



### SEND Information Report 2022-2023

Challney High School for Girls is committed to meeting the educational needs of all our learners, including those who may, on occasions or permanently, require interventions and additional services. As such, please find below Challney High School for Girls Information Report and a link to the Local Authority (LA) Local Offer for students with SEND needs:

#### Support for Students with SEND

Support happens on different levels throughout the school.

If there are concerns with a student's progress or emotional well-being these will be raised at a Social Inclusion Meeting. The meeting (including SENCo and Designated Safeguarding Lead) will offer support, advice, strategies, interventions and decide which staff will be best suited to work with the student. This will then be communicated back to the referrer. The intervention, when initially allocated, will have a review date set so that impact can be assessed. Further decisions as to support will be made from this point onwards depending on the impact of the intervention. At this point if the student is placed on the SEND register within school a letter will be sent home to inform parents of this.

The School identifies students through a variety of assessments including prior KS2 assessments, CAT4, SATs, and reading tests. This data is used in conjunction with staff observations and data captures of the student. This data is regularly reviewed when a student is on the SEND register and responded to accordingly.

Students are supported in a variety of ways both inside and out of the classroom including: in class support, small group work and large group work. This support is provided by a number of different professionals within school including: Teaching Assistants (TAs) and Higher Level Teaching Assistants (HLTAs). These interventions are monitored and impact is reviewed by the staff delivering the intervention alongside the SENCo.

There are a variety of professionals the school can enlist to provide further strategies and intervention with parental consent. Parents will be a vital part of this process and their views will be sought.

The School's SENCo is responsible for making sure students' needs are appropriately met.

#### Informing Parents of Student Progress

Students have three subject updates and a yearly report. Targets are discussed at parent meetings, along with strategies to help the student meet her targets. Also, at this time, the student's and parents' hopes and aspirations are explored. The SENCo also runs termly coffee mornings to engage parents proactively. Each coffee morning has a theme, such as, supporting your daughter with math's extended learning'. There is an open discussion around the theme and then time to discuss student individual need.

All students in the school are given targets by teachers, within each subject and they should know what these are. They should also know their flightpath and their target flightpath. This is communicated through EPrise and on student books. SEND students will have specific English, Math's and socialisation/organizational targets. These will be planned, monitored, assessed and reviewed three times a year. Students, teachers and parents communicate in a variety of ways including, planner, letter, email or phone call.

SEND students have an Additional Needs Profile which details student need, strategies, interventions and targets. These are communicated to students, parents and staff. Students with an Educational Health Care Plan (EHC Plan) have a yearly review meeting where professionals meet with parents and the student to discuss progress and overarching appropriate next steps.

#### Provision and Evaluating its effectiveness

When a students' data shows that they are making progress relative to their starting point, then they will be removed from the SEND register and monitored for two terms to make sure this progress is sustained. This is in the form of two data captures and individual teacher feedback.

When a student does not make progress despite support and intervention being put in place, outside professionals are consulted for further strategies to be implemented. If these are implemented and then assessed as having no impact the SENCo will collate evidence and make an application to the Local Authority for an EHCP.

The school evaluates the effectiveness of support through a yearly Provision Review and individual student support and intervention will then be assessed on the principle of Plan, Do, Assess, Review.

In some instances, strategies and interventions implemented around the mainstream curriculum are not enough. This will mean responding to student need looking at curriculum content and delivery, creating a bespoke programme. This will be completed in consultation with outside professionals with the students' needs put at the forefront of their educational experience. In these instances, a member of the support team will act as a key worker for the student and a link between student, parent, outside agencies and teachers. The SENCo holds the overview of this.

In most instances SEND student needs are met within the classroom with teachers delivering 'quality teaching first' lessons, adapting through resourcing and teaching approach.

### **Ensuring opportunities for students with SEND**

All staff are aware of the Equality Act 2010 and all reasonable adjustments are made to make sure that students are not treated any more or less favourably than the rest of their cohort. Every effort is made to facilitate equitable learning opportunities for all. Resources and equipment are purchased or hired depending on individual need.

Students who have been tested as having standardized scores of less than 84 may be considered for Access Arrangements which allows them a level playing field in exams. A JCQ certified assessor is employed by the School to assess which Access Arrangements may be most suitable for individuals so that these can be allocated appropriately. This will be done at the beginning of year 10 for students. Supplementary evidence for this is accumulated from year 7 by the SENCo to evidence 'normal way of working'.

### **Transition**

The School makes contact in year 6 with feeder schools to identify students with SEND. In cases where students have EHC Plans, this may be earlier. The SENCo visits the feeder school to put a transition plan in place. This could include the student visiting the secondary school on multiple occasions before Transition Day and Teaching Assistants visiting the student's primary school to familiarise the student with new personnel. On the evening of Transition Day, the SENCo introduces themselves to the parents of all students. Students' progress will be monitored when they begin year 7 to make sure they have settled into the school well.

In the spring term in year 9, students are required to make subject choices for their year 10 options. The SENCO and Pupil Support Team works alongside the Assistant Headteacher, Curriculum to help students and families who require extra advice at this time to make appropriate choices. The school also provides subjects suitable for SEND students. The SENCo meets parents at Options evening if further discussions are needed.

Students in year 11 have careers advice, mock interviews and visits to possible colleges. The school advises parents and students of the most appropriate courses, help with submitting forms and facilitating meetings with the new provision. The SENCo liaises with SEND staff at receiving colleges as necessary to put a transition plan in place.

Students admitted to the school when not in a typical transition stage will have their needs assessed by an admissions interview and individual assessments (as all other students) and the SENCo will become involved based on information from this process and any other relevant sources such as a previous school or outside agencies.

### **Ensuring the wellbeing of students with SEND**

All staff are responsible for student well-being and this falls under the wider category of safeguarding. Heads of Year are responsible for overseeing the delivery of a Personal Development Curriculum (PDC) to their year group which covers a wide range of topics including staying healthy and study skills. This is taught in mixed ability classes.

Heads of Year, Assistant Heads of Year, form tutors and keyworkers are first points of contact for students. They are responsible for students' pastoral support, they track pupil progress and monitor their attendance. Students are

encouraged to socialize within their year groups at break time and lunch time but there is also a variety of lunch time clubs and activities available.

Students can receive additional support for their learning at lunch time and after school. Members of staff are on duty around the school every break and lunch time to ensure a point of contact for all students. For some students with significant SEND, break and lunch time supervision is organized so that they have a higher level of student to staff ratio support. There are many members of staff across the school who have received first aid training and hold Emergency at Work Certificates. Key members of staff are also trained in moving and handling which is updated regularly.

Students who experience extensive social, emotional and mental health issues resulting in behavioural problems are monitored through the whole school behaviour policy. Should greater support be required their needs are discussed in conjunction with parents. From these meetings, a number of outcomes are possible:

- Pastoral Support Plan
- Behaviour contract
- Intervention from outside agencies within school
- Intervention from outside agencies outside school
- Outside educational providers

### **External Support Services liaising with school**

Parents and school staff work together with external agencies to support students in the most appropriate way. This is determined through a variety of means including, observations, discussion, reports, phone calls and meetings. At every point the students and parents' views will be taken into consideration.

The following outside professionals regularly work with school to facilitate a student's academic and social, emotional progress:

### **Health Care Professionals**

- Addenbrooks Hospital
- Great Ormond Street Hospital
- Luton and Dunstable Hospital
- GPs
- School Nurses
- Physiotherapy
- Occupational therapy
- Wheelchair services
- Edwin Lobo Child Development Centre
- CAMHS
- Speech and Language Therapy
- Music Therapy

### **Special Schools**

- Richmond Hill Primary School
- Lady Zia Primary School
- Woodlands Secondary School

### **Schools**

- Primary Schools
- Post 16 Provision

## **Outside Agencies (this list is not exhaustive)**

Special Educational Needs Service including:

- Hearing Impairment
- Visual Impairment
- Social Communications
- Speech and Language
- Learning Support
- Educational Psychology Service
- Post 16 transition team

**Alternative Learning and Progression Service** including:

- ALPS (Behaviour and tuition)
- ACE
- Medical tuition

**Other Services:**

- Children's Services
- Virtual School for Looked After Children
- Off-site Alternative Provisions (according to individual need)
- Extended work experience
- All Women's Centre
- TOKKO
- Educational Welfare
- Chums
- Luton Learning Resource Centre
- Transport Services
- Youth Offending Services
- Citizens Advice
- Integrated Youth Service
- After Adoption Support Service
- Reconstruct
- Young Carers
- Greenhouse mentoring
- Youth offending service

**Bedfordshire Police Authority** including:

- Domestic violence
- Forced marriage
- Safeguarding team

**Staff training for students with SEND**

There are many opportunities for staff to develop their understanding:

- Circulation of a weekly topical article
- Pupil information sheets
- SEND Profiles
- Personalisation plans
- Drop in sessions
- Continual Professional Development sessions (CPD)
- Outside agency training

- Morning staff briefings
- INSET days
- Case meetings to share good practice around individual pupils

### **Equipment and Facilities**

The construction of our building was completed in January 2011 under the European guidelines of the time. Students with SEND have equal access to facilities as all other students. The School will make reasonable adjustments to allow students with disabilities to have equal opportunities with their peers in accordance with the Equality 2010.

- Widened doors for wheelchair access
- Lift
- 1 disabled shower room
- 1 disabled wet room with static hoist
- 19 disabled toilets
- 1 prayer room
- 4 meeting rooms
- 1 physio room
- A designated pupil support area

### **Technical Resources**

- 2 Mobile hoists (maintained every 6 months)
- 1 Static hoist (maintained every 6 months)
- 1 Physio bed
- 1 Shower bed
- Personal hygiene bins
- 5 evacuchairs
- 3 evacuslides
- 15 Alpha smarts
- 30 Laptops
- 10 iPad

### **Who can you speak to in regards to SEND?**

The School's SENCo is: Mrs L West

### **Contact Details for handling complaints regarding SEND provision**

If parents have concerns which the school is unable to address they are free to contact the following:

- Outside agencies involved with the student
- Special Educational Needs Assessment Team (SENAT)
- Admissions
- CLT complaints procedure

### **The LA Local Offer can be found at:**

<http://directory.luton.gov.uk/kb5/luton/directory/family.page?familychannel=11>

### **Monitoring**

This Information Report will be reviewed by Mrs L West (SENDSCO) every year. It will also be updated if any changes are made throughout the year. It will be approved by the Local Governing Body.

### **Links to other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives (Accessibility)
- Supporting pupils with medical needs
- Looked after/Previously Looked after Children
- Access Arrangements
- Complaints Policy