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CHASE HIGH SCHOOL
AMBITION - RESILIENCE - KINDNESS

SEND Information Report 2025/26

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Contact Details

Name and contact details of Special Educational Needs and Disability Coordinators (SENDCo): Mrs Daisy Ringrose and Mrs Emma Wright.

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Introduction

Role of SENDCo: The SENDCo has responsibility for coordinating provision for pupils with SEND.

In September 2014, a new Special Educational Needs Code of Practice came into effect. From this time, Local Authorities must publish a Local Offer, setting out, in one place, information about the provision that they expect to be made available for young people and young people in their area, who have Special Educational Needs and Disabilities (SEND).

The Local Offer, provided by Southend City Council has two key purposes:

- To provide clear, comprehensive and accessible information about the provision available to support young people with SEND, and their families.
- To make provision more responsive to local needs and aspirations by directly involving young people and young people with SEND, parents/carers and service providers in its development and review.

Schools must contribute to the Local Offer. This SEND Information Report is our school's contribution to the Local Offer.

Further information on what is available from Southend City Council's Local Offer can be found at: https://www.livewellsouthend.com/SENDLocalOffer

Our SEND Information Report provides details of the resources, interventions etc. that we provide here at Chase High School to support young people with SEND. Due to the ever-changing needs of our young people, there may be additional support available that has not been covered in this document. Discovery Educational Trust, of which Chase High School is a part, has a SEND Policy, which is regularly reviewed.

Chase High School SEND

We believe that all of our pupils will make the best possible progress at school. We are committed to ensuring that the necessary provision is made for any pupil, who has special educational needs (SEN) or Disabilities (SEND). We support pupils with SEND to be included in all aspects of school life.

At Chase High School, we make provision in accordance with the SEND Code of Practice (2015), the Special Educational Needs and Disability Act (amended 2012), Index for Inclusion (updated 2001) and the Discrimination and Disability Act (2006). We recognise that a pupil has a SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them. As defined in the Special Educational Needs Code of Practice (2015), a pupil has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or

- Have a disability, which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

The focus of the SEND team at Chase High School is to provide necessary support to staff to ensure that pupils with SEND make progress through targeted support and intervention and to have a role in the professional development of both teaching staff and Learning Support Assistants (LSAs) to ensure that SEND pupils receive high-quality teaching.

How does Chase High School identify pupils who may have Special Educational Needs?

SEN are defined under four areas:

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

We strive to identify SEN as early as possible so that evidence-based interventions and support can be put in place. We apply a range of strategies which may include:

- feedback from teachers and additional adults on pupil performance in class, and any
- concerns around pupil progress;
- feedback from the pastoral team around barriers to pupils' learning and wellbeing that may require additional support;
- feedback from parents and carers, raising concerns about their child's progress;
- monitoring pupil progress using a range of tools, including standardised tests to identify those who are working at levels significantly below those designated for their Year Group in literacy and numeracy;
- observing pupils to identify attention and concentration, social and emotional needs;
- using a range of screening tools to monitor phonological awareness, visual discrimination, auditory memory, gross and fine motor skills, etc.;
- taking advice from external agencies, including medical and social care professionals;
- working together between primary and secondary schools to exchange information during transition.

The SEND team tracks the provision for SEND pupils and provides a communication link between the school and home. At Chase High School, we believe that pupils have a right to be involved in making decisions and exercising choices. We are committed to working in partnership with our pupils, their family and external agencies to identify needs and provide ongoing support and monitoring to meet those needs.

How does Chase High School know if my child needs extra help?

The principle of the Education Endowment Fund SEN 5 a day underpins the approach taken at Chase High School. Every lesson is structured in the same way and follows the EEF 5 a day: explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and use of technology, which means that most pupil needs can be met within the classroom. All teachers are teachers of SEND and have a responsibility to identify and support pupils, who may need

additional support. Pupils, who have additional needs, are identified in a range of ways, and at a number of different times in the school year. This can be done by:

- Gathering information from primary schools through the transition process, working closely with teachers and the SENDCo from primary schools;
- Informal and formal assessment and observations of lessons;
- Regular meetings between SENDCo and Heads of Year to discuss any concerns around pupil progress;
- Regular Learning Walks;
- Parental views and meetings;
- Child's own views;
- Teacher reports;
- Regular meetings between SENDCo and Behaviour, Resilience Team, Med Ed Team, EAL, Safeguarding and attendance
- Advising the parents/carers on professional services that they can contact out of school;
- Evidence from external professionals, including physiotherapists, Southend SEND Therapies Team, occupational therapists, Southend Specialist Teaching Service, speech and language therapists, social workers, educational psychologists, Child and Adolescence Mental Health Service (CAMHS), doctors, outreach and others. Evidence is drawn from the school's core approach to pupil progress, attainment and behaviour.

Education, Health and Care Plans (EHCP)

Where a pupil has an EHCP, Chase High School uses the plan as a guideline to implement the provision outlined in the EHCP. As far as is practical, the school arranges for reviews of all areas of the young person's progress to take place at the same time, e.g. the annual review of the pupil's EHCP would take place at the same time as a Personal Education Plan (PEP) review and Individual Support Plan (ISP). All reviews of that plan, from Year 9 onwards, include a focus on preparing for adulthood, including employment, independent living and participation in society. In Year 11, a representative from Southend City Council will attend the annual review in order to prepare for Sixth Form provision. The school looks to support and implement its provision accordingly, when new pupils arrive with different needs.

What should I do if I think my child may have a SEND?

If parents/carers have concerns relating to their child's learning, please discuss these with your child's Head of Year or teachers initially who will be able to implement strategies and support. Parents/carers may also make a direct referral, by completing the form found on the school website.
All parents/carers will be listened to. Views and aspirations will be central to the assessment and provision that is provided by the school.

How will the curriculum be matched to my child's needs?

All pupils are in mixed ability sets across the curriculum (apart from Maths where they are set by ability)

Throughout all Year Groups, Additional Adults (Learning Support Assistants or Qualified Teachers) are identified in groups where there are significant additional needs. This supports teachers to provide an adapted curriculum for the pupils, who require this.

In collaboration with previous schools, parents/carers, staff and pupils; Individual Support Plans (ISPs) are created and shared. These provide teachers with strategies to adapt their lessons to support the needs of the pupils, show and celebrate success, and record parent/carer and pupil views.

SEND pupils are ranked as Red, Amber or Green showing the level of support required and therefore the level of monitoring and reviewing. Red pupils will be those with EHCPs or significant need for support; Amber will be pupils who need a medium level of support, Green pupils may be those who have a diagnosis and reasonable adjustments in place – but do not need significant changes in their support throughout the year.

Teachers are provided with three key strategies/support requirements needed for each SEND pupil; this should be evident in all observations. Teachers should continue to teach challenging lessons which are adapted to the needs and ability of the pupils.

We encourage all of our pupils (regardless of whether they have additional needs or not) to take part in all aspects of the school.

Should it be required, pupils may be provided with specialist equipment or resources such as ICT.

How will I know how my child is doing?

Attainments towards identified outcomes will be shared with parents/carers during Individual Support Plan (ISP) review meetings with a member of the SEND Team, through the school reporting system, and Parents' Evenings where parents/carers have the opportunity to discuss progress with each of the pupil's subject teachers.

Parents/carers may also find our online platform, Satchel One, a useful tool to view pupil's timetables, homework, reward and behaviour points.

Parents/carers are encouraged to arrange an appointment to discuss their child's progress with their teacher at any time when they feel concerned or have information that they feel they would like to share that could impact on their child's success. Parents/carers can also speak to their child's tutor and Year Team.

How will Chase High School help me to support my child's learning?

Parents/carers can look at the following websites:

- Southend's Information Point and Directory of Services for Adults, Young people and Families (SHIP) **https://www.livewellsouthend.com/;**
- Southend's Local Offer https://www.livewellsouthend.com/send-local-offer.
- The subject teacher or SENDCo may also suggest additional ways of supporting your child's learning.

How does Chase High School consult with pupils with Special Educational Needs and involve them in their education?

The pupil is central to planning for the review and evaluation of the support they have been given to support their progress. Chase High is committed to hearing the voice of all our pupils, including those with SEN. We strive to learn to know them individually and respond to their

choices and preferences, through a range of strategies:

- Development of their own Individual Support Plan (ISP).
- Working with a familiar adult to record their views for review meetings, with visual prompts where appropriate.
- Age-appropriate conversations about targets and progress.
- Participation in transition planning.
- Allocating identified safe adults who act as mentors to the pupils.
- Completion of pupil voice surveys.
- Attendance at statutory meetings and annual reviews, where appropriate. Participation in pupil forums.
- Individual observations and assessments.

How does Chase High School plan provision for pupils with SEND?

At Chase High School we use the graduated approach to support. This is referred to as the "Assess, Plan, Do, Review" cycle. Assessments, observations and screening tools are used to identify needs and provision identified. Provision is then planned on an individual basis through discussions with parent/carer, pupil, teaching and support staff, ensuring that the right support is in place for the identified or emerging needs. The provision is then implemented, recorded and reviewed. Parents/carers will then be informed of any progress and outcomes of the support and are encouraged to be involved in the process.

How does Chase High School assess and review SEND pupils' progress?

Teachers review pupils progress regularly adapting their teaching and learning strategies to match and meet pupils needs. Pupils are regularly given feedback in lessons and are encouraged to respond to this to improve their work. Pupils also complete in class and more formal assessments throughout the year to assess their performance and progress. Parents/carers will receive data reports twice in the school year, but will also have opportunities to review progress during the Individual Support Plan reviews. Teachers and support staff will be asked for a review of progress to be shared in meetings to keep parents informed.

Pupils are assessed in all interventions with a baseline assessment, so that progress can be measured against starting points, this will then be reviewed at the end of the intervention cycle with an outcome assessment. Progress is shared with parents/carers, pupils, teaching and support staff, to ensure that skills can be embedded in lessons.

Subject leaders, and senior leaders analyse the assessment data, reviewing progress and identifying additional support required for pupils so that they can reach their full educational potential.

How does Chase High School evaluate the effectiveness of the provision for pupils with Special Educational Needs?

The school has a process for evaluating the progress of their pupils with SEN, which may include some of the following features:

- Baseline and summative assessment of pupils being supported through intervention programmes.
- Academic assessment data, cross-referencing individual pupil achievement and progress data against progress made by other pupils within Year Group/level and cross-referencing achievement and progress of SEN pupils in the school with national outcomes.
- Monitoring progress in terms of improvements in behaviour, confidence or self-esteem

by usage of reports and pastoral support programmes and monitoring of other behaviour and safety data.
- Regular feedback from staff delivering interventions to class teachers.
- Regular record keeping to track progress against SMART targets.
- Pupil progress meetings, with family, SENDCo, support staff, class teacher and external agencies, where relevant.
- Pupil's and family's views.
- Reports, assessments and feedback from external agencies.
- Updating ISPs and Support Cards to reflect changes in needs and strategies to support pupils.
- SENDCo observations.
- Pupil surveys, showing pupils' perceptions about the support they have received and the impact of it.

What expertise do staff have in supporting pupils with Special Educational Needs?

It is the ethos of Chase High School that all staff share responsibility for supporting pupils with SEN. Staff are recruited for their commitment, experience, knowledge and aptitude. School invests regularly in resources and training courses which enables staff to take part in Continuing Professional Development (CPD). Regular observations of teachers and pupils provide opportunities for identifying training needs for teaching and support staff in the four broad areas of need. As well as, regularly sharing information on individual cases to meet the needs of the individual.
All staff are trained regularly on safeguarding and the school has Designated Safeguarding Leads, who regularly update their training.

How does Chase High School secure specialist expertise?

Depending on the needs of the pupil, the school may decide to seek specialist expertise from an external agency. Families will be closely consulted in any decision taken by the SENDCo to seek involvement of a professional partner from outside the school.

- Specialists/advisory teachers from the Southend Specialist Teaching and Therapies Service,
- Southend Inclusion Team,
- School Nursing Service;
- Educational Welfare Officer;
- Education Access Team (internal and external)
- Advisory teacher for hearing impairments;
- Advisory teacher for visual impairments;
- Advisory teacher for speech and language;
- The Local Authority;
- Young people's and Adolescent Mental Health Services CAMHS;
- The Health Service, e.g. paediatrician, occupational therapist, physiotherapist
- The Educational Psychologist delivers in-service training, carries out cognitive assessments, observes, gives advice, and assists in monitoring progress and Cognitive Behaviour Therapy (CBT).
- Gangs Line;
- N-ACT;
- Essex Fire Service;

- Essex Police;
- DWP;
- Career Ready;
- Break the Cycle;
- The Goodman's Project/ Sisters in Strength
- Online Safety;
- YMCA – Self Esteem;
- Mental Health Support Team;
- Supporting Families;
- LGBT support;
- Road safety;
- Prevent;
- Seeing the Signs – County Lines;
- KOOTH counselling.

How does Chase High School secure facilities and equipment to support pupils with Special Educational Needs?

Specialist advice and equipment is provided by external specialist teams such as through the Visual and Hearing impairment teams and Health. These teams will work with Chase staff to plan and assess equipment needed. Specialist teams can work directly with pupils and staff to ensure that the appropriate training is available. Chase High School is dedicated to making reasonable adjustments for pupils to manage their needs in school.

How does Chase High School work in partnership with families?

Families are encouraged to work with the school to support in meeting the needs of pupils. Parents/carers views are sought regularly to assess and improve our practice. Chase High School has a designated staff member who runs our Team around the Family process to ensure that whole family assessment and support can be implemented. Parents/ carers are encouraged to have open dialogue with staff to support their child's needs.

What support will there be for my child's overall wellbeing?

Chase High School offers a wide variety of pastoral support for pupils. These include:

- A strong Pastoral Team headed by an Assistant and Deputy Headteacher. The team includes Year Leaders and a designated Deputy, who does not have a teaching timetable. They remain attached to their Year Group from when our pupils join us in Year 7 until Year 11. Following the same structure for Years 12, 13 and 14 with our Sixth Form Team. The team are also supported by directors of key stage 3 and 4.
- An evaluated PSHE curriculum aims to provide pupils with the knowledge, understanding and skills that they need to enhance their emotional and social knowledge and wellbeing.
- Lunchtime and break time clubs are available.
- Our Resilience Team support pupils to build their social and academic resilience, individually, in small groups or in lessons. They support pupils in building skills and regulation strategies to further access to the curriculum
- Small group and interventions to support pupils' wellbeing are delivered to targeted pupils and groups. The aim is to support improved interaction skills, emotional

resilience and wellbeing.
- Pupils, who find outside class times difficult, are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills.
- We have a zero-tolerance approach to bullying.

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** young people to participate in **all** school activities. The school ensures that it has sufficient staff expertise to ensure that no child with SEND is excluded from any school-provided activity.

How accessible is the school environment?

- Disabled parking spots are marked and located in the school car park near to the school reception.
- We have toilets adapted for pupils and visitors with disabilities.
- Some stairs, steps and ramps have edgings of a contrasting colour. Edging steps in a contrasting colour indicates where there is a change in level.
- We have lifts installed in the main school, London, and Sixth Form buildings.

Our Accessibility Plan (statutory requirement) is updated annually and describes the actions that the school has taken to increase access to the environment, access to the curriculum and access to printed information. The Accessibility Plan is available on the school's website.

How will the school prepare and support my child when joining Chase High School or transferring to a new school or post-16 provision?

We support our pupils with SEN at all stages of transition: between schools, Key Stages and classes, and in preparation for adult life.

For pupils transferring to Chase High School:

We have events organised by our Key Stage 3 Director to make transition to our school easier for **all** pupils. We offer sessions with our primary schools. Examples include Year 5 and Year 6 days, and summer school transition opportunities.

The Senior Leadership team offer transition tours for parents

Additional transition visits are available for EHCP pupils, and those identified with transition difficulties

Throughout the year, our SENDCo liaises with the primary school SENDCos, and information about pupils with SEND is shared. We also encourage parents/carers to contact us if there are any concerns regarding their child's needs, and the transition to secondary school.

The Year Leader, Deputy, KS3 Coordinator and SENDCo are part of the Transition Team. They visit **all** pupils, who will join us in September and speak to primary school staff about **all** young people on the admissions list.

A transition booklet is available for the pupils with SEND.

Chase staff meet with external professional working with pupils transitioning to jointly plan support pupils may need to make a successful transition to school.

Parents/carers are also given the opportunity to meet key staff in the Year 7 welcome evening to ensure that pupils are settling well into their secondary place

For pupils transferring between year groups or phases:

Year Teams and tutors follow pupils through their school career from year 7-10 providing safe and secure adults to support them through change. Timetables are provided for pupils as soon as they are available to give time for preparation. Pupils with identified transition difficulties may have support meeting unknown staff and walk their timetable to build confidence in moving to classrooms if they are unsure.

For pupils transferring to further education or work:

Pupils are supported by the Career's Advisor, who is employed by the school. The school adheres to the guidance in *Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff March 2015*. This places a duty on schools to secure independent careers guidance for all Year 8 to 13 pupils. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways. Career lessons, events and opportunities are offered including professionals coming in to discuss their careers so pupils have more information. Parents/carers may like to use the website of the National Careers Service, which 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 the details of SEN provision, including the full range of Post-16 options and support available to young people and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.

Where required, teachers or staff will accompany pupils to interviews and visits to Post-16 placement

Pupils with an EHCP start their preparation for adulthood through their annual review from year 9

Transition plans are created for those requiring additional support in managing change, this involves joint meeting and planning with the provision they will transition to. This may include additional, supported visits.

For those pupils planning to attend college, appropriate information will be passed to the college. It would be useful if parents/carers and/or the young person informed the college of any SEND and gave permission for information to be shared.

LRB – Learning Resource Base

The Learning Resource Base (LRB) consists of pupils in both KS3 and KS4, these pupils all have EHCPs and are named for the LRB through Southend City Council Learning and Autism Resource Base Placement Panel. The Learning Resource Base (LRB) accommodates pupils with a diverse range, but with main category of learning needs.

The Local Authority's Special Educational Needs Panel will consider pupils with EHCPs for admission to the Learning Resource Base and will consider the following criteria:

- Progress will be limited across most areas of development;
- They are likely to have a significant learning disability;
- They may have significant needs with independence skills;
- They may have medical or sensory needs.

Each class is staffed by a teacher, who delivers a differentiated curriculum consisting of English, Humanities subjects, and interventions such as social skills, motor skills and spelling. Pupils are taught other subjects (Science, Maths, Technology, ICT, Creative and expressive arts and PE) by subject specialist teachers, with the support ratio of 3:12 or 2:6 or equivalent with additional adults for these subjects. Pupils may also receive additional support during our tutor interventions covering areas such as social skills and language skills. We all promote a

calm, nurturing environment, which enables pupils to feel safe and cared for, leading to progress in their learning. Staff organise enrichment activities, including trips and competitions, to further enhance the pupils' learning experience.

When pupils reach Year 10, we aim to adapt learning in order to engage pupils and to ensure that they fulfil their individual potential. If pupils are able to access mainstream lessons and GCSE content they are encouraged to do so (at the earliest opportunity). Plans will be made with the pupils and their parents during their Year 9 Annual review.

High importance is placed on English and Maths, as progression in these subjects gives pupils the skills and qualifications needed for the future, and gives pupils more choice when progressing into Post-16 education. Pupils are encouraged to sit GCSE English and Maths, but are also given opportunity to complete Functional Skills to boost confidence and qualifications.

Pupils are offered the opportunity take part in supported work experience at a local café, which caters for their needs and allows LSA support to assist them. Equally, pupils who are able are encouraged to complete work experience in their area of choice. Careers advice is provided and opportunities to research and discuss a variety of careers is included in the curriculum.

Pupils in the LRB are offered the same opportunities and are included in all aspects of the mainstream offers to all other pupils. They are encouraged to attend tutor time with the main body of the school, to ensure they feel included in the whole school community and ethos.

What are the arrangements for handling complaints from parents/carers and young people with SEND about the provision made at the school?

At Chase High School, we recognise that, at times, things can and do go wrong. We also believe that it is in all stakeholders' best interests to resolve concerns and complaints at the earliest possible stage. We, therefore, ask that you arrange an informal discussion or meeting to discuss your concerns with the Assistant Headteacher and SENDCo at which time we would endeavour to resolve your concerns. This is Stage 1 of the Trust's Complaints Policy and Procedure.

If your complaint cannot be resolved at this stage, please refer to the Trust's Complaints Policy and Procedure., which is published on the Trust's website. The website address is: https://www.discoveryeducationaltrust.co.uk/policies.

Who can I contact for further information?

SENDCo – mail to: SEND@chasehigh.org.

You can also contact your child's Head of Year.