



Special Educational Needs or a Disability SEN Information Report

Sandbach High School and Sixth Form College is an inclusive school and offers the following range of provision to support children with additional needs. This is combined with the provision and teaching provided to the whole class. We hope that this information will assist you in the decision as to whether this school is right for your child.

Cheshire East Local Authority (CE LA) also has to produce a Local Offer for parents and carers of children with Special Educational Needs or a Disability (SEND). The purpose of the CE LA Local Offer is to 'offer' information for parents, in a single place, which helps them to understand what services they and their family can expect from a range of local agencies - including their statutory entitlements; and make clear what is available for their child from early years settings, schools (including Academies and Free Schools), colleges and other services, and also including health and social care. It covers provision for children and young people from birth to 25 and includes information on education, health and social care services.

Sandbach High School and Sixth Form College – SEN Information Report 2018/19

Additional Needs Staffing

Miss R Darlington –	Special Educational Needs Co-ordinator (SENCo), Deputy Headteacher, National SENCO Award
Miss H Lester -	Assistant SENCo
Mrs C Adderley -	Learning Support Assistant and TLC Manager
Ms A Sawford -	Learning Support Assistant
Miss S Cummins -	Learning Support Assistant
Mrs C Whittle -	Learning Support Assistant
TBC -	Learning Support Assistant

Policies and Plans

ADDITIONAL EDUCATIONAL NEEDS POLICY

Principle

The Governors, Headteacher and staff of Sandbach High School and Sixth Form College are committed to the precept that every student, regardless of ability, should be included in all aspects of the life of the school and should be provided with educational experiences which will enrich their development and allow them to reach their full academic, creative and social potential. In this policy, we are guided by both statutory requirements and by the need to respond to local, in-house and individual circumstances. In line with the Local Authority Policy and the SEN Code of Practice 2015 we operate within the graduated response approach to prevent, identify and address additional educational needs (Plan, do, review, assess); in which

term we include needs arising from gifted and talented status as well as learning difficulties, physical, medical and sensory needs and English as an Additional Language where this presents barriers to learning.

Practice

1 Identification and Assessment

Early identification and assessment of students and prompt intervention are key to our practice. Students are identified as having additional educational needs on transition, via information from feeder primary schools; during key stages 3-5 via our in-house progress tracking; or via a referral from Achievement Co-ordinators, class teachers or parents. To ensure consistency and effective targeting of limited resources, students identified by primary schools are monitored closely for the first term and where appropriate removed from the Additional Needs Provision Map. Where a pupil transfers to Sandbach High School and Sixth Form College mid-year contact is made with the previous Educational Establishment to ascertain any child's particular need if any. Where appropriate, the Pupil Profile information will be requested and acted upon.

2 Provision Map and Pupil Profiles (PP)

The additional needs Provision Map is a key document in our provision. The SENCo is responsible for the accuracy, accessibility and usefulness of the map, which details by student the nature of additional need (AN), strategies adopted to address the need and key personnel involved in provision. Generic information about common ANs is available to support teachers in meeting needs and where more specific detail is required a PP is generated. The PP is the opportunity for the student to share their opinions and the best way to support their particular need. The PP supplements information included in the Provision Map with personalised information and further strategies. PPs are reviewed at regular intervals and subject teachers, parents and students asked to contribute as appropriate.

3 Graduated Approach 1 Provision: Quality First Teaching (QFT)

Central to our practice is the provision of high quality, engaging and challenging teaching and learning experiences differentiated for individual needs as standard. To this end, the SENCo ensures that high quality training is provided for all staff and that information about individual students is accessible and up to date. Curriculum Leaders are responsible for ensuring that QFT takes place as part of the ongoing monitoring and evaluation and for giving due regard to AN issues in Curriculum Area meetings and development planning. As part of the annual analysis of external examination results which is compiled by both the SENCo and for individual subject areas by Curriculum Leaders, we are asked to report and reflect upon the progress and achievement of students identified with AN in their subject(s). All teaching staff are responsible for the provision of QFT in their classroom and for meeting the needs of all students in their classes. To this end, teachers are expected to be mindful of the information provided in the Provision Map and PPs where appropriate and to apply this information in their day to day teaching and planning.

4 Graduated Approach 2 and 3 Provision: Additional Intervention

Where students fail to make adequate progress despite access to QFT, the SENCo is responsible for providing access to additional intervention where possible. This additional intervention may take the form of in-class support, morning challenge clubs, individual or small-group intervention, nationally recognised schemes such as Fresh Start' (see Provision Map). Where such intervention does not accelerate progress, support from outside agencies is sought and, where appropriate, application for funding through an Education, Health and Care Needs Assessment which may lead to an Education Health and Care Plan if required.

5 Additional Needs Roles and Responsibilities

The SENCo is responsible for the operation of the school's Additional Needs Policy. In this role, she is supported by the Additional Needs Team.

Name	Role	Area of Expertise
Miss H Lester	Assistant SENCo	Social, Emotional and Mental Health Specialist, ADHD specialist and Learning Support Assistant Co-ordinator. Common Assessment Framework trained by Cheshire East. Irlens assessor.
Mrs C Adderley	Learning Support Assistant The Janet Astins Learning Centre Manager	Literacy Intervention specialist, Progress Tracking of Identified pupils in English and maths. Accelerated Reader Lead. Librarian Co-ordinator and manager of The Janet Astins Learning Centre.
Ms A Sawford	Learning Support Assistant	Hearing and Visually impaired specialist. Dyslexia and Irlens Lead. English as an additional language specialist, Speech and Language lead. Social group co-ordinator and transition key worker for Key Stage 2 to 3.
Miss S Cummins	Learning Support Assistant	Classroom support, intervention lead and mentoring sessions. Numeracy Intervention specialist.
Mrs C Whittle	Learning Support Assistant	Numeracy Intervention specialist Social, Emotional and Mental Health Specialist/Autism/Aspergers and Positive Behaviour Management specialist. Breakfast Club lead and Transition Key worker for KS4 and 5.

If a student requires specialist expertise this can be secured by contacting either Miss R J Darlington or Miss H Lester.

Intervention - Tangible Targeted Provision and Support

The AN Team offer a wide range of interventions and support both in formal, structured lessons and in extra-curricular time as well. The following interventions and approaches are offered.

Social Skills Programmes/Support Including Strategies to Enhance Self Esteem

Emotional Literacy Group	Year 7, 8 and 9 Social Club	Respect Programme	Counsellor
Additional Support – Assistant SENCo, Learning Support Assistants, SENCo	“Stamp It Out” – Anti-Bullying Campaign.	Key Stage 4 Life Skills	1:1 Support
Peer Mentors	Personal, Social, Health and Citizenship Education.	Social Skills	Key Stage 5 Life Skills

Access to Supportive Environment

Autism friendly displays in classrooms	Safe Room	Visual Timetables	Prompt/reminder cards to encourage independence
Awareness of learning styles	Self and peer assessment	Collaborative learning	Revision Technique Club
Study Support	Bespoke adapted curriculum and support	Safer Handling Training Completed	Key Staff Trained in first aid
Staff Trained in specific medical needs – such as asthma, diabetes and the use of Epipens.	Medical Health Plans	Access to disabled parking spaces	Evacuation Chairs

Strategies to Support Speech and Language

Individual Visual Timetables	Group or 1:1 Speech Therapy sessions delivered by Speech and Language Team (SALT)	Individualised Speech and Language program set by SALT followed by LSA	LSA support during whole class teaching time
Pre-learning and over-learning opportunities to introduce and rehearse new learning	Increased visual aids	Strategy support for teaching staff	

Advice from External Professionals			
School Nurse	School - Nurse Practitioners	Cheshire East Autism Team	Educational Psychologist
NHS Hearing Impaired Team	Occupational Therapist – Ashfields Medical Centre	Speech and Language Team	Visyon – (Counselling)
In-house school counselling service	Cheshire East SEN Assessment Team – Secondary and Primary Advisor	Child & Adult Mental Health Service	Cheshire East Medical Needs Team
Catch 22	Cheshire East - Youth Offending Team	Cheshire East SENCo Network Meetings	CE Adoption Team
Education Welfare Officer	CE Youth Support Service	Careers Advisor in school	Sign Language Specialist
Interpreter	Common Assessment Framework – Early Help Brokerage Team Cheshire East	Kooth.com	SENSE
NHS Sensory Intervention Service	Cheshire East 0 to 25 SEND Officer	Cheshire East Advice and Information Service	NHS Diabetic Team
NHS ADHD Clinic	NHS Sensory Impairment Team		
Mentoring Activities			
Training in routines of school day	Peer Mentor System	Anger Management	Respect Programme
Resilience Programme			
Strategies/Programmes to Support Occupational Therapy/Physiotherapy/Physical Needs			
Pencil grips/specialist pencils/posture support	Further differentiation of physical activity (fine and gross motor)	Physical adjustments and support as necessary	Provision of specialist equipment and resources
Risk assessments	1:1 support for handwriting practice		
Strategies to Reduce Anxiety/Promote Wellbeing (including communication with parents)			
Training in routines of school day	Support from class teacher/Form Tutor /Achievement Co-	Promoting self-care and personal hygiene	Regular and unplanned meetings with

	Director / Learning Support Assistants		SENCo as required
Achievement and celebrating success	Secondary transition programme for some students	Planned transitions	Referral to CAMHS
Young Carers	Termly parent/carer information evenings	Year 7 Form Tutor, SENCo and parents evening Autumn term	Annual Reviews for students with EHC Plans
Years 7 to 13 Parents Evening - SENCO always in available for appointments	School website	SIMs In Touch	Designated SEN information evenings
Cheshire East Information, Advice and Support Service	Pupil Voice	Rainbow Club	Parental Engagement Evenings
RAMP – Reduce Anxiety Management Plan	Re-think Workshops – emotional resilience for students	Social group	
Strategies to Support/Develop Literacy Including Reading			
Fresh Start (literacy)	Star Reading Test	Accelerated Reader Programme – Year 7 only	Regular monitoring and tracking of progress
Kindle Club	Bespoke English as an Additional Language intervention	Dyslexia Support Programme	Read Write Gold – Computer aided reading tool.
Spell Zone	First News	Dyslexia awareness amongst staff	Precision Teaching
Strategies to Support/Develop Numeracy			
LSA/teacher led intervention groups	Additional use of visual resources	Individualised programmes	1:1 mentoring led by LSA
Accelerated Maths program	Maths Department referral system	Online Maths resources	STAR Maths tests
Regular monitoring and tracking of progress	Personalised curriculum	Maths Challenge	Power of Two
Numeracy Ninjas	Precision Teaching		

Strategies to Support/Modify Behaviour			
Buddies	Social Skills Group – Key Stage 3	Respect Programme	Time Out Cards
Peer Mentor	Behaviour For Learning Grades – for each lesson	1:1 Behaviour Programmes	Safe Room
BLIP – Behaviour Learning Intervention Plan	RAMP – Reduce Anxiety Management Plan	Life Skills – Key Stage 4	Wellbeing Room
<p>Intervention from External Professionals: Educational Psychologist, Counselling, Child And Adult Mental Health Service, Education Welfare Officer, Cheshire East Children’s Services (CHECs), Cheshire East Autism Team, Speech And Language Team, Cheshire East Information Advice and Support, NHS Hearing Impairment Team, NHS Sensory Impairment Team</p> <p>Additional Support Common Assessment Framework, Nurse Practitioner, School Nurse</p>			
Provision to Support/Facilitate Access to the Curriculum			
Accessible school and classrooms	Accessible toilets	Use of Information Communication Technology – whiteboards, laptops, tablets, Personal Computers	
Small group /1:1 support	Visual timetables	Tables and chairs at appropriate height	
Personalised curriculum and timetables	Access Arrangement Testing	Lifts	
Ramps	Rails	Doors fitted with automated features	
Intimate Care Plans – written annually	Risk Assessments	Irlen Overlays – Scotopic Sensitivity Syndrome	
Intimate Health Care Plans	Irlens Assessor	Disability audit actions undertaken each year	
Half termly drop in sessions for teaching staff to support lesson planning and differentiation	Evacuation chairs		
For further information regarding our Equalities Policy please refer to our Access Plan for 2018-2019 at Q:\HANDBOOK FOR STAFF 20172018\POLICIES AND PROTOCOLS MASTERS\EQUALITIES POLICY.docx			
“Equality Policy”			
Planning and Assessment			
SEND support Action Plan meetings	Individual Provision Map	Provision Map	

Learning Objectives and success criteria clearly communicated to children	EHC Plan's with clear objectives set	Use of Performance Indicators for Value Added Target Setting as a tool for assessment
New Group Reading Test	STAR Test (Reading Accuracy Test which provides a reading age	GL Emotional Literacy Assessment
Exam Access Arrangements	Boxall Profile	Lucid Exact
Half termly drop in sessions for teaching staff to support lesson planning and differentiation		
Transition		
SENCo/Assistant SENCo visit local primary schools to meet children in a familiar environment	Photographs of new environment and faces taken home to talk about with child	Meetings held with parents and relevant agencies
Lunch in secondary school with parent or LSA	Peer appointed to befriend new child for transition period	Open days for children to see all of school and see all classrooms
Bespoke Transition arrangements and interventions	Youth Support Service, Cheshire East Council – For transition beyond High School.	Additional Transition opportunities KS2-3
Transition Key Worker for KS4 and KS5		

Additional Information

<p>What Other Support Services are there that may help me and my family?</p> <p>SENCo – Miss R J Darlington – rdarlington@sandhigh.cheshire.sch.uk Or Assistant SENCo – Miss H Lester – hlester@sandhigh.cheshire.sch.uk Or SEN/Safeguarding Link Governor - Debbie Broad – dbroad@sandhigh.cheshire.sch.uk</p> <p>In school can provide details of further support for families. Cheshire East Information and Support can be accessed by following this link http://ceias.cheshireeast.gov.uk/home.aspx</p>

When was the above information updated? And when will it be reviewed?
Updated July 2018 – to be reviewed July 2019.

Where can I find the Cheshire East Local Offer?
From 1 st September 2014 the Cheshire East Local Offer can be found at www.cheshireeast.gov.uk/localoffer
What can I do if I am not happy with a decision or what is happening?
As a school we encourage parents to address any worries or concerns with the SENCo, Assistant SENCo or the Headteacher. If after discussing your concerns, you remain unhappy, then you can follow our Complaints Procedure which can be found at: http://sandbachhigh.co.uk/wp-content/uploads/2014/11/COMPLAINTS-POLICY-2.pdf

Where can I find the Cheshire East Local Offer?
http://ice.cheshireeast.gov.uk/Services/119/Sandbach-High-School