



School Offer/ Christleton High School Information Report

School Name and Address	Christleton High School Village Road Christleton Chester CH3 7AD
Telephone Number	01244 335843
Web Address	www.christletonhigh.co.uk
Age Range	11-18
Person Responsible for Updating School Offer	Suzanne Ashman Special Educational Needs Coordinator.
Local Offer	<p>In response to the Children and Families Bill (2013), Local Authorities are required to publish information about the provision that is available in their area for children and young people from 0 – 25 who have special education needs. This is called the local offer.</p> <p>The link to the local offer for Cheshire West and Chester is http://www.westcheshirelocaloffer.co.uk/kb5/cheshirewestandchester/directory/home.page</p>
Introduction	<p>The 2014 SEN Code of Practice (SEN CoP) puts a greater emphasis on improving outcomes for students, setting high aspirations and expectations rather than on hours of provision and/or support. All children and young people are entitled to a broad and balanced curriculum to make progress so that they:</p> <ul style="list-style-type: none">• achieve their best• become confident individuals living fulfilling lives• make a successful transition into adulthood, whether into employment, further or higher education or training.
1a. How does the school know if young people need extra help?	<ul style="list-style-type: none">• Year 6- Year 7 transition:<ul style="list-style-type: none">○ Close liaison with the feeder primary schools including SEND questionnaire, completion of transition for inclusion documents meetings with Headteacher, Y6 teacher or SENCO.○ Literacy screening (spelling/reading).○ Scrutiny of KS2 data.• Year 7 onwards:

	<ul style="list-style-type: none"> ○ Close liaison with SENDCO, Heads of Year, Heads of Department Form Tutors and Class Teachers to raise any possible student concerns. ○ Communication with parents – by email – telephone – face to face meetings and Parents Evenings. ○ Literacy screening to identify strengths and difficulties. ○ Numeracy screening to identify strengths and difficulties. ○ Progression to multi agency action plan/ Team Around the Family (TAF involving, where necessary, outside agency professionals to support school and parents in realising progress for student. ○ Year 7 and Post Year 7 – regular meetings take place with Heads of Years and SENDCO to consider student progress, to review individual action plans and to discuss the possibility of any emerging SEND for any student. ○ A confidential list of names of those children who have additional needs is compiled and this information is disseminated to all teaching staff via the Students Services SEND register on the school desktop icon, this is linked to the School SIMS system this is a working document and is updated each time a change is made. ○ Students who do not currently require action are monitored at each report cycle and recorded as code ‘M’, Students who have additional educational needs, requiring provision that is different from or additional to main stream classroom teaching are recorded as code ‘K’. Students who have more complex additional needs and who have an Education Health Care Plan are recorded as code ‘E’. ○ Staff training on SEND is delivered annually as part of the School Staff Continual Professional Development Programme. ○ Information around the various SEND and Quality First Teaching strategies are available to staff.
<p>1b. What should I do if I think my young person may have special educational need? How will I be able to raise any concerns which I may have?</p>	<ul style="list-style-type: none"> ● Make contact with School SENDCO via email (ashmans@christletonhigh.co.uk) or phone (01244335843) to raise your concern and if necessary or upon request your SENDCO will invite you in for an appointment to discuss the situation and to co-produce an action plan where necessary. ● The school currently caters for Students with the following SEND: <ul style="list-style-type: none"> ○ Literacy needs ○ Dyslexia ○ Dysgraphia ○ Dyspraxia ○ Numeracy needs ○ Dyscalculia ○ Attachment difficulties ○ Autism (Including Asperger’s/ PDA) ○ Social Communication Issues ○ Speech and Language Needs ○ Attention deficit and hyperactivity disorder (ADHD) ○ Oppositional defiance disorder (ODD) ○ Social, emotional and mental health difficulties (SEMH) ○ Hearing Impairments ○ Visual Impairments ○ Physical disabilities ○ Tourette’s syndrome ○ Eating disorders ○ Diabetes ○ Anxiety ○ Obsessive compulsive disorder (OCD) ○ Chronic fatigue syndrome (CFS) <p>This list is not exhaustive and in addition to these areas of SEND we will happily</p>

	<p>discuss any other SEND and discuss how we can work together to manage the specific need(s) and provide the most appropriate support.</p>
<p>2: How will the school staff support my young person?</p>	<ul style="list-style-type: none"> • The severity of the young person’s needs determine who will oversee the action plan. The school follows the graduated approach, in the first instance it is likely to be their Form Tutor followed by their Head of Year. • Heads of Year meet regularly with the School SENDCo where data is analysed, cases are discussed and where necessary are progressed to the SEND department for additional action. • Various interventions are offered by the SEND (Student Services Department). They are managed and overseen by the School SENDCO/ Student Support assistant and /or Inclusion Manager. • The profile of your child’s needs determines who will deliver and the frequency of interventions. Interventions are carried out in School by the Student Services Department staff which is made up of Teaching Assistants and Teaching Staff – as well as by teaching staff from the Maths and the English Department. In some cases outside agency professionals’ work with the Student Services Staff – usually to carry out assessments and to advise the school staff on the work that needs to be undertaken. • Christleton High School works in partnerships with many outside agencies to ensure the best possible support is provided for your child. These include , but are not limited to: <ul style="list-style-type: none"> ➤ CAMHS ➤ The Education Access Team ➤ The Autism Team ➤ Educational Psychologist ➤ Physiotherapist ➤ Speech and Language Team ➤ Community Paediatrician ➤ School Health Team ➤ Youth offending Service ➤ Children’s’ Social Care ➤ The Virtual School • SEND support could also be where intervention alone has not helped the child to make adequate progress, and the school asks for outside advice from the LA’s support services or from health or social work professionals such as speech and language therapists, occupational therapists, educational psychologist, the autism team or a medical diagnosis and report giving recommendations. • Most children will have their additional educational needs met by their school through SEND support, but that will not be possible all the time. If a child’s needs are extensive and cannot be met through SEND support, the LA may consider the need for statutory assessment made by a parent/carer or school and if appropriate, makes a multi-disciplinary assessment to consider the need for an Educational Health Plan. The local offer for Cheshire West and Chester can be found at http://www.westcheshirelocaloffer.co.uk/kb5/cheshirewestandchester/directory/home.page • The Specialist Professionals from the various Outside Agencies usually make contact with parents/carers and explain their role and the work to be carried out. • The Student Services Department has two SEND Governors – SEND Governor (Dr K Melling) and SEND Department Link Governor (Steve Richards). • The School offers full communication to parents via email, phone calls and in person at pre-arranged meetings and at Parent’s Evenings.

	<ul style="list-style-type: none"> • The impact of interventions is reviewed regularly and progress, where necessary, is reported to parents and explained to students. • Interventions are reviewed together by the SEND department and overseen by the relevant Senior Leadership Team Line Manager. Interventions are modified as required. Ineffective intervention/ support is withdrawn and consideration of alternative approach given and agreed. • The secure SEND register and information is available confidentially on the School IT Desktop so that all members of staff are able to access the required relevant and appropriate information. Supply staff have access to the list of the relevant SEND of the students in school. Parents/ carers are made aware when their child is placed on/ removed from the register
<p>3. How will the curriculum be matched to my young person's needs?</p>	<ul style="list-style-type: none"> • The school follows the graduated approach set out in the SEND Code of Practice. All departments use Quality First Teaching strategies to aid with meeting the needs of individual students. • School INSET time has been used by departments to produce subject specific Quality First Teaching strategies for areas of need and this will continue in the next academic year. • TA time may be used to differentiate materials or to forward teach students in advance of lessons. Where children do not respond to differentiation and do not make adequate progress, where possible, the school will provide additional or different interventions to that normally available to all students of the same age. • When deemed necessary, SENDCo will work alongside Heads of Year, teaching staff, parents and students in the co-production of a one page profile detailing teaching strategies specific to the student's needs. • Personalised- reduced timetables are offered to some students with additional needs to allow them additional time to focus on set classwork and homework alongside other identified interventions. • Full staff inset has been delivered on the changes of the new SEND CoP in September 2014. It has been re-emphasised that Strand 5 of the Teaching Standards is the responsibility of all teachers to meet the needs of all students. • The School SEND policy is available on the school website. The policy has been rewritten in line with the new SEND Code of Practice September 2014. • In Key Stage 4 a bespoke 'Learning to Work' program is available, which includes the opportunity for a day placement at Reaseheath College.
<p>4a. How will both you and I know how my young person is doing and how will you help me to support my young person's learning?</p>	<ul style="list-style-type: none"> • Depending on the individual needs of your child, the school will either meet with you on a termly basis or via the school parents' evening system. • Contact will be made where necessary about significant things which may happen in school. • You will be involved in planning your young person's education when meeting with the School SENDCO. • Parents of students with SEND will be made aware of training events, such as those from National Autistic Society and Parent Partnership Events. These will either be emailed out or posted on school social media.
<p>4b. What is the pastoral, medical and social support available in the school with additional learning needs?</p>	<ul style="list-style-type: none"> • Pastoral support is offered via the form tutor – head of year and where necessary via the student services department. • Medical support is offered via the School's trained First Aiders. The medical needs of the students can be accessed via SIMS. • All medicines requiring special administration are held in the school office and administered in line with safeguarding guidelines. Details are recorded by trained staff. • Medical support and emotional support is also available via the School medical/mental health coordinator- Fiona Rackham) who is employed on a full time basis, offering a drop in and appointment service. School and School Health

	<p>maintain regular contact. Referrals can also be made to the School Community Paediatric Consultant.</p> <ul style="list-style-type: none"> • Support to manage behaviour, attendance and emotional health needs of our students is offered in conjunction from the Head of Year, Student Services Team, the school's Attendance and Behaviour Officer and where necessary with the support of professional outside agency staff such as CAMHS (Child and Adolescent Mental Health Service) and the Medical Needs Education Access Team. • CAMHS are currently working in school one afternoon per week, in direct liaison with the Student Services Team to manage the emotional health needs of the Students at CHS. More information about CAMHS can be found at http://cwpcamhscentre.mymind.org.uk/?page_id=206 • Students are always welcome to attend meetings about themselves and if relevant they can complete a wishes and feelings feedback sheet. The school will make sure that the student understands what the meeting will be about – that it is their opportunity to speak. It will be a non-threatening environment and there will be someone there to support them every step of the way. The meetings are an opportunity to celebrate successes and to plan effective and appropriate support for your child/young person. • Support is in line with Cheshire West and Chester's Local offer which can be found at http://www.westcheshirelocaloffer.co.uk/kb5/cheshirewestandchester/directory/home.page
<p>5. What specialism services, experience, training and support are available at or accessed by the setting?</p> <p>What extra external links</p>	<p>The team's expertise includes:</p> <ul style="list-style-type: none"> • Mrs Suzanne Ashman, SENDCO – qualified and experienced SENDCO. Qualified to carry out diagnostic assessments and request and coordinate exam access arrangements. Several years' experience of working with outside agencies to coordinate the care and education of children and young people with challenging social and emotional difficulties. • Mrs J Gibson, Inclusion Manager – SPLD; EAL; learning/emotional well-being mentor. • Ms S Buxton, TA Timetable; English; Autism; In class TA; learning/emotional well-being mentor. • Ms G Pierre Louis, Maths; Science; Autism; In class TA learning/emotional well-being mentor. • Ms R Davies, Speech; Language; Social Skills; Autism; Behaviour; Emotional Health; In class TA; College TA learning/emotional well-being mentor. • Ms J Snelson, Social Skills; Autism; English; In class TA; learning/emotional well-being mentor • Ms D Skinner , Maths ; In class TA; learning/emotional well-being mentor • Sarah Rose, Student Support coordinator, ELSA, PEP coordinator. <p>The school works closely with outside agencies, including but not limited to:</p> <ul style="list-style-type: none"> • Cheshire west and Chester Local Authority- http://www.westcheshirelocaloffer.co.uk/kb5/cheshirewestandchester/directory/home.page • CAMHS-http://cwpcamhscentre.mymind.org.uk/?page_id=206 • The National Autistic Society- http://www.nas-cheshire.org.uk/ • Integrated Early Support- http://www.altogetherbetterwestcheshire.org.uk/?page_id=2186 • Children's Social Care-

	<p>https://www.cheshirewestandchester.gov.uk/residents/health-and-social-care/children-and-young-people/children-and-young-people.aspx</p> <ul style="list-style-type: none"> • CWAC Autism Team- http://www.westcheshirelocaloffer.co.uk/kb5/cheshirewestandchester/directory/service.page?id=N5s3NC5GzKA
<p>6. What training have the staff supporting children and young people with additional needs had or are having? Check CPD profile</p>	<p>Training attended most recently:</p> <ul style="list-style-type: none"> • Mental Health First Aid training • Examination Access update JCQ • Specialist autism training via the Autism Team • Elklan Speech and Language training • Dyslexia training • Dyscalculia training • ADHD training • In school inset programme – including Dyslexia – Exam access arrangements – Emotional Health, Autism, ADHD • Safeguarding training • TAF training • Teaching staff are provided with AEND training – delivered through the school’s internal CPD programme. • Inter School visits to identify additional good practice • LGBTQ+ training
<p>7. How will my child be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • The Equality Act is applied to all decisions relating to activities outside the classroom and school trips, to ensure that we consider the needs of all Students with additional needs. • Students with an EHCP may require TA support /attendance on school trips. Each EHCP student will be discussed and where necessary are supported. • Student services staff prioritise the support of EHCP students on school trips.
<p>8. How accessible is the school environment?</p>	<ul style="list-style-type: none"> • The school has disabled access and elevators in the Maths Block and the new I research centre. • The resources of the Student Services Department are fully accessible for all students.
<p>9. How will the school prepare and support my child to join the school or transfer to a new setting / school for the next stage of education and life?</p>	<ul style="list-style-type: none"> • Year 6 – Year 7: The Head of Year, Assistant Head in charge of transition and SENDCO all work together in close liaison with all the feeder primary schools and other primary schools to ensure a seamless transition. • The transition process involves: <ul style="list-style-type: none"> ○ Early identification of vulnerable students ○ Data collation – KS2 Sats – Teacher assessment ○ CHS staff visit to Primary schools ○ Small schools and vulnerable student transition project ○ Full day cohort visit ○ Literacy assessment (spelling/reading comprehension) ○ Y6 student/parent/carer transition evening ○ Bespoke transition sessions – agreed on an individual needs basis ○ Summer School for identified groups of students – Ever 6 – AEN – not achieving national standard ○ All data shared with teaching and TA support staff via the School SEND register ○ Meet the tutor and SENDCO afternoon ○ Y7 BBQ • Year 8 – Year 10: EHCP Students via SEND annual review process with Young Person’s Service Advisor with regard to possible future career pathways. Local Authority SEND team, Educational Psychologist or other outside agencies where

	<p>involved are also requested to attend.</p> <ul style="list-style-type: none"> • Communication with Head of Year and Form tutor. <p>Other Students:</p> <ul style="list-style-type: none"> • Year 11 – Year 12: Educational Health Care Plan students. • School, parents/carers and student plus subject teaching staff meet and consult to determine required programme of support. • Young person’s service involved with regard to future pathway planning. • Students are provided with careers guidance. • The school provides support between the different transition phases (between key stages/higher education/training).
<p>10. Provide examples of interventions, equipment, resources that schools may allocate to match children’s special (additional) educational needs.</p>	<ul style="list-style-type: none"> • Year 7 - Year 11: Every Child Succeeds – Specific Literacy. English, Maths and Mentoring programmes established for identified students. Progress measured annually to determine any new requirements. • Ability setting. The setting which occurs in English, Mathematics from year 7, Science and Modern Foreign Languages from year 8 helps place children in groups of like ability • Each department is responsible for children with additional educational needs in its own subject areas. The graduated approach is adopted and a focus is placed on Quality First Teaching and differentiation for all students. • Specific Intervention (including but not limited to): <ul style="list-style-type: none"> ○ IDL – indirect dyslexia learning (Spelling and Reading) ○ SRA – Reading Laboratories ○ SRA – Reading for Understanding ○ Barrington Stoke – Novels – age and interest appropriate. Dyslexia friendly. ○ Badger Learning : reading resources for dyslexic/reluctant readers ○ IDL Numeracy ○ Manga High – Maths ○ Timetable Rock Stars ○ My Maths ○ Elklan – Speech and Language resource book ○ Talk About Series for Social Skills ○ Blob Series – for Social Skills – Self esteem ○ Social Stories resource book ○ Fiona Spears – PSCHE autism curriculum. ○ Teaching Assistant support in the classroom or for individual/small group intervention ○ Reading overlays ○ Reading rulers ○ Reading pens ○ Claro reading pen app • SEN support could be; further assessment, additional or different teaching materials or a different way of teaching and it might sometimes, but not always, be additional one to one adult support. • All students coded either ‘E’ or ‘K’ on the SEND register receive a specific intervention programme or access arrangements for examination and testing. • Student Services and the Hive base operates an ‘Open Door’ policy during all breaks, before school and after, for any student and their friends to drop in for a chat, reassurance or advice, as well as having a place to complete their homework. • Student Services provide a support service for students experiencing emotional

	<p>health issues. Referrals are usually made by the student's year head.</p> <ul style="list-style-type: none"> • Volunteers offer 1-1 support for students. • Tier 2 CAMHS offer support in school during a weekly session for students needing emotional wellbeing support. Referral are necessary to access this support.
11. How is the provision put in place for my child evaluated?	<p>Christleton High School is able to monitor the success of its provision by evaluating a number of factors (including but not limited to):</p> <p>Education is accessible for all students either by adapting timetables or rooming. Arrangements are put in place to ensure accessibility and safety for all.</p> <p>TA support is in place for students with SEND.</p> <p>Quality assurance of support and provision by the SENDCO</p> <p>The progress of SEND students both academically via assessment and socially via the monitoring of behaviour and attendance.</p> <p>Six monthly testing for students who participate in the literacy program.</p> <p>The use of pastoral system and form tutor to monitor student well-being.</p> <p>Regular meetings between SENDCO and SEND governor.</p> <p>Regular reports to the pastoral governing committee.</p> <p>Yearly reviews of students in receipt of Top up Funding and Educational Health Care Plans.</p> <p>Staff usage of the SEND register and One Page Profiles when required.</p> <p>Regular review meetings with SLT link.</p> <p>Student voice</p>
12. How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> • Working in partnership with parents, external agencies and children to ensure all decisions take account of their views
13. How are parents involved in the school? How can I be involved?	<ul style="list-style-type: none"> • The severity of need determines the frequency of involvement of parents and the number of meetings required to be held. • Parents are, however, always welcome to make an appointment. Frequency of contact can range from daily telephone conversations to termly meetings. • Parents are actively encouraged to attend Parents' Evenings, school productions, join the CHSA and apply to be a school governor.
14. How can I report a complaint about SEND provision?	<p>Complaints should be made to Mr Darran Jones (Deputy Headteacher). The school complaint policy can be found at http://www.christletonhigh.co.uk/school-information/policies-and-documents.php</p>
15. Who can I contact for further information?	<ul style="list-style-type: none"> • Suzanne Ashman Special Educational Needs and Personalisation Co-ordinator – Head of Student Services. ashmans@christletonhigh.co.uk • Sarah Rose – Student Support Co-ordinator. roses@christletonhigh.co.uk • Jennie Gibson – Inclusion Manager. Gibsonj@christletonhigh.co.uk