



CHELMSFORD COUNTY HIGH SCHOOL FOR GIRLS SEND INFORMATION REPORT 2020

What is Chelmsford County High School for Girls' Commitment regarding Special Educational Needs and Disability? (SEND)

The School is committed to:

- Providing a caring environment within which all students can learn and develop to their full potential.
- Seeing SEND support as an entitlement for students who need it, rather than as a special addition to their education.
- Seeing students as individuals with differing interests, knowledge and skills and valuing the contribution and achievements of all.
- Ensuring all students have access to a broad, balanced and differentiated curriculum.
- Highlighting the importance to all students of experiencing success, thereby raising self-esteem.
- Maintaining high expectations by staff for all students and emphasising the responsibility of all staff to respond to the needs of all students.

Chelmsford County High School for Girls adopts a whole school inclusive approach, recognising that the aims of the School are the same for all students.

The Children and Families Act, 2014 section 20 defines a Special Educational Need as when the child has *"either a learning difficulty or a disability and needs special educational provision to be made for them."*

Broadly the 4 areas of need are:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

The School has a Special Educational Needs and Disability Policy, displayed on the school website www.cchs.co.uk and a designated member of the Governing Body with responsibility for SEND.

What should I do if I think my daughter may have special educational needs?

If you think that your daughter may have special educational needs (SEN) that have not been previously identified or if you have any concerns about your daughter's SEN, please contact the Special Educational Needs Co-ordinator (SENCo) Mrs K Adams kadams@cchs.essex.sch.uk Tel 01245 352592 or Miss Fiona Harrison, Assistant Headteacher (Pastoral) fharrison@cchs.essex.sch.uk Tel 01245 352592



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How does the school know if students need extra help or have special educational needs?	<p>At CCHS we recognise the importance of early identification of a Special Educational Need (SEN) or disability (D) which may emerge at any stage during a student's education. It may be a long term concern requiring ongoing support or a short-term difficulty requiring a specific intervention.</p> <p>Information about your daughter's special educational needs may come from a number of sources including:</p> <ul style="list-style-type: none">• Year 7 transition information from Primary School.• Year 7 transition information completed by parents• Individual Family Welcome Meetings (specific questions relating to SEND will be asked)• Cognitive Abilities Test data.• Observations and work scrutiny.• Teacher feedback.• Parental concern.• Student self-referral.
How will the School respond to such a concern?	<p>Information from all of your daughter's subject teachers will be collated and then considered by the Special Educational Needs Co-ordinator (SENCo) in liaison with colleagues.</p> <p>You will be contacted by the SENCo either by phone, email or letter in order to find out more specific and detailed information regarding your daughter's individual needs. An initial meeting will be arranged to capture your daughter's view, the parental perspective and that of the School. Strategies will be discussed and agreed in conjunction with all parties and the SENCO will draw up a Normal Way of Working Document (NWW) to provide guidance for support strategies for teaching staff</p>
What provision is there for students with Special Educational Needs?	<p>If your daughter needs additional support, we will seek permission to place her name on the School's SEND support register. The School aims to ensure the fullest possible access to the curriculum for students on the SEND Support Register. The SENCo in liaison with you, your daughter and your daughter's teaching staff will formulate a NWW document giving suggestions for classroom support and a One Plan (Action Plan for SEN provision)</p>



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<p>How will the School respond to such a concern?</p>	<p>The One Plan document will outline your daughter's needs or difficulties, and set long term and near term objectives. This One Plan and the NWW will be shared with all staff who work with your daughter, promoting consistency of approach and encouraging maximum support and, in turn, progress for your daughter.</p> <p>School staff will support individuals at a level appropriate to their needs through effective differentiation in the classroom. We will have a flexible approach based on the needs and views of each student.</p> <p>Support may include:</p> <ul style="list-style-type: none">• Targeted support for individual needs. E.g. Adjustment to teaching style• Use of assistive technology and alternative methods for recording information• Support with organisation and time management• Small group programmes to develop social skills/wellbeing.• Mentoring by peers and teaching staff.• Study or homework support.• Adjusted timetable.• Access arrangements (e.g. extra time/ rest breaks) for examinations. These will be known and established as her normal way of working. <p>The One Plan provision will be reviewed every term in consultation with the student and parents to ensure it addresses the needs of the student and evolves over time</p>
<p>What provision is there for students with Special Educational Needs?</p>	<p>Every member of staff in School has a responsibility to support all students effectively. The SENCo, Mrs Adams has completed the National Qualification for Special Educational Needs Co-ordination and will provide guidance and advice to your daughter's Head of Year and other staff to provide academic and pastoral support, overseen by the Deputy Headteacher-Pastoral, in addition to ongoing staff training. In addition, your daughter may receive help from members of support staff. E.g. an In-school Pastoral Support worker or a qualified Senior First Aider in the Front Office. The School also has access to qualified school counsellors to support students with emotional needs (Sycamore Trust).</p>



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Who else might be involved in supporting my daughter?	<p>If your daughter requires more specialist help, other people may be asked to support her in School. These may include:</p> <ul style="list-style-type: none">• Educational Psychologist (EP)• Speech and Language Therapist (SALT)• School Nurse• Specialist Teacher team• Emotional Wellbeing and Mental Health Service (EWMHS)• Physiotherapist• Occupational therapist (OT)• Other organisations e.g specific charitable organisations
How will my daughter be able to contribute her views? How will my daughter be involved in the process?	<p>The views of our students are very important to us. We are committed to hearing their voice and ensuring their needs are met. Your daughter will be at the centre of all provision for her SEN and fully involved in monitoring her own progress along with subject staff, pastoral staff and parents.</p> <p>She will be invited to contribute to</p> <ul style="list-style-type: none">• Initial One Planning Meeting• Informal and formal progress meetings.• Regular Person-Centred Review meetings, (One Plan meetings) with the SENCo and parents
How will the curriculum be matched to my daughter's needs?	<p>The School promotes inclusion for all and access for all to a full and exciting curriculum. Subject teachers use a variety of inclusive strategies in the classroom such as:</p> <ul style="list-style-type: none">• Differentiated work and homework.• Carefully considered seating plans.• Clear, structured classroom routines.• Alternative ways of recording information (e.g. laptop, mind-mapping, etc.)• Pair work and group work enabling peer support. <p>With the support and advice of the SENCo all Teachers will take account of the strategies suggested for you daughter on the SEN Register and in the NWW document and cater for individual needs as appropriate.</p>



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	<p>Differentiation is seen as a priority in all lesson and planning involves the matching of work to the diverse capabilities of individual students or groups of students. Effective differentiation will enable your daughter to participate fully in all aspects of learning and to make the best possible progress.</p>
<p>How will I know how well my daughter is progressing?</p>	<p>Progress of students with SEND support is monitored formally three times a year in line with School assessment procedures. Internal tracking systems are used to highlight the progress of individuals as well as identified groups. Progress data is shared with parents several times each year, in written format as well as face to face at Parents' Evenings.</p> <p>The SENCo is available to discuss individual students at any point, usually by appointment to ensure privacy and confidentiality.</p> <p>In addition to the above, progress of all students on the SEND Support Register is reviewed termly, or more frequently if necessary as part of a student's Provision. You will be invited in to School for One Plan review meetings, where your daughter's overall progress and specific targets will be discussed.</p> <p>Documentation is shared in advance, and meetings held at mutually agreed times. Students are always encouraged to participate in these meetings</p>
<p>How does the School know how well my daughter is doing?</p>	<p>The effectiveness of our provision is measured in the progress that individuals and groups of students make over time. The School is required to measure progress against CCHS curriculum standards and agreed criteria, as well as progress in individual social, emotional or behavioural targets. All students are carefully tracked and overall progress is monitored by the Year Leader and the SENCo.</p>
<p>How will my daughter be included in activities outside the classroom including School trips?</p>	<p>All activities and School trips are inclusive in nature; if your daughter wishes to attend a School trip, she may need some additional support but steps will be taken to ensure all reasonable adjustments are made. Comprehensive risk assessments are carried out prior to a trip and an appropriate staff ratio is allocated. Thorough 'trip packs' are issued for staff involved. These will include information regarding your daughter's needs. There may be occasions when we meet or contact parents before a trip to agree arrangements. Should parents have specific concerns they should contact the trip organiser.</p>



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How accessible is the School environment?	<p>All reasonable steps are taken to ensure there is adequate provision for all students with physical difficulties. When necessary the advice of external professionals will be sought and followed.</p> <p>Most School buildings are accessible either at ground level or with a ramp or lift. Where there is a need for adjustment, all reasonable changes will be made to support your daughter as described in the School's Accessibility Plan.</p> <p>Disability toilets are available in the Main School and in the Languages Building and Drama Studio.</p>
How will the School prepare and support my daughter to join the School?	<p>Before your daughter comes to the School the following transition arrangements will take place:</p> <ul style="list-style-type: none">• Information about your daughter and any known SEN will be obtained from her primary school and you will be contacted for further details.• You and your daughter will be invited to an Individual family Welcome Meeting with the SENCo or a senior member of staff. This is the perfect opportunity to share any concerns or information.• You and your daughter will then be invited to a Taster day and Information afternoon for parents in the summer term of Year 6 and you will have the chance to meet your daughter's form tutor and speak to the SENCo if necessary.• If you and/or your daughter would like to make an additional appointment to speak to key staff at the School, this can be arranged.
How will the School prepare and support my daughter as she transfers within and from the School?	<p>Transition within School:</p> <ul style="list-style-type: none">• At the beginning of each academic year, information about your daughter's SEND is given to all of her new teachers, to allow a smooth transition into the new year group.• Your daughter will take part in all the GCSE options arrangements for Year 9 students (e.g. Options Evening and Year 9 Parents' Evening).• Students with SEND may be offered an 'early' interview with an Independent Careers Advisor if felt appropriate by you, your daughter or the SENCo.



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<p>How will the School prepare and support my daughter as she transfers within and from the School?</p>	<p>Transition from School:</p> <ul style="list-style-type: none"> • Your daughter will benefit from the transition arrangements provided for all students, such as Higher Education Evening, support in writing a CV/personal statement and individual interview with a member of the Senior Leadership Team regarding the next step in her education/future pathway. • In addition to the above, the School may give your daughter additional support with the transition to college or university, based on her individual needs. • The SENCo ensures that our students' special educational needs or disabilities are known to other schools, colleges or universities to which they may transfer.
<p>How can I be involved in supporting my daughter?</p>	<p>We value highly the support you can offer in helping your daughter with her education. We would like to encourage you to:</p> <ul style="list-style-type: none"> • Check your daughter's homework diary regularly and use it to liaise with her tutor and subject teachers as necessary. • Support your daughter with homework if needed. • Attend all Parents' Evenings and relevant Meet the Tutor Evenings and any One Plan review meetings. • Inform us of any changes regarding your daughter's family or personal circumstances. • Communicate any concerns you may have to your daughter's form tutor or to the SENCo. • Offer other support relating to your daughter's targets as part of the One Plan process. • Become involved in the wider life of the School, e.g. join the Parents' Association, attend concerts etc.
<p>How can I register any concerns or complaints that I might have?</p>	<p>At Chelmsford County High School, we work hard to establish and maintain effective communication with students and parents, and to listen and respond positively to any concerns brought to our attention. The School has a robust pastoral system aimed at supporting and improving the emotional and social development of all students and will give extra pastoral support for students with SEND.</p> <p>We are committed to taking all concerns seriously and would like to think that, through being open and accessible, concerns can be both raised and dealt with easily. Please see our Complaints Procedure for further information.</p>



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How can I access support for myself and my family?

See the Essex County Council Directory online, including their 'Local Offer' <http://www.essexlocaloffer.org.uk> or your appropriate county council. We can direct parents to a range of support groups and agencies if necessary. Also the School website has a 'Useful Links for Parents' page under the Pastoral tab.