

Chase High School's SEND Information Report – December 2023

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 children 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 children with SEND, and their families.
- To make provision more responsive to local needs and aspirations by directly involving children 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:

www.southendinfopoint.org

Our SEND Information Report provides details of the resources, interventions etc. that we provide here at Chase High School to support children with SEND. Due to the ever-changing needs of our children, there may be additional support available that has not been covered in this document. This report has been compiled by the SENDCo with contributions from the SEND Governor, staff members, students and parents/carers. Discovery Educational Trust, of which Chase High School is a part, has a SEND Policy, which is reviewed annually.

If you would like further information about what we offer at Chase High School, please do not hesitate to contact our SENDCo, Mrs Emma Wright for year 7, 8 and 9 or Mrs Daisy Ringrose for year 10, 11 or Sixth Form; or if you are thinking of sending your child to us, and if you feel that your child's need is not mentioned here, please contact SEND@chasehigh.org to make an appointment, so that we can discuss *your child's specific needs*.



Emma Wright
Year 7, 8 and 9



Daisy Ringrose
Year 10, 11 and Sixth Form

How will the school prepare and support my child/young person to join the school?

Transition from Key Stage 2 to Chase High School

We have events organised by our Key Stage 3 Director to make transition to our school easier for all students. All of our subject departments offer sessions with our primary schools. Examples include Year 5 and Year 6 days, and transition week over the summer.

Throughout the year, our SENDCo communicates with the primary school SENDCos, and information about students with SEN/D 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** students, who will join us in September and speak to primary school staff about ALL children on the admissions list.

Identified students may have extra visits before they join us. They can visit weekly for a term to settle into school. They are encouraged to take part in activities and build friendships. Staff in the primary schools will exchange information with the staff at Chase High School.

"I really enjoyed summer school, it helped me know my way around before I started and it was fun." – Year 7 student

"I came every week on a Friday after Easter in year 6 – I made friends" – Year 7 student LRB

How does the school know if my child/young person needs extra help?

We have whole school tracking of attainment outcomes, which identifies lack of expected levels of progress. **All** teachers are responsible for identifying students with SEN. Early identification is a priority. To identify SEN children, subject teacher and Year Leaders carefully monitor and assess the students' progress to identify any, who are making less than expected progress given their age and individual circumstances. This can be characterised by progress, which:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

Slow progress and low attainment **do not** mean that a child has SEND and will not automatically lead to a student being recorded as having SEND.

Year 6 students are identified before they join us. The SENDCo obtains information about students with special educational needs by communicating with the SENDCOs and teachers of the primary feeder schools.

Screening tests such as Accelerated Reader and LASS also identify students, who may require support with their learning on entry.

Each curriculum area will do baseline assessments on entry to indicate gaps in knowledge and/or skills, and will provide intervention.

What should you do if you think your child/young person has Special Educational Needs?

If parents/carers have concerns relating to their child's learning, please discuss these with your child's Year Leader or teachers initially.

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 parents/carers be helped to support their child's learning?

Parents/carers can look at the following websites:

- Southend's Information Point and Directory of Services for Adults, Children and Families (SHIP);
- Southend's Local Offer.

The subject teacher or SENDCo may also suggest additional ways of supporting your child's learning.

How will the school support my child/young person?

High quality teaching, and adaptation for individual students, is the first step in responding to students, who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. We endeavour to provide all students with quality first teaching that is adapted to meet the diverse needs of all learners. Our teachers have high expectations for all.

Our teachers:

- Support independent learning;
- Promote student talk, individually and in groups;
- Question, model, explain;
- Ensure student engagement and make high demands of their involvement;
- Make reasonable adjustments and SEND provision in their lessons.

Each year, the SENDCo and Educational Psychology Service deliver training to staff. New areas of development are identified each year to meet our current cohort.

Our School Governors carry out learning walks, they plan to include observations of Additional Adults in class and teachers' delivery of interventions. The SEND Governor visits frequently and is visible around the school. Although the SEND Governor meets with the SENDCo, at least, once a year formally, they have several informal meetings, and the SEND Governor will discuss with the SENDCO as issues arise.

Please see Appendix 1 for more information

How will the school know how my child/young person is doing?

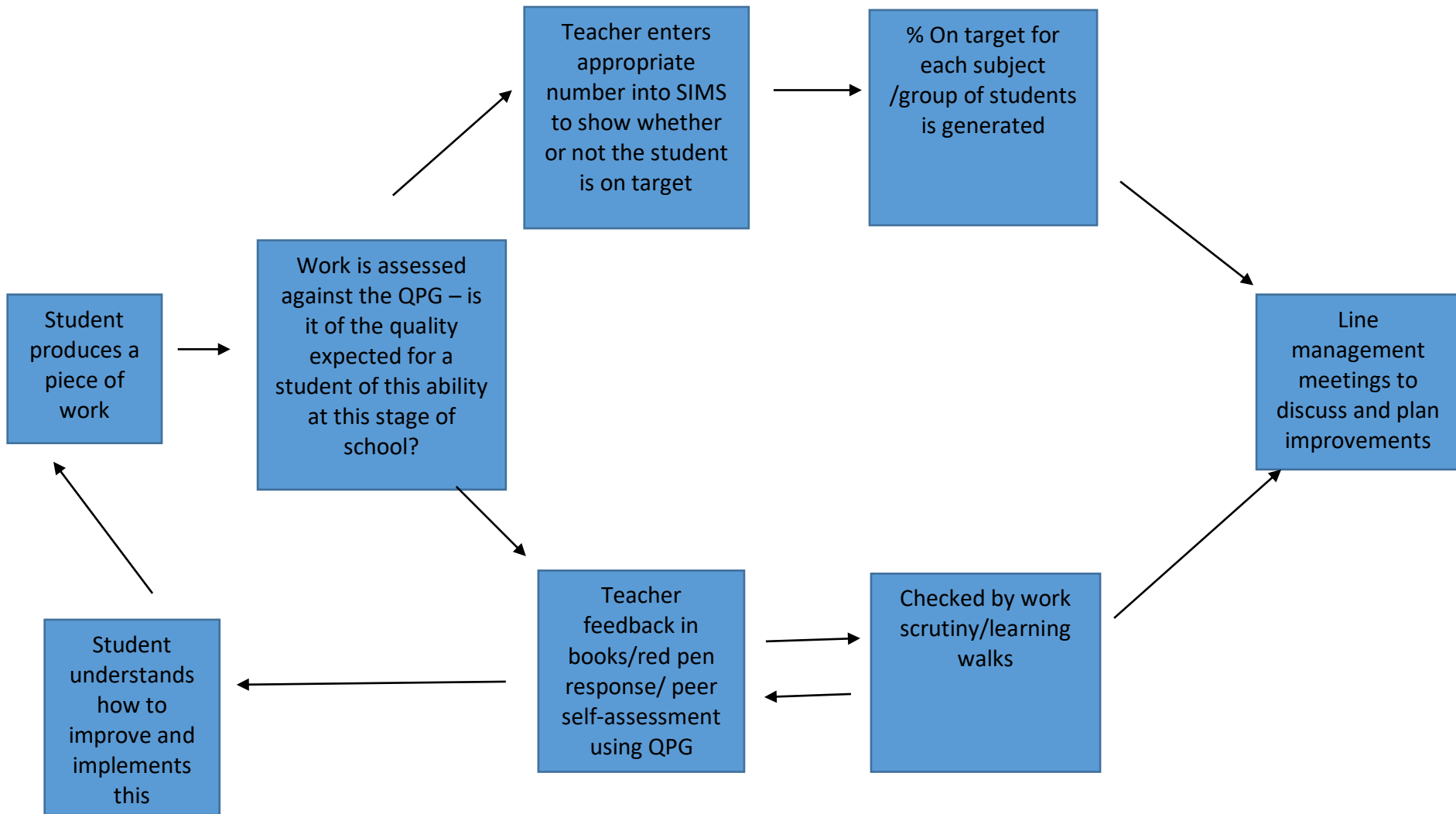
All students have individual target grades. Their attainment is tracked using the whole school tracking system. Parents/carers are informed via the reporting system and also at events such as Parents' Evenings.

Those students failing to make expected levels of progress are identified. Teachers, Year Leaders and the Head of Department may decide on additional action to increase the rate of progress.

If the student's rate of progress continues to be a concern, then advice and support may be sought from the SENDCo.

The SENDCo may use further assessment and/or observations to identify specific needs and inform provision. Examples include working memory testing, Dyscalculia, Dyslexia and Literacy screening.

How Assessment at KS3 works at Chase High School



Support Services

We have additional adults in classes for students requiring a higher level of support. This is usually for classes with students, who have an Education Health Care Plan (EHCP). The Additional Adults help anyone, who needs help, not just the students on the SEN Register, encouraging students to be as independent as possible in their learning.

Additional Adults ask questions to help the students arrive at their own answers, marking work and giving feedback to students, explaining in simpler terms, asking the teachers for clarification on behalf of the students, who may not understand, giving feedback to teachers and lots of other things. They may also teach an entirely differentiated task to the individual or group.

The school has a variety of interventions, which include:

English as an Additional Language;

Social and Emotional Difficulties – SEAL;

Counselling;

Return to Learning Support;

Strengthening minds;

Social Skills;

Handwriting;

Spellings;

Accelerated Reader;

Maths Intervention;

Science Intervention;

English Intervention;

Catch-up and stretch.

Social and Emotional Difficulties - Students are usually identified by Year Leaders/ SENDCo, as having difficulties within any of the areas of need. Students are asked to complete a self-esteem questionnaire and, depending on the outcome, they are given 1:1 or small group support so that they can discuss what issues are causing them problems and try to find a solution to overcome that problem. They are provided with a safe, private place to discuss any issues. They follow activities to improve their self-esteem, and find appropriate ways of expressing their feelings mainly through the support of outside agencies.

Speech and Language/Social skills - Students are identified by members of staff. Advisory Teacher for speech and language may assess and deliver an appropriate programme. Advice is sometimes sought from outreach teachers based at St Christopher's School/ The Fairway.

Students referred for Speech and Language would work on language skills. Students referred for Social Skills would work in groups to teach them how to interact with others appropriately.

Handwriting Club – Students are identified by members of staff. Students complete a handwriting assessment to see where the issue lies, e.g. - grip of pen, writing on/off the lines, letter formation. They follow a handwriting programme, which is made more fun by including some activities to improve fine motor control, and different styles of writing. **At home – Students could be encouraged to copy a short text to develop the correct holding of a pen and writing on the lines. Sometimes it can be a matter of just changing the type of pen that they are writing with.**

Reading - All Year 7, 8 and 9 students are tested on their reading ability in September on Accelerated Reader. The results are converted to a standardised score. Identified students, whose standardised score is below 85, will be given reading intervention to encourage the student to read, enhance reading skills and improve their reading comprehension. Students have an Accelerated Reader lesson weekly in which they also complete Bedrock interventions for vocabulary development. At the end of the summer term, all students are re-tested to see how much improvement they have made. **At home – parents/carers can encourage the child to read to them. Take it in turns to read, to make it more fun and model how a fluent reader sound. Anything can be read, for example, the newspaper/magazine etc. Discuss with the child what they have read to help their understanding of the text. If a child gets stuck on a word, try to help them find a way to break it down.**

Spellings – Students can be screened through approved Literacy tests. The results are converted to a standardised score. Any student, whose standardised score is below 85 may be identified for additional interventions after school. When reviewing these scores, students are re-tested to see how much improvement they have made. **At home – parents/carers can encourage the child to practice spelling words by looking at them, covering them, writing and then checking. If a child gets stuck on a word, try to help by breaking it down, think about what it sounds like and testing them on spelling they have learnt.**

Maths - Students are identified by their maths teacher. If they are struggling with a particular area, small group intervention is put in place. The maths teacher works closely with the Maths Intervention Leader to help the student find a way of understanding the problem. Screening can take place for some students to identify gaps in maths knowledge. **At home – BBC Bitesize has a maths section where the student can learn more about the topic that they do not understand. Also, MathsWatch has help pages if a child does not understand the work that has been set. The school also subscribes to mymaths, which students can also access this at home.**

Science - Students are identified by their class teacher. If they are struggling with a particular area, small group intervention is put in place. The Science teacher works closely with their Head of Department to help the student find a way of understanding the problem. **At home – BBC Bitesize has Science pages that will help the student to understand each section of their Science lessons.**

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

Adapted Curriculum

In Chase High School, we deliver adapted curriculums to meet the needs of some of our students, personalising the curriculum to meet individual student needs. We also have a Learning Resource Base (LRB).

Mainstream lessons:

All students 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 students, who require this.

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

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

89% of parents/carers of SEND students are happy with the progress their children are making towards personalised targets

68% of parents/carers of SEND students strongly agreed or agreed that their students' needs were met in school.

LEARNING RESOURCE BASE (LRB)



Miss Megyn Bell – LRB Teacher

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

Each class is staffed by a teacher, who delivers a differentiated curriculum consisting of English, Maths, Humanities subjects, and Learning Support Assistants, who support students according to their needs. Students are taught other subjects (Science, Technology, ICT, Creative and expressive arts and PE) by subject specialist teachers, support staff join students for these subjects.

The students receive personalised learning, which supports them in a way, which will help them reach their full potential, regardless of their starting point. Students are praised and rewarded when they achieve, which raises confidence and self-esteem and, in turn, the desire to continue to succeed. Staff also provide mindfulness, motor skills and social skills sessions. Staff organise enrichment activities, including trips and competitions, to further enhance the students' learning experience.

"The LRB has really improved my child's confidence, it was definitely the right provision for her"
–Parent LRB

"The teachers are the BEST" – LRB Student – year 8

High importance is placed on the core literacy skills of reading and spelling. Regular testing is used to highlight gaps in students' knowledge, and to address these through a range of interventions. Students may receive additional support during our 'Tutor Interventions' covering such areas as social skills and language skills.

All our staff will endeavour to promote a calm, nurturing atmosphere, which enables students to feel safe and cared for, leading to progress in their learning.

"I'm so proud of my child's progress, he reads things at home – which he never did before. The LRB have really supported him to become a more confident learner" – LRB Parent

LRB KEY STAGE 4

When students reach Year 10, they will embark upon a different journey, which is personalised to them and their needs. We aim to adapt learning in order to engage students and to ensure that they fulfil their individual potential. This plan is based upon the students and their parent/carers' future plan and aspirations.

High importance is placed on English and Maths, as progression in these subjects gives students the skills and qualifications needed for the future, and gives students more choice when progressing into Post-16 education.

Chase High School Learning Resource Base

The Local Authority's Special Educational Needs Panel will consider students 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, sensory or physical needs.*

"I can study some mainstream subjects I am good at" – Year 10 LRB Student

100% of our students have gone on to college, apprenticeships and/or work

"The teachers in the LRB have really supported me and helped me get the qualifications I needed to go onto study construction" – Year 11 LRB leaver

The curriculum to meet the provision described in students' EHCPs will include:

The students will be working with peers, with regular targeted teaching in a small group. Students will need access to:

- *A differentiated curriculum with modified level, pace and approach with access to structured literacy and numeracy programmes as part of delivery of the national curriculum;*
- *Small group or individual teaching on a daily basis to ensure understanding and to assist in expressing views and to take account of additional difficulties;*
- *Programmes and support to develop cognitive skills and reasoning;*
- *A high level of pastoral support to avoid undue distress and anxiety;*
- *Support for practical activities and to assist mobility in class;*
- *Materials to facilitate access to the curriculum.*

Some students will need emphasis on language, understanding, personal independence and literacy, numeracy and life skills work with:

- *A consistent, structured environment with direct teaching;*
- *Core skills will be appropriately differentiated and different methods of delivery will be employed;*
- *Older students will require greater attention to work skills, personal and social goals and practical applications.*

Specialist resources/equipment needed to meet students' identified needs:

- *Access to ICT and specialist materials, as required;*

- *Access to specialist advice from within school;*
- *Access to high quality technical and curricular aids to extend skills and motivate students;*
- *Direct teaching schemes, specific specialist programmes for learning needs;*
- *Strong community and parent/carer involvement and real-life settings;*
- *Access to a withdrawal area and/or sensory space.*

“We loved planning our party and getting ready for it” – LRB students

SEN Administration:



Lorraine Gold

Higher Level Teaching Assistants:



Karen Breen-Chapman



Veryan Knight

Learning Support Assistants:



Elaine Wallis



Agata Macioszek



Victoria Whitfield



Kayleigh Wilkins



Grace Mings



Chloe Nicholls



Joanne Cooper

How will parents/carers know how their child is doing?

Attainments towards identified outcomes will be shared with parents/carers during review meetings, through the school reporting system, and Parents' Evenings. When teachers provide assessment, they will also review individual targets for students identified with SEND, through an Education Passport review.

Parents/carers may also find our online platform, Satchel One, a useful tool to view student's timetables, homework 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.

"For the first time in almost a year I am feeling very positive about my child going to secondary school." – Parent from open evening

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

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

A strong Pastoral Team headed by a 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 students join us in Year 7 until Year 11.

There is also a member of SLT for Years 12, 13 and 14.

An evaluated Personal, Social, Health and Economic (PSHE) curriculum aims to provide students 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.

Small group and interventions to support students' wellbeing are delivered to targeted students and groups. The aim is to support improved interaction skills, emotional resilience and wellbeing.

Students, 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.

Behaviour Management follows the Discipline with Dignity principles.

How does the school involve other bodies, including health and social services, Local Authority support services and voluntary organisations, in meeting the needs of children/young people with SEN/D and in supporting their families?

Advice is sought from external agencies regarding strategies to best meet the specific needs of a student. With some exceptions, this will only be undertaken after parent/carer permission has been obtained and an Early Help Family Support Assessment form is completed. Where required, outside agencies train our staff to deliver bespoke programmes, carry out assessments, and offer guidance on effective strategies to use. We have worked closely with health professionals to meet the medical needs of our students.

Support services for parents/carers of students with SEND include:

Southend's Information, Advice and Support Service (IASS) - formerly Parent Partnership Service (PPS) is a statutory service offering independent advice and support to parents and carers of all children and young people with SEND. The service can be contacted via: iass@southend.gov.uk

Website: http://www.southend.gov.uk/info/200171/children_and_families/275/childcare/3

Website:

[http://www.scope.org.uk/Support/services-directory/Independent-Support-Service-\(SEN\),-Southend](http://www.scope.org.uk/Support/services-directory/Independent-Support-Service-(SEN),-Southend)

Local Offer - Southend's SHIP directory, the Local Authority's Local Offer, provides information and a directory of services for adults, children and families. It includes information on mediation and conflict resolution services. Local Offer can also be found on Facebook.

What specialist services or expertise are available at or accessed by the school?

These services include the following:

- Specialists/advisory teachers from other schools in the City, e.g. *St Christopher's (autism)*, *Kingsdown (Physical and Disability Support)*. *PLT (behaviour management)*;
- Local Authority School Nurse;
- Educational Welfare Officer;
- Advisory teacher for hearing impairments;
- Advisory teacher for visual impairments;
- Advisory teacher for speech and language;
- The Local Authority;
- Emotional Wellbeing and Mental Health Services (EWMHS) (*formerly, Children'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;
- Online Safety;
- YMCS – Self Esteem;
- LGBT support;
- Road safety;
- Prevent;
- Seeing the Signs – County Lines;
- KOOTH counselling.

How are the decisions made about how much support each child will receive?

- For students with SEND, but without an EHCP, the decision regarding the support provided will be recorded on the student's plan, tracked and monitored through CPOMS. The decision is based on the type and amount of intervention required by the student to meet their needs. The school should provide up to the equivalent of 13 hours. Any support required, over and above this, would require an EHCP – although it would be the Local Authority that would assess this need.
- For students with an EHCP, this decision has been made by the Local Authority. If additional support is required this would be requested through the student's annual review – it would then need to be approved by the Local Authority.
- Some students will require support in their exams. A diagnosis of Dyslexia does not necessarily guarantee support in exams. Examples of such support needs to be normal classroom practice including readers, scribes, extra time or separate rooms. An independent assessor will be employed to carry out the necessary assessments to determine if a child is entitled to access arrangements. Private assessments may not be used, in line with the JCQ regulations. Students, who do not use support as their normal way of working, will have this support removed – in compliance with JCQ guidance.

How will my child be included in activities outside of 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 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 students 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/young person transfer to the next stage of education and life?

- Our students 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 students. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- 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 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 onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.
- In Year 11, a representative from the SEN Team at Southend City Council will attend the annual review in order to prepare for Sixth Form provision.
- Where required, teachers or staff will accompany students to interviews and visits to Post-16 placements.
- For those students 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 SEN/D and gave permission for information to be shared.**

What arrangements does the school make in relation to the treatment of complaints from parents/carers of children/young people with SEN/D concerning the provision made at the school?

Please refer to the Discovery Educational Trust's Complaints Policy and Procedure, which is published on the Trust website. The website address is:

<https://www.discoveryeducationaltrust.co.uk/policies>

Within school, the procedure has three stages, which must begin with the informal stage:

Stage 1 - Informal: Parents/carers should, in the first instance, contact one of the Form Tutors by telephone, email or written note.

Stage 2 – Formal: If parents/carers feel the issue has not been resolved to their satisfaction on an informal basis they should write to the Headteacher detailing their complaint. The Headteacher will acknowledge the letter within three school days, and, following conclusion of an investigation, will provide a formal written response within ten school days of the date of receipt of the complaint.

Stage 3 – Complaints Panel Hearing: Complaints only rarely reach this stage and this situation would only normally be reached once parents/carers have:

- Sought to resolve their concern through an informal approach to the school;
- Allowed time for the Headteacher to have investigated the concern;
- Accepted any reasonable offer by the Headteacher to discuss the result of any investigation they have carried out.

Parents/carers, who are unhappy with the Local Authority or school's responses to their child's SEND, may seek mediation from the [SEN Mediation and Disagreement Resolution Services](#). This is available to parents/carers of children and young people with SEN. The services are free and confidential and are independent of the Local Authority and Clinical Commissioning Group. Mediation **must** be considered before most types of cases can be brought to the Special Educational Needs and Disability ("SEND") Tribunal. Tel no: 020 8441355 website: <http://www.globalmediation.co.uk/>

Parents/carers can also appeal to the Government's SEND tribunal if they disagree with the Local Authority's decisions about their child's SEN. They can also appeal to the tribunal if the school or council has discriminated against their disabled child.

[Contact Independent Parental Special Education Advice \(IPSEA\) for support and further advice.](#)

What are the arrangements for supporting children and young people, who are looked after by the Local Authority and have SEN?

Each Looked After Child (LAC) has a Care Plan, which includes a Personal Education Plan (PEP). The initial PEP must be put in place within twenty days of the young person coming into care and is then reviewed after three months and, subsequently, every six months. The student is consulted on all aspects of their PEP. The SENDCo is the Designated Teacher for LAC in school, and, therefore, chairs PEP meetings in school and attends LAC meetings.

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 student's EHCP would take place at the same time as a PEP review.

Please see our policy on The Role of the Designated Teacher for Looked After Children and Previously Looked After Children for more information.

In addition to the support listed in Appendix 1, the following strategies are available to our Looked After Children:

- Additional learning conversations with the tutor and Year Leader throughout the year.
- Compulsory interventions in core subjects with teachers whether or not the student is working at their target grade.
- Intervention in English and maths, where appropriate
- Personalised interventions, including wellbeing.

Appendix 1: Kinds of SEND that are provided for

1. Communication and Interaction

These include

Speech and Language Difficulties

- Developmental Language Delay
- Developmental Language Disorder
- Phonological/Severe Pronunciation Problems
- Expressive Language Difficulties
- Receptive Language/Language Comprehension Difficulties
- Social Communications/Semantics and Pragmatics Difficulties

Disorders on the Autistic Continuum

- Autism
- Asperger's Syndrome
- Semantic/Pragmatic Disorder
- Impaired Social Awareness
- Impaired Social Communication
- Impairment of Imagination

2. Cognition and Learning

These include

- Mild and Moderate Learning Difficulties
- Severe or Profound Learning Difficulties
- Specific Learning Difficulties

3. Social, Emotional and Mental Health Needs

These include emotional and behavioural difficulties

4. Sensory and Physical Needs

These include

- Hearing Impairment
- Visual Impairment
- Multi-sensory Impairment
- Physical Impairment

Provision Available

Needs		Support	IN School Provision	OUT of School Provision	Criteria
Communication and Interaction Needs	Autistic Spectrum Disorders	<ul style="list-style-type: none"> • Access to St. Christopher Special School Specialist Provision and Expertise in Autistic Spectrum Disorder (ASD) & Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) • Social Stories • Individual Visual Timetable • Calm and Safe Environments for calming down • Educational Psychologist – accessed via Early Help Assessment 	<ul style="list-style-type: none"> ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ 	<ul style="list-style-type: none"> • Student being identified as having a social communication difficulty and is on the SEND register. • Diagnosis of ASD and is on the SEND Register
	Speech, Language and Communication Needs	<ul style="list-style-type: none"> • Access to Speech and Language Unit/Specialist for assessment • Access, via Early Help and Family Support Assessment (EHFSA), to Speech and Language Therapist • Individualised Speech and Language programmes – provided by external specialists • Learning Resource Base 	<ul style="list-style-type: none"> ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ 	<ul style="list-style-type: none"> • Student being identified as having a social communication difficulty and is on the SEND register. • Learning Resource Base is only available for students, who have an Education, Health and Care Plan

					(EHCP).
Cognition and Learning Needs	Moderate Learning Needs	<ul style="list-style-type: none"> • Screening programme to identify those, who need targeted support • Interventions – group support • Teacher differentiation • Additional staff in targeted lessons • Educational Psychologist – accessed via Early Help and Family Support Assessment (EHFSA) 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>		<ul style="list-style-type: none"> • Student being identified as having a Cognition and Learning difficulty and is on the SEND register.
	Specific Learning Needs	<ul style="list-style-type: none"> • Screening programme and further assessment to devise programme of study • Occupational Therapy – accessed via Early Help and Family Support Assessment (EHFSA) • Educational Psychologist – accessed via Early Help Assessment 	<p>✓</p>	<p>✓</p> <p>✓</p>	<ul style="list-style-type: none"> • Student being identified as having a Cognition and Learning difficulty and is on the SEND register.
Social, Emotional and Mental Health Needs	Behavioural Needs	<ul style="list-style-type: none"> • Deputy Year Leaders – full time pastoral support • Access to Specialist Support (PLT) • Educational Psychologist – accessed via Early Help Assessment • Learning Resource Base – Sensory equipment 	<p>✓</p> <p>✓</p> <p>✓</p> <p>✓</p>	<p>✓</p>	<ul style="list-style-type: none"> • Student being identified as having a Social, Emotional and Mental Health difficulty and is on the SEND register.

		<ul style="list-style-type: none"> • Sensory room • Self-regulation resources • Recharge room • Return to Learning Base 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ 		
	Emotional and Mental Wellbeing	<ul style="list-style-type: none"> • Access to Child and Adolescent Mental Health Service (CAMHS) • Access to Child and Family Consultation Service (CFCS) • Safeguarding and external services manager • Personalised tuition 	<ul style="list-style-type: none"> ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ 	<ul style="list-style-type: none"> • Student being identified as having a Social, Emotional and Mental Health difficulty and is on the SEND register. • Referrals to outside agency support via Early Help and Family Support Assessment (EHFSA)
Sensory and Physical Needs	Social Needs	<ul style="list-style-type: none"> • Lunch Club • Inclusive extracurricular clubs • Pastoral Care Team • Safeguarding and external services manager 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ 		<ul style="list-style-type: none"> • Student being identified as having a Social, Emotional and Mental Health difficulty and is on the SEND register.
	Hearing Impairment	<ul style="list-style-type: none"> • Access to the School Nurse Service • Access to Hearing Impairment Specialist • Learning Resource Base 	<ul style="list-style-type: none"> ✓ 	<ul style="list-style-type: none"> ✓ ✓ 	<ul style="list-style-type: none"> • Student being identified as having a Sensory difficulty and is on the SEND register. • Learning Resource Base is only

					available for students, who have an Education, Health and Care Plan (EHCP).
	Visual Impairment	<ul style="list-style-type: none"> • Visual Impairment Assessment and Support – via Kingsdown Special School • Physical Environment Audit • Learning Resource Base 	✓	<ul style="list-style-type: none"> ✓ ✓ 	<ul style="list-style-type: none"> • Student being identified as having a Sensory difficulty and is on the SEND register. • Learning Resource Base is only available for students, who have an Education, Health and Care Plan (EHCP).
	Multi-Sensory Impairment	<ul style="list-style-type: none"> • Risk Assessment • Learning Resource Base 	<ul style="list-style-type: none"> ✓ ✓ 		<ul style="list-style-type: none"> • Student being identified as having a Sensory difficulty and is on the SEND register. • Learning Resource Base is only available for students, who have an Education, Health and Care Plan (EHCP).

	Physical Impairment	<ul style="list-style-type: none"> • Health Advisor • Disabled toilets – hoist (in main school) • Reasonable physical adaptations • Lift • Learning Resource Base 	<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 		<ul style="list-style-type: none"> • Students being identified as having a Physical difficulty and is on the SEND register. • Learning Resource Base is only available for students, who have an Education, Health and Care Plan (EHCP).
Medical		<ul style="list-style-type: none"> • Health Advisor • Access to specialist nurses • Access to Local Authority School Nurse • Care Plan • Medical Room • Secure storage for medication 	<ul style="list-style-type: none"> ✓ ✓ ✓ 	<ul style="list-style-type: none"> ✓ ✓ ✓ 	<ul style="list-style-type: none"> • Student being identified as having a medical condition.
External Support		<ul style="list-style-type: none"> • Access to Younger People Drug and Alcohol Team (YPDAT) • Access to Youth Offending Service • Access to Think Family – support for families • Access to Social Care support • Community Support Volunteers – support for families • School Liaison Officer (PC Warhurst and PC Collard) 		<ul style="list-style-type: none"> ✓ ✓ ✓ ✓ ✓ 	<ul style="list-style-type: none"> • Student or family identified as needing support. • All external agency support is accessed through Early Help and Family Support Assessment (EHFSA)

