

SEND Update: Staff and Student Matters Committee – November 2024

- **SEN includes** 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), Tourette's Syndrome, Social Emotional and Mental Health (SEMH) including acute anxiety, and three students with complex medical needs.
- **There are 53 students currently on the SEND register (an increase from 49 at the end of the 2023-24 academic year).** A further 4 students are likely to move to the SEN register soon pending receipt of assessment reports from external agencies (1 in Year 12, 1 in Year 11, 1 in Year 10, and 1 in Year 9).
- **4 students have an Education Health and Care Plan (EHCP).** A student in Year 11 is currently awaiting an assessment for an EHCP application (the EHCNA application was approved by the SEND Panel in February 2024, but we are still awaiting the assessment). We are waiting to hear the outcome of two other EHCNA applications: 1 in Year 11 and 1 in Year 10.
- **Normal Way of Working (NWW) documents** with support strategies and information about exam access adjustments are in place for all 53 students on the SEND Register and a further 70 students with medical and other needs.
- **Autumn Term One Plan meetings** are currently underway (the meetings for all Year 7, 10 and 13 students on the SEN register have already been completed) in accordance with the SEND code of practice.
- **Supplementary transition meetings for 8 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 Thursday 29th August, with Years 8, 9, 10, 11 and 13 invited into school on Wednesday 4th 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. For example, she has worked with HPO to create a programme of support for one of the Year 13 students with an EHCP to help the student understand their ADHD diagnosis a little better. 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. She also undertakes fortnightly welfare checks – sometimes with HPO, but sometimes on her own – at the home of the Year 11 student referred to Education Access in October 2023. This student is now receiving support from Hatfield Wick – a provider of alternative provision – but the welfare checks continue in order to maintain the positive relationship between CCHS, the student, and the student's family.
- **Two Year 11 students and 1 Year 10 student are key concerns:** Two Year 11 students are currently unable to attend school regularly. HPO has referred these cases to an Engagement Facilitator (EF), and one student has also been referred to Education Access. HPO has worked with the SEND Inclusion Partner to ensure all suitable avenues of support have been explored. The Year 10 student – who demonstrated difficulties over the past two years with illegible handwriting – had requested to be removed from the SEND register, but close monitoring continues.

- **Use of Provision Map software** to streamline record-keeping: CFA has uploaded key documentation to Provision Map for the students on the SEND register e.g. One Plan meeting minutes and diagnosis documentation. The use of the system is still a work in progress but is something that CFA and HPO continue to discuss and review.
- **Many requests continue to be 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. A number of parents are also choosing to use the 'Right to Choose' pathway for ASD assessment, though the waiting lists for this pathway are still very long. There has been a change in the way schools can submit referrals: this is now dependent on the part of Essex in which the student lives e.g. the My Care Bridge platform is used for those students living within the Mid and South ICB.
- **Examination Access Arrangements:** Anna Graham is now an established assessor for CCHS having undertaken two rounds of assessments last academic year. 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. Another round of assessments has been organised for this half term.
- **The SEN Parent Community Coffee Mornings** have continued once again this year, the first of which took place on November 4th. These were introduced in the 2022-23 academic year and are coordinated by CFA. Informal feedback from parents suggests that these opportunities have been a great success and have been increasingly well-attended – the most recent Coffee Morning had 15 families in attendance, a mix of 'established' SEN families and those new to CCHS. Parents have formed their own WhatsApp group, with several of our more experienced parents offering support to their less experienced peers.
- **Staff Training:** Following on from the training delivered last academic year by HPO in relation to adaptive teaching (with a SEND focus) and Exams Access Arrangements, HPO has worked with ASE to organise a whole-day CPD opportunity for all staff focused on Autism Spectrum Disorder. The 'Good Autism Practice' (GAP) training will be delivered by the County SEND team during the INSET day in February. HPO will also be working with FHR and the Pastoral Team to deliver CPD sessions, one of which will potentially be focused on the use of language in the context of SEND and Pastoral care.
- **Work with outside agencies and County SEND team:** HPO and FHR have met online with the Education Access team every 6 weeks for review meetings in relation to the EBSA student in Year 11. HPO and SLA met with the School Inclusion Partner – Raj Shina – for the annual Strategic Planning meeting via Teams in September. HPO has also met online with the Inclusion Partner in relation to the other EBSA-cases that have emerged in Year 11, as well as the Educational Psychologist – Claire Fuller – who is providing remote support in relation to the Year 10 student with handwriting difficulties as well as other SEND-related areas of need. Members of the County SEND team are also invited to attend the EHCP Annual Review meetings.
- **NPQSENCO training:** HPO has started the NPQSENCO training, led by TeachFirst, through the Saffron Walden Teaching Hub provider. This is largely undertaken via online independent learning, with monthly seminars via Zoom.
- Finally, following the completion of the building work at the back of the Vernon-Harcourt Building, HPO and CFA are in the process of reorganising the SEN space with a designated work area for students to work if and when necessary as well as a sensory space to support self-regulation, particularly for students with ASD. The resources for this space were funded by Jack Petchey money donated by CMA. Sixth Form students, for instance, make use of the workspace for mentoring sessions and study periods. Main School students use the workspace when they feel unable to access their learning from their classroom, but are able to work in a smaller, quieter environment. A register is taken to record use of the space by different students