



**How we support
our students**

All groups of students, including those with an identified special educational need and those from a disadvantaged background make the same outstanding progress as their peers.... There are no gaps in the progress of different group of learners.... Students who have a special educational need are supported extremely well by teachers and support staff and this ensures they make equal progress to that of their peers in school.

Ofsted, December 2014

The Laurus Trust vision is for everyone regardless of background or circumstance to be inspired, to thrive in all environments, to recognise what it takes to succeed, to set aspirational goals and work hard to achieve them...

In realising this vision, we place great importance on ensuring that **every single student** will thrive, both in school and beyond. Central to this is the role which key adults play. Support for each and every individual, regardless of their background, circumstance or levels of achievement, underpins everything we do.

Who will support my child?

Each student is allocated to a Tutor Group. All students can access their Form Tutor at least once per day. The Form Tutor will normally stay with their form for five years so that relationships between home, school and our students are very well established.



Form Tutors are the first port of call – they enjoy the role and take the privilege very seriously. Similarly, at Trust lead secondary, Cheadle Hulme High School (CHHS), there are six Heads of Year (non-teaching staff) who are responsible for the behaviour, achievement and well-being of each student in their year. These members of staff are available to support students at any time of the day and have the expertise and capacity to deal with your concerns regarding your child.

Heads of Year are available for students to report bullying issues to, and to provide help and support to those suffering from bullying. Bullying is always thoroughly investigated by Heads of Year with action taken immediately. The Trust's policy for bullying can be found on each school website.

Heads of Year have at their disposal the option to refer students to the school nurse, a confidential school counsellor or outside agencies where necessary.

We provide a number of mentoring programmes and social/emotionally-based interventions for students who need some extra support. The form this mentoring takes is dependent upon the needs of the student.

We have a full-time, experienced and fully qualified counsellor/well-being lead who works with individuals and with small groups on issues such as building self-confidence or dealing with anxiety and at CHHS we also have our own dedicated school nurse who holds regular drop-in sessions as well as visiting individual students for specific reasons.



We have a very robust system for identifying/targeting literacy difficulties. Across Key Stage 3, any student who is reading or spelling one or more year behind where they should be receives intervention.

All Heads of Year work closely with a number of external agencies to resource the best quality and most appropriate provision a student may require.



Which external agencies do you work with?

We work closely with a range of external agencies. [Mosaic](#) (help with smoking/drugs/alcohol issues) and [Young Carers](#) support named individuals and we work closely with Social Care on a range of issues.

We have a named [Healthy Young Minds](#) worker who advises and supports regarding appropriate sign-posting in more complex cases.

We also have support from the [Stockport Autism Team](#).

As part of our Personal, Health and Social Education programme, we often bring in external speakers, organisations or even theatre groups to morning assemblies or for longer sessions where we can introduce and discuss aspects of personal development and safety.

How are students encouraged to achieve their potential?

All our students are rewarded for 'trying their best'. Rewards are usually presented at special assemblies or events and include badges for attendance, effort, behaviour, excellent work, citizenship, participation to name but a few. We send home Praise Postcards so that parents and carers find out about their child's achievements and we regularly praise and thank our students for their efforts and successes.



A major contributor to opportunities for participation is the House system and House Points which can be gained for most aspects of school life, in particular effort and community spirit. All students are allocated (via their form) to a House. This is another strand of support as Heads of House work with individuals to help them to organise themselves and achieve their potential.

The extracurricular Electives programme also ensures that our students have opportunities to take part in - and succeed in - a whole range of activities.

What provision and support are available for SEND students?

The Trust Director of Special Educational Needs & Disabilities, Emma Warrington, oversees provision and the training of the SEND/Learning Support team.

The Learning Support Team is structured into year group teams to ensure that they are very familiar with the needs of the students. We have a number of specialist members of the team responsible for interventions to support literacy, numeracy and social, emotional and mental health.



As far as possible, students with SEND are supported in mainstream, although arrangements are made for individual or small group work where this is appropriate. Some students are also supported one to one. The more personalised support may involve a programme of withdrawal from some lessons into a Student Support Centre.

We are incredibly proud of how we support students with SEND to achieve their potential. Last year students with SEND actually out performed students without SEND on the Progress 8 measure. (Progress 8 is a national measure of the progress children make between the end of primary school and the end of secondary school).

How will I find out about my child's progress?

Each student's progress is assessed by their subject teacher. This is done continuously through internal in-class assessments. This information is used to produce a termly progress check, which is sent home to parents/carers.

Each year group has an annual parents' evening for parents/carers to discuss their child's progress in more detail, and to talk about how they can be further supported at home.



The Heads of Year, Heads of House and the Learning Support Team are responsible for monitoring, evaluating and reviewing the progress of learners within their respective areas. This team collaborates and communicates concerns regarding the progress of identified learners, and decides on the best form of action to take to ensure that each student has all the support necessary to achieve their full potential.

Parents/carers with concerns throughout the course of the academic year are welcome to contact the Head of Year for their son/daughter's year group, subject teacher, Head

of House or SEND Lead at any time.

Parents/carers are invited to attend numerous events throughout the year which are designed to help with supporting their children at home. These include:

- Literacy and numeracy evening
- SEND welcome evening
- Year 6 parent induction evening
- Year 9 options evening
- Parent consultation evening for each year group

As a Trust, we are very proud of the academic achievement of our students and particularly the progress of our disadvantaged students at CHHS.

In 2018 the progress of disadvantaged students was Progress 8 +0.5 and as such our disadvantaged students make more progress than their peers nationally.

We realise that in many cases the better the grades, the better the wider opportunities for young people. However, we also firmly believe that education is about far more than academic achievement. It is about nurturing the whole child and providing a caring and supportive environment in which all can achieve their potential across a whole range of disciplines.

As such, we are equally proud of our pastoral systems and the 'small step' achievements and successes which we witness and celebrate every day. To do this requires policies and procedures which are tried and tested and which have the support of our staff, students and parents/carers.

SEND in our Trust primary schools.

The Laurus Trust is also committed to ensuring that the necessary provision is made for all pupils with a special educational need and/or disability at our primary schools – [Gorseley Bank Primary School](#) and [Cheadle Hulme Primary School](#). The SEND Code of Practice (2014), states that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training

We believe that all primary pupils with a SEND must have their needs recognised and assessed so that appropriate and timely intervention can be put in place. We strive to deliver a curriculum that provides suitable learning challenges to meet the diverse learning needs of all our pupils and we will do everything we can to remove any barriers. Our SEND policies can be found on each school's website.

What do the current students think?

Ben, aged 13, is a Year 8 student at Cheadle Hulme High School. He has social and emotional difficulties and has an Education and Health Care Plan in place to support his needs.

Ben is given additional support in any lesson he needs it and he believes the help he gets at Cheadle Hulme High School makes a real difference to his daily life and his school experience.

Thanks to the support he is given, Ben is able to play a full and active part in the school community.

He says: "I sometimes find it hard to regulate my behaviour when I feel stressed and I can become overdramatic. The support I have at CHHS makes me feel much more secure in school. It really helps me to focus and makes sure I don't get too giddy! I like the teachers too.

"I love it at CHHS, I'm really glad I came here."

