

SEND Local Offer and Information Report

Our local offer is based on information for parents/carers of and external agencies working with children who have Special Educational Needs or Disabilities (SEND). 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 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 September 2022. 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 968 students on roll in Years 7 – 11 with an additional 164 students attending our sixth form. There are 51 students with an Education, Health & Care Plan and another 156 students accessing SEN Support and a further 79 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

Ms Carron, SENDCo, who holds the National Award for SEN Coordination and Level 7 post graduate award of proficiency in assessment for Access Arrangements (PAPAA). Ms Carron joined the school in September 2023 after many years of experience as a SENDCo in other settings.

Ms Carron is supported by Mrs Smith, SEND Manager. As SEND manager, Mrs Smith has worked at the school for some time now and was previously in post as Lead LSA for Communication and Interaction. Mrs Smith has an advanced level of SEN knowledge, with a specialism in working with students with ASD.

Ms Carron is assisted by Mrs Smith in meeting the following responsibilities:

- 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 professionals 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 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.

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 transition support is put into place and any areas of potential need are 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 tests to gain an age equivalent
- Baseline Assessments in all subjects
- Further tests as required based on individual need

Ongoing identification is 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 SENDCo and Academic Year Leaders to identify students who may have additional needs. Early Intervention Meetings are held with a number of key staff in school to support the early identification of students that we have concerns about.

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 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, etc.

This academic year we have improved the way in which we deliver and monitor provision to our students using the Waves of SEND support model. This model echoes a key message within the SEND Code of Practice, being that all teachers are responsible and accountable for the progress and development of all pupils, including those who have additional needs. The Code of Practice makes it clear that the most effective provision in supporting students with additional needs is

High Quality Teaching and therefore this must be the first and most important Wave of provision for all our students.

All students with an identified need should be receiving High Quality Teaching that is differentiated in delivery and/or outcomes.

A small percentage of our students will then require further intervention outside the classroom based on a specific need; an overview of what this may look like is below.

Wave 1	High quality teaching in the classroom, differentiated in delivery and/or outcomes
Wave 2	High quality teaching in the classroom plus large group targeted intervention which is assessed and tracked in line with the graduated response
Wave 3	Waves 1 and 2 plus small group or one to one support and possibly external support
Wave 4	EHCP - all three waves of support plus annual reviews with outcome based targets

Please be aware that waves indicate the provision needed to support your child and are not static. Whilst a child's diagnosis or SEND will likely not change during their time at CHA, the provision they require to make progress and access school will be fluid and therefore they will move between waves.

All students with at Waves 2-4 have an Individual Learning Plan written by the SENDCo which is shared with all education staff. In rare cases a 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 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 (for students at wave 3 and 4)

How will the school staff support my child?

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

- **High** 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
- 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 regularly
- SENDCo – Putting additional support and/or interventions in place should your child require it. This can include one to one or small group activities 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 **ILP** 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, a SEND **ILP** 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 EHCP, 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
- Numeracy support programmes – in small groups
- Mentoring
- Social Skills – in small groups

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
- Adult led mentoring
- Individual behaviour plans for students requiring them
- Young Carers' support

Students identified with behavioural needs may 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 Hub. 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):

- Aspire alternative provision
- Young Carers

- Child and Adolescent Mental Health Service
- MIND mentoring
- Bucks school nursing team
- Independent Careers Advice
- Educational Psychology
- The Autism Teaching Company
- Youth Offending Service

Access Arrangements for examinations

When a student reaches 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 the SENDCo, who holds the appropriate qualification. The support a student can have is dependent on the results of these tests and a history of need over time. Students must have a history of need that demonstrates a medical or learning need that has a substantial and long-term impact on their learning. If you're child has not been on the SEND register at KS3, it is unlikely they will be awarded exam access in KS4.

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 specialist equipment and facilities?

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

- Accessible toilets across the Academy
- Disabled Access shower
- Lift in the main atrium, F block and E block
- Disabled parking bays
- Evac chairs with Evac chair trained staff
- Adjustable workstations in Food Technology and science to enable students with wheelchairs to take part in practical lessons
- Adjustable tables in all classrooms

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/carers 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 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 agencies, 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, school attendance officer, HUB staff. 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 Year Leader, the SENDCo or Student Services and they will advise you accordingly.

What is the education provision's arrangement 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, the 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 SENDCo. Teachers of the upcoming Year 6 cohort 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 with an EHC plan will have support from an independent careers adviser.

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 are 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 Needs 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. At the start of each year all teaching and support staff are introduced to the SEN needs of Year 7 students via transition profiles. 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 Hub 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.