



Special Educational Needs and Disability Policy 2016 - 2019

Author: Mrs L Jackson

Last reviewed - July 2016

Next review date - July 2019

Reviewed by -

Cheadle Hulme High School is part of the Laurus Trust.

**This policy should be read in conjunction with the
Laurus Trust Special Educational Needs and Disability
Policy**

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1. Staffing – Cheadle Hulme High School Learning Support Department

Mrs. LP Jackson – **SENCO**

Mrs. L Girolami – **Assistant SENCO**

Mrs. T Armstrong – **LSS Teacher**

SEN Administration

Mrs. J Booth

HLTAs

Mrs. S Fern – ASDAN/Alternative Curriculum
Mrs. G Plant / Ms. Joanna Harris – ASC Support

Personal Care Coordinators

Miss J Humphrey
Mrs. P Stubbs

Curriculum Support Coordinator

Mrs. C Holdsworth

Curriculum Support Assistants – Linked to Departments

- **English** – Mrs P Stewart Banks
- **Maths** – Mrs. D Chapman
- **Science** – Ms P Rogers
- **Humanities** – Mrs V Curry
- **Engineering and Product Design** – Mrs C Holdsworth
- **MFL** – Miss Z Aguilar-Tora
- **ICT** – Mrs D McCormick

Curriculum Support Assistants

Ms S Chorlton
Ms V Gowen
Ms G Berry
Ms L Power

Mrs R Khan
Ms J Urbanczyk
Ms C Hulston
Ms S Hinde

Special Educational Needs and Disability Policy

Learning Support Department

1. Provision

Provision for students identified as having SEN is enhanced with the purpose-built Student Support Centre. An additional room (The Blue Room) has been added to the department's facilities to accommodate students who may need withdrawing to work in small groups or on an individual basis.

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.

An enthusiastic and dedicated team of Curriculum Support Assistants (CSAs), Higher Level Teaching Assistants (HLTAs) and a teacher from the Learning Support Service complement the department.

The requirements of the **Equality Act 2010** are outlined in the **Single Equality Scheme**.

2. Arrangements

The Named Person: Mrs L P Jackson SENCO

The Responsible Person: Mrs W Searle Assistant Head Teacher

Co-ordinating Arrangements:

Mrs LP Jackson is responsible for the day-to-day operation of Cheadle Hulme High School's SEND policy.

Liaising with external support agencies including the LA's support and Educational Psychology Service, Health and Social Care and voluntary bodies in conjunction with Mrs Searle

- Directing CSA/HLTA provision throughout the school
- Liaising with the Assistant SENCO regarding day-to-day management issues
- Overseeing Statement/EHCP review meetings
- Attending primary transition review meetings or nominating a representative to attend
- Liaising with Services for Young People (previously Connexions)
- Liaising with parents/carers

- Updating and disseminating information to staff regarding students with AN
- Managing the SSC and Blue Room on a daily basis
- Coordinating the delivery of AN training to teaching staff
- Distributing up-to-date information on all students with AN

3. Access Statement

Cheadle Hulme High School is a designated school for students with physical challenges and, as such, has undergone adaptations to accommodate access. Most ground floor rooms, covering every curriculum area, are accessible. An **Access Audit** recently undertaken by the LA has prioritised our short, medium and long term improvements with regard to compliance with DDA requirements.

- Adaptations in place include:
- A Learning Support Centre (Blue Room) housing specialist equipment to where students can be withdrawn where appropriate
- A Student Support Centre where KS3 students with SEMH can be supported in small groups or one-to-one
- Sound field systems in a number of curriculum areas
- One stair lift to give access to the upper/lower school buildings
- Ramps for access to classrooms
- Lifts in the Music block and the 6th Form with EvacChairs
- Two accessible toilets with hygiene facilities
- Three hoists to enable the safe lifting of students
- Laptop computers/iPads supplied by the school
- Specialist seating for identified students

A number of rise and fall desks in curriculum areas.

The school has a published **Access Plan** and an **Access Group** which is made up of a cross section of students, parents/carers, governors and staff including Mr R Hardman – Estates Manager. This group meets on a termly basis and their findings and recommendations will be cascaded to the appropriate audience.

4. Allocation of Resources

The SENCO, in consultation with Leadership at Cheadle Hulme High School, allocates resources to students with SEND.

The LS department will monitor on a termly basis and act on a needs basis to provide additional support. For students with a physical challenge this may include risk assessments and allocation of additional IT.

During Key Stage 3, the LSS (Learning Support Service) teacher may withdraw students in a small group to work on specific programmes of study. The LSS teacher works closely with the subject teachers – but in particular the English department. Students will be withdrawn on a needs basis or as defined in their Statement of Special Educational Needs/EHCP.

Some students at Cheadle Hulme High School with complex/physical challenges have designated support hours, details of which can be found on their Statement of Educational Needs/EHCPs. These students will be encouraged to work with a number of support assistants to facilitate working towards independent learning.

Students with Additional Educational Needs including physical challenges will have full access to a broad and balanced curriculum. Withdrawal is used sparingly, where appropriate in consultation with parents/carers and teaching staff. However, for those students with complex physical needs consideration will be given to time for physiotherapy and time out in the SSC for revision or reinforcement.

Additional equipment for student with physical challenges including laptops, spellcheckers, iPads and software will be allocated where there is an identified need in consultation with LSS, SSS and the Secondary Inclusion Co-ordinator (SICO).

A map outlining the wide range of provision available at Cheadle Hulme High School is to be found at Appendix 1.

5. Links with Other Agencies

Cheadle Hulme High School has links with a number of special schools e.g. The Heaton School, where training, co-operation and inclusion activities are ongoing.

6. Evaluation Criteria

The governing body will endeavour to ensure that the best possible provision for SEN is made in Cheadle Hulme High School. SEN issues will be a regular agenda item at Curriculum Sub-Committee and Full Governing Body meetings. Mrs P Benton is the nominee for SEN.

Lynne Jackson
SENCO
July 2016

Next Review: July 2019

**Cheadle Hulme High School Learning Support Department
Provision Map**

Cheadle Hulme High School is committed to inclusion. At all times we endeavour to meet the needs of individual students. The provision map below outlines the wide-ranging opportunities that are in place to support students' learning throughout the school.

Year 6 Transition	<p>Primary liaison Pastoral visits to primary schools SENCO visits primary schools and attends review meetings HoY/SENCO gathers SEN information from primary schools Appropriate LS staff visit primary schools in the Summer Term Ongoing liaison work between subject departments and primary schools Individual parental/carer visits to Cheadle Hulme High School with prospective student New Intake Evening Students' Induction Days in the Summer Term Summer School Additional visits to CHHS by identified students SENCO and HoY to meet to discuss SEN issues and placements ASC Partnership transition support SBSS transition support</p>
Year 7	<p>Learning Ability sets Small group Maths CSA support in core subjects LSS teaching Homework Clubs SSC Homework Club Accelerated Reading Programme Intervention Strategy English 'Catch-up' programme MFL club In class support – allocated statement/EHCP - LSS teacher In-class support – allocated statement – CSA/HLTA Other LSS teacher SSS teacher sign-bilingual SAs IEPs/IBPs Use of Progress data to monitor progress Access to SSC where appropriate IT provision</p>

	<p>SBSS support</p> <p>Liaison with parents/carers</p> <p>SENCO – annual reviews</p> <p>Head of Year</p> <p>Assistant Head – Pastoral</p> <p>SBSS intervention</p> <p>Counsellor – via referral</p> <p>Educational Psychologist – via referral</p> <p>Other external agencies</p>
Year 8	<p>Learning</p> <p>Ability sets</p> <p>Small group – Maths/English</p> <p>Intervention Strategy – Literacy Co-ordinator</p> <p>Individual Learning Programmes</p> <p>Individual CSA/BSA support</p> <p>Homework Clubs</p> <p>SSC Homework Club</p> <p>Accelerated Reading Programme</p> <p>In-class support – allocated Statement/EHCP LSS teacher</p> <p>In-class support – allocated Statement CSA/HLTA</p> <p>LSS groups</p> <p>Other CSA/HLTA support</p> <p>IEPs/IBPs</p> <p>Use of Progress data to monitor progress</p> <p>Access to SSC where appropriate</p> <p>IT provision</p> <p>Liaison with parents/carers</p> <p>SENCO – at review meetings</p> <p>Head of Year</p> <p>Assistant Head – Pastoral</p> <p>SBSS intervention</p> <p>Counsellor – via referral</p> <p>Educational Psychologist – via referral</p> <p>Other external agencies</p>
Year 9 Transition	<p>Learning</p> <p>Ability sets</p> <p>Small group Maths/English</p> <p>Access arrangements</p> <p>Homework Clubs</p> <p>SSC Homework Club</p> <p>Reading Journey Programme</p> <p>English Booster Classes</p> <p>Individual Learning programmes – LSS teacher</p> <p>Individual Learning programmes – CSA/HLTA</p> <p>Individual CSA/HLTA support</p> <p>In-class support – allocated Statement – LSS teacher</p>

	<p>Other CSA/BSA support ASDAN Key Skills small groups IEPs/IBPs Use of Progress data to monitor progress Access to SSC where appropriate IT provision Liaison with parents/carers SENCO – at review meetings Head of Year Assistant Head Pastoral Services for Young People SBSS intervention Counsellor Educational Psychologist – via referral Other external agencies</p>
Year 10	<p>Learning Ability sets Access arrangements for examinations Homework Clubs ASDAN Transition Challenge ASDAN Bronze Modified/reduced timetables BTEC vocational options Alternative courses (ALPs) Individual support programmes CSA/HLTA In-class support – allocated Statement – CSA/PCA Other – LSS/SSS teacher Other – CSA/HLTA support After school revision sessions IT/iPad provision Access to SSC where appropriate Use of tracking to monitor progress Progress IEPs SEN Progress Mentor Liaison with parents/carers SENCO – at review meetings Head of Year Assistant Head – Pastoral Services for Young People - EHCPs SBSS intervention Counsellor – via referral Educational Psychologist – via referral Other external agencies</p>
Year 11	<p>Learning Ability sets Access arrangements for examinations</p>

	<p>Homework Clubs</p> <p>ASDAN Transition Challenge</p> <p>ASDAN Silver</p> <p>Modified/reduced timetables</p> <p>BTEC Vocational courses</p> <p>Alternative courses (ALPs)</p> <p>LSS teachers support in core subjects</p> <p>Individual learning programme – CSA/HLTA</p> <p>Other CSA/HLTA support</p> <p>Revision classes</p> <p>After school coursework improvement sessions</p> <p>IT/iPad provision</p> <p>Progress IEPs</p> <p>SEN Progress Mentor</p> <p>Liaison with parents/carers</p> <p>SENCO – at review meetings</p> <p>Head of Year</p> <p>Assistant Head – Pastoral</p> <p>Services for Young People - EHCPs</p> <p>SBSS intervention</p> <p>Counsellor – via referral</p> <p>Educational Psychologist – via referral</p> <p>Other external agencies</p>
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Lynne Jackson
SENCO

Updated: Monday, 10 October 2016