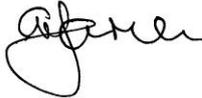




# Special Educational Needs and Disabilities/ Additional Needs Policy

*Supporting Teaching and Learning*

Approved by	Name	Signature
Headteacher:	Andrew James	
Chair of Governors:	Anthony McGarel	

Accepted by:	Full Governing Body
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## CHASE HIGH SCHOOL

### SPECIAL EDUCATIONAL NEEDS AND DISABILITIES/ ADDITIONAL NEEDS POLICY

**This review is in direct response to the changes to the Special Educational Needs and Disabilities Code of Practice:**

The Government is transforming the system for children and young people with Special Educational Needs and Disabilities so that services consistently support the best outcomes for them. The Bill will extend the Special Educational Needs and Disabilities system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met; although does not come with any additional funding for Special Education.

The Government document “*Support and aspiration: A new approach to Special Educational Needs and Disabilities and disability: Progress and next steps*” takes forward the changes by:

- Replacing the levels of Special Educational Needs and Disabilities of School Action and School Action Plus to one category of Special Educational Needs and Disabilities “Special Support”;
- Replacing Statements and learning difficulty assessments with a new birth- to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering some families personal budgets so that they have more control over the support they need;
- Improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
- Requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with Special Educational Needs and Disabilities and to publish a ‘Local Offer’ of support.

#### **What is the Local Offer?**

The Local Offer has two key purposes:

- To provide clear, comprehensive and accessible information about the provision available to support disabled children and children with Special Educational Needs and Disabilities and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level Special Educational Needs and Disabilities as well as the options available to support families who need additional help to care for their child;
- To make provision more responsive to local needs and aspirations by directly involving children and young people with Special Educational Needs and Disabilities, parents/carers and service providers in its development and review.

#### **What will it do?**

The Southend framework will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how schools and colleges will support them, and what they can expect across the local settings. Schools and other Education settings are also required to publish, under the Special Educational Needs and Disabilities (Information) Regulations, more detailed information about their arrangements for identifying, assessing and making provision for a child or young person with Special Educational Needs and Disabilities.

Additional information on the Local Offer of services provided by Southend Borough Council can be found at [www.southendinfopoint.org](http://www.southendinfopoint.org)

## **School Offer– SEN Information report**

Our School Offer provides details of the resources, interventions etc. that we provide here at Chase High School to support children with Special Educational Needs and Disabilities. Due to the ever changing needs of our students will be regularly updated. If you would like further information about what we offer at Chase High School our school offer can be viewed at [www.chasehigh.org](http://www.chasehigh.org)

### **1. General Statement:**

Chase High School believes that every child or young person has an entitlement to develop their full educational potential. We recognise that any child or young person may have difficulties in their school career at some stage, which may have an impact upon their education. The Education Act requires schools to meet the Special Educational and Additional needs of students who require support which is additional too or different from that, which would be provided by the school for any other child or young person. Experiences are provided which develop the child or young person's achievements and recognises their individuality. The school aims to provide each child or young person with a broad, balanced, relevant and challenging curriculum, which is appropriate to their individual abilities, talents and personal qualities.

### **2. Aims:**

The school aims to:

- Promote a happy, safe and secure environment to enable a child or young person with Special Educational and Additional needs to develop a growing confidence in their abilities;
- Provide appropriate teaching that makes learning challenging and enjoyable leading to success;
- Provide the right support to the right child or young person.

### **3. Inclusion statement**

Our Special Educational Needs and Disabilities Policy reinforces inclusive teaching to promote inclusion:

- We set suitable learning challenges;
- We respond to our students diverse needs;
- We endeavour to overcome potential barriers to learning for our students;
- We seek to promote equality of opportunity between disabled and non-disabled students;
- We put into place strategies to reduce the risk of exclusion of children and young people who have Emotional and Behavioural difficulties.
- We recognise that there is a fine balance between the academic and the well-being of our students.

### **4. Objectives:**

- Ensure implementation of government and Local Authorities Special Educational Needs and Disabilities recommendations;
- Ensure all staff implements the school's Special Educational Needs and Disabilities and Child Protection Policy consistently;
- Ensure any prejudice or discrimination is eradicated;
- Identify barriers to learning and apply appropriate measures to meet those needs;
- Ensure all children or young people have access to an appropriately adapted curriculum;

- Recognise, value and celebrate the child or young persons' achievements, however small;
- Work in particular with parents/carers in supporting their child's education and well-being;
- Guide and support all school staff, governors and parents/ carers in Special Educational Needs and Disabilities, Child Protection and Support issues;
- To provide appropriate resources, both human and material, and to ensure their maximum and proper use;
- To involve the child or young person in the process of identification, assessment and provision. Ensuring that the child or young person is aware that their wishes will too be taken into account as part of the process. Giving ownership of the shared responsibility in meeting his or her educational needs;
- To involve parents at an early stage, to develop a home school partnership working together for the benefit of the child or young person;
- To work collaboratively and sharing information with external agencies to promote the well-being of the child or young person and ensure that they reach their full potential.

### **5. The Purpose of the Support Services is to:**

- Support students who cannot cope with any or all of our mainstream provision, access to all areas of learning;
- Maintain the registers for students with Special Educational Needs and Disabilities, Child Protection, Child in Need and Looked After Children;
- Monitor, review and evaluate the progress made by students on the registers for students with Special Educational Needs and Disabilities, Child Protection, Child in Need and Looked After Children;
- Include the Healthy School initiative;
- Refer to services related to counselling, anger management, bullying, mediation, restorative justice, therapeutic interventions etc. to all staff and students;
- Provide support and advice for all staff;
- Include the Named Person/s for Child Protection;
- Work in partnership with the Transition manager and all other faculties of the Support Services Teams in order to ensure the needs of the students are met to the highest standard with a child and family centred approach.

### **6. Definition of Special Educational Needs and Disabilities**

A child or young person (Birth-25) has Special Educational Needs and Disabilities if they have a learning difficulty or disability which calls for special educational provision to be made for him or her:

- Has a **significantly greater difficulty** in learning than the **majority of others** of the same age;
- Has a disability which prevents or hinders him or her from making use of facilities generally provided for others of the same age in mainstream schools or mainstream post-16 provision.

It should be noted that low performance does not necessarily mean that a child or young person has a Special Educational or Additional Need.

A child has Special Educational Needs and Disabilities if they are recognised under the Special Educational Needs and Disabilities Code of Practise to have difficulties that effect their education due to:

1. Communication or Interaction Difficulties
2. Cognition and Learning Difficulties
3. Emotional , Social and Mental Health Difficulties
4. Sensory and/ or Physical Needs

## **7. School's Roles and Responsibilities**

*All Teachers are Teachers of children with Special Educational Needs and Disabilities.* (Code of Practice 6:2)

We believe that meeting Special Educational Needs and Disabilities is a whole school issue.

The Headteacher and the Governing body have overall responsibility for Special Educational Needs and Disabilities.

## **8. Role of Special Educational Needs and Disabilities Coordinator (SENCO)**

The role of the SENCO and other support services staff is to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

These principles are designed to support:

- The participation of children, their parents and young people in decision- making;
- The early identification of children and young people's needs and early intervention to support them;
- Greater choice and control for young people and parents over support;
- Collaboration between education, health and social care services to provide support;
- High quality provision to meet the needs of children and young people with Special Educational Needs and Disabilities;
- A focus on a graduated approach and inclusive practice and removing barriers to learning;
- Successful preparation for adulthood, including independent living and employment.

The day-to-day role of the SENCO is to:

- Oversee the operation of the school's Special Educational Needs and Disabilities policy;
- Liaising with and advising fellow teachers;
- Managing the Special Educational Needs and Disabilities team of teachers and learning support assistants in the Learning Resource Base;
- Managing SEN Administrator
- Work with SLT to co-ordinate provision for children with Special Educational Needs and Disabilities;
- Overseeing the records on all children with Special Educational Needs and Disabilities;
- Liaising with parents of children with Special Educational Needs and Disabilities and all staff working with the child co-ordinating support;
- Contributing to the in-service training of staff;
- Liaising with external agencies including the Local Authorities support and educational psychology services, Health and Social services, and voluntary bodies.
- Designated Teacher for Looked After Children
- Overseeing PEP and LAC meetings and Liaising with Local Authority, Social Care and Virtual School

(Code 1.2)

## **9. Role of Additional Adults in the classroom:**

- Foster the participation of child or young persons in the academic and social processes of the school;
- Enable the child or young person to become independent learners;
- Help to raise standards of learning for the child or young person;
- Encouraging the inclusion of the child or young person in the mainstream environment as far as possible;
- Helping with care and support of the child or young person;
- Providing support for learning activities;
- Providing support for colleagues;
- Work under the direction of the class teacher;
- Establish good relationships with the child or young person and their parents/ carers;
- Contribute to general class differentiation by supporting students who have Special Educational Needs and Disabilities;
- Inform colleagues of resources, share skills and assist in the training of colleagues;
- Feedback to teachers to inform their planning;
- Provide information on Bluehills to review support provided;
- Assist in identifying, monitoring progress of students with Special Educational Needs and Disabilities;
- Support with “normal way of working” access arrangements in the classroom
- Promote the self-esteem of the child or young person by encouraging them not to give up, giving positive and specific praise, breaking down and simplify tasks.
- Awareness of the child or young person’s Education Passport and implementation of strategies to support them

## **10. Role of Teachers**

The subject teachers are responsible for meeting the needs of all students in the classroom, with teachers having the overall responsibility as outlined in the SEND Code of Practice. We aim for our support systems to promote high quality teaching for all pupils. Teachers play a key role in identifying children with Special Educational Needs, and adapting their teaching to meet the needs, informing the SENCO, seeking advice, and monitoring progress. They endeavour to teach inclusively by:

- High quality teaching that is differentiated and personalised;
- Having an awareness of the students with Special Educational Needs and Disabilities in their class and their needs, planning accordingly;
- Setting suitable learning challenges to enhance our students’ potential without causing frustration;
- Using teaching strategies that are flexible, creative and imaginative to respond to diverse needs;
- Differentiate the curriculum to remove barriers to learning;
- Seek advice from the Support Services Team and employ strategies recorded on Education Passports and all other information available to them on Bluehills;
- Promote equality of opportunity between disabled and non-disabled students;
- Use strategies to reduce the risk of exclusion of children who have Emotional and Behavioural difficulties;
- Employ strategies to support the learning of students. If progress is still not adequate, consult with the SENCO for further support in meeting needs;
- Making good use of Additional adults, jointly planning support, and making them an integral part of the lesson in a variety of ways.

(Code 6.12)

All schools have a duty under the Equality Act 2010 towards individual disabled children and young people and must make reasonable adjustments to ensure the inclusion of them in education.

(Code 6.9)

## **11. Identification**

The SENCO obtains information about students with Special Educational Needs and Disabilities by communicating with the SENCO's of the primary feeder schools. Data from the Year 7, Group Reading Tests and Group Spelling test also identify students on entry.

The SENCO will attend Annual Reviews for students with Education Health and Care Plan's (or Statements until their conversion to an Education, Health and Care Plan) in year 6 and in year 5 for those with complex transition needs.

Students may also be identified from information obtained from outside agencies and parents/carers.

All teachers are responsible for identifying students with Special Educational Needs and Disabilities and meeting their needs. Early identification is a priority. Our aim is to collect accurate information about pupils and their progress. Identify those who are making less than expected progress to attain at an expected or higher level. Ensuring that all our SEND students' records are current and contain relevant and up to date information to support teachers in the classroom.

A medical diagnosis does not necessarily equate to a Special Educational Need. A student is said to have Special Educational Needs and Disabilities if adequate progress is not being made. Staff will inform the SENCO of any child or young person that they have concerns about.

Students with Special Educational Needs and Disabilities are recorded on the school's Special Educational Needs and Disabilities register. This includes pen portraits, any interventions, strategies and any access arrangements needs for examination periods. All outside agency reports are linked to the students Bluehills profile.

Observing and assessing the progress of individuals should provide information about the areas where a student is not progressing satisfactorily even though the teaching style has been adapted. These observations should be enhanced by knowledge built up over time of student's strengths and weaknesses. Using the evidence, subject teachers may come to feel that the strategies they are currently using with the child are not resulting in the child learning as effectively as possible.

## **12. "Good enough" Progress**

Good enough progress can be defined in a number of ways. It might for instance be progress which:

- The progress between the student and their peers is levelling;
- The levels between the child and peers are not widening;
- Matches or betters the student's previous rate of progress;
- Ensure that the child is now accessing the full curriculum to the best of their knowledge;
- Demonstrates an improvement in self-help, social or personal skills;
- Demonstrates improvement in student's behaviour;
- Is likely to lead to appropriate accreditation;
- Is likely to lead to participation in further education, training and or employment.

Slow progress and low attainment do not necessarily mean that a child or young person has Special Educational Needs (Code 6.24)

### **13. Inadequate Progress**

Inadequate progress is identified by evidence, about a child who despite receiving differentiated learning opportunities:

- Makes little or no progress even when teaching approaches are targeted particularly in a student's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas;
- Presents persistent emotional or behavioural difficulties which are not improved by behaviour management techniques usually employed in the school;
- Has Sensory or physical problems and continues to make little or no progress despite the provision of a differentiated curriculum.

If a student's subject teacher, in consultation with the parents/carers, concludes that the child may need further support to help their progress, the subject teacher should seek help from the SENCO to consider what else might be done.

The starting point will always be a review, with evidence, of the strategies that are currently being used. Then together with parents will look at ways in which these might be developed to better meet the needs of the child or young person in a graduated approach.

### **14. Types of Evidence**

The need for evidence is crucial when assessing a student's special educational needs and disabilities. This evidence may be in the form of:

- Written observation over a period of time;
- Assessment tests over a period of a term;
- Copies of work, preferably several copies so a comparison can be made of the deterioration of the students work;
- Teaching strategies used to enable the student to access the lesson;
- A behavioural strategy, if this is the problem area;
- Correspondence from the parents with their views;
- Minutes of meetings with parent expressing concerns.

### **15. The Need for Action**

The key test of Need for Action is evidence that current rates of progress are inadequate. This should not be an assumption that all children will progress at the same rate. A judgement has to be made in each case as to what is reasonable to expect for a particular student to achieve.

- Where progress is not adequate, it will be necessary to take some additional or different action to enable the student to learn more effectively;
- Whatever the level of student's difficulties, the key test to how far their learning needs are being met is whether they are making adequate progress.

The review may lead to the conclusion that the student requires help over and above that which normally is available within the particular class or subject. Consideration should then be given to include the child or young person on the Special Educational Needs and Disabilities Register and implement support.

For SOME pupils- there may be a need for further interventions these are put in place by teachers and departments to allow pupils to catch up. We aim to offer practical resources, extra

differentiation; and adapted teaching styles in order to meet the need of those who require reasonable adjustments in the classroom in order to promote learning. Strategies are implemented for students with suggestions and support from outside agencies.

For a FEW pupils –specialist provision is required through an EHCP to meet a pupils' needs/additional adult support in the classroom-SEND COP is clear: additional intervention and additional adult support cannot replace High Quality teaching". Students with EHCP's are monitored through the usual school channels but in addition are also monitored through Annual reviews of their EHCP.

#### **16. Assessment and screening tools include:**

- Performance monitored by subject Teachers' and SENCO through observations and on-going assessments;
- Half Termly Teacher Assessment against targets;
- Accelerated Reader Programme;
- Cognitive ability test administered to all Year 7s;
- Information from Parents;
- Information from any staff member;
- Information from outside agencies e.g. Health Service, Educational Psychologist or Social Services;
- Information from SENCO and other staff of Primary feeder Schools;
- Attending Annual Reviews for students with statements in year 6 (year 5 in complex cases);
- Draw a man test;
- Autistic Spectrum Disorder Tendencies testing;
- Rapid Lucid
- Access Arrangement Testing;
- Handwriting Assessment;
- Meeting of targets on Education Passports;

Any child who displays significant difficulties in speech and language, behaviour, learning, with sensory or physical needs will be referred to outside agencies if needed with parental consent.

The SENCO will assess the student's particular strengths and weaknesses. Planning future support for the child or young person, monitoring the child or young person and reviewing with the subject teacher termly about progress made.

The student's subject teacher should remain responsible for working with the child or young person on a daily basis and for planning and delivering an individualised programme of work.

Parents should always be consulted and kept informed of the action taken to help the child and of the outcome of this action. This will be through the student's class teachers, tutors and SENCO.

The SENCO and the student's teacher should decide on the action needed to help the child to progress in the light of the earlier assessments through differentiation and individualised strategies for the area of need.

The subject teacher should regularly set achievable targets for the student send a copy to the SENCO for the student's file. At the end of each term the SENCO will discuss with the subject teacher the student's progress and look at setting new targets for the next term.

At review if it is felt that despite receiving an individualised programme and/or concentrated support, the student:

- Continues to make little or no progress in specific areas over a long period;
- Continues working at National Curriculum levels substantially below that expected of students of a similar age;
- Continues to have difficulty in developing literacy and mathematical skills;
- Have emotional or mental health difficulties which substantially and regularly interfere with their own learning or that of the class group, despite having an individual behavioural management programme;
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits, providing direct intervention to the student or advice to the staff, by a specialist service;
- Has an on-going communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning.

A request for help from external services is likely to follow a decision taken by the SENCO, in conjunction with the child or young persons and Parent/Carer.

The universal access for such services is through the Early Help and Family Support Assessment acting as a request for services working with children and families. Therefore a meeting will be arranged to complete the assessment together taking into account the views, wishes and feelings of the child/ young person as well as parents. Chase High school recognises the importance of the child or young person, and the child's parents, participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.

(Code 1:1)

This may also include the consideration of a range of different teaching approaches, appropriate equipment and teaching materials. The external specialist may act in an advisory capacity, providing additional specialist assessment or be involved in teaching the student directly as well as providing assessments of health and social needs; working collaboratively with services to ensure together that they get the right support needed to achieve their ambitions and the best possible educational and other outcomes; including getting a job and living as independently as possible.

(Code 1:22)

In some cases Support Services Manager's may have to refer a child or young person without Parents/ Carer's. However, this will be only ever be in the interest of Safeguarding the child or young person (Please see the Child Protection Policy for further information)

## **17. Special Support**

Students recognised as needing Special Educational Needs and Disabilities support will be monitored through the schools provision map, this includes a record of the support in place for students. This will be coupled with an Education Passport which highlights from the student's point of view the support they need in order to meet targets. All support provided will be implemented with the views of the students and parent/ carers. Support will be based on the individuals needs and can be **up to the equivalent** of £6000.00. (Code 6.95)

Special Support will also include students with recognised additional need. Additional needs being health or well-being needs which require support which is additional to or different from what is usually provided for students within school. The needs of our students with additional needs due to health are monitored by our school Health Advisor, in conjunction with a variety of Support Services Managers - including Deputy Head Teacher, Year Directors/ Leaders, Safeguarding and SEN.

The progress made by students will be closely monitored by not only the normal practices of the school through analysis of teacher and subject leaders, but also by the SENCO to ensure that

the action plan in place for the student provides the right support and has a direct impact on the students progress.

Special support for some students may only be for a period of 6 to 8 weeks until the support strategies are right for the student and allow for them to continue to achieve with teacher intervention and adaptive practice in the classroom; In which case the student will be removed from the Special Educational Needs and Disabilities register.

For some students with more complex needs this period may be longer, with some students requiring support throughout their whole school career into adulthood. In some cases further support or intervention may need to be implemented; in which case students, parents and carers will be involved in a review of support. This may include the need for an Early Help Family Support Assessment (EHFSA) to be undertaken to request for external support to assess student's needs. This allows for students, parents/carers to tell their story once, this information will then be shared with relevant professionals to ensure collaborative working without having to provide separate information to a variety of agencies. The EHSFA will be added to and updated by each professional working with the family to keep an up to date and comprehensive record of the child or young person's support.

### **18. Further Assessment Request**

For a few students the £6000.00 of support provided by the school may not be sufficient to enable the student to make adequate progress. It will then be necessary for the school, in consultation with the parents and external agencies already involved, to initiate or review the EHSFA and request considerations for the Local Authority Special Educational Needs and Disabilities Team to initiate an Assessment of the students needs.

Where a request for Assessment is made, the student will have demonstrated significant cause for concern. By the time this is requested the school will be in a position to provide written evidence of or information about:

- The history of the students' needs;
- Education Passport outlining support and targets the students have been working towards;
- Records of regular reviews and their outcomes;
- The student's health including the student's medical history where relevant;
- National Curriculum levels and progress made;
- Attainment in literacy and mathematics;
- Reading and Spelling Ages;
- Intervention outcomes
- Educational history;
- Educational and other assessments, for example from advisory specialist support teacher or an educational psychologist;
- Views of parents and of student;
- Involvement of other professionals such as Health professionals;
- Any involvement by the Social Services.

The description of the student's learning difficulties and progress together with information about the special educational provision made will form the basis on which the Local Authority can consider whether an Assessment is necessary, the Local Authority will make a final decision based upon the evidence as to whether the child or young person's need is high enough in order to provide the student with an Education, Health and Care Plan.

Parent/ carer's with the support of the school also have the right to refute the decision made by the Local Authority; in which case they will be provided with support through mediation, and also have the right to take their case to tribunal, if they feel that their child is entitled to support which is above and beyond that already provided by the school.

In the meantime and whilst any subsequent Assessment is being made the student should continue to be supported in school at the same level.

Complaints can also be made directly to the school's governor for Special Educational Needs and Disabilities or the Headteacher.

### **19. Students with Education, Health and Care Plans (EHC's)**

All students with an Education, Health and Care Plan, whether they are attending mainstream or special schools, should have short term targets set, this will be through the Education Passport, with strategies to meet these targets including information which has been provided by the child, parents and services providing support including the school.

The child/ young person will also be highlighted on the school Provision map, which will outline any support which is additional too and different form the normal differentiated curriculum provision including the financial implications for the support.

Interventions and differentiations will be decided in consultation with all parties including the child/young person, parents/carers in collaboration with all services involved in the child's education. This ensures that all support is planned for an individual child/ young person and their needs.

At Chase High School we, as much as possible, provide personalised support taking into consideration the views of both students and parents/carers. Interventions are monitored for their effectiveness and revised with emerging or reduced need.

The students will also be monitored annually through the Local Authority, in the Annual Review of a child/ young person's Education Health and Care Plan. This meeting will review the progress of the child with their parents/ carers. Within this review successes are praised and further support implemented on an individual need basis.

### **20. Learning Resource Base**

The school has a Learning Resource Base (LRB), which is for students with Sensory Impairments and significant Learning needs. The Learning Resource Base is only for Named LRB Education Health and Care Plan students, predominantly with significantly low academic levels, and no behavioural needs - Students are educated within the LRB, and slowly transitioned to some mainstream lessons where possible. Students are provided fully personalised alternative qualifications to ensure they have the opportunity to succeed at their own level, with support to transition into adulthood with life skills.

The Local Authority's Special Educational Needs and Disabilities Panel will consider students, with Education Health and Care Plans for admission to the Learning Resource Base and will take into account of the following criteria:

- Progress will be limited and across most areas of development;
- They are likely to have a significant learning disability;
- They may have significant needs with self-help, personal care and independence skills;
- They may have medical, sensory or physical needs;
- Students may have deteriorating and life-limiting medical and physical conditions requiring considerable physical and emotional support;
- Students may require assistance in relation to their mobility needs, having a low level of independence of mobility; others may develop independence of mobility e.g. through the use of a mobility cane;
- Students do not have needs associated with Behaviour.

Chase High School have the right to make a case against admission for any child with Education, Health and Care Plans on the basis that the provision is not suitable for the child,

and even with adjustments would not be able to meet the child's or young person's needs; or that the education of the child would be prejudicial to the efficient education of other students attending the provision. The final decision will be made by the Local Authority, who must consider parent/ carers choices as well as the case made by the school. (Code 6.9)

### **21. Transitions:**

Chase High School has a robust and unique transition programme for students with Education, Health and Care Plans providing early opportunities for students including weekly visits to Chase High School from as early as the Spring term (after Christmas).

Chase High School also offers a fully inclusive summer school, and one week transition programme for students with additional needs at the end of the summer holidays to prepare students for their transition to secondary education.

### **22. Staffing and Training:**

Our SENCO holds the National SENCO qualification required for all SENCOs practicing in schools (Code 6.85).

Staff are regularly updated regarding students with Special Educational Needs and Disabilities. Training is provided through the school CPD catalogue.

### **23. Links with other schools:**

Chase High School has many links with local primary schools and special schools in the local area, which can be used for further support and advice for students with Special Educational Needs and Disabilities.

### **24. Timetable for the review of this policy**

This policy will be updated by the school's SENCO, Headteacher and Governing Body.