SEND Update: Staff and Student Matters Committee – November 2023

- **SEN include:** Autism Spectrum Conditions (ASC), Dyslexia, Cognitive processing and working memory difficulties, Sensory Processing Disorder (SPD), Auditory processing disorder (APD), Attention Deficit and Hyperactivity Disorder (ADD/ADHD), Hearing impairment (HI), Social Emotional and Mental Health (SEMH) including acute anxiety, and three students with complex medical needs.

- **42 students currently on the SEND register (an increase from 35).** A further 4 students are likely to move to the SEN register soon pending receipt of assessment reports from external agencies (2 in Year 10, 1 in Year 9 and 1 in Year 8).

- **3 students have an Education Health and Care Plan (EHCP)** and we are in the process of applying for two more EHCPs: one Y9 and one Y10.

- **Normal Way of Working (NWW) documents** with support strategies and information about exam access adjustments are **in place for all 42 students on the SEND Register and a further 69 students with medical and other needs**.

- **Autumn Term One Plan meetings are currently underway (the meetings for all Year 7, 10 and 12 students on the SEN register have been completed) in accordance with the SEND code of practice.**

- **Supplementary transition meetings for 3 Year 7 students and 4 Year 12 students who joined the school in September with known SEN needs were undertaken at the end of the Summer Term / before the Autumn Term started to facilitate a smooth transition to CCHS.**

- **2 SEN Transition Days were organised for the start of the Autumn Term:** Year 7 and Year 12 students were invited into school on Tuesday 29th August, with Years 8, 9, 10, 11 and 13 invited into school on Wednesday 6th September. During their time in school, students were able to familiarise themselves with their timetables, form rooms and locker spaces, and were able to ask questions to support them in feeling better prepared for the start of the new academic year.

- **Claire Fairchild (CFA), SENDCo Support Assistant** continues to bring her wisdom and experience to supporting and mentoring some of our students with more complex needs**.** In particular she meets weekly with each of the students with an EHCP to support them with the organisation of their work and any other difficulties they are currently facing. In addition, she supports students who need to use the Quiet Room SEN space to self-regulate and complete their classwork away from their classroom setting. This has become a very time-consuming process which has sometimes prevented her from being able to offer full admin support for other areas of SEN work; however, in discussion with FHR and RDA she has adapted her hours, now supporting the SEN space Monday to Thursday from 8:15am to 2:45pm to enable even more effective support to staff and students.

- **Two Year 10 students and 1 Year 9 student are key concerns**: One Year 10 student is currently unable to attend school. HPO and FHR have been working with an Engagement Facilitator (EF) from the Local Authority to support this student and her family but, owing to the deterioration in this situation (the student has not attended school at all this half term, despite making a promising start in September) we will be referring to both Education Access and CAMHS as advised by the EF. Another Year 10 student who continues to experience difficulties staying in the classroom, is still being ably supported by CFA and HPO. Together, new strategies for managing missed work and helping the student to recognise and regulate their emotions / sensory processing have been developed, with some successes. HPO has submitted an EHCNA application for this student to obtain further support. The Year 9 student – who demonstrated difficulties last year with illegible handwriting – has received an ASD diagnosis and is currently experiencing significant sensory processing difficulties. HPO and CFA are working to develop strategies to support her in accessing her learning from the Quiet Room if she feels unable to work in the classroom.

- **Use of Provision Map software** to streamline record-keeping: online training videos have been made available to CFA and HPO. In order to implement the system effectively, CFA and HPO need some designated time together to undertake the training and put an effective system in place. This is a work in progress, but is a key priority as the number of students requiring SEN support continues to rise.

- **Many requests received for referral and for evidence for assessments by external agencies.** Waiting times for NHS assessments are still up to 2 years, so many parents are opting to pursue private referrals.

- **Examination Access Arrangements:** A new professional relationship is being established with an external assessor following Katharine's retirement. Whilst HPO is able to put in place 'centre delegated adjustments' for many students – for example, the use of supervised rest breaks, laptops, smaller rooms etc. – any student requiring 25% extra time or more must be assessed by a qualified assessor. The first round of assessments will be taking place this half term.

- **The SEN Parent Community Coffee Mornings** continue once more this year with the first taking place on November 20th. These were introduced last academic year and are coordinated by CFA. Informal feedback from parents suggests that these opportunities have been a great success and have been well-attended. Parents have formed their own WhatsApp group, with several of our more experienced parents offering support to their less experienced peers. A good mix of 'established' SEN parents and those new to the community have already indicated their intention to join us on November 20th.

- **Staff Training:** Following on from the training delivered last academic year by HPO, in the capacity as SDL, on adaptive teaching and the sensory needs of SEND students, ASE (with a small section from HPO) has since delivered a further session on adaptive teaching, with HPO introducing and distributing an 'Inclusive Classroom Toolkit' to each Subject Leader to facilitate the embedding of adaptive and inclusive teaching in every classroom. HPO will be working closely with ASE to shape SEN CPD for the remainder of the academic year. A particular focus on supporting students with dyslexia and processing difficulties will be important.

- **Work with outside agencies and County SEND team:** HPO and FHR met online with an Engagement Facilitator from the Local Authority to support the EBSA student in Year 10. Email communication between HPO and the EF continues, and we now seek the additional support from Education Access and CAMHS. HPO and SLA met with the School Inclusion Partner – Valentine Scott – as well as our Educational Psychologist Helen O'Neill and the Engagement Facilitator Lucy Barnden for the annual Strategic Planning meeting. The draft report from this meeting has been sent to HPO for review. The final report will be shared with SLA and FHR.

- Finally, HPO and CFA are in the process of reorganising the SEN space – a designated work area has been created for students to work if and when necessary. Sixth Form students, for instance, make use of the space for mentoring sessions and study periods. Main School students use it when they feel unable to access their learning from their classroom, but are able to work in a smaller, quieter environment.

HPO November 2023