



# CANNOCK CHASE HIGH SCHOOL

A C H I E V E M E N T F O R A L L

## SPECIAL EDUCATIONAL NEEDS: LOCAL OFFER

At Cannock Chase High School we believe that 'Every Teacher is a Teacher of Special Needs'.

We prioritise the needs of a number of identified students within the school, understanding that they all have barriers to their learning. These groups include students with special educational needs, those who qualify for a free school meal or have done within the past six years, children in care and those with English as an additional language. We refer to these groups as our Vulnerable Students.

We believe that every child is an individual and has the right to have their needs met, in order for them to achieve their maximum potential. Students with barriers to their learning are the shared responsibility of all staff to meet the needs of all students in their classes.

Inclusion is at the centre of our ethos at CCHS and we recognise the value of every individual student. Wherever possible and given the resources available, all students are encouraged to take part in any activity that our school can offer.

Any student may experience difficulties in school at some stage. We recognise that there are a number of factors that may influence this such as educational, social, environmental and medical conditions. On identification of these difficulties, provision will be adapted and reasonable adjustments will be made to meet the child's needs.

### **How does the school know if young people need extra help and what should I do if I think my young person may have special educational needs?**

#### **Prior to entry**

We contact our partner primary schools during the Spring Term. Any student who is identified as having a learning difficulty at the current School's Action or School's Action Plus stage or as having English as an additional language is referred to the Assistant Director of Inclusion. Contact is then made with each primary SENCo and relevant data collected.

#### **Identifying existing students**

Students who experience difficulties whilst at CCHS who are not already identified as having a need can be referred to the Director of Inclusion. This can be as a result of a self-referral by a student, at the request of a parent or their subject teachers.

## **Assessment**

All Year 7 students are screened in September using a standardised reading test (Access Reading Test – ART) and MIDYIS which tests their cognitive abilities. This would also apply to any student starting mid-term should they be identified as having a learning need.

From the information gathered, along with parental and primary data, students are then placed into appropriate groups and support is administered.

If further diagnostic testing is required, the Inclusion Team will carry this out on an individual basis to assess more precisely using a range of tests relevant to the needs of the student.

These tests may include:

- WRAT 4 – single word decoding reading test, spelling and computation
- K-Bit – verbal and non-verbal ability
- DASH – handwriting speed
- PhAB – phonological processing
- Edinburgh 4 Reading Test – assesses different areas of reading competence
- Boxall Profile

## **How will school staff support my young person?**

Every member of staff shares responsibility for the achievements of Vulnerable Students. Specific responsibilities are as follows:

### **Governing Body**

- Monitor the Special Educational Needs and Inclusion Policy through the school's self-review procedures.
- Ensure, through the performance management process, that the Headteacher sets objectives and priorities to ensure that provision is effective, appropriate and resourced.
- Ensure that the Policy is available to any interested party on request.
- Nominate a link Governor to liaise with and monitor inclusion and DSEN provision.

### **Leadership Team**

- Set objectives and priorities in the School Improvement Plan which include provisions and resources for vulnerable students.
- Work with Assistant Headteacher responsible for Vulnerable Groups and middle leaders in identifying and meeting INSET needs.
- Promote 'Knowing your Students' during Learning Walks and Work Scrutiny.
- Monitor impact of provisions in raising attainment.

### **Assistant Headteacher responsible for Vulnerable Groups – Mrs T White**

- Named SENCo for the school.
- The day to day operation of the Special Educational Needs and Inclusion Policy.
- Lead and manage the Inclusion Team.
- Disseminating information and raising awareness of inclusion throughout the school.

- Co-ordinating provision for students in need of support and assuring the high quality of this.
- Identification of students requiring support.
- Liaising with primary feeder schools, external agencies and parents/carers.
- Formulate and maintain the list of vulnerable students, ensuring data is kept up to date by Inclusion Team.
- Ensure that support is effective and has an impact on raising attainment.
- Attend training courses and maintain an up to date knowledge of DSEN and inclusion issues in order to ensure excellence in the school's provision.
- Represent the school at any tribunal hearings.
- Contribute to INSET of CCHS staff.
- Recruiting and deploying the Inclusion Team.
- Applying for any AEN funding that may be required.
- Looking at each case as an individual to make sure appropriate support is in place.
- Liaise with Pastoral Teams to ensure all relevant knowledge is taken in to account when considering support.
- Administer submissions for examination special arrangements in conjunction with designated teacher and exams officer.

### **Support Staff**

The Code of Practice is recognition that some students have difficulties which may impede their learning. These difficulties may be short or long term. Targeted support in the classroom enables teachers to meet the needs of all of their students. Although at times some students will require Wave 3 withdrawal interventions, we strongly believe that collaboration and communication between teachers and support staff is the key to removing barriers and enables us to provide an inclusive environment for all.

- Liaise with Tutors, House Teams, Teachers and Directors of Communities as appropriate to ensure effective support.
- When a student is referred by an individual teacher raising concerns with their learning, information requested and examples of their work from all teachers of that student. These will then be collated and passed onto the Assistant Headteacher to determine what/if support is necessary.
- Monitor students' progress in class and update data as and when necessary.
- Work with small groups in or out of the classroom, under the direction of the class teacher.
- Encourage independent learning.
- Plan and deliver individualised programmes where necessary.
- Prepare documentation for reviews and general meetings.
- Intervene with individual students where necessary and signpost to appropriate support.

### **Directors of Learning Communities**

- Monitor the progress of all identified vulnerable students in their Community.
- Identify under achievement of these students and adapt strategies to redress this.
- Report any continuous under achievement to Assistant Headteacher and act jointly to redress this.

- Keep and monitor a list of any students raised by their teachers during Community Meetings.
- Monitor differentiation in schemes of learning and teachers' planning.
- Ensure access to an appropriate curriculum which leads to successful outcomes.
- Ensure appropriate teaching resources for students with barriers to learning.
- Include 'tracking vulnerable students' on Community Meeting Agendas and give minutes /action points to Assistant Headteacher where appropriate.

### **Teaching Staff: 'Every Teacher is a Teacher of Special Needs'.**

'Knowing Your Students' is our guiding principle. All teachers are issued with a 'Learning and Teaching File' that contains personalised data for every student. This includes current performance levels, targets, vulnerable status, provision map and strategies for support.

- 'Know Your Students' use all the data provided to inform planning.
- Devise strategies and identify appropriate differentiated methods of access to the curriculum.
- Accept prime responsibility for the progress of every child in their class.
- Identify possible DSEN when assessing students work and refer to Director of Inclusion (Learning Referral).
- Take any student's name to Community Meetings that have been referred to Inclusion Team.
- Pass on any strategies that are not included on a provision map to Inclusion Team that work with a particular student to share as good practice.
- Liaise and plan lessons with support staff.
- Monitor closely progress of any student identified as a vulnerable and ensure their progress meets or beats their flight path.
- Completion of relevant special educational needs documentation by required deadlines.
- Ensure that work is available to students who are absent for any reason, especially due to either illness or injury.
- Support external/internal observations of a child whilst assessments are being made.

### **Pastoral Directors**

- Monitor the progress of all identified vulnerable students in their Year.
- Inform Inclusion Team of any long term social issues that an individual may experience which may hinder their academic progress (Social Inclusion Referral).
- Request representation from the Inclusion Team at any pastoral or admissions meetings.

## **How will the curriculum be matched to my young person's needs?**

Provision Maps are issued to all teachers of vulnerable students with an identified need. These maps contain information on the students' difficulties and strategies to support their learning in the classroom. Subject teachers will set targets using information provided on the plans.

All students identified with having a specific need are placed with an Attainment Manager who will track and monitor their progress at each data capture. The Attainment Manager will also provide personalised support should it be required.

Interventions may include:

- Additional lessons of literacy in Year 7 and 8 replacing French;
- Class sizes of no more than 16 with a teacher and Curriculum Intervention Assistant for Literacy and Numeracy in Years 7 and 8;
- Support from Learning Assistant within the classroom working collaboratively with class teacher;
- Withdrawal sessions for SpLD, SLCN;
- Small group work for additional reading, spelling, handwriting and nurture;
- Word Shark, Number Shark, Lexion and Nessy programmes for specific difficulties;
- Contracted netbook facilities;
- Scribes and readers for students with access arrangements for examinations;
- Controlled Assessment and coursework support – this is requested by subject teachers;
- Individual support for students who have English as an additional language if required;
- School Counsellor;
- Triple P Parenting Programme;
- Boxing Programme;
- Peak Pursuits (or other suitable Alternate Providers);
- Chaselea PRU;
- Managed Moves;
- Flexible timetabling for students with medical difficulties;
- Home tuition;
- Homework Club;
- Lunch Club.

### **How will both you and I know how my child/young person is doing and how will you help me to support their learning?**

We actively encourage our parents to contact the school at any point. All provisions are reviewed regularly to check suitability; this is done in partnership with you the parent/carer. Through data monitoring, normal reporting procedures and the use of Attainment Managers we will continually monitor your child's progress.

Young people identified as not making expected levels of progress will be automatically identified after each point the school collects data (data capture). In this instance you will be contacted to discuss a plan of action to enable your child to get back on track.

### **What support will there be for my child's/young person's overall wellbeing?**

At Cannock Chase High School we take the wellbeing of all of our students very seriously and we have an extensive support network which is accessible to all of our students. If a member of staff has a concern about a student's wellbeing this is raised in the first instance with the Director of Year or Pastoral Manager. If there are serious concerns then our Safeguarding Policy is strictly adhered to.

If the Pastoral Team has further concerns and the issues are not easily addressed through the universal pastoral care then the student is referred to the Director of Inclusion with the permission of the student and you the parent/carer. The referral is then assessed carefully to decide on the type of support that is required.

Provision is then put in to place and this can be either with our Social Inclusion Mentor, School Counsellor or with one of many of the external agencies that we work with.

Provisions are reviewed regularly to ensure that the right amount and type of support is in place. The views of the student and you the parent/carer are very important throughout this process and all parties are openly encouraged to share views or concerns at any time.

If a student has medical needs then we work together closely with the student and the parent/carer to ensure that we are making reasonable adjustments to meet those needs. We may at times seek guidance from other professionals to ensure that we are making such reasonable adjustments. If applicable, a health care plan is drawn up and put into place.

Information is shared with staff about specific requirements to ensure that all students can access the curriculum in and out of the school site regardless of their needs. If a student has medication that needs to be taken within the school day or whilst on overnight trips then we strictly adhere to the Staffordshire County Council Medication Policy.

## **What specialist services and expertise are available at or accessed by the school?**

The school has a dedicated base for Visually Impaired students. All of our staff has received Level 1 dyslexia friendly training. We currently have use of a stair crawler and a number of the Inclusion Team is trained in moving and handling.

We also have access to a wide range of external support such as:

- Educational Psychologist;
- SENSS Consultancy;
- County Assessment Team;
- School Nurse;
- Local Support Team;
- Educational Welfare Service;
- Parent Support Worker;
- Autism Outreach;
- Child and Adolescent Mental Health Service (CAMHS).

## **What training have the staff supporting children and young people with SEND had or are having?**

- INSET is provided for all new teachers to the school as part of their induction programme. This would include NQTs and Training Teachers.

- Members of the Inclusion Support Team have received both moving and handling and stair crawler training.
- Whole school INSET is included on staff training days and during twilight sessions.
- Individual departments can request INSET from the Assistant Headteacher through their Community Director or their Link to Leadership.

### **How will my child/young person be included in activities outside the classroom including school trips?**

In the event of an activity outside the classroom the organiser will contact the Inclusion Community should there be a need to provide access arrangements. Parents/Carers are included in all aspects of planning to ensure that the young person can access the activity. The aim is to ensure that all students are included.

### **How accessible is the school environment?**

The school is an inclusive school and aims to be accessible for students with disabilities. The nature of the school buildings, layout and large numbers of steps cause a degree of difficulty for wheelchair users. We are currently in possession of a stair crawler to combat some of these difficulties. Most subject areas have facilities to teach on the ground floor and planned timetabling of rooms provides access to most areas. An application for AEN funding is made for any student with a disability in order to enable them to access the curriculum. The school has a separate Accessibility Policy.

### **How will the school prepare and support my child/young person to join the school, transfer to a new school, or the next stage of education and life?**

Transition programmes begin between us and our partner primary schools during the Spring Term. Any student who is identified as having a learning difficulty at the current School's Action or School's Action Plus stage is referred to the Assistant Director of Inclusion. Contact is then made with each primary SENCo and relevant data collected. Parents/carers are contacted prior to entry to give their views.

Primary schools can request additional transition visits during the final two terms of the student's Year 6.

County Assessment Team notifies school after February, of any student that will be attending that has been awarded a Statement. Where practicable, the Assistant Headteacher or the Assistant Director of Inclusion will attend the annual reviews for these students to ensure smooth transition.

## **How are the school's resources allocated and matched to children's/young people's special educational needs?**

The school is funded to meet the needs of all of its students through its core budget but is additionally funded to support provision for vulnerable students through:

- Deprivation and underachievement factors, based on the number of students receiving free school meals and underachievement on entry;
- Funding for specific students to meet their assessed needs.

Our priorities for allocation of this funding are:

- Students in possession of a Statement/EHCP;
- Students who receive AEN funding for a specific need;
- Students working at National Curriculum Level 3 and below in their core subjects;
- Students with a standardised reading score below 85;
- Students experiencing emotional, social or behavioural difficulties requiring alternative provision;
- Students who have English as an additional language;
- Student whom we receive additional Student Premium funding.

## **How is the decision made about what type and how much support my child/young person will receive?**

Decisions about the type and amount of support that is needed are made on a personalised basis. A number of professionals both from within school and outside of school may be involved in the decision making process. The students and their parents/carers are key to all decisions that are made and are openly encouraged to be involved in these processes.

All support is regularly reviewed to ensure that the provisions put into place are having an impact. Adjustments are made should the provision not be having the desired outcome for the student or if the provision can be further enhanced to ensure that the student is able to achieve their full potential.

## **How are parents involved in the school? How can I be involved?**

Cannock Chase High School highly values the contributions that parents make to their child's education.

- Parents/carers are encouraged to participate in discussions and decisions about their child's learning or behavioural difficulties.
- They are actively encouraged to support their child at home.
- They are encouraged to attend Parent Consultation Evenings.
- They are invited to join our Parent Consultation Team.

## **Who can I contact for further information?**

The first point of contact if you would like to discuss anything in general about your child is their Pastoral Team. The Lead Teacher for Looked After Children is Mr R Howes.

If your child has already been identified as needing additional support then you can contact the Assistant Headteacher in charge of Vulnerable Groups to discuss the support in place.

Date for Review: \_\_\_\_\_