

## Local Offer

Our local offer is information for parents / carers of children who have Special Educational Needs (SEN) and all those who support children with additional needs. This offer outlines the provision and support they can expect to receive, if they choose Chiltern Hills Academy for their children.

All schools are supported by Buckinghamshire County Council to be as inclusive as possible, with the needs of students with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen.

Chiltern Hills Academy is a mainstream non-selective school with a catchment covering Chesham and the surrounding area. It is a learning environment at the heart of its community. We promote the Christian values of honesty, respect, compassion, love, forgiveness, self-discipline and hope. Ofsted rated the school as 'good' in February 2013. We welcome all students to our school and believe that every student has an entitlement to develop his or her full potential. Diversity is valued as a rich resource, which supports learning of all. At CHA we recognise a child's right to a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talent and personal qualities.

We currently have approximately 800 students on roll in Years 7 – 11 with an additional 107 students attending our sixth form. There are 37 students with a statement of educational need or Education, Health Care plan and another 85 students accessing specialist special educational need support and a further 103 students are being monitored.

Admissions to the school are through the local authority. All applications need to be made through them.

## The Annual Special Educational Needs and Disability Report

The main contacts in the school for parents wishing to discuss their child's special educational needs are Mrs Suzanne Jackson, Director of Learning Support (SENDCo) who has overall responsibility of the department and Miss Melanie Chadbone, Deputy SENDCo.

To view our various policies please visit our website.

Mrs Jackson is responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how your child is progressing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology, occupational therapy etc...

- Updating the school's SEND register (a system for ensuring all the SEND needs of students in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- English as an additional language students

Miss Chadbone has specific areas of focus in addition to supporting the Director of Learning Support which include Speech and Language provision and specific learning difficulties such as dyslexia.

We are committed to working with other schools in Chesham and their surrounding area and to work with the local authority and, through them, the Buckinghamshire Learning Trust to improve the quality of provision for students with SEND.

Further to the above, there are a number of questions relating to SEND which are answered below:

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

At Chiltern Hills Academy students are identified as needing additional support through a variety of ways. This process begins with transition meetings with all our feeder schools. The Academic Year Leader for the year and the Director of Learning Support gather information about incoming Year 7's and if necessary additional transfer support is put into place and any areas of potential need is noted. Students may be added to the SEN register in line with guidance for SEN support from Buckinghamshire Local Authority and the SEN Code of Practice 2014. Assessments taken by student on entry will include:

- Cognitive Ability Tests (CATs)
- Reading, Spelling and Maths tests to gain an age equivalent
- Baseline Assessments in all subjects
- Further tests as required based on individual need

Ongoing identification is also completed through regular assessments in subject areas. Teachers can also refer students to the Director of Learning Support or Deputy SENDCo if they have any concerns. Following referral further assessments may be undertaken and you and your child will be informed if there are any concerns. Regular meetings are held between the Director of Learning Support and Academic Year Leaders to identify students who may have additional needs.

Should you believe that your child has special educational needs you should contact the SENDCo who will be able to undertake investigations and appropriate assessments to see if they meet local and national SEN criteria.

The assessment of students may also involve other specialists and professionals that we work with closely and can include; Educational Psychologist, Speech and Language Therapists, Specialist Teacher Advisors, school nurse, observations in lessons, parents, screening tests, school counsellor and Exams Access Testing (end of Year 9 and throughout Year 10).

All students with a statement / Education, Health Care plan or on SEN support are supported with a one page passport which is written with parents and distributed to all staff that teach that child. In some cases a full SEN support plan may be written jointly with the child, parents and the SENDCo. These include specific time bound targets working towards achieving a specific outcome for the child. These are reviewed accordingly by teachers, Academic Year Leaders, Director of Learning Support, Deputy SENDCo and Learning Support Assistants.

## **How will I know how my child is doing?**

There are a number of ways in which you can find out how your child is doing. These include:

- Parent Evenings – one or two per year, depending on year group
- Progress Checks – up to four per year
- If your child has an EHC plan or statement you will also have an Annual Review.
- SEN Support Plan – Students identified as having an SEN need will have a student support plan which will be regularly reviewed with a member of the Learning Support Team.

## **How will the school staff support my child?**

There are a number of ways in which your child is supported. These include:

- Quality First Teaching – A high standard of teaching in the classroom with differentiation to enable all children to make progress
- Academic Form Tutor – One teacher who your child will see daily at registrations
- Academic Year Leader – A teacher responsible for the well-being, pastoral and academic progress of the year group your child is in.
- Director of Learning Support – Putting additional support and intervention in place should your child require it, this can include one to one or small group activity usually focused on improving reading, comprehension, spelling, maths or motor skills. However, for our Key Stage 4 students we also support exam preparation, exams access and controlled assessment.

## **What is the school's approach for teaching students with SEND?**

All students identified with SEND are treated equally and given access to the appropriate curriculum designed to meet their needs. All teachers are teachers of students with SEND and are responsible for the progress they make. Within lessons it is the teacher's responsibility to differentiate learning. Strategies to support students identified with SEND are included on the student passport or SEN support plan. Should a student be identified after entry as requiring additional support they will be assessed and their data will be analysed. If it is then felt necessary they will be added to the SEND register. Following this an SEN support plan is drawn up and information is communicated to relevant parties. We offer a variety of pathways at Key Stage 3, Key Stage 4 and Key Stage 5. Students are identified and a discussion is held with parents to ensure the appropriate pathway for the child.

## **What is the additional support for learning that is available for students with SEND?**

### **In class support**

Students with Education Health Care Plans (EHCP) or a statement of educational need are supported in accordance with the requirements of the statement, this may be within class or outside of the classroom environment as needed. If a student does not have a statement in class support is not routinely offered, however, this can be considered in extreme cases if deemed necessary. On some occasions the class teacher may ask the teaching assistant to support a small group of students for the duration of the lesson in the Learning Hub, for example where students need additional help with coursework or a particular aspect of the course.

### **Specific Interventions**

- Catch up literacy – to support reading and spelling
- Lexia – computer based programme to support reading and spelling at school and at home
- Precision Monitoring – to support basic math and reading of high frequency words

- Spelling support programs – in small groups
- Numeracy support programs – in small groups
- Peer mentoring support through reading and writing challenges

## **What is the provision available for improving the emotional and social arrangements of students with SEND?**

CHA is committed to supporting all aspects of a child's well-being and offers a variety of interventions to assist with this.

- Nurture group – a small group to support Year 7 and 8 students selected by school
- Social skills group – small groups to support social skills
- Chill Club – small group work to reduce anxiety
- Connexions
- English as a Second Language support – facilitated by a qualified ESOL teaching assistant
- School Counsellor
- Ethnic Minority Support Worker
- Academic adult led and peer mentoring
- Behaviour support programmes
- Self-Esteem Programmes

Students identified with behavioural needs will have a support plan which indicates strategies for supporting them in lessons. Additional provision can include specialist behaviour programmes to tackle poor behaviour delivered through our Learning Zone. Academic Tutor groups offer a network of support to help with pastoral issues.

We also work with a number of external agencies to support young people's emotional needs (this list is not exhaustive):

- R U Safe?
- Addaction
- Aspire Pupil Referral Unit and Chiltern Skills and Enterprise Centre
- Chiltern lighthouse mentoring
- Way In
- Young Carers
- Child and Adolescent Mental Health and Child and Adolescent Behavioural Health Teams
- Targeted Adolescent Mental Health support
- Bucks school nursing team
- Bucks Learning Trust specialist teachers
- Connexions
- Educational Psychology
- The Autism Company

## **Access Arrangements for examinations**

When a student reaches the end of Year 9 / beginning of Year 10 their data is analysed by the Director of Learning Support and advice sought from teaching staff. If necessary students are assessed for support in their GCSE examinations. The testing is rigorous and conducted by an external assessor, the support a

student can have is dependent on the results of these tests and a history of need over time. Examples of access support are: a reader, a scribe, extra time, use of word processor or transcript.

### **What facilities do you offer in your school building to include students with SEND and how do you obtain new of specialist equipment and facilities?**

The buildings enable us to be DDA compliant and ensures access for all students to all areas of the Academy. Accessible facilities include:

- Disabled toilets across the Academy
- Disabled Access shower
- Lift in the main atrium and Performing Arts building
- Disabled parking bays
- Evac chairs with Evac chair trained staff
- Adjustable work stations in Food technology and science to enable students with wheelchairs to take part in practical lessons
- Dedicated classroom for students with SEND, a dedicated nurture room and the learning zone for social skills groups and other programs of support.

### **What arrangements are in place to consult with parents / carers of young people with SEND about the education of their child?**

All parents are regularly consulted through questionnaires about the education of their child. Parent forums are held 6 times per year. The school holds regular parents evenings for all year groups and additional transition evenings for all key years undergoing transition.

Parents of students with SEND are consulted in annual reviews / person centred reviews and additional reviews. Students are consulted about their education regularly through questionnaires and student voice. Students with SEND are consulted in annual reviews / person centred reviews and with their key workers in regular mentoring sessions.

### **What is the Academy's Accessibility Policy?**

The school is accessible to all students and is reviewed in line with needs of the existing and new students. We have experience of working with students with physical disabilities and some visual and hearing impairments. Please see our website for the Disabled Access policy.

### **How do the Governing body involve other bodies, including health and social services, local authority support services and voluntary organisations, to meet the needs of students with SEND and their families?**

Within CHA we have a range of qualified staff to support students. This includes Learning Support Assistants, teachers, student welfare officer, school attendance officer, learning zone manager. We also work alongside a wide range of external agencies to ensure students are fully supported. These are listed above. If you feel that your child should be referred to one of these agencies, please contact either your child's Academic Year Leader, the Director of Learning Support or Student Services and they will advise you accordingly.

### **What is the education provision's arrangements for students with SEND transferring between other education providers or preparing for adulthood and independent living?**

We have close links with our main feeder schools in Chesham and the surrounding area and there are a number of activities throughout the year for Year 5 and 6 children to visit CHA. For Year 6 students who have a statement or EHC plan coming to us for Year 7 the Director of Learning Support will attend their person centred review or annual review. Students who are also vulnerable to transition will be invited to spend an additional day at the academy prior to normal transfer day.

All students and schools are visited before the Buckinghamshire transfer day by the Academic Year Leader and the Director of Learning Support and the teachers of Year 6 teacher are liaised with closely.

For transfer to KS4 students have a programme of activities regarding GCSE options through PSHE which includes visits from connexions and an options evening and where necessary one to one conversations with parents. Students who have a statement or EHC plan will have further discussions about option choices in their person centred review / annual review. From Year 8 onwards all students with a statement / EHC plan will have a connexions advisor present at their person centred review / annual review.

In Year 11 all students have a clear programme of careers advice with every student being offered a one to one session with our Connexions advisor.

In Key Stage 5 students are guided through the different options for post 18 which includes university, apprenticeships and work. This is undertaken with the support of Bucks New University and Connexions.

**What arrangements are there for training staff in relation to children and young people with SEND and how do you obtain specialist expertise?**

Teaching staff at CHA are highly trained having regular professional development in learning and teaching and training in areas of SEN by outside agencies. The Director of Learning Support and Deputy SENDCo are both qualified teachers and have the National Special Educational Need Award with a postgraduate certificate in Special Educational Needs. Students are supported by a team of teaching assistants who have a range of expertise in working with children with SEN. We also have a qualified counsellor and a Teaching Assistant qualified in teaching English as an additional language.

At the start of each year all teaching and support staff are introduced to the SEN needs of Year 7 students via transition profiles or pen portraits. At this time individual needs are identified and plans are put in place for a successful transition and support for progress. A register is held on the SIMS database of all students with SEN.

The Learning Zone Manager is trained in a number of areas to deliver various programmes to students to support emotional and social well-being and restorative justice.

Specialist expertise is accessed generally through the Bucks Learning Trust or NHS and these include hearing and visual impairment, speech and language, physical disability; Educational Psychologists, social services, school nurse and Child and Adolescent Mental health Services. Training continues on a need basis of all staff throughout the academic year depending on students joining the school.