

Local Offer (SEND)

2023/24

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Version: 8

Name of School/College/Setting	The Chalk Hills Academy
Type of setting	Secondary Academy
SENCO/Lead Professional	Jennifer Linney
Assistant SENCO	Joanne Wakelin
Address	The Chalk Hills Academy Leagrave High Street Luton LU4 0NE
Phone Number of SENCO	01582 884100 Ext 4163
Email of SENCO	j.linney1@thesharedlearningtrust.org.uk
Email of Assistant SENCO	j.wakelin@thesharedlearningtrust.org.uk
Website	https://chalkhills.thesharedlearningtrust.org.uk/
Link to SEND Information Report	https://chalkhills.thesharedlearningtrust.org.uk/special-educational-needs-and-disabilities-send/120.html
Link to SEND page of schools website	https://chalkhills.thesharedlearningtrust.org.uk/special-educational-needs-and-disabilities-send/120.html

School's Vision:

The Chalk Hills Academy is a world class school where students achieve academic excellence and develop personal characteristics that can change their world.

At the Chalk Hills Academy, we are aspirational and enterprising supporting students striving for personal excellence and success with a culture of integrity in everything we do on a daily basis. We are an 11-19 academy preparing our pupils and staff to ensure they succeed through a well-rounded and personalised approach. Our stakeholders are very supportive in ensuring we maximise the potential of all pupils in our care.

1) How does the (setting/school/college) identify and organise support for children with special educational needs?

The school has regard to the Code of Practice: SEND 2014 and associated regulations. This is continuously monitored by the SENCO and annually with the Local Authority.

Prior to starting at the school:

- The SENCO liaises with feeder Primary Schools in order to gather information on students transferring;
- The SENCO organizes screen tests, e.g. Cognitive Ability Test (CAT4s), Progress Tests in English, Maths and Science, reading and spelling tests before or soon after entry.
- The SENCO attends Education Health and Care Plan (EHCP) Annual Review meetings for students due to transfer, upon invitation
- The SENCO is available at any time for students to visit the school and take part in a 'LINK' Programme that is set up for transition between Primary School and Chalk Hills Academy
- The SENCO will be available to meet with parents and students to discuss specific issues prior to starting in September.

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 or disability. This is usually done through regular on going in-class assessments, but may involve more specialised assessment from our SENCO.

Some students have an EHCP, which clearly set out the needs of the young person. The SENCO scrutinizes the records of students transferring at any time of the year in order to ascertain whether they have special educational needs and disabilities (SEND) identified by their previous school.

2. Who are the key people in the early years setting/school /college available to discuss parental/carers concerns about their child's difficulties? (E.g. Class Teacher, SENCO, Inclusion Manager).

- Subject teachers will be responsible for any SEND students in their class. They will monitor the student's needs and plan for any extra support required. Learning Support Assistants (LSAs) will be directed by class teachers to support children in class and in intervention groups. The SENCO will oversee LSA's, intervention groups and extra work provided to support your child.

- Subject teachers will meet with families at least once a term to discuss your child's needs, support and progress. Additional meetings or phone calls can be requested via the school office or individual staff's emails. For further information the SENCO, Camillia Patterson can be contacted on 01582 884100 Ext 4107 or j.linney1@thesharedlearningtrust.org.uk
- 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 complete the Parental SEND referral Form. (on our website).
- Chalk Hills Academy has a Trustee assigned to SEND, who liaises with the SENCO to maintain a high standard of SEND throughout the Academy. The Trustee visits the Chalk Hills Academy regularly.

3. How will parents/carers be informed about a child/young person's progress within the setting and how will his/her progress be measured?

The SENCO will regularly speak/meet with parents to discuss the future provision of their son or daughter. Effective communication is essential between all parties to ensure an appropriate education for the student.

- Class teachers will be regularly assessing student progress as part of their normal practice.
- 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 discuss progress and support with the student's Key worker or SENCO.
- A student's Learning Support Assistant (LSA) acts as a key worker to facilitate regular communication with parents.
- 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.

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.

4. What support will parents/carers receive if their child/young person has been identified as having special educational needs?

The provision for students with special educational needs & disabilities will match the nature of their individual needs. The SENCO will keep regular records of the learners' special educational needs & disabilities, the action taken and outcomes.

5. What support is offered to ensure the wellbeing of children/young people with special educational needs and disabilities?

The Chalk Hills Academy has a dedicated Pastoral team, called the Core Inclusion group (CIG) that works closely with the SEND team to support students in; improving behaviour, avoiding exclusion and increasing attendance. The CIG team meets weekly 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.

6. How will teaching be adapted to support the child/young person with special educational needs?

The Chalk Hills Academy will ensure that all students receive a balanced and differentiated curriculum appropriate to their needs.

- 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.
- 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.

The Student Resource Centre (SRC) supports students by delivering various internal & external courses depending on individual need including:

- Fresh Start Phonics
- Private study
- In class support
- Life/social skills classes
- Functional Skills Maths & English ranging from Entry level to Level 2
- Speech and Language Therapy
- Reduced timetables
- Time out cards
- Mentoring
- Additional English & Maths tuition
- Nurture Group

7. What different types of support can the child/young person receive in school? (e.g. small group or individual)

Some students will receive additional support from Learning Support Assistants within the classroom alongside their peers. This allocation is according to need. Specialist resources also support SEND. Subject policies should include strands on teaching students with SEND and the resources available to support access within that subject. If students require small group/specialist

support in order to access the full curriculum, they may be withdrawn from some part of lessons in order to follow a specific programme. This is flexible to reflect student and subject need and is discussed with relevant staff, student and parents.

At Chalk Hills Academy we have a wide range of support and intervention strategies available to any child who may need additional support. Our staff has a wealth of experience and training to support all children. Support may include:

- Differentiated lessons, activities and support in class according to their specific needs.
- Designated support for learning and for student achievement, with a Student Achievement Leader, to raise achievement
- Intervention/catch up programs for math's, writing and reading
- Booster groups to move students to the next level and challenge gifted and talented
- External support provided to us through the Luton Borough Council:
 - ❖ Educational Psychologists
 - ❖ Speech and Language support team
 - ❖ Medical Needs support team
 - ❖ Hearing & Visual Impairment specialist teachers.

8. How will the school support your child/young person in unstructured times such as lunchtimes and playtimes and enable her/him to have access to after school clubs, school trips and journeys?

All students with SEND or an EHCP will be supported on educational visits. Parents will be involved in the planning of support. Students who attend after school clubs and need support must be clearly defined in their EHCP or their Individual Education Plan (IEP).

9. How does the (early years setting/school/college) involve children/young people in decisions that affect them?

- 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 Year 6 how we can best support them, and this information is put into the PPS.
- 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.

10. How are the settings /schools /colleges' resources allocated to support children/young people with SEND?

Students who attend Chalk Hills Academy with an Education, Health & Care Plan (EHCP) will have specific hours of support. The SENCO in liaison with the Local Authority and parents will implement these hours. The support will be monitored and all data collected will be regularly assessed.

Support for **Non** EHCP students will be based on individual need and the availability of specialist staff. All teachers are made aware of these students and coded K: SEN Support and provided with information to support them to appropriately differentiate their lessons.

The school's special educational needs budget is allocated to the Student Resource Centre through staffing for Statemented or EHCP students.

11. The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils.

The arrangements for the admission of pupils with Special Needs or disabilities to gain admission as pupils to Chalk Hills Academy fall within our duties under the Equality Act 2010 and are the same as those applied to all pupils. Admission is in the first instance arranged by application to the Local Education Authority. If successful, The Shared Learning Trust then receives notification that a child has been allocated a place at Chalk Hills Academy.

Chalk Hills Academy will take steps to prevent disabled pupils from being treated less favourably than other pupils. We will use our best endeavours to ensure that no child is unable to attend Chalk Hills Academy because of any special need or disability. In order to promote equality of opportunity for disabled children we will make reasonable adjustments (including the provision of auxiliary aids and services) to prevent them being put under a disadvantage.

In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils, including those categorised as having Special Educational Needs. Staff organise human and physical resources within the school to increase access to learning and participation by all pupils.

Existing facilities provided to assist access to the school by pupils with disabilities:

- Wheelchair access onto school grounds at the main entrance
- Disabled parking is available near the main entrance
- The building is on three levels with lift access
- Wheelchair access into the school at the main entrance. Door is fully accessible and equipped with automatic sliding doors
- Exterior lighting to improve evening access.
- disabled toilet

Please also see the Accessibility Policy.

12. What services external to the setting/school/college can provide support to children with SEN?

The Chalk Hills Academy uses a variety of external agencies or providers to support students. We draw on a range of support from:

- 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.

13. How is staff in the setting/school/college supported to work with children/young people with special educational needs and what training do they have?

- 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^[1]_{SEP}, Dyslexia, 1:1 tuition and Fresh Start Phonics.
- We use the local authority outreach service and external providers as needed.

14. How will the setting support the child/young person in moving on to another school or college or to the next key stage in their education or life?

- 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 to two days, followed by additional visits for all Year 6 students who are SEND.
- LSA's will visit Year 6 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 10 students to help them make the transition from school to College.

- 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.

15. How accessible is the setting/school/college environment?

The Chalk Hills Academy site is fully wheelchair accessible including disabled toilets, ramps and a lift to access specialist facilities (Science lab, art room...). We will do our best to cater for all needs within our school and would always suggest a meeting to tour the school and create a Personalised Emergency Evacuation Plan (PEEP) plan for each individual student with a disability.

In line with the SEND and Disability Act 2001 the school has an Accessibility Plan, which is available on our website.

16. Who can parents/carers contact for further information at the early years setting/school/college?

If you have any concerns at all about your child please come and see your child's **Head of Year** in the first instance.

You can also speak to our **Special Educational Needs Coordinator (SENCO)**

- Ms Jennifer Linney Tel -01582 884100 or 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

Other Key Personnel

- Transition Coordinator & Family Worker - Mrs. Phipps
- Head of School – Mr Raza Ali
- Whole School Behaviour Vice Principal – Mr. Tufiq
- Admissions Coordinator – Mrs. Burgoyne-Murray
- Safeguarding Designated Senior Person – Mrs. Clark

External Links

- Luton Borough Council website - <http://www.luton.gov.uk/Pages/Homepage.aspx>
- Luton Local Offer – <https://directory.luton.gov.uk/kb5/luton/directory/localoffer.page>
- Central Bedfordshire Council Local Offer <http://www.centralbedfordshire.gov.uk/children/sen-disability/landing.aspx>



- Luton SENDIAS Service
<https://sendiasluton.co.uk/>



- Luton Local Authority Admissions Team
<https://directory.luton.gov.uk/kb5/luton/directory/service.page?id=qag4BVWvPkw>

- Special Educational Needs Assessment Team (SENAT) –
http://www.luton.gov.uk/Education_and_learning/Pages/default.aspx

- SEN Direct
<https://www.sendirect.org.uk>





SEND PROVISION MAP

**'CLASS ACTION' in class support
for students we are monitoring**

**'SEN SUPPORT' group targeted
Special educational provision**

**'EHCP' 1:1 class support for
students with SEND.**

COMMUNICATION AND INTERACTION (C&I)

- Quality First Teaching
- Flexible teaching arrangements
- Structured school and class routines
- Differentiated curriculum delivery
- Differentiated outputs
- Increased visual aids/symbols where needed
- Personalised delivery of instructions
- Registration in tutor groups
- Lunchtime and after school clubs

- Social skills lunchtime clubs
- Homework club
- In class support
- Exam access arrangements
- Handwriting intervention
- Mentoring
- Pupil Profile Sheets (PPS)
- Home/school book

- Access to specialist support
- Structured school and class routines
- Break & lunchtime supervision
- Before and after school support
- Outside agency advice
- ASC advisor
- Speech and language therapist
- Visual timetables
- Bespoke Personalised timetables

COGNITION AND LEARNING (C & L)

- Quality First Teaching
- Differentiated curriculum
- Differentiated delivery^[SEP]
- Differentiated outcome
- Tutor support
- Increased visual aids where needed
- Visual timetable where needed
- Use of writing frames where needed
- Short achievable tasks set
- Luton Literacy Intervention Programme (LLIP)

- In class support
- Exam access arrangements
- Core exam preparation
- Literacy lessons (English dept)
- Homework club
- Numeracy intervention^[SEP]
- Target spelling intervention
- Pupil Profile Sheets (PPS)

- Literacy intervention
- Letters and Sounds
- 1-1 intervention
- Personalised timetable
- ASDAN short courses Year
- Outside agency advice: Educational Psychologist
- Annual Review and reporting cycle



SEND PROVISION MAP

'CLASS ACTION' in class support for students we are monitoring

'SEN SUPPORT' group targeted Special educational provision

'EHCP' 1:1 class support for students with SEND.

SOCIAL EMOTIONAL & MENTAL HEALTH (SEMH)

- Quality First Teaching
- Whole school praise system
- Assertive discipline levels
- Registration
- Assembly
- Lunchtime and after school clubs
- Pastoral Support Plans
- Mentoring

- Lunchtime pastoral support
- Break and lunchtime drop in
- Learning log/subject report
- Lunchtime safe haven
- Social skills club
- In class support to keep focus
- Reduced timetable where possible
- Alternative provision where required
- Exam access arrangements
- Pupil Profile Sheets (PPS)
- Individual behaviour plans
- Timeout card
- Referral to specialist services

- Daily meet and greet
- Risk assessment
- Social stories and scenarios
- Access to CHUMS
- In class support to keep on focus
- Exam access arrangements where applicable
- Reduced timetable where appropriate
- Student case conference
- Outside agency advice: CAMH/ social worker
- Behaviour Modification
- SEAL intervention
- Anger Management

SENSORY AND/OR PHYSICAL DIFFICULTIES

- Quality First Teaching
- Flexible teaching and seating arrangements
- Teacher awareness of Sensory and Physical Impairments
- Medical care plans incorporated
- Exam access arrangements
- Personal emergency evacuation plans (PEEPs)
- Access to school Nurse (full time)

- Practical assistance in PE where needed
- Exam access arrangements
- Personal emergency evacuation plans (PEEPs)
- In class support
- Use of lift
- Pupil Profile Sheets (PPS)

- 1-1 support where needed
- In class support
- Student given physical assistance to lessons
- Equipment transferred to lessons and set up for student
- Specialist resources available where needed
- Alternative PE activities available
- Outside agency advice and training: visual impairment advisor/ hearing impairment advisor/ occupational therapist / Edwin Lobo