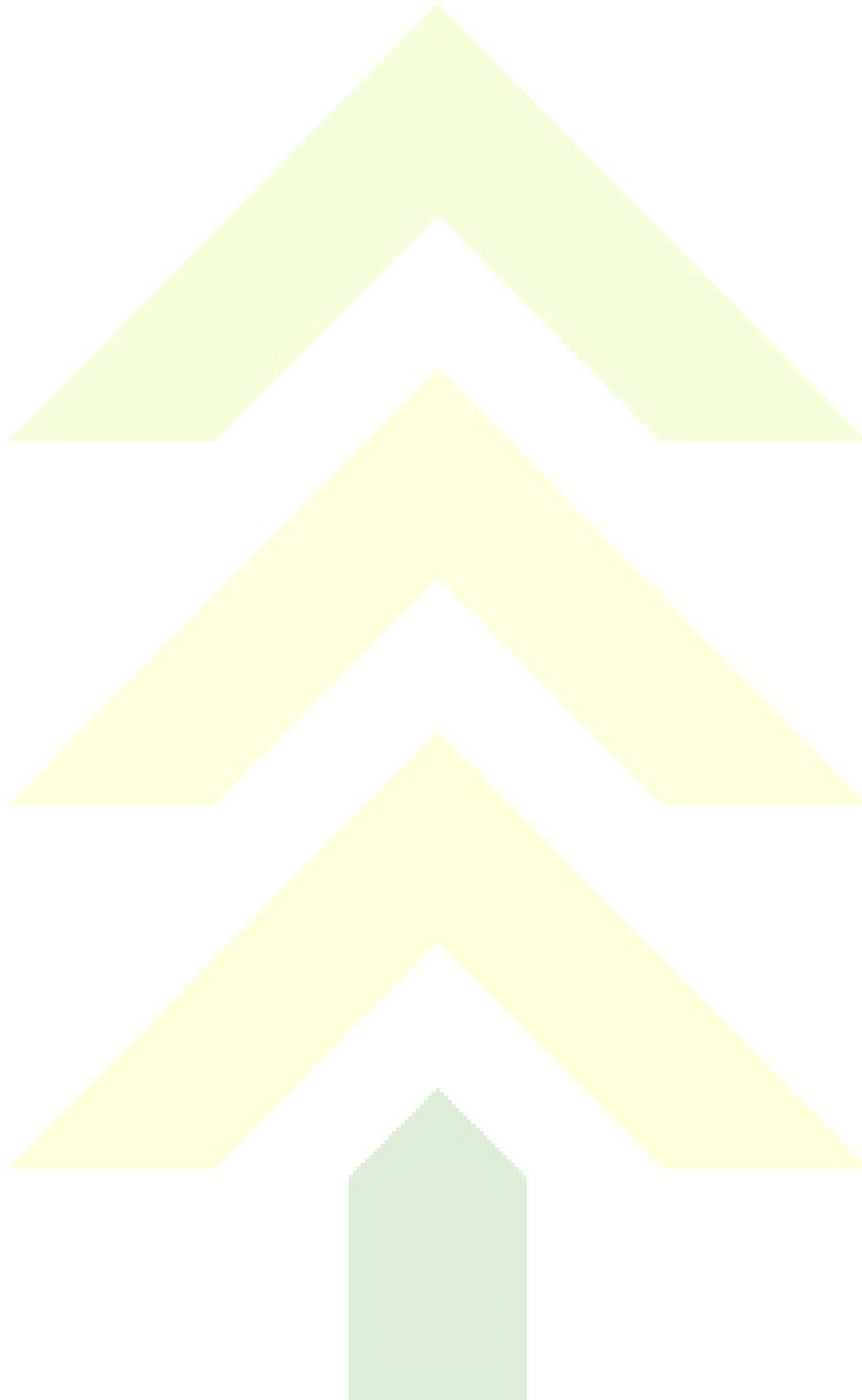


SEND INFORMATION REPORT

2018-19



Introduction

This document is designed to meet the legislative requirements for SEN information reports, which are set out in schedule 1 of the SEN and Disabilities (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice.

Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?

The SENCO is Ms M Harrison. She can be contacted via the school office by calling 01543 227095 or via email – office@chaseleapru.staffs.sch.uk

What types of SEN do we provide for?

At Chaselea we are committed to working together with all members of the school community and outside agencies to provide relevant and tailored provision to all students including those with SEND.

At Chaselea we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

Special Educational Needs: A child or 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 learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

The four broad areas of need are:

1. Communication and interaction (e.g. autism spectrum disorders and language disorders)
2. Cognition and learning (e.g. dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay)
3. Social, mental and emotional health (e.g. ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties)
4. Sensory/physical (e.g. hearing or vision impairment)

How do we identify and assess students with SEN?

Concerns are raised by parents/carers, external agencies, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.

We take parental/carer concerns and requests very seriously and strive to investigate them all. When children/young people arrive at Chaselea they are placed on the SEND register. This ensures that a graduated response is implemented and other services may be invited to support provision.

Children/young people will go through baseline testing.

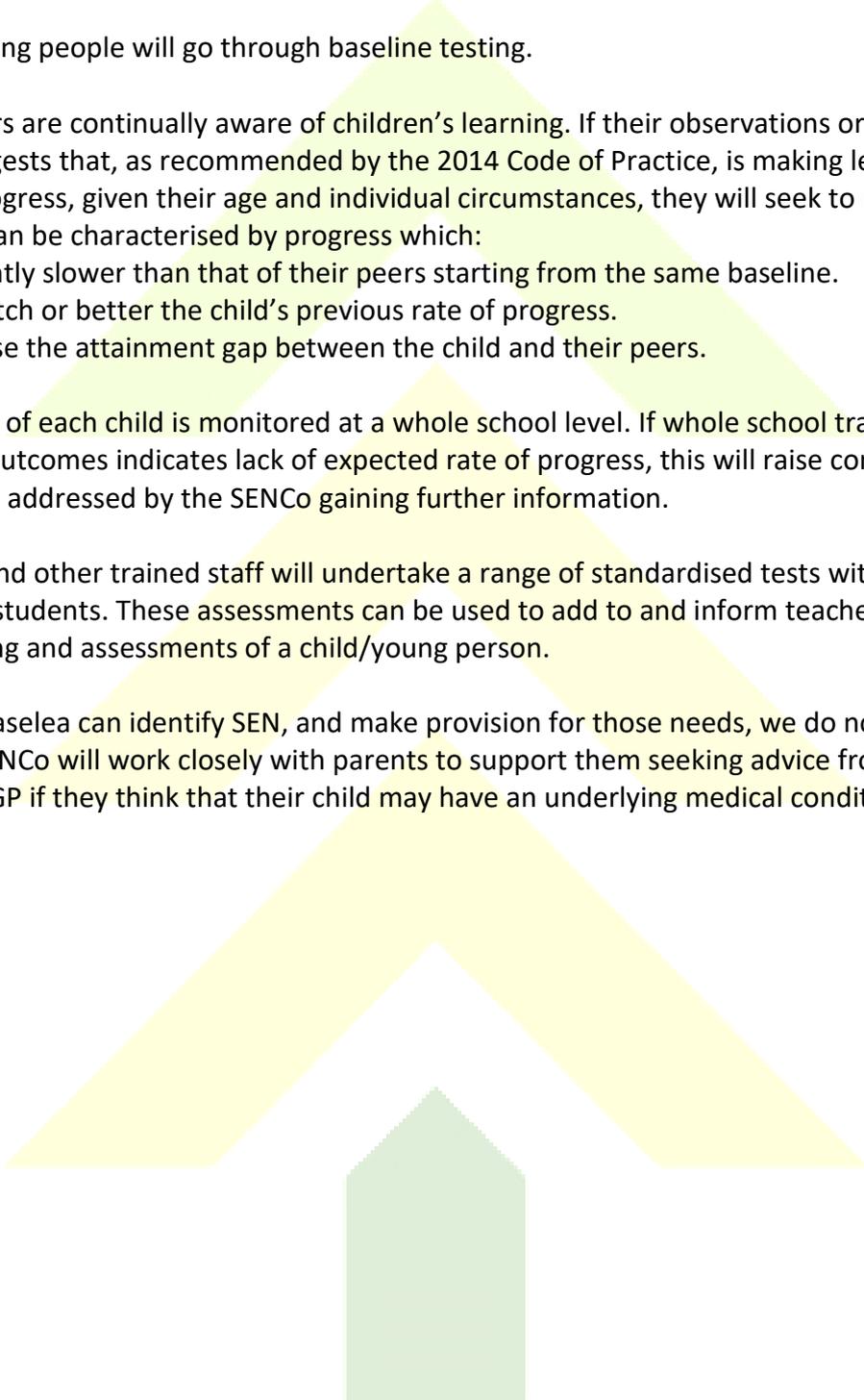
Class teachers are continually aware of children's learning. If their observations or progress tracking suggests that, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- 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.

The progress of each child is monitored at a whole school level. If whole school tracking of attainment outcomes indicates lack of expected rate of progress, this will raise concerns which will be addressed by the SENCo gaining further information.

The SENCo and other trained staff will undertake a range of standardised tests with all Chaselea students. These assessments can be used to add to and inform teacher's own understanding and assessments of a child/young person.

Although Chaselea can identify SEN, and make provision for those needs, we do not offer diagnosis. SENCo will work closely with parents to support them seeking advice from other agencies or GP if they think that their child may have an underlying medical condition or disability.



What is our approach to teaching students with SEN?

At Chaselea we support all learners by

- Timetable/Curriculum: a balance of practical and academic subjects offered each day to help engage learners
- Stimulating learning environment
- Timetable: Part time to avoid exclusions, pastoral support with parental consent
- Curriculum: focus on 'hands-on' subjects, catering, Art
- Classroom: very small class sizes mean that is effectively 'tutored'.
- Classroom: 1-1 learning/behaviour support from teachers and teaching assistants
- Classroom: carefully selected resources/small class sizes allow students individual use of high quality professional equipment; e.g. Mathematics, ICT, Catering Kitchen Pod, Computer Science Suite and robotics equipment, Physical Education equipment, Art facility
- Enrichment: opportunities to use Cannock Leisure Centre Gymnasium facilities for PE lessons
- Enrichment: Educational visits occur regularly to inspire, motivate and engage
- Enrichment: use of brand new pool room, outdoor sports pitch, indoor sports hall, outdoor gym equipment and Art facilities at recreational times during the school day
- Behaviour Management: Tailored to meet learner's needs supporting learners to meet their targets.
- Behaviour Management: impromptu rewards for groups of students displaying positive behaviour, e.g. breakfast/lunch trip out
- Behaviour Management: positive learning and social climate/ethos created by building pupil/teacher relationships and promoting a calm pleasant environment
- Behaviour Management: sanctions/consequences including removal of privileges, fixed term exclusions, discussion with parents
- Behaviour Management: Daily lesson by lesson report on Attitude to Learning
- Behaviour Management: Positive reinforcement of positive behaviour by SLT
- Baseline assessments so that clear targets can be set for individual learners
If required
- Access to bespoke intervention for children with additional learning difficulties or gaps in learning.
- reduced timetable with SENCo
- Educational Psychology referral
- School Ethos: positive relationships reinforced by staff 'extra mile', e.g. praise postcards home, trips to ASDA to replace damaged uniform, students bikes mended, all staff interacting with students in activities at break time/lunchtime

How do we adapt the curriculum and learning environment?

Differentiation and personalised learning to reduce barriers to learning may include the following strategies:

- Adaptations to the classroom/learning environment.
- Personalised timetables (lessons/hours).
- Personal learning plans (PLP).
- Individual support plans.
- Individual risk assessments.
- Social capabilities are profiled and progress is tracked.
- Access to alternative provision on a partial/full time basis dependent on need.
- Use of specialised equipment such as ICT.
- 1:1 support.
- Mentoring.
- PSHE/Values
- External visitors/agencies working 1:1 or on a small group basis.
- Learning outside of the classroom activities.
- Educational visits.
- Mindfulness/counselling services.
- Additional funding applications.

How do we consult students with SEN and involve them in their education?

We encourage all students to be actively involved in their learning, and staff are committed to working in partnership with the child and their family to set appropriate learning goals.

We have conversations within school with students to:

- Ascertain the child's strengths and difficulties,
- Ascertain their preferred learning styles and aspirations,
- Write Individual Learning Plans with Students,
- Produce an Iceberg profile which includes preferred supportive strategies written directly from information gathered in conversation with students,
- Include them in meeting and the decision making progress regarding any personalised/alternative or SEND provision where appropriate.

How do we consult parents of students with SEN and involve them in their child's education, including feeding back progress in relation to outcomes?

Attainment towards the identified outcomes will be shared with parents through feedback in SEN reviews but also through student reports and academic or intervention communications.

- Parents are encouraged to contact school at any point about any concerns or suggestions they may have.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the subject teachers, the SENCo, or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success.

How will we secure equipment and facilities to support students with SEN?

At Chaselea we ensure we have up to date, modern and functional equipment. Alongside standardised ICT equipment, we have looked for innovative hardware and software that will support the learning needs of learners with SEN. We have a range of therapeutic equipment and activities to support dealing with the Social Emotional and Mental Health needs of our Students.

How do we enable students with SEN to engage in activities with other students who do not have SEN, and what external support is available to support SEN students?

The school has access to a range of specialist support such as:

School

- SENCo
- Experienced TA's and Staff team

Independent Advice

- SEND Family Partnership Service (formally known as Parent Partnership- provide support for parents in student meetings.

Local Authority Support Services

- Special Educational Needs Support Service (SENS)
- Educational Psychology Service
- Hearing Impairment Team (HI)
- Visual Impairment Team (VI)
- Physical Disability Support Service (PDSS)
- Occupational Therapist
- Autism Outreach Team (AOT)
- Local Support Team (LST)
- Social Services
- Educational Welfare Officer (EWO)

Health Services

- School Nurse/GP
- Children and Adolescent Mental Health Service (CAMHS)
- Midlands Psychology

Transition to the next school or provider, and preparation for adulthood and independent living

- Students have access to Information Advice and Guidance via specialist support to discuss and consider their options for the next phase of education as appropriate.
- Based on the September 2018 renewal of Careers Guidance expectations, we will be working toward the Gatsby 8 benchmarks outlined on our website where you can see details of their expectations. You can see details of their expectations here: <http://www.chaselea.co.uk/careers-information--guidance>
- Students and parents/carers have a number of opportunities to meet staff in the new school or setting.
- Accompanied visits to other providers may be arranged as appropriate

- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

How do we support students with SEN to improve their emotional and social development?

Chaselea is specialist provision able to offer additional support when specialist intervention is required to resolve particular difficulties. All staff are very experienced at supporting young people and three members of staff are able to support conflict resolution and restorative justice. Our skilled Student Welfare Officer is able to offer pastoral support when required.

In addition, links with outside agencies supports issues being dealt with effectively and referrals being made to appropriate support networks.

We have a range of policies that support this, including our 'Managing Mental health in Young People' policy.

How do we evaluate the effectiveness of our SEN provision?

The school Leadership Team completes an annual SEND audit, in collaboration with Entrust. A specialist advisor works with the SENCo to assure compliance and make development recommendations.

What expertise and training do our staff have to support students with SEN?

Chaselea's recruitment processes have always ensured that staff are only employed if they have demonstrated a deep understanding and empathy with a wide range of educational needs but in particular working with students with SEMH. Experience in managing the additional needs of learners is a pre-requisite in our environment and appears on job descriptions and person specifications. Regular training is offered to whole staff on a range of SEN for example ADHD, supporting reading and annual refreshers on Dyslexia friendly teaching.

What support services are available to parents?

Within school, alongside the SENCo, SLT are comfortable in discussing pupil SEN issues. This should be the first point of contact. If the issues remains unresolved or needs further specialist attention there are a range of sources of information and support:

Staffordshire Website <https://www.staffordshire.gov.uk/education/home.aspx>

- Staffordshire Marketplace

<http://www.staffordshiremarketplace.co.uk/marketplace/children-and-families.html>

- SEND Family Partnership Service (formally known as Parent Partnership)

<https://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>

- Council for disabled children <http://www.councilfordisabledchildren.org.uk/>
- Independent Parental Special Education Advice (IPSEA) <https://www.ipsea.org.uk/>
- British Dyslexia Association (BDA) <http://www.bdadyslexia.org.uk/>
- Dyslexia Assist <http://dyslexia-assist.org.uk/>

- National Autistic Society (NAS) <http://www.autism.org.uk/>
- RNIB <http://www.rnib.org.uk/>
- National Deaf Children's Society <http://www.ndcs.org.uk/>
- National Careers Service

<https://nationalcareersservice.direct.gov.uk/Pages/Home.aspx>

How do we handle complaints from parents of children with SEN about provision made at the school?

Parents can access the complaints policy and procedure document should they feel the need to give feedback. They can contact the SENCo, a class teacher or a support member of staff if it is felt there is an issue that requires attention.

Where can the LA's local offer be found?

Further information about Staffordshire County Council's Local Offer can be found on:

<http://www.staffordshirecares.info/pages/mydisability/children-additional-needs/sendreforms/Local-offer>

M Harrison (SENCo)

September 2018

