

# **Chertsey High School**

## **SEND Local Offer 2021/2022**



**CHERTSEY  
HIGH SCHOOL**

1	<p><b>How does the setting/school/college know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?</b></p>	<p>We have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum. Our staff are vigilant at supporting and raising any concerns. We use data and other forms of assessment to identify additional needs and celebrate achievement. Parents/carers are encouraged to speak to the class teacher/Head of Learning Support/tutor about any concerns they have.</p> <p>We have in-house specialist expertise in a number of areas of special educational needs and this is recorded on our provision map.</p>	<ul style="list-style-type: none"> <li>• Termly progress reports home for all students reflecting progress and targets that include comments by Heads of Year and Head Teacher on year end reports.</li> <li>• Parent evenings and annual awards evening provide opportunities to celebrate success and guidance for further achievement</li> <li>• School house point reward systems in place to highlight and celebrate achievement with peers.</li> <li>• Induction and termly subject assessment plus annual year group formal assessment ensures that needs for support are addressed promptly.</li> <li>• Regular feedback to Head of Learning Support by teachers and support staff progress.</li> <li>• Early liaison with parents by staff to highlight concerns and report successes.</li> <li>• Concerns about progress or attainment are generally addressed by subject teachers, tutors or heads of year. Parents can liaise via notes in student diaries, email, and telephone or by appointment. The Head of Learning Support is also available to discuss progress, attainment and any other concerns raised by parents. The Head of Learning Support attends all parent evenings.</li> <li>• Learning support programme is overseen by a Specialist Teacher. All staff within the Learning Support department are well trained to deliver appropriate support, they are subject linked providing a wide breadth of knowledge to support students to a high standard.</li> <li>• Specialist literacy and numeracy practitioners deliver intervention programmes to raise achievement levels.</li> <li>• Trained staff are available to support further specialist such as EAL, Art Play and Talking Therapies and colour testing- Scotopic Sensitivity Syndrome.</li> <li>• Heads of KS3, KS4 and Head of Learning Support meet with Heads of Year weekly.</li> </ul>
---	---	--	---

2	<p><b>How will early year's setting/school/college staff support my child/young person?</b></p>	<p>Our governors/trustees play an active role in monitoring the quality of our special educational needs provision. As does the Head Teacher, Senior Leadership Team and Head of Learning Support. All interventions we put in place are research informed and evidence based and are measured to monitor impact and attendance against rate of progress. Where we feel something isn't working, we are quick to respond and find alternatives through dialogue with the learner and their families. All our additional support programmes are overseen by the Head of Learning Support and all our teachers are teachers of inclusion and special educational needs.</p>	<ul style="list-style-type: none"> <li>• The Governing Body have a nominated Special Needs Governor who liaises with the Head of Learning Support.</li> <li>• The delivery of special educational needs provision is organised by the Head of Learning Support. Governors are responsible for monitoring the effectiveness of provision for pupils identified with SEND and receive a report on progress from the Head of Learning Support termly to the Link Governor and annually to the full Governing Body.</li> <li>• When the school identifies the need for additional support for a student, parents/carers will be invited to meet with the Head of Learning Support to agree a plan of support detailing type and length of provision, who will deliver it and the expected outcome.</li> <li>• Provision is matched to the needs of the student by the Head of Learning Support. Progress is reviewed regularly and in liaison with the student and their family adjustments to support the plan will be made accordingly.</li> <li>• All assessment and programme strategies are research informed and evidence based. Assessment is standardised against age for an average level of achievement.</li> <li>• Our provision map shows the range of interventions in place in our school and the children benefiting from them. Progress is monitored to ensure the impact of the intervention is in line with expectation.</li> </ul>
---	---	---	---

3	<b>How will the curriculum be matched to my child's/young person's needs?</b>	Differentiation is embedded in our curriculum and practice. We have a tailored personalised curriculum.	<ul style="list-style-type: none"> <li>• All teachers and teaching support staff are provided with information on the needs of individual pupils to inform effective planning and progress in learning, e.g. the use of simplified language and visual aids to introduce new vocabulary for a student with Speech, Language and Communication Needs.</li> <li>• Regular training is provided for teaching staff by the Head of Learning Support and through use of external expertise to secure skills in differentiation to successfully address the needs of all learners.</li> <li>• The Learning support Department support teaching staff with differentiation of resources and facilitate learning through Widget, specialised timetables, flash cards, revision games and strategies to cement learning i.e. mind mapping.</li> <li>• We have tailored personal curriculum for targeted students.</li> </ul>
4	<b>How will I know how my child/young person is doing and how will you help me support my child's/young person's learning?</b>	We regularly share progress feedback with all our learners and their families. In addition, we have a number of opportunities where parents/carers can meet with staff to discuss learner progress. At such meetings (and through other means) we clearly share what can be done by families at home to support learning at school. This is also reinforced by generic updates on the curriculum which we share through our newsletter and /or website. We host a number of	<ul style="list-style-type: none"> <li>• Termly progress reports home for all students reflecting progress and targets. Student planners contain details of their current targets.</li> <li>• Termly parent evenings and an annual awards evening provide opportunities to celebrate success and guidance for further achievement.</li> <li>• School house point reward systems in place to highlight and celebrate achievement with peers.</li> <li>• Curriculum evenings are organised for parents and students to ensure understanding of learning expectations and how these can be supported at home, including information provided by external agencies.</li> <li>• Our website and 'VLE' – Virtual Learning Environment – enables parents and students to access resources to support independent learning. Notification of curriculum updates will be posted here.</li> <li>• The school is very open to further opportunities/suggestions for workshops to support students through the school home partnership.</li> <li>• Regular events and courses in collaboration with other agencies are held to support parenting skills as students become young adults.</li> </ul>

		<p>curriculum evenings/learning events to help families understand what learning is expected and how they can best support their child/young person's need. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place. We believe in development of parenting skills and as such deliver workshops on site/work in collaboration with other agencies.</p>	
5	<p><b>What support will there be for my child's/young person's overall well-being?</b></p>	<p>All our staff are regularly trained to provide a high standard of pastoral support. Relevant staff are trained to support medical needs and some cases all staff receive training. We have a medical policy in place. Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff. We regularly monitor</p>	<ul style="list-style-type: none"> <li>• All staff participate in regular training in safeguarding and child protection. Mental Health First Aid Toolkit Lite is undertaken by all staff.</li> <li>• TaMHS training is undertaken by a number of appropriate staff including the Head of Learning Support.</li> <li>• Talking therapies and ELSA are provided to those students that have been identified as needing support</li> <li>• Members of 'Student Voice' are mentors for areas of pastoral support.</li> <li>• We have a champion for DA, Prevent and CSE.</li> <li>• There is a designated member of staff on the Leadership Team responsible for ensuring a continuing high standard of pastoral care.</li> <li>• The school has a medical policy in place. Relevant staff are trained to support medical needs through certificated courses.</li> <li>• Where a specific medical need is identified appropriate staff will receive targeted training and the student will be made aware of these staff.</li> </ul>

		<p>attendance and take the necessary actions to prevent prolonged unauthorised absence. Learner voice is central to our ethos and this encouraged in a variety of ways and regularly.</p>	<ul style="list-style-type: none"> <li>• The school Behaviour Policy provides guidance on expectations, rewards and sanctions for staff to follow. Implementation of the strategy is monitored across the school by the Leadership Team to ensure compliance and successful outcomes.</li> <li>• All pupils are supported with their social and emotional development through the curriculum and at break times.</li> <li>• Attendance is monitored on a daily basis to ensure safeguarding of students.</li> <li>• Students on long term absences will be supplied with tasks to complete at home to ensure ongoing learning and not slipping behind. Relevant agencies are contacted to support tutoring, A2Education etc.</li> <li>• Attendance percentages across the school are monitored by the Head of Learning Support on a fortnightly basis in liaison with Heads of Year. Appropriate support will be agreed to raise levels of attendance in liaison with students and their families.</li> <li>• Students raise issues and put forward views on behalf of the student body through the vehicle of 'Student Voice'. Members of the Student Voice are voted by their peers and meet with a member of the Leadership Team every two weeks.</li> <li>• A team of prefects fulfil a range of duties and responsibilities within the school. These students have been selected by written application process.</li> <li>• We deliver age appropriate RSE training to each yeargroup. The programme is also delivered to parents. Training includes: Prevent; Reporting Abuse; Online Safety including sexting; Grooming; Healthy relationships; Body image; Inappropriate materials; CSE; FGM and Consent.</li> <li>• We have a dedicated member of staff trained in Prevent, CSE and e-safety.</li> </ul>
--	--	---	---

6	<b>What specialist services and expertise are available at or accessed by the setting/school/college?</b>	Many of our staff are trained to work in specialist areas of special educational needs. We encourage staff to continually update their skills and knowledge.	<ul style="list-style-type: none"> <li>• Regular training is provided for teaching and support staff by the Head of Learning Support to update skills and knowledge to appropriately address needs within the classroom and in school generally.</li> <li>• The school has a specialist teacher and a number of staff within the Learning Support Department hold qualifications to support work within specialist areas of special educational needs.</li> <li>• We work collaboratively with an extensive number of external partners to support our students and enhance our practice.</li> </ul>
7	<b>What training are the staff supporting children and young people with SEND had or are having?</b>	Our Head of Learning Support is a qualified teacher. All staff are offered regular training opportunities.	<ul style="list-style-type: none"> <li>• The Head of Learning Support is a qualified specialist teacher and a number of staff within the Learning Support Department holds qualifications to support work within specialist areas of special educational needs.</li> <li>• Teaching assistants receive regular training to refresh, update and introduce current practice/knowledge.</li> <li>• Trained staff are available to support further specialities such as EAL, Art Play and Talking Therapies, colour testing for Scotopic Sensitivity, Dyslexia, Dyscalculia and NDD, Neuro Developmental Delay.</li> <li>• The Head of Learning Support is a Specialist Teacher.</li> </ul>
8	<b>How will my child/young person be included in activities outside the classroom including school trips?</b>	Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns of safety and access further thought and consideration is put in place to ensure needs are met; where applicable	<ul style="list-style-type: none"> <li>• All arrangements for trips are administered by a member of the Leadership Team who has completed appropriate training and ensures all protocols are followed.</li> <li>• The Head of Learning Support is always consulted to ensure that the needs of all students are safely catered for.</li> <li>• All parents are kept fully informed through letters and meetings of planned activities and arrangements for their individual where required.</li> <li>• All activities are fully inclusive and oratorians are funded.</li> </ul>

		parents/carers are consulted and involved in planning.	
9	<b>How accessible is the setting/school/college environment?</b>	Our Accessibility Plan is robust and we continually remind staff and learners about the Equality Act 2010. We value and respect diversity in our setting and do our very best to meet the needs of all our learners.	<ul style="list-style-type: none"> <li>• Outdoor areas with steps have been clearly defined for safe use by persons with visual impairment.</li> <li>• We are vigilant about making reasonable adjustments regarding accessibility, accommodations, i.e. room changes, are made to facilitate needs as far as possible.</li> <li>• We monitor languages spoken by families and students are supported by EAL Co-ordinator and appropriate resources.</li> </ul>
10	<b>How will the setting/school/college prepare and support my child/young person to join the setting/school/college, transfer to a new setting/school/college or the next stage of education and life?</b>	We have a robust Induction programme in place for welcoming new learners to our setting. Our Provision Management systems records what aspects of our environment help child/young people learn and this information is passed on in transition. We have very good relationships with any feeder settings as well as	<ul style="list-style-type: none"> <li>• Our school holds an annual Open Evening to welcome prospective parents and students with many interactive departmental activities and welcome talk by the Head Teacher.</li> <li>• Regular tours for prospective parents and students are conducted to see the school in action on a typical day.</li> <li>• Students with SEND are visited by the Head of Learning Support in their primary settings, often attending Year 6 statement review meetings, providing a student with a familiar face on transition and ensuring continuation of appropriate provision. Arrangements are also made for individual visits to our school for SEND students with particular needs for greater familiarisation.</li> <li>• Road shows are held by the Head of Learning Support and Deputy Head where resources are shared.</li> <li>• A number of teaching staff visit and teach lessons in Year 6 classes.</li> </ul>

		settings children/young people move onto.	<ul style="list-style-type: none"> <li>• Feeder schools are invited to a meet the Head of Learning Support session for parents concerned about transition.</li> <li>• All students have a two day induction in the summer term.</li> <li>• We have good relationships with our primary feeder schools and further/higher education establishments in the area with taster days and orientation sessions for Year 11 and Sixth form students moving on to college or university.</li> </ul>
11	<b>How are the setting's/school's/college's resources allocated and matched to children's/young people's special educational needs?</b>	Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. We seek to ensure value for money service, so all interventions are costed and evaluated. Our budget is allocated according to our Provision Management system.	<ul style="list-style-type: none"> <li>• The Head of Learning Support works in close collaboration with the School Business Manager to ensure all areas of spending stay within budget and ensure good value for money. Provision is costed as per the requirements of the Provision Management system and regularly reviewed.</li> <li>• Monthly budget update reports are issued.</li> <li>• The Head of Learning Support has responsibility for the purchase of appropriate resources for SEND students.</li> </ul>

12	<p><b>How is the decision made about what type and how much support my child/young person will receive?</b></p>	<p>Quality First inclusive Practice (wave 1) is clearly defined in our setting and we expect all staff to deliver this. Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families. All interventions are monitored for impact and outcomes are defined at the start of any intervention. The Head of Learning Support oversees all additional support and regularly shares updates with the SEN Governor.</p>	<ul style="list-style-type: none"> <li>• Regular monitoring and assessment enables the need for additional support to be highlighted early.</li> <li>• Any ongoing cause for concern impeding progression learning is notified to the Head of Learning Support and further in class suggestions for support will be made and their success monitored.</li> <li>• Further intervention will always be agreed through liaison with the Head of Learning Support, parents, the student and relevant staff. Meetings define the provision and intended outcomes. The intervention is monitored termly to ensure the desired impact achieved.</li> <li>• All additional interventions are the responsibility of the Head of Learning Support to staff and resource appropriately. The Head of Learning Support will monitor progress and share updates with the Head Teacher, Leadership Team and SEN Governor.</li> </ul>
13	<p><b>How are parents involved in the setting/school/college? How can I be involved?</b></p>	<p>WE whole-heartedly believe in partnering parents in a two-way dialogue to support a child/young person's learning, needs and aspirations. We operate an open door policy. We take every opportunity to strengthen this dialogue. Parents are invited to contribute through a</p>	<ul style="list-style-type: none"> <li>• Termly parent evenings enable face to face dialogue with teaching staff.</li> <li>• Parents are encouraged to liaise as appropriate through notes in student planners.</li> <li>• Parents are able to liaise via email or telephone.</li> <li>• Parents can make appointments to meet with staff at a mutually convenient time.</li> <li>• Workshops and transition evenings are held to advise parents on how to support students at home.</li> <li>• Focus group meetings are held for parents of children with ASD.</li> <li>• Sessions to help with parent skills through the teenage years are open to all.</li> <li>• Our school regularly seeks feedback from parents by satisfaction questionnaires.</li> <li>• The Head of Learning Support has an open door policy.</li> </ul>

		number of means. We host regular parent focus groups in order to listen to any parental concerns. Our Governing Body includes Parent Governors/representatives.	
14	<b>Who can I contact for further information</b>	In the first instance, parents/carers are encouraged to talk to their child's class teacher/tutor. Further information and support can be obtained from the school's Head of Learning Support.	
	<b>Is there any additional provision you have developed during the year?</b>	Details of lesson content and homework set is being made available on the Show My Homework website for students to access at home, providing further support and ensuring absentees do not miss out. We work with outside agencies to ensure a fully inclusive	