

SEND Information Report

NAMED STAFF

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RATIONALE

It is a legal requirement that every 12 months we produce a SEND Information Report which complements our school SEND policy. Our SEND policy is also reviewed and updated every 12 months. The first section of this report will signpost where you can find the information that you might need in the school SEND policy, which you will also find on our website.

The report will then go on to detail the provisions put in place over the last 12 months, including groups and clubs, as well as intervention regarding learning need.

SEN POLICY – WHERE TO FIND KEY INFORMATION

Information	SEND Policy Page Number
The kinds of provision the school makes and how it identifies need including working with partners	7 – 8
Provision put in place, how needs and progress are assessed, adaptations made to the curriculum, support provided for students, support for social and emotional needs	7 – 9
The expertise of staff and access to specialist services and support	9 – 11 8
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THE LOCAL OFFER

Codsall Community High School SEND provision is part of the wider provision for the county as a whole. On the Local Authority website, Staffordshire Connects, you can find full details of the Staffordshire Local Offer which includes information, support and services for young people with SEND and their parents / carers:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

TYPES OF SEND WE PROVIDE FOR

Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014).

Students at Codsall Community High School have a range of difficulties relating to Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.

HOW DO WE IDENTIFY AND ASSESS STUDENTS WITH SEND?

The SENCO at Codsall Community High School has established links with the main Middle Schools in the area and an effective network is in place. Effective liaison is carried out in order to gather SEND information regarding Year 8 pupils. Baseline assessments are carried out during the first half term, which can identify students who may not already be on the SEND Register.

The SENCO, Class Teachers, Lead Teachers and SLT closely monitor the progress and attainment of all students, including those who have or may have had SEND. The continuous monitoring of students during their time at Codsall Community High School will endeavour to highlight students with a special educational need that had not already been highlighted.

This identification may come from the SEND Team, Subject Teachers, outside agencies, parents / carers or the students themselves. If your child needs to be assessed, we will gather evidence and make a referral to a specialist teacher so an assessment can be carried out.

We follow a graduated approach to identifying and assessing needs. Suitable and effective interventions will be put in place if your child is not making expected progress despite receiving adapted learning opportunities. Your child's progress within interventions will be monitored regularly.

All students with SEND are placed on the SEND Register which is accessible to all staff. Staff use this information to inform their lesson planning and to ensure that they meet students' needs.

WHAT IS OUR APPROACH TO TEACHING STUDENTS WITH SEND?

All teachers at Codsall Community High School have high expectations of all students, including those with SEND. The SENCO will inform all teachers of your child's needs and provide a "Student Profile" to ensure that staff can adapt their lessons to meet these. At Codsall Community High School we adopt an "Every Teacher is a Teacher of SEND" approach, thus meaning that all staff need to ensure that lessons are fully accessible for all students with SEND.

We offer a range of interventions at Codsall Community High School in order to ensure that your child receives the full support necessary. We will inform you if we feel your child needs to be part of an intervention.

As your child progresses through the early part of KS4, we will assess and apply for Exam Access Arrangements according to the Joint Council for Qualifications exam regulations. If granted, these access arrangements will be applied to all subject areas.

HOW DO WE ADAPT THE CURRICULUM AND LEARNING ENVIRONMENT?

There are a number of bespoke interventions at Codsall Community High School, which are aimed at supporting the child's specific area of need. Interventions are designed to take place at times which

complement the learning in core and option subjects as we have high expectations that all students are able to access a broad and balanced curriculum.

All students have access to the full curriculum. A number of students receive literacy and numeracy interventions during Form Time. Literacy interventions include Accelerated Reader, Switch on to Reading and one to one studies. We also run nurture groups, social skills groups, exam strategies groups and groups to support pupils with autism or dyslexia.

To ensure students with SEND feel safe during Break and Lunchtime, the SEND Team provide a “SEN Hub” every day. This bespoke room is designed to welcome pupils who feel vulnerable to be able to socialise with peers and play games over lunch.

Codsall Community High School is a safe and accessible building and is welcoming to our students, parents and the community. All safeguarding procedures and risk assessments are in place and are adhered to by all staff. We have a range of different facilities to help students with SEND throughout our school including a lift, inclusive toilets and anti-bullying toilet areas.

An Accessibility Plan is in place and is available on our school website.

HOW DO WE ENABLE STUDENTS WITH SEND TO ENGAGE IN ACTIVITIES WITH OTHER STUDENTS WHO DO NOT HAVE SEND?

We have a very busy extra-curricular timetable and all students are encouraged to partake in a range of clubs and activities. In addition, the SEND Department offers the SEN Hub every break and lunchtime, which is open to all pupils but supervised by a Teaching Assistant at all times.

HOW DO WE CONSULT PARENTS/CARERS OF STUDENTS WITH SEND AND INVOLVE THEM IN THEIR CHILD’S EDUCATION?

In line with the SEN Code of Policy 2015, we hold termly meetings for the parents of students with SEND. At these meetings, we review the “Student Profile” and update it accordingly. It is an opportunity for parents/carers to raise any concerns and share key information about their child. It is also an opportunity for the SENCO to draw parents/carers’ attention to any relevant issues in school. The SENCO is always present at Parent/Teacher Evenings and available to talk to parents/carers.

We will inform you of any intervention that your child needs to be part of. Your support is crucial, it is important that you encourage your child to fully engage with their learning and with any support/interventions offered by:

- Helping them to be organised (including bringing the right equipment and books)
- Promoting full attendance and good punctuality
- Supporting students to complete homework
- Encouraging reading
- Regularly checking homework on Synergy
- Attending parents’ meetings
- Attending any meeting specifically arranged for your child

The SENCO can be contacted via email and/or telephone and will return any messages that you leave.

Students who need extra support will be assigned a named key worker who will liaise closely with the SENCO to ensure each child's needs are met. The school works closely with a range of agencies to ensure that a joined-up approach is followed in supporting each child.

HOW DO WE CONSULT STUDENTS WITH SEND AND INVOLVE THEM IN THEIR EDUCATION?

Student Voice is very important at Codsall Community High School. Students complete regular surveys and also attend meetings in order to inform us of their feelings and views about their school experiences.

Students with an Education, Health and Care Plan are invited to share their views at the Annual Review Meeting.

HOW DO WE ASSESS AND REVIEW STUDENTS' PROGRESS TOWARD THEIR OUTCOMES?

You will receive three Progress Reviews per year, which will show your child's current grades and target grades, as well as the grades that their teachers advise they are "on track to achieve". These reports also provide information about your child's reading age, attendance, conduct in school and effort in each lesson. Your child's Progress Review will be analysed by the SENCO and interventions and support will be implemented if necessary.

The SEN Termly Reviews provide an opportunity to discuss progress and support following each Progress Review.

HOW DO WE SUPPORT STUDENTS MOVING BETWEEN DIFFERENT PHASES OF EDUCATION?

We liaise closely with Middle Schools and provide personalised transition packages if needed. We also provide a specific Transition Day for students with SEND. Parents are invited to visit the school as part of the transition process.

Students meet with a member of SLT to discuss option choices in advance of joining the school and the SENCO has an oversight of student progress in the first half term, to ensure that students are following a path which will enable them to be successful. A Year 9 Settling Evening supports this, where the SENCO is available to speak to parents.

Students have access to a Careers Advisor and those on the SEN Register are prioritised for support. All students are encouraged to visit colleges to explore Post 16 courses, as well as offered a range of opportunities to prepare for the education provided at Codsall Sixth Form. We work closely with the Local Authority to ensure that students with Education, Health and Care Plans receive the appropriate support and that relevant paperwork is completed.

HOW DO WE SUPPORT STUDENTS PREPARING FOR ADULTHOOD

At Codsall Community High School we pride ourselves on providing a high level of student support and guidance throughout KS4 and KS5. At Key Stage 4 we have an Inclusion Manager, as well as Heads of Year and Assistant Heads of Year, as well as a safeguarding team who provide support and guidance. Preparation for adulthood is part of the Wider Learning programme, which is delivered to all students in lessons and assemblies. In the Sixth Form, we have a Head of Sixth Form and an Academic and Pastoral Learning Mentor who provide extensive support for all students, with a particular focus on students with SEND. We provide independent careers advice and support in securing Post 16 and Post 18 destinations.

There are a number of interventions and provisions that are available to support your child's emotional and social needs, such as Anger Management, Counselling and programmes delivered by CAMHS.

In some cases, we adopt a "Team Around the Child" approach and will work closely with outside agencies such as CAMHS and Base 25 to best support your child.

WHAT EXPERTISE AND TRAINING DO OUR STAFF HAVE TO SUPPORT STUDENTS WITH SEND?

The SEND Team is made up of the Assistant Headteacher (SENCO), Assistant SENCO and Teaching Assistants. The Teaching Assistants have specific foci, including individual subject or emotional areas. Every teacher at the school is a teacher of pupils with SEND and regular training and updates are provided. The SENCO is presently undertaking the National Professional Qualification for SENCO.

All Teaching Assistants have received training regarding Dyslexia, Literacy and Numeracy Needs, ASD, ADHD, Visual and Hearing Impairments and Dyspraxia. This training has been delivered by the SENCO and the Assistant SENCO, Visual and Hearing Impairment Teachers and the Outreach Team, as well as online training, including the National College.

All new staff receive SEND Training as part of their induction package. These sessions are also made available for existing teaching staff to attend.

HOW WILL WE SECURE SPECIALIST EXPERTISE?

We access a range of support services when necessary, such as Specialist Teacher / Assessor SEND Teachers, Educational Psychologist, Educational Welfare Officer, Speech and Language Therapists, Occupational Therapy, Physiotherapy, Visual and Hearing Impaired Teachers, Autism Inclusion Team, Local Authority SEND Officers.

HOW WILL WE SECURE EQUIPMENT AND FACILITIES TO SUPPORT STUDENTS WITH SEND?

We take advice from Middle Schools as part of the transition and ensure that good practice is continued. We work closely with external agencies to ensure that provisions are put in place. If you feel that further, bespoke specialist support and/or equipment is required, please contact the SENCO to discuss this.

HOW DO WE INVOLVE OTHER ORGANISATIONS IN MEETING THE NEEDS OF STUDENTS WITH SEND AND SUPPORTING THEIR FAMILIES?

We work closely with the Pastoral Team to ensure key information is shared. The SENCO and the Inclusion Manager meet on a termly basis to discuss the needs of pupils at risk, with support from the Deputy Headteacher (Pastoral). The SENCO and the Inclusion Manager also share information on a day-to-day basis. In some cases, we adopt a "Team Around the Child" approach to best support your child. This means that outside agencies may be invited to provide interventions and support for your child. As interventions are put in place, there will be review meetings where professionals will discuss support and any future actions.

HOW DO WE EVALUATE THE EFFECTIVENESS OF OUR SEND PROVISION?

We evaluate the effectiveness of our SEND provision via the following methods:

- Our provisions are recorded on a Provision Map, using the school system: Synergy

- Students are assessed regularly throughout the year and you will receive three progress reviews annually. The SENCO analyses this data to measure the effectiveness of interventions and provisions.
- The SENCO will also use national data to compare the progress and outcomes of students with SEND at Codsall Community High School to those nationally.
- The SEN Termly Reviews provide the opportunity to reflect on the impact on interventions and adjustments and develop support accordingly.
- Student Voice exercises will be carried out to monitor provision, extra-curricular activities and the culture of engagement and involvement of students with SEND.
- The Link Governor for SEND visits the school on a termly basis and conducts activities such as Learning Walks, Student Meetings and reviews progress with the SENCO.
- Evidence and feedback from Student and Parent Questionnaires
- The Annual Review and Transition Plans are produced for students with an Education, Health and Care Plan.

HOW DO WE HANDLE COMPLAINTS FROM PARENTS OF CHILDREN WITH SEND ABOUT PROVISION MADE AT THE SCHOOL?

Any complaints that parents/carers may have should be directed to the SENCO in the first instance. Should the matter fail to be resolved, the issue can be dealt with through the School's Complaints Procedure. You can find the procedure here:

<https://www.cc-hs.com/pdf/Codsall/Policies/Complaints%20Policy.pdf>

WHAT SUPPORT SERVICES ARE AVAILABLE TO PARENTS?

SENDIASS: Staffordshire Family Partnership is where you will find information, advice and support for parents of children with special educational needs and disabilities.

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/service.page?id=N1WTd8-SHWM>

WHERE CAN THE LOCAL AUTHORITY LOCAL OFFER BE FOUND?

Staffordshire Local Authority's Local Offer:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

Reviewed By: M Westwood
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