

Codsall Community High School – School information report 2017/2018

<p>1. How does Codsall Community High School know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</p>	<ul style="list-style-type: none">• The vast majority of students with SEND who join Codsall Community High School have been identified earlier in their academic life and information relating to their needs has been received from partner schools prior to transfer.• During the first half term of Year 9 all students are screened for reading, spelling and maths and students who join Key Stage 4 at a different time are also assessed during their first week in the school.• Each term all students in the school are assessed in all their subjects. If a student is performing significantly lower than expected for their age in GCSE English Language and/or GCSE Mathematics then they are also identified as “learning concern” and receive targeted intervention from teachers and TAs in the English and Mathematics faculties.• If you are concerned that your child may have special educational needs you can contact the school’s Special Educational Needs Coordinator (SENCo) to discuss your concerns using the contact details on the school website. <p>Rachael Beards, SENCo, at senco@cc-hs.com</p>
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<p>2. How will Codsall Community High School's staff support my child/young person?</p>	<ul style="list-style-type: none"> • Students at SEN Support have an SEN Passport. This is written in consultation with teachers, parents/carers and the student. This identifies the needs a pupil has, the support that will be provided by teachers and teaching assistants in the school and from external agencies, as well as targets to be achieved and a date when the plan will be reviewed. • Students with SEN: Plan have an Education, Health and Care Plan (EHCP) which includes welfare and specialised teaching hours, which the student is legally entitled to receive. • The SENCo monitors the support provided across the school for all students with SEND. • The SENCos from the middle schools, meet with the SENCo as part of the transition process. This ensures that relevant information is transferred, in
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	<p>order to meet the needs of your child. Any students with a history of SEND provision will have relevant information transferred to the school via SEND files. Any current external agency, involved in supporting your child, will be contacted by the SEND team. This is to ensure the school is informed of the child's needs and to clarify the service that will be provided for your child</p> <ul style="list-style-type: none"> □ As part of the transition programme your child will have the opportunity to attend transition days at the school during the summer term of year 8. Students will have an opportunity to experience school life, explore the site, meet staff and get to know individuals at the school. A separate visit to the school can be arranged for any student for whom this would be beneficial. This may be organised on an individual basis or in small groups to suit the needs. □ There are a number of opportunities available throughout the year for groups of students to experience subject specific sessions provided by Codsall teachers. These opportunities enable staff to familiarise themselves with prospective students and begin to develop relationships and awareness of individual needs.
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<p>3. How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> □ The school's Inclusion and Equality Policy includes a statement of the curriculum entitlement of every student including those with SEND (see school website). □ All departments promote the skills of oracy, literacy and numeracy through everyday teaching of their subject. □ Some classes are mixed ability and differentiation occurs by task and outcome. In other subjects setting occurs and to some degree differentiation occurs through the setting by ability. □ Teachers and Teaching Assistants help support students in mainstream classes and provide specific help to students with SEND. □ Students select courses suited to their needs. □ The use of personal tutors, Teaching Assistants and sixth formers to support students in their classes and provide specific help should aid development, promote confidence and build self-esteem in the student.
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	<ul style="list-style-type: none"> □ Most students will follow a standard curriculum. However, in some instances the curriculum will need to be adapted to meet individual needs.
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<p>4. How will I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> □ Each term all students in the school are assessed in all their subjects. This information is sent home to parents/carers, so that they can see how well their child is doing. □ Each year "helping your child" events are organised by the school, which include information on how parents/carers can help their children. □ There are also parent/carer evenings each year for parents/carers to meet with their child's teachers to discuss how well they are doing and how they can support their child. □ Towards the start of each term parents/carers with a child who is at SEN support are sent a copy of their child's SEN Passport, which includes detailed information on the strategies that can be used in school and at home.
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	<ul style="list-style-type: none"> □ Parents/carer of all children with SEN: SEN Support are also invited in to the school each term to discuss their child's progress with their child and their child's lead Teaching Assistant. For SEN: Plan this also includes an annual review, which includes a representative from the Local Authority. This is in accordance with the Special Educational Needs Code of Practice 2014. □ Codsall Community High School has an open-door policy and all parents/carer of students with SEND are encouraged to contact the SENCo to form an effective working partnership. □ Students are allocated to a vertical tutor group. The group tutor is the main point of contact for parents/carers to direct concerns to and provides continuity for the child and parents/carers. Every student is allocated to a house and their well-being, progress, attendance and behaviour are monitored by the Head of House. You are also free to contact subject staff directly to discuss your child using the staff contact list on the school website.
<p>5. What support will there be for my child's overall wellbeing?</p>	<ul style="list-style-type: none"> □ At Codsall Community High School we have a Special Educational Needs Department, a Learning Support Centre and a Nurture room. □ Codsall Community High School has a dedicated Medical Room, staffed throughout the day, and a secure place for storing medicine. □ The learners who demonstrate behavioural issues will be discussed in the inclusion meetings held after

	<p>school. Learners who are frequently discussed may have a Pastoral Support Plan (PSP) agreed by the learner and the parent/carer with a member of staff from the inclusion team.</p> <ul style="list-style-type: none"> • Where there are social, emotional or mental health needs, then the pastoral team are involved in implementing a programme of support. • There is a student services office and 6th form office, where immediate advice or guidance can be provided for any student requiring support. • Codsall High school has robust Child Protection and Safeguarding procedures which ensure children are kept safe. • A student with specific medical needs will have a Health Care Plan drawn up in consultation with their parents/carers. A current list of medical needs is updated and where necessary, medical information is shared with relevant staff. In addition, there is a team of trained first aiders that support all medical needs. These staff are based in different areas of the school to provide maximum coverage.
<p>6. What specialist services / expertise are available at or accessed by Codsall Community High school?</p>	<p>Codsall Community High School regards the support services and outside agencies as an essential component of meeting the needs of students with SEND. Each service provides their own professional perspective. The services and agencies used by the school include:</p> <ul style="list-style-type: none"> • The Educational Psychology Service • The Special Educational Needs Support Service • The Speech and Language Therapy Service • Autism Outreach Team • Physical Disability Outreach Service • Sensory Support Service • Child and Adolescent Mental Health Service (CAMHS) • School Nurse • Attendance Advice Practitioner • Local Support Team • Base 25 (explanation needed)

<p>7. What training do the staff supporting children and young</p>	<p>□ It is a policy of Codsall Community High School that all staff (teaching and non-teaching) are up to date and skilful in their area, attending courses that will</p>
<p>people with SEND have or are training for?</p>	<p>enhance their skills and knowledge including within SEND.</p> <ul style="list-style-type: none"> • Training is provided to all teaching and non-teaching staff by the SENCo who also ensures relevant courses are brought to the attention of Teachers and Teaching Assistants. <p>Training and Qualifications:</p> <ul style="list-style-type: none"> • SENCO qualification • Dyslexia training • Level 3 TA / Level 4 HLTA training • Access arrangements course • Child protection / safeguarding training
<p>8. How will my child be included in activities outside the classroom, including school trips?</p>	<ul style="list-style-type: none"> • Pupils with SEND participate fully in arranged trips, optional extra-curricular clubs, arts activities, sports teams and school committees. • The school ensures all extra-curricular activities, including residential, are adapted for children's specific needs.
<p>9. How accessible is the school setting?</p>	<ul style="list-style-type: none"> • Codsall Community High School is accessible to disabled users following extensive DDA work completed in 2011. The reception area is not accessible due to steps, as it is part of the original 75-year-old building, but all other ground floor entrances are. • There are 3 lifts situated around the school, one of which allows access to the second floor. • Codsall Community High School has a dedicated Medical Room staffed throughout the day. • The site has multiple disabled toilets, lifts and changing facilities for easy access and inclusion. Disabled parking is located directly next to the school entrance. • The school has an Accessibility Plan

<p>10. How will the school prepare and support my child to transfer to a new setting in the next stage of education and life?</p>	<ul style="list-style-type: none"> • The SENCOs in the Codsall pyramid meet regularly throughout the year and annually in July to discuss and hand over the information and files on all students on the SEND register using the pyramid transfer document. • The SENCo visits partner middle schools during the term to obtain relevant information on students transferring in September and to meet with
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	<p>parents/carers of these students where necessary.</p> <ul style="list-style-type: none"> • Students nervous about transferring have extra visits organised, in addition to the normal induction days, to address concerns. • Transfer of students from “out of area schools” is handled effectively and files are usually passed through by the SENCo. • At Codsall Community High School students undertake careers education through PSHEE. • All SEND students receive support from the Careers Services and from their link TA to prepare for the transition from Key Stage 4 to Codsall Sixth Form or to employment or to another local education provider.
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<p>11. How are Codsall Community High School’s resources allocated and matched to children’s special educational needs?</p>	<ul style="list-style-type: none"> • Funding for SEND students is received by the school through the age-weighted pupil unit and the notional SEN budget. Additional Educational Needs (AEN) funding is received for a small number of students and some SEND students also receive funding through the pupil premium (see “Pupil Premium Report” on the school website). • All funding for SEND is spent on supporting students with statements/EHC plans and those with needs identified by the school’s SEND Register. • Responsibility for allocating staffing and physical resources, both within faculties and across the school, lies with the SENCo.
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<p>12. How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> • A graduated approach is used for SEND support with learning concern, SEN; Support and SEN: Plan. • The SENCo is responsible for assessing each student and, in consultation with teachers, parents/carers and the student, to draw up an SEN Passport with includes the type and amount of support each student will receive. • The SENCo is responsible for monitoring all students with SEND and for contacting parents/carers for their views. • At the end of the review period the SENCo, Lead TA, parents/carers and others involved in SEN Passport decide if the student continues to have the same type and amount of support, has a reduction in support as they are making more than expected progress and this can be sustained, or has an increase in type or amount of support. • Should students fail to make progress after two reviews, even with the help and support of outside agencies, further external assessments will be
	<p>sought. This may result in a statutory assessment.</p> <ul style="list-style-type: none"> • With a statutory assessment (SEN: Plan) the school, along with the support services involved, make a case to the Local Authority (LA) to formally assess the student with a view to gaining an Education, Health Care Plan (EHC Plan). The Educational Psychologist and other agencies involved with the student will liaise with the SENCo and parents/carers at this juncture. • For all students with SEND parents/carers are fully involved in all decisions about the support their child receives.

<p>13. How are parents/carers involved in the school? How can I be involved?</p>	<p>□ All parents/carers are actively encouraged to participate in their child’s education. This may be through discussion with tutors, subject teachers or members of the pastoral team. Parents/carers are encouraged to contribute to their child’s EHCP/passport with possible suggestions that could be incorporated to improve targets and focus support. The school has a board of governors including parents/carers of current students. All parents/carers are welcome to attend all school events. Parents/carers are always welcome to volunteer their help within the school.</p>
<p>14 . Who can parents/carers contact for further information?</p>	<p>□ For more information about support for children with SEND contact the school’s SENCo Rachael Beards who can be contacted via the office on 01902 907560 or by emailing senco@cc-hs.com</p>
<p>15. How can I access information about the local authority’s offer?</p>	<p>□ Information on the local offer for SEND in Staffordshire can be found at http://helpyourself.staffordshirecares.info/localoffer.</p>
<p>16. Resolving Disagreements and Complaints</p>	<p>If disagreements about SEND provision arise, Codsall Community High School would wish to meet with parents/carers and children at the earliest opportunity to reach an amicable resolution. If any concern does arise, please contact Rachael Beards, SENCo, at senco@cc-hs.com</p>