

SEND INFORMATION REPORT

Ref C016

**CHORLTON HIGH SCHOOL SEND INFORMATION REPORT**

The provision of extra support at Chorlton High School is overseen by the Access & 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 & Achievement Department including a Curriculum Leader, the Special Needs Co-ordinator (SENCO), a specialist SPLD teacher and a large 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 – S Wickstead
- Head of Year 8 – D Casey
- Head of Year 9 – I Jameson
- Head of Year 10 – C Carroll
- Head of Year 11 – J Sarwar
- A Henderson Director of Access & Achievement
- A Parfitt SENCO
- S Stapley SENCO
- M Roberts for parental support
- L Broadhurst for medical concerns
- V Hallas 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 large team of experienced Teaching Assistants led by two senior managers 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 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.

How do we communicate with parents?

All parents of students with existing Statements of Educational need or the new 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 often attends Common Assessment Form 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 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 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 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 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:
Manchester.gov.uk/sendlocaloffer