

The Headteacher's responsibilities include:

- The day-to-day management of all aspects of the school including the SEND provision
- Keeping the Governing Body well informed about SEND within the school
- Working closely with the SENDCO/ Access & Achievement Team, through SLT line manager
- Ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

## **THE ROLE OF THE SUBJECT TEACHER**

The Code of Practice clearly acknowledges the importance allocated to the teacher, whose responsibilities include:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEND students
- Collaborating with the SENDCO and Access & Achievement Team to decide the action required to assist the student to progress
- Working with the SENDCO and Access & Achievement Team to collect all available information on the student
- Working with SEND students on a daily basis to deliver targeted outcomes within differentiated planning.
- Developing constructive relationships with parents
- Being involved in the development of the school's SEND policy

### **A3: Co-ordinating and managing provision**

'The SENDCO has a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEND' (COP).

The management of provision is met through the Access & Achievement Team structure of responsibility

### **A4: Admission Arrangements**

The Governing Body believes that the admissions criteria should not discriminate against students with SEND and has due regard for the practice advocated in the Code of Practice, in that 'All schools should admit students already identified as having special educational needs and/or disability, as well as identifying and providing for students not previously identified as having SEND. Students with special educational needs but without statements must be treated as fairly as all other applicants for admission.' (CoP 1:33)

CHS South strives to be a fully inclusive school. We acknowledge the range of issues to be taken account of in the process of development. All students are welcome, including those with Special Educational Needs and/or Disability, in accordance with the school's Admissions Policy. According to the Education Act 1996 (Section 316), if a parent wishes to have their child with a statement educated in the mainstream the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

## **SECTION B: IDENTIFICATION, ASSESSMENT AND PROVISION**

### **B1 Allocation of Resources**

CHS South receives funding for students with SEND.

The Governing Body ensures that resources are allocated to support appropriate provision for all students requiring it, and in meeting the objectives set out in this policy.

CHS South follows LA guidance to ensure that all students' needs are appropriately met.

## **B2: Identification, Assessment and Review**

### **a) CATEGORIES OF SPECIAL EDUCATIONAL NEED AND DISABILITY**

The Code does not assume that there are hard and fast categories of special educational need, but recognises that children's needs and requirements fall into four broad areas.

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or physical

The SEND Code of Practice 2014 makes it clear that

'all teachers are teachers of students with Special Educational Needs.'

All teachers are responsible for identifying students with SEND and, in collaboration with the SENDCO, will ensure that those students requiring different or additional support are identified at an early stage. Assessment is the process by which students with SEND can be identified. Whether or not a student is making adequate progress is seen as a significant factor in considering the need for SEND provision.

### **b) EARLY IDENTIFICATION**

Early identification of students with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain student progress through:

- Evidence obtained by teacher observation/ assessment.
- Their progress judged against level descriptions.
- Student progress in relation to objectives in the National Literacy/Numeracy Strategies.
- Standardised screening or assessment tools.
- Screening /diagnostic tests
- Reports or observations made on a cyclical basis
- Records from primary schools, are collated with the transition team
- Information from parents
- Subject teaching assessment
- External exam results

### **c) SEND PROVISION**

On entry to the school each child's attainment will be assessed in order to ensure continuity of learning from Primary, or transference from another Secondary school. For

students with identified SEND the Headteacher, SENDCO, literacy and numeracy co-ordinators, and pastoral colleagues will:

- Use information from the Primary school to shape the student's curriculum and pastoral provision in the first few months
- Identify the student's skills and note areas that require support
- Ensure on-going observations/assessments provide regular feedback on achievements/ experiences, in order to plan next steps in learning
- Ensure students have opportunities to demonstrate knowledge and understanding in subjects and in the pastoral programme
- Involve students in planning/agreeing their own targets
- Involve parents in a joint home-school learning approach

#### **d) THE RANGE OF PROVISION**

The main methods of provision made by the school are:

- Full-time education in classes, with additional help and support by class teacher/subject teachers through a differentiated curriculum
- Periods of withdrawal to work with a support teacher
- In-class support with adult assistance
- Attendance at a specialised unit within the school, full- or part-time

#### **e) ENGLISH AS AN ADDITIONAL LANGUAGE**

Particular care will be needed with students whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required.

#### **f) MONITORING STUDENT PROGRESS**

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Close the attainment gap between student and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the student's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the student's behaviour
- Is likely to lead to Further Education, training, and/or employment

Where teachers decide that a student's learning is unsatisfactory, the TA4 is the first to be consulted. The SENDCO will review the approaches adopted. Where support additional to that of normal class provision is required, it will be provided through SEND monitoring. If, after further consideration, a more sustained level of support is needed, it would be provided through SEND Support. Where concerns remain despite sustained intervention,

the school will consider requesting a Statutory Assessment for an Educational, Health and Care Plan. Parents will be fully consulted at each stage. Each of these intervention programmes is detailed in appropriate sections of this policy.

The school also recognises that parents have a right to request a Statutory Assessment for an Educational, Health and Care Plan.

### **g) RECORD-KEEPING**

The school will record the steps taken to meet students' individual needs. The SENDCO will maintain the records and ensure access to them. In addition to the usual school records, the student's profile will include:

- Information from previous school/phases
- Information from parents
- Information on progress and behaviour
- Student's own perceptions of difficulties
- Information from health/social services
- Information from other agencies such as Careers Solutions

Teaching SEND students is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching, and assessing, taking into account the differences in students' abilities, aptitudes, and interests. Some students may need increased levels of provision and support. The Code of Practice advocates a graduated response to meeting students' needs. When they are identified as having SEND, the school will intervene through SEND monitoring and SEND Support as described below.

### **SEND MONITORING**

SEND monitoring is characterised by interventions delivered by subject teachers that are different from or additional to the normal differentiated curriculum. SEND monitoring intervention can be triggered through concern, supplemented by evidence that, despite receiving differentiated teaching, students:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

If the school decides, after consultation with parents, that a student requires additional support to make progress, the SENDCO, in collaboration with teachers, will support the assessment of the student and have an input in planning future support. The subject teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

### **USE OF SUPPORT STAFF WITHIN SEND MONITORING**

This includes

- Age-groups taken
- Some in-class support from TAs in Core (Intervention)
- Some ThInc Room
- Transition group

## **NATURE OF INTERVENTION**

The SENDCO in collaboration with the subject teacher will decide the action required to help the student progress. Based on the results of previous assessments, the actions might be:

- Deployment of extra staff to work with the student
- Provision of alternative learning materials/ special equipment e.g. ICT solutions
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies

## **SEND SUPPORT**

SEND Support is characterised by a sustained level of support and, where appropriate, the involvement of external services. Placement of a student at this level will be made by the SENDCO after full consultation with parents at an SEND review undertaken within SEND. External support services where appropriate will advise on strategies and provide specialist inputs to the support process.

SEND monitoring interventions will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of support, a student:

- Still makes little or no progress in specific areas over a long period
- Continues to work at levels considerably lower than expected for a child of similar age
- Continues to experience difficulty in developing literacy/numeracy skills
- Has emotional/behavioural problems that often substantially impede own learning or that of the group, and this may be despite having an individualised behavioural management programme.
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning.
- Requires external support e.g. Consultant Educational Psychologist.

External support services will require access to students' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the student. Parental consent will be sought for any additional information required. The resulting Pupil Profile sheet will incorporate specialist strategies. These may be implemented by the subject teacher but might involve other adults. Where appropriate, the

school may well request direct intervention/support from a specialist/teacher. It will be necessary for a CAF to be in place to access additional support from external agencies.

#### **a) REQUEST FOR STATUTORY ASSESSMENT FOR AN EDUCATIONAL, HEALTH AND CARE PLAN**

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention within SEND Support, the child remains a significant cause for concern where needs are persistent. A Statutory Assessment might also be requested by a parent or outside agency. The school will have the following information available:

- The action followed with respect to SEND Support
- EHA minutes
- Records and outcomes of regular reviews undertaken
- Information on the student's health and relevant medical history
- Academic levels
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- The views of the child
- Any other involvement by professionals

**An Educational, Health and Care Plan** will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an Educational, Health and Care Plan.

An Educational, Health and Care Plan will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement
- Of shorter term
- Established through parental/student consultation
- Shared with subject teachers in a Pupil Profile
- Implemented in the classroom
- Delivered by the subject teacher with appropriate additional support where specified

#### **b) REVIEWS OF EDUCATIONAL HEALTH CARE PLANS**

Educational, Health and Care Plans must be reviewed annually. The LA will inform the Headteacher at the beginning of each school term of the students requiring reviews. The SENDCO will organise these reviews and invite:

- The child's parent
- The child
- The relevant Teaching Assistant

- The Head of Year
- A representative of the LA if appropriate
- Any other person the LA considers appropriate
- Any other person the Headteacher considers appropriate

The aim of the review will be to:

- Assess the student's progress
- Review the provision made for the student in the context of the National Curriculum and levels of attainment in basic literacy/numeracy and life skills
- Consider the appropriateness of the existing Educational, Health and Care Plan in relation to the student's performance during the year, and whether to cease, continue, or amend it
- Set new targets for the coming year

Year 9 reviews will be significant in preparing for the student's transition to employment, Further Education, work-based training, Higher Education, and adult life. Beyond Year 9 the Transition Plan will be reviewed and involve Careers Solutions. The school recognises that the responsibility for such Transition Plans lies with these specialist services.

With due regard for the time limits set out in the Code, the SENDCO will write a report of the annual review meeting and send it, with any supporting documentation, to the LA. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an Educational, Health and Care Plan.

### **B3: Curriculum Access and Inclusion**

CHS South strives to be an inclusive school, engendering a sense of community and belonging through its

- Inclusive ethos
- Broad and balanced curriculum for all students
- Systems for early identification of barriers to learning and participation
- High expectations and suitable targets for all children

At CHS South we have adopted a whole- school approach to SEND policy and practice. Students identified as having SEND are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school.

### **B4: Evaluating success**

The success of the school's SEND Policy and provision is evaluated through:

- Monitoring of classroom practice by SENDCO and subject co-ordinator
- Analysis of student tracking data and test results
  - for individual students
  - for cohorts
- Value-added data for students on the SEND Register
- Consideration of each student's success in meeting targets
- Termly monitoring of procedures and practice by the SEND Governor
- School self-evaluation
- The Governors' Annual Report to Parents
- The LA SEND moderation process
- The School Development Plan/SEND Development Plan

We will set targets matched to a set of specified aims to provide indicators against which progress can be measured.

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents
- Students
- External professionals

### **B5: Complaints procedures**

The school's complaints procedure is outlined in the complaints policy. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents if required.

## **SECTION C: PARTNERSHIP WITHIN AND BEYOND THE SCHOOL**

### **C1: Staff development and appraisal**

All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEND students. Part of the SENDCO and the Access & Achievement Curriculum Leader's role in school-based INSET is to develop awareness of resources and practical teaching procedures for use with SEND students. As a routine part of staff development, INSET requirements in SEND will be assessed. The Governing Body will undertake a similar review of training needs. TAs requirements in supporting students' needs will be considered frequently. NQTs and staff new to the school will be given training on the school's SEND policy as part of their induction.

### **C2: Links with other agencies, organisations and support services**

The school recognises the important contribution that external support services make in assisting to identify assess and provide for SEND students

When it is considered necessary, colleagues from the following support services will be involved with SEND students:

- Educational psychologists
- Medical officers
- Barrier Free Partnership
- Specialist Schools
- Speech and Language therapists
- Physiotherapists
- Hearing Impairment services
- Visual Impairment services
- Traveller Education
- OTS

In addition, important links are in place with the following organisations:

- Careers Solutions
- The LA
- The business community
- School Attendance Officer
- Children and Families Services
- Other groups or organisations e.g. N-Gage, After Adoption

### **C3: Partnership with parents**

CHS South firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

'Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge, and experience to contribute to the shared view of a child's needs and the best way of supporting them.' (CoP 2.2)

The school will make available, to all parents of students with SEND, details of the parent partnership service available through the LA. The SEND Code of Practice outlines that 'LAs should work in partnership with local and parent organisations, as well as the parent partnership service . . . to ensure that parents receive comprehensive, neutral, factual and appropriate advice.' (CoP 2.14)

### **C4: The voice of the child**

CHS South should show sensitivity, honesty and mutual respect in encouraging students to share concerns, discuss strategies and see themselves as equal partners with the school. This reflects the UN Convention on the Rights of the Child.

*All children should be involved in making decisions where possible right from the start of their education. The ways in which children are encouraged to participate should reflect the child's evolving maturity. Participation in education is a process that will necessitate all children being given the opportunity to make choices and to understand that their views matter ... Confident young people, who know that their opinions will be valued and who can practise making choices, will be more secure and effective students during their school years.*

In CHS South, we encourage students to participate in their learning by providing differentiated curriculum, pathways and positive opportunities to develop skills beyond the classroom.

## **CHS SOUTH SEND INFORMATION REPORT**

The provision of extra support at CHS South is overseen by the Access & Achievement Team 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 & Achievement Team including the Special Needs Co-ordinator (SENDCO), a specialist SPLD teacher and a team of teaching assistants. 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 – I Jameson
- Head of Year 8
- Head of Year 9
- Head of Year 10
- Head of Year 11
- SENDCO – S Burke (Assistant Headteacher)
- G Xiberras for children and young people who are looked after by the LA

### **Frequently asked questions:**

#### **Does my child have a disability?**

The Equality Act 2010 states that a person has a disability *if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.*

A physical or mental impairment includes:

- General learning difficulties
- Medical conditions, including epilepsy, diabetes, more severe forms of asthma and eczema
- Specific learning difficulties, including dyslexia
- Autism
- Speech, language and communication impairments

If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities, it may amount to a disability.

A young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A young person has a learning difficulty or disability if he or she:  
(a) Has a significantly greater difficulty in learning than the majority of others of the same age.

or

(b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream school.

### **How does Teaching and Learning support SEND pupils?**

We use data to accurately track student progress. Your child will be set challenging targets and it is the role of subject teachers and the Access & Achievement team to support your child in attaining their targets. Subject teachers will assess progress towards targets and put in place any necessary provisions to ensure that students achieve their outcomes. Details of these interventions will be shared with all teachers. Curriculum Leaders will consult with the Access & Achievement Team if additional interventions need to be considered. At this stage, parents and students will be part of the process of looking at possible interventions. Any individual interventions delivered by the Access & Achievement team are carefully monitored and evaluated regularly to ensure appropriate progress is being made.

Additional help and advice may be sought from an outside agency such as the Educational Psychologist, Speech & Language Therapy Department, 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.

### **What specialist support can we offer children with SEND?**

Some of our staff have additional qualifications which means we can offer specialised support for your child. These include:

- Thinc training for emotional and social development
- Art therapy
- SPLD assessment and teaching programmes
- Exam access arrangements
- Personal care
- Learning Mentors

We have a team of experienced Teaching Assistants who 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 SENDCO 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.

### **How do we communicate with parents?**

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 SENDCO often attends EHA meetings held by members of the Pastoral team to offer SEND advice and support with any educational concerns raised.

### **How do we consult with students?**

All students with Statements or Educational, Health and 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.

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

The Access & 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 SENDCO 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 CHS South SEND staff at meetings with the teachers and parents of students who have a Statement of SEND or 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 & 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.

In the summer term the SENDCO 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 a Statement or 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.

### **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 & 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 before school, at break and lunch time and after school where there is support with homework.

To access the SEND Manchester Local Offer please visit:

[www.Manchester.gov.uk/sendlocaloffer](http://www.Manchester.gov.uk/sendlocaloffer)