



# **Special Educational Needs and Disability Policy 2016 - 2019**

**Author: Mrs L Jackson**

**Last reviewed - July 2016**

**Next review date - July 2019**

**Reviewed by -**

**Cheadle Hulme High School is part of the Laurus Trust.**

**This policy should be read in conjunction with the  
Laurus Trust Special Educational Needs and Disability  
Policy**

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## 1. Staffing – Cheadle Hulme High School Learning Support Department

Mrs. LP Jackson – **SENCO**

Mrs. L Girolami – **Assistant SENCO**

Mrs. T Armstrong – **LSS Teacher**

### **SEN Administration**

Mrs. J Booth

### **HLTAs**

Mrs. S Fern – ASDAN/Alternative Curriculum  
Mrs. G Plant / Ms. Joanna Harris – ASC Support

### **Personal Care Coordinators**

Miss J Humphrey  
Mrs. P Stubbs

### **Curriculum Support Coordinator**

Mrs. C Holdsworth

### **Curriculum Support Assistants – Linked to Departments**

- **English** – Mrs P Stewart Banks
- **Maths** – Mrs. D Chapman
- **Science** – Ms P Rogers
- **Humanities** – Mrs V Curry
- **Engineering and Product Design** – Mrs C Holdsworth
- **MFL** – Miss Z Aguilar-Tora
- **ICT** – Mrs D McCormick

### **Curriculum Support Assistants**

Ms S Chorlton  
Ms V Gowen  
Ms G Berry  
Ms L Power

Mrs R Khan  
Ms J Urbanczyk  
Ms C Hulston  
Ms S Hinde

## Special Educational Needs and Disability Policy

### Learning Support Department

#### 1. Provision

Provision for students identified as having SEN is enhanced with the purpose-built Student Support Centre. An additional room (The Blue Room) has been added to the department's facilities to accommodate students who may need withdrawing to work in small groups or on an individual basis.

As far as possible, students with SEND are supported in mainstream, although arrangements are made for individual or small group work where this is appropriate.

An enthusiastic and dedicated team of Curriculum Support Assistants (CSAs), Higher Level Teaching Assistants (HLTAs) and a teacher from the Learning Support Service complement the department.

The requirements of the **Equality Act 2010** are outlined in the **Single Equality Scheme**.

#### 2. Arrangements

**The Named Person:** Mrs L P Jackson SENCO

**The Responsible Person:** Mrs W Searle Assistant Head Teacher

**Co-ordinating Arrangements:**

Mrs LP Jackson is responsible for the day-to-day operation of Cheadle Hulme High School's SEND policy.

Liaising with external support agencies including the LA's support and Educational Psychology Service, Health and Social Care and voluntary bodies in conjunction with Mrs Searle

- Directing CSA/HLTA provision throughout the school
- Liaising with the Assistant SENCO regarding day-to-day management issues
- Overseeing Statement/EHCP review meetings
- Attending primary transition review meetings or nominating a representative to attend
- Liaising with Services for Young People (previously Connexions)
- Liaising with parents/carers

- Updating and disseminating information to staff regarding students with AN
- Managing the SSC and Blue Room on a daily basis
- Coordinating the delivery of AN training to teaching staff
- Distributing up-to-date information on all students with AN

### 3. Access Statement

Cheadle Hulme High School is a designated school for students with physical challenges and, as such, has undergone adaptations to accommodate access. Most ground floor rooms, covering every curriculum area, are accessible. An **Access Audit** recently undertaken by the LA has prioritised our short, medium and long term improvements with regard to compliance with DDA requirements.

- Adaptations in place include:
- A Learning Support Centre (Blue Room) housing specialist equipment to where students can be withdrawn where appropriate
- A Student Support Centre where KS3 students with SEMH can be supported in small groups or one-to-one
- Sound field systems in a number of curriculum areas
- One stair lift to give access to the upper/lower school buildings
- Ramps for access to classrooms
- Lifts in the Music block and the 6th Form with EvacChairs
- Two accessible toilets with hygiene facilities
- Three hoists to enable the safe lifting of students
- Laptop computers/iPads supplied by the school
- Specialist seating for identified students

A number of rise and fall desks in curriculum areas.

The school has a published **Access Plan** and an **Access Group** which is made up of a cross section of students, parents/carers, governors and staff including Mr R Hardman – Estates Manager. This group meets on a termly basis and their findings and recommendations will be cascaded to the appropriate audience.

### 4. Allocation of Resources

The SENCO, in consultation with Leadership at Cheadle Hulme High School, allocates resources to students with SEND.

The LS department will monitor on a termly basis and act on a needs basis to provide additional support. For students with a physical challenge this may include risk assessments and allocation of additional IT.

During Key Stage 3, the LSS (Learning Support Service) teacher may withdraw students in a small group to work on specific programmes of study. The LSS teacher works closely with the subject teachers – but in particular the English department. Students will be withdrawn on a needs basis or as defined in their Statement of Special Educational Needs/EHCP.

Some students at Cheadle Hulme High School with complex/physical challenges have designated support hours, details of which can be found on their Statement of Educational Needs/EHCPs. These students will be encouraged to work with a number of support assistants to facilitate working towards independent learning.

Students with Additional Educational Needs including physical challenges will have full access to a broad and balanced curriculum. Withdrawal is used sparingly, where appropriate in consultation with parents/carers and teaching staff. However, for those students with complex physical needs consideration will be given to time for physiotherapy and time out in the SSC for revision or reinforcement.

Additional equipment for student with physical challenges including laptops, spellcheckers, iPads and software will be allocated where there is an identified need in consultation with LSS, SSS and the Secondary Inclusion Co-ordinator (SICO).

A map outlining the wide range of provision available at Cheadle Hulme High School is to be found at Appendix 1.

## **5. Links with Other Agencies**

Cheadle Hulme High School has links with a number of special schools e.g. The Heaton School, where training, co-operation and inclusion activities are ongoing.

## **6. Evaluation Criteria**

The governing body will endeavour to ensure that the best possible provision for SEN is made in Cheadle Hulme High School. SEN issues will be a regular agenda item at Curriculum Sub-Committee and Full Governing Body meetings. Mrs P Benton is the nominee for SEN.

Lynne Jackson  
SENCO  
July 2016

**Next Review: July 2019**

## Cheadle Hulme High School Learning Support Department Provision Map

Cheadle Hulme High School is committed to inclusion. At all times we endeavour to meet the needs of individual students. The provision map below outlines the wide-ranging opportunities that are in place to support students' learning throughout the school.

Year 6 Transition	<p><b>Primary liaison</b></p> <ul style="list-style-type: none"> <li>Pastoral visits to primary schools</li> <li>SENCO visits primary schools and attends review meetings</li> <li>HoY/SENCO gathers SEN information from primary schools</li> <li>Appropriate LS staff visit primary schools in the Summer Term</li> <li>Ongoing liaison work between subject departments and primary schools</li> <li>Individual parental/carer visits to Cheadle Hulme High School with prospective student</li> <li>New Intake Evening</li> <li>Students' Induction Days in the Summer Term</li> <li>Summer School</li> <li>Additional visits to CHHS by identified students</li> <li>SENCO and HoY to meet to discuss SEN issues and placements</li> <li>ASC Partnership transition support</li> <li>SBSS transition support</li> </ul>
Year 7	<p><b>Learning</b></p> <ul style="list-style-type: none"> <li>Ability sets</li> <li>Small group Maths</li> <li>CSA support in core subjects</li> <li>LSS teaching</li> <li>Homework Clubs</li> <li>SSC Homework Club</li> <li>Accelerated Reading Programme</li> <li>Intervention Strategy</li> <li>English 'Catch-up' programme</li> <li>MFL club</li> <li>In class support – allocated statement/EHCP - LSS teacher</li> <li>In-class support – allocated statement – CSA/HLTA</li> <li>Other LSS teacher SSS teacher sign-bilingual SAs</li> <li>IEPs/IBPs</li> <li>Use of Progress data to monitor progress</li> <li>Access to SSC where appropriate</li> <li>IT provision</li> </ul>



	<p>SBSS support</p> <p><b>Liaison with parents/carers</b></p> <p>SENCO – annual reviews</p> <p>Head of Year</p> <p>Assistant Head – Pastoral</p> <p>SBSS intervention</p> <p>Counsellor – via referral</p> <p>Educational Psychologist – via referral</p> <p>Other external agencies</p>
Year 8	<p><b>Learning</b></p> <p>Ability sets</p> <p>Small group – Maths/English</p> <p>Intervention Strategy – Literacy Co-ordinator</p> <p>Individual Learning Programmes</p> <p>Individual CSA/BSA support</p> <p>Homework Clubs</p> <p>SSC Homework Club</p> <p>Accelerated Reading Programme</p> <p>In-class support – allocated Statement/EHCP LSS teacher</p> <p>In-class support – allocated Statement CSA/HLTA</p> <p>LSS groups</p> <p>Other CSA/HLTA support</p> <p>IEPs/IBPs</p> <p>Use of Progress data to monitor progress</p> <p>Access to SSC where appropriate</p> <p>IT provision</p> <p><b>Liaison with parents/carers</b></p> <p>SENCO – at review meetings</p> <p>Head of Year</p> <p>Assistant Head – Pastoral</p> <p>SBSS intervention</p> <p>Counsellor – via referral</p> <p>Educational Psychologist – via referral</p> <p>Other external agencies</p>
Year 9 Transition	<p><b>Learning</b></p> <p>Ability sets</p> <p>Small group Maths/English</p> <p>Access arrangements</p> <p>Homework Clubs</p> <p>SSC Homework Club</p> <p>Reading Journey Programme</p> <p>English Booster Classes</p> <p>Individual Learning programmes – LSS teacher</p> <p>Individual Learning programmes – CSA/HLTA</p> <p>Individual CSA/HLTA support</p> <p>In-class support – allocated Statement – LSS teacher</p>

	<p>Other CSA/BSA support  ASDAN Key Skills small groups  IEPs/IBPs  Use of Progress data to monitor progress  Access to SSC where appropriate  IT provision  <b>Liaison with parents/carers</b>  SENCO – at review meetings  Head of Year  Assistant Head Pastoral  Services for Young People  SBSS intervention  Counsellor  Educational Psychologist – via referral  Other external agencies</p>
Year 10	<p><b>Learning</b>  Ability sets  Access arrangements for examinations  Homework Clubs  ASDAN Transition Challenge  ASDAN Bronze  Modified/reduced timetables  BTEC vocational options  Alternative courses (ALPs)  Individual support programmes CSA/HLTA  In-class support – allocated Statement – CSA/PCA  Other – LSS/SSS teacher  Other – CSA/HLTA support  After school revision sessions  IT/iPad provision  Access to SSC where appropriate  Use of tracking to monitor progress  Progress IEPs  SEN Progress Mentor  <b>Liaison with parents/carers</b>  SENCO – at review meetings  Head of Year  Assistant Head – Pastoral  Services for Young People - EHCPs  SBSS intervention  Counsellor – via referral  Educational Psychologist – via referral  Other external agencies</p>
Year 11	<p><b>Learning</b>  Ability sets  Access arrangements for examinations</p>

	<p>Homework Clubs  ASDAN Transition Challenge  ASDAN Silver  Modified/reduced timetables  BTEC Vocational courses  Alternative courses (ALPs)  LSS teachers support in core subjects  Individual learning programme – CSA/HLTA  Other CSA/HLTA support  Revision classes  After school coursework improvement sessions  IT/iPad provision  Progress IEPs  SEN Progress Mentor  <b>Liaison with parents/carers</b>  SENCO – at review meetings  Head of Year  Assistant Head – Pastoral  Services for Young People - EHCPs  SBSS intervention  Counsellor – via referral  Educational Psychologist – via referral  Other external agencies</p>
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Lynne Jackson  
SENCO

Updated: Monday, 10 October 2016