



**INCLUSION  
(SPECIAL EDUCATIONAL NEEDS &  
DISABILITY)  
INFORMATION REPORT**

Chosen Hill School  
June 2021

## **1) Aims of our provision in regards to students with special educational needs and/or disability (SEND)**

The aims of our policy and practice in relation to special educational needs and disability in this school are:

- To ensure that the culture, practice, management and deployment of resources are designed to meet the needs of all students;
- To enable students with SEND to maximise their achievements;
- To ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed;
- To ensure that all students with SEND are offered full access to a broad, balanced and relevant curriculum;
- To work in partnership with parents and carers and to enable them to make an active contribution to the education of their child;
- To take the views and wishes of the child into account;
- To work in collaboration with other stakeholders.

## **2) What are special educational needs (SEN) or a disability?**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. This includes additional or different support to that of other students. These needs can be categorized in four key areas that may create barriers to learning:

- Communication and Interaction;
- Cognition and Learning;
- Social, Emotional and Mental Health Difficulties;
- Sensory and/or Physical Needs.

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has a physical or mental impairment, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

## **3) The kinds of special educational needs (SEN) for which provision is made at the school**

Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake, in partnership with parents, to make the most appropriate provision available to the school to meet the SEN of students at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority will seek to comply with that preference and name the school or college in the EHC plan unless:

- it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made.

Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

#### **4) How does our school know if children need extra help?**

Chosen Hill School's processes for identification of SEND are well established. Prior to a student transferring to the school, there is contact with primary Schools (or previous school if an older child) and where appropriate, students transfer onto the Inclusion Register. Assessment and screening then takes place and SEND reviews are completed to make further adjustments, as necessary.

Staff at Chosen Hill School regularly monitor the progress of all students in their classes/faculties. Teachers and parents are encouraged to share any concerns they have about a student at Chosen Hill School with the Inclusion Team, which will lead to further discussion and or assessment in order to identify any additional needs. Where appropriate, information and strategies will be shared with teachers and additional provision may be provided.

#### **5) What should a parent do if it thinks their child may have special educational needs?**

If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's subject teacher or Learning Mentor (tutor). This then may result in a referral to the school Inclusion Manager (SENCo) whose name is Kate Stoneman and whose contact details are [ks@chosen-hill.gloucs.sch.uk](mailto:ks@chosen-hill.gloucs.sch.uk) or Mrs Lucy Brazier, Specialist Teacher [lbr@chosen-hill.gloucs.sch.uk](mailto:lbr@chosen-hill.gloucs.sch.uk).

Parents may also contact the Inclusion Manager or a member of the Senior team at the school directly if they feel this is more appropriate. All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

#### **6) How will the school support a child with SEND?**

All students will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to students with SEND is monitored through a number of processes that include:

- classroom observation;
- ongoing assessment of progress made by students with SEND;
- work scrutinies to ensure effective matching of work to student need;
- post-16 destinations of students with SEND;
- teacher meetings with the Inclusion Manager to provide advice and guidance on meeting the needs of students with SEND;
- student and parent feedback on the quality and effectiveness of interventions provided;
- attendance and behaviour records.

Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

In year 7 and 8, all students have an end of Year 8 numerical target for each subject. It is a challenging grade based on their prior attainment at Key Stage 2 (year 6). If met it would mean that they are exceeding progress made, on average, nationally; something that we aspire to for every student at Chosen Hill. These are year 8 targets, and not GCSE targets. They reflect the skills and content that we would expect the students to have developed and understood by the end of Year 8 in each subject, in order to be on track for this grade at GCSE. On commencing Year 9, each student has a GCSE and/or vocational target grade for each subject. It too is a challenging grade based on their prior attainment at Key Stage 2. If met, it would mean that the students are exceeding progress made, on average, nationally. Parents are informed of these via the reporting system.

Students' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. Where it is decided that special educational provision is required to support increased rates of progress, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.

Action relating to SEND support will follow an assess, plan, do and review (APDR) model:

- **Assess:** Data on the student held by the school will be collated by the subject teacher or Inclusion Manager in order to make an accurate assessment of the student's needs.
- **Plan:** If assessments indicate that "additional to and different from" support is required, then the views of all involved; including the parents and the student will be obtained and appropriate strategies or evidence-based interventions discussed.
- **Do:** SEND support will be recorded and strategies and or interventions implemented.
- **Review:** Progress towards agreed outcomes will be tracked and reviewed.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parent permission has been obtained and may include referral to:

- Local Authority Support Services e.g. Advisory Teaching Service, Educational Psychology Service;
- Specialists in other schools e.g. teaching schools, special schools;
- Social Services;
- Health partners such as School Nurse and Child & Young Person Services (CYPS).

For referrals to the Advisory Teaching Service, a set of criteria (as determined by them) must be met. This varies depending on the primary need but may include two cycles of APDR and a completion of a My Assessment.

The school has a limited number of sessions with the Educational Psychology Service each year and therefore students must be on a MPP/EHCP or equivalent for a referral to be made.

N.B. For a very small percentage of students, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

## **7) How will students be involved in decisions regarding provision that can better meet their needs?**

At Chosen Hill school, students are involved in producing their Student Passport and making decisions about their education, where possible and appropriate. As part of the student's SEND provision the school seeks to listen to the views of the student. For students with SEND, we aim to involve the student in understanding his or her difficulties and what is needed to overcome them. We also encourage students with SEND to make choices about their personal targets and other elements of the SEND process, facilitated by an adult when necessary. All students with SEND are given the opportunity to contribute to their reviews.

## **8) How will the curriculum be matched to each child's needs?**

All students have the entitlement to a broad, balanced and relevant curriculum. In the main students with SEND are taught with their peers in mainstream classes and study the curriculum appropriate for their age. All teaching and support staff are aware of the national inclusion requirements and in their planning and teaching they strive to:

- Provide suitable learning challenges;

- Meet the student's diverse learning needs;
- Remove the barriers to learning and assessment.

All teachers are teachers of students with SEND and additional support cannot compensate for the lack of good quality teaching. Subject teachers are responsible and accountable for the progress and development in their classes, including that of students with SEND. With advice from the support of the Inclusion Team, teachers match the learning to the needs and abilities of each student. They use a range of strategies to develop the student's knowledge, understanding and skills. High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Where appropriate, materials are modified or support provided to enable students with SEND to access the learning or the assessment processes. Chosen Hill is able to assess Access Arrangements, ensuring that all students with SEND receive their entitlement in tests and examinations.

### **9) How will parents know how their child is doing?**

Attainments towards identified outcomes and targets will be shared with parents three or four times a year through the school reporting systems. Feedback is also provided through a year group Parents' Evening and SEND support reviews, where appropriate.

Some SEND students are provided with an additional home-school diary which parents may also find a useful tool to use to communicate with school staff on a more regular basis.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the Inclusion Manager, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01452 713488.

### **10) How will parents be helped to support their child's learning?**

Subject teachers or the Inclusion Manager may suggest ways of supporting your child's learning.

If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the Inclusion Manager who will locate information and guidance for you in this area.

### **11) How will the school evaluate the effectiveness of the SEND provision made for students?**

Chosen Hill school, including the Governing Body, is committed to regular and systematic evaluation of the effectiveness of its work. In this respect the Governing Body reviews at the appropriate committee meeting the education provided for and the achievements of students with SEND. The effectiveness of SEND provision will be measured using both qualitative and quantitative data. Qualitative data will gather the views of parents and students on how successful the provision has been in enabling them to attain their outcomes. Quantitative data will examine both progress and attainment levels compared to those achieved nationally for students with the same level prior learning level.

The school will also collect and analyse data about students with SEND in respect of:

- Exclusions (permanent and fixed term);
- Rewards, sanctions and incidents;
- Attendance and punctuality (school and lessons);
- Participation in extra-curricular activities.

As a result of the above the school reports annually upon its successes and identifies aspects for future development. This data will be shared with governors and be judged by external moderators such as Ofsted

## **12) What support will there be for student's overall well-being?**

The school offers a wide variety of pastoral support for students. This includes:

- An evaluated Personal Development Curriculum that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being;
- Student and Parent voice mechanisms are in place;
- One-to-One or small group evidence-led interventions to support student's well-being are delivered to targeted students and groups;
- Students who find social times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.

## **13) Students with medical needs (Statutory duty under the Children and Families Act)**

Chosen Hill School recognises that students with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some students with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

## **14) What specialist services are available at the school?**

The school has access to a range of specialist support that are identified in (6) above.

## **15) What training do the staff supporting children and young people with SEND undertake?**

In the recent years, school staff have received a range of training at three levels: awareness, enhanced and specialist. Awareness training has been provided to all staff on:

- Quality First Teaching
- Teaching SEND students in line with COVID guidelines.
- Mental Health

Enhanced training has been provided to Learning Assistants and the Inclusion Manager on:

- Invigilation and Exam Access Arrangements
- Attachment Disorder
- Manual Handling

Specialist training has been provided to the Inclusion Manager and Specialist Teachers:

- Masters Degree in Inclusive Education
- Supporting Children in Care.
- Level 7 Specialist Assessor Course

A Specialist Teacher is also a fully qualified SENCo.

The school has regular visits from Advisory Teachers who provide advice to staff to support the success and progress of individual students. The Inclusion Manager also attends termly SENCo cluster meetings to receive updates

## **16) How will my child be included in activities outside the classroom including school trips?**

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity.

## **17) How accessible is the school environment?**

Chosen Hill School recognises the duty to increase the accessibility of its site in accordance with the SEND and Disability Act 2001. The Inclusion Manager liaises with the Physical Disabilities Team within the Advisory Teaching Service, as well as Occupational Therapy, to ensure students have appropriate wheelchairs, seating, hoisting equipment and resources/equipment to enable full participation in the curriculum. Where appropriate, students have personal emergency evacuation plans.

The following adaptations are examples that have been made to the school environment:

- Disabled parking spaces have been marked (located in top car park);
- There is a new path from the main external approach to the reception area which improves wheelchair access to the main school building and segregates wheelchair users and vehicles;
- There are two disabled parking spaces adjacent to reception for visitors/parents;
- Edges of outside steps are painted in yellow to increase visibility.

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

## **18) How will the school prepare/support my child when joining or transferring to a new school?**

A number of strategies are in place to enable effective students' transition. These include:

### **On entry:**

- A planned introduction programme is delivered in the Summer term to support transfer for students starting school in September.
- Students with a My Plan Plus or EHCP are invited to a morning at the school with a member of staff from their primary school to discuss support and required provision and to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- Parents are provided with a range of information to support them in enabling their child to settle into the school routine.
- If students are transferring from another setting, the previous school records will be requested and a meeting set up with parents to identify and reduce any concerns if necessary.

### **Transition to another school:**

- For students transferring to local schools, the Inclusion Manager provides information on the needs of students with SEND in order to ensure a smooth transition.
- The records of students who leave the school mid-phase will be transferred.

### **After school:**

- Chosen Hill School is committed to securing independent careers guidance for all Y8-13 students. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. <https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer published by the local authority which sets out details of SEN provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.
- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

## **19) How are the school's resources allocated and matched to children's special educational needs?**

The school receives funding to respond to the needs of students with SEND from a number of sources. These areas of funding include:

- Core Funding – This is determined by the total number of students on roll in each academic year.
- Additional Support Funding – This is also referred to as the 'notional SEND budget'. This is based on a formula and takes into account the number of students in Year 7 who did not attain expected levels in English or Maths at the end of Key Stage 2.
- Top-Up Funding – Funding for specialist support. There have been changes to the Top-Up funding arrangements from the Local Authority. Provision reflects these changes.

In addition, the Pupil Premium funding provides additional funding for students who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.

## **20) How is the decision made about how much support each child will receive?**

For students with SEND but without a EHCP, the decision regarding the support provided is based on assessment of need through monitoring processes identified in (6) above.

For students with a EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

For post 16 students, the Vulnerable and discretionary post 16 bursary funds are available on application to support with financial barriers to education on an individual basis (policy and application form are on the website)

## **21) How will I be involved in discussions about and planning for my child's education?**

This will be through:

- meetings with subject teachers, Inclusion Manager, Learning Mentor or Senior Leadership Team member/Senior Progress Coordinators.
- during Parents' Evenings,
- meetings with external agencies.

## **22) Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact your child's Learning Mentor, Year Lead-Progress Coordinator,



subject teacher, Inclusion Manager or a member of the Senior Leadership Team.

For complaints, please follow the process outlined in the School's Complaints policy which can be found on the website or in hard copy upon request.

## **22) Support services for parents of students with SEND.**

SENDIASS Gloucestershire provides information, advice and support on matters relating to children and young people with special educational needs and disabilities (SEND). The service is offered to parents and carers of children and young people aged between 0 and 25 years old. <http://sendiassglos.org.uk/>

## **24) Information on where the Local Authority's Local Offer can be found.**

[http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/service.page?id=l\\_tLfD8Uwmo](http://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/service.page?id=l_tLfD8Uwmo)