

Special Educational Needs & Disability (SEND)

Information Report 2023/24

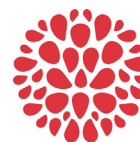
Effective Date: 1st September 2023

Last Reviewed: September 2023

Reviewed By: Trustees

Next Review Date: July 2024

Version: 8



School's Mission statement:

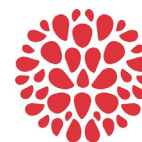
Our vision is based around three core principals Strive, Achieve and Believe!

This is very much in the heart of everything we do. As a result, our students are articulate, hard-working and well-rounded individuals who achieve highly and enjoy their educational journey.

Information	Details
What kinds of SEND do we provide for?	<ul style="list-style-type: none">• We are a mainstream academy for young people Aged 11 to 19.• We provide support for all types of Special Educational Needs and disabilities (SEND), and some of our students have Education, Health and Care Plans (EHCP's).
What is our policy for identifying children and young people with send and assessing their needs, and who is the SENCO?	<ul style="list-style-type: none">• Our SEND policy sets out clearly what our process for assessing needs are. It is the role of teachers, supported by the SENCO, to assess the needs of the young person in the classroom, and to identify those who may need support to make expected progress because of a learning difficulty of disability. This is usually done through regular on going in class assessments, but may involve more specialised assessment from our Specialist Assessor for SEND, or from the SENCO.• Some students have an EHCP, which clearly set out the needs of the young person.• If a parent has concerns about their child having Special Educational Needs they can either speak to the SENCO directly to discuss their concerns or seek external advice from a GP or paediatrician or via our Parental SEND referral form (available on our website).• The SENCO is Jennifer Linney, and can be contacted by phone on 01582 884100 Ext 4107 or by email: j.linney1@thesharedlearningtrust.org.uk• The Assistant SENCO is Joanne Wakelin and can be contacted by phone on 01582 884100 Ext 4163 or by email: j.wakelin@thesharedlearningtrust.org.uk
How do we consult with parents of children with send and involve them in their child's education?	<ul style="list-style-type: none">• Parents get regular reports from the school regarding students' ATL (effort), predicted grades and subject specific targets.• There are opportunities throughout the year via parents' evening to meet with the student's Form Tutor, class teachers and the SENCO.• Those who are receiving specific SEND Support (as categorised by the Code of Practice 2014) will be offered a meeting with the school at least three times per year to



	<p>discuss progress and support with the student's Key worker or SENCO.</p> <ul style="list-style-type: none">• A student's Learning Support Assistant (LSA) acts as a key worker to facilitate regular communication with parents.• Individual Education Plan (IEP) are shared with the student and parents.• Parents are free to contact the school at any time, either by phone, or by email to have a conversation about their child's progress in school. The Head of Year is always the first point of contact for parents regarding their child.
How do we consult with young people with send and involve them in their education?	<ul style="list-style-type: none">• We will always meet with a young person before beginning any specific support and explain what we are doing, and why.• We ask students at transition when they are in Y6 how we can best support them, and this information is put into the IEP.• We ask students for their views on their needs and record this on their IEP every term.• Students with SEND have access to extra support and guidance when it comes to choosing their GCSE and Post 16 options.
How do we assess and review children and young people's progress towards outcomes?	<ul style="list-style-type: none">• Class teachers will be regularly assessing student progress as part of their normal practice.• We complete reports regularly through the year for all young people, and this information is sent home to parents.• The data generated by these reports will be scrutinised by the SENCO after each reporting cycle so that less than expected progress can be highlighted and support put in place.• Those students receiving specific SEND support from one of our LSA's will have their progress tracked and monitored, and this information will be fed back to the student and parent.• We will try to use our normal school assessment processes as much as possible so as not to overburden our young people with too many assessments.• There may be times though when we need to conduct more specialised assessments in order to obtain standardised scores so that we can see if a young person needs exam access arrangements for example. We will always let students know this is happening and let parents know the outcome of any testing.



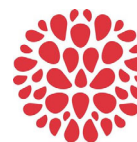
<p>How do we support children and young people in moving between Primary and Secondary school and in preparing them for adulthood?</p>	<ul style="list-style-type: none">• There is a well-planned programme of transition activities for those moving from year 6 into year 7. This involves a "LINK" programme for one or two days, followed by additional visits beyond the usual 1-day for all y6s who are SEND.• LSA's will visit Y6 classes to observe children in their Primary schools up to 6 weeks prior to the end of term.• For those with an EHCP the Local Authority SEND Personal Advisor works closely with our students from year 6 to help them make the transition between schools.• For those looking to move on from us at 16 or beyond, we work very closely with our careers, information, advice and guidance team at school to support as needed, and offer support specifically for those with SEND.• Transition for students into College is co-ordinated by the SENCO in consultation with the Director of Learning Support at their chosen College. Students are supported via taster days or access to the specialist services offered by colleges.
<p>What is our approach to teaching children and young people with SEND?</p>	<ul style="list-style-type: none">• We want everyone in our school to make excellent progress, and to achieve the very best that they can, in all aspects of their all-round education, regardless of any Special Educational Needs or Disabilities that they may have. We have high aspirations for all of our children.• This means that there is complete equality of opportunity in the curriculum that is offered to students.• We believe that high quality teaching will ensure high quality outcomes for students, so it is essential that students with SEND have access to the same high quality teaching as everyone else in the school.• It also means that we will work really hard with young people with SEND to put in place extra provisions to ensure the best possible outcomes for them, and to remove any barriers to learning that they may be facing. These may include barriers related to the child themselves, and also those in the learning environment.
<p>How have we adapted the curriculum and the learning environment of children and young people with SEND?</p>	<ul style="list-style-type: none">• The curriculum is very broad at our school and as such there is something available for all students to follow. There is a great deal of choice in our curriculum, this way those with SEND can have a very bespoke, personalised timetable that meets their needs.• We offer a range of GCSE courses, Entry Level Qualifications, BTECs and other vocational pathways. We also offer qualifications such as Functional Skills for those for whom that is appropriate.



	<ul style="list-style-type: none"> • The site is fully accessible and meets all the requirements of the Equalities Act 2010. • The school site is fully wheelchair accessible including disabled toilets, ramps and a lift to access specialist facilities. • Our curriculum information can be found on our school website.
What is the expertise of staff to support children and young people with send and how do we continue to train them. How do we secure specialist expertise?	<ul style="list-style-type: none"> • Jennifer Linney is the SENCO across The Chalk Hills Academy. She is a SENCO with many years of educational experience, in Secondary Schools. She has been awarded the National Award for SEN Coordination (NASENCO) in 2018. • Joanne Wakelin is the Assistant SENCO, who is office based. She has worked in the school for over 8 years. • Mrs Wingrave is the Higher Level Teaching Assistant (HLTA) who manages the day-to-day support in the Student Resource Centre. She has worked in the school for over 20 years. • Staff are encouraged to continue to train as part of their own performance management, and we regularly undertake in house training on specific issues. • As part of the Academy we run termly training for all staff on different aspects of SEND Practice. • We have a large team of LSA's who have attended SEND training including: Autism Awareness training, English & Science and in SEND of Autistic Spectrum Condition, Visual Impairment, Hearing Impairment & Communication difficulties, CAMHs Tier 3 well-being, CHUMs well-being, Level 3 mentoring, Grief counseling awareness, Sounds Write, Letters and Sounds, Anger management, Restorative justice, Conflict Resolution, EAL, Autism, Dyslexia, 1:1 tuition and Luton Literacy Intervention Programme (LLIP). • We use the local authority outreach service and external providers as needed.
How do we know how effective our provision for children and young people with send is?	<ul style="list-style-type: none"> • As part of the normal school development and self-review cycle we will carefully examine the data from exam results, student surveys and teacher observations to evaluate the effectiveness of the provision. • Every year, the government produces a document called "Raise Online" which is a booklet of data all about our school. This is used as a key tool to examine how effective the provision is.
What do we do to make sure children and young people with send are enabled to engage in activities available with children and young	<ul style="list-style-type: none"> • There are no barriers for any students with SEND for our activities in school. • We actively encourage students with SEND to take part fully in the life of the school. <p>We are a fully inclusive, comprehensive school.</p>



people in the school who do not have send?	
What support have we got in place for improving emotional and social development of our students?	<ul style="list-style-type: none"> • Our provision map shows clearly the provision in place for those young people with emotional and social needs. • Our anti-bullying policy sets out our approach to bullying. • Our dedicated Core Inclusion Group (CIG) supports improving behaviour, avoiding exclusion and increasing attendance. The CIG meets every three weeks to discuss strategies for students and appropriate action that can be implemented to support the student. Appropriate support strategies will be discussed with the individual and parents before commencing. • Inclusion Strategy Meetings (ISM) and SEN & Safeguarding (SAS) also take into consideration the needs of students at a higher level of support.
How do we involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's send and how do we support families?	<ul style="list-style-type: none"> • We draw on a range of support from: <ul style="list-style-type: none"> • NHS, Edwin Lobo Centre, local GPs. • Children and Adolescent Mental Health Service (CAMHS) • Children's Social Care • Early Help Intervention from LBC • Education Psychology Service • Outreach service from Woodlands School • Local Colleges (Barnfield, Shuttleworth, North Herts) • CHUMS • Hearing Impairment Team • Visual Impairment Team • Speech and Language Therapy • School Nursing Team • Occupational Therapy • Physiotherapy • Hospital School tuition • Brook Clinic • Education Welfare Service • Alternative Providers • There are many others that we can access from time to time to help us secure the best possible support for our young people.
What arrangements are in place for handling complaints from parents of children with send about the provision made at the school?	The school has a Parental Complaints Policy, which can be found by going to the school website.
What arrangements for supporting children and young people who are	Looked After Children who also have SEND will be supported through this process with the support of the Designated



looked after by the local authority and have SEN.	Teacher for Looked After Children, the SENCO and the Virtual School.
The arrangements for the admission of pupils with disabilities.	The school has an Admission Policy, which can be found on our school website.
The facilities you provide to help pupils with disabilities to access the school.	The school has an Accessibility Plan, which can be found on our school website.