

## 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 2017. 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 891 students on roll in Years 7 – 11 with an additional 136 students attending our sixth form. There are 49 students with an Education, Health Care plan and another 100 students accessing SEN Support and a further 90 students are being monitored and have their needs through Quality First Teaching within the classroom.

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 Emma Collier-Radford, Director of Learning Support ( Assistant Vice Principal) who has overall responsibility for the department and Mrs Melanie Jones (SENDCo and Key Stage 2 / 3 teacher). To view our various policies please visit our website.

Mrs Collier-Radford and Mrs Jones are jointly responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND)
- 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 and training for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Mrs Collier-Radford has recently joined Chiltern Hills Academy, after working in a Buckinghamshire special school for the last five years. Mrs Collier-Radford holds the National SENCo Award and oversees the Learning Support department as well as other responsibilities across the school. Whilst Mrs Collier-Radford leads on SEND provision for KS4/5 students, she also maintains oversight of all students on the SEN register. Within her teaching capacity, Mrs Collier-Radford is a teacher of English and works mainly with KS3 students who are working below age-related expectations.

Mrs Jones was originally a primary trained teacher and also holds the National SENDCo Award and brings a wealth of expertise in teaching and learning. She is additionally responsible for teaching students who arrive with extremely low or no KS2 results, the overview and monitoring of students in Years 7 and 8 including the placement of students on and off the register. The school's Speech and Language provision and support for students that need it and the transition of students with SEN from Year 6 to 7.

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. We meet regularly with SENDCos across Chesham to share good practice.

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 SENDCo gather information about incoming Year 7s 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 and spelling 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 Learning Support Team, using the online referral form, 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 SENDCos and Academic Year Leaders to identify students who may have additional needs. Early Intervention Meetings are held with a number of key people in school to support the early identification of students that we have concerns about. An Appendix to the SEN policy explains thresholds for SEN Support and appropriate strategies and interventions.

Should you believe that your child has special educational needs you should contact the appropriate SENDCo who will be able to undertake investigations and appropriate assessments to see if they meet school 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 an Education, Health Care plan or on SEN support are supported with a one page passport which is written by key workers with the involvement of 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, 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 three per year
- If your child has an EHC plan or statement you will also have an Annual Review sometimes called a person centred review.
- Key worker - member of the LSA team who will see your child frequently

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

There are a number of ways in which your child is supported. These can 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.
- Key worker - member of the LSA team who will see your child frequently
- Director of Learning Support / SENDCo – 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 schools 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 SEND 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) are supported in accordance with the requirements of this document, this may be within class or outside of the classroom environment as needed. If a student does not have an EHC 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 learning support 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 – this list is not exhaustive and we often have bespoke interventions depending on the student need.**

- Catch up literacy – to support reading and spelling
- Spelling support programs – individual or small group
- Numeracy support programs – in small groups
- Peer mentoring support through writing challenges

We are lucky to have a learning support assistant who is a qualified dyslexia specialist working with students as part of the learning support team.

**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 careers support
- English as a Second Language support School Counsellor
- Ethnic Minority Support Worker
- Academic adult led and peer mentoring
- Behaviour support programmes
- Self-Esteem Programmes
- Adoption / Looked after child support

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
- Young Carers
- Child and Adolescent Mental Health and Child and Adolescent Behavioural Health Teams
- Targeted Adolescent Mental Health support including MIND
- Bucks school nursing team
- Independent Careers Advice
- Educational Psychology

- The Autism Teaching Company

## **Access Arrangements for examinations**

When a student reaches the end of Year 9 / beginning of Year 10 teaching staff are able to refer students who they feel may benefit from having access arrangements for their examinations. Students are then carefully 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 led by The Principal. 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 relevant SENDCo for your child's year group 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 an EHC plan coming to us for Year 7 a SENDCo will attend their person centred review at their primary school. 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 our independent careers advisor and an options evening and where necessary one to one conversations with parents. Students who have an EHC plan will have further discussions about option choices in their person centred review / annual review. From Year 9 onwards all students an EHC plan will have support from Connexions.

Throughout their time at Chiltern Hills students are part of a careers programme which is designed to inspire them and raise aspirations with visits to Universities, Skills Shows and colleges. In Year 10 and 11 students offered a one to one session with our independent careers 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 independent careers advisory service.

### **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 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 Learning Support Assistants who have a range of expertise in working with children with SEN. We also have a qualified counsellor, a specialist in adoption learning support assistant and a specialist dyslexic learning support assistant currently at the school. 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. This includes nurture, attachment and adoption.

Specialist expertise is accessed generally through the NHS and these include hearing and visual impairment, speech and language, physical disability; Educational Psychologists, social services, school nurse, The Autism Teaching Company 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.