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Clacton County High School

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SPECIAL EDUCATIONAL NEEDS & DISABILITY INFORMATION REPORT- 2021

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SEND categories

The 2014 SEND Code of Practice outlines four areas of Special Educational Needs that include a range of difficulties and conditions. These broad areas of need are referred to as :

- Communication and interaction (e.g. Autistic Spectrum Disorder)
- Cognition and learning (e.g. Dyslexia)
- Social, emotional and mental health (e.g. ADHD)
- Sensory/physical needs (e.g. a Visual Impairment)

Identifying and Assessing SEND

CCHS follows the guidance contained in the SEND Code of Practice 2014. There are a range of ways that we identify young people with SEND. These may be from external professionals such as:

- Diagnosis letters from a doctors.
- Reports from recognised organisations.
- Educational Psychologist reports.
- Files and reports from primary school.

School based procedures are:

- KS2 Data and results
- Discussions with teachers, parents, other professionals and young people
- Test results that provide standardised scores.

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.” (SEND Code of Practice, 2014)

Teaching and Learning



CCHS is an inclusive mainstream establishment that offers a wide and balanced curriculum. High quality teaching is integral to the progress of our students and is monitored through our internal processes. More information on these can be found [here](#).

All staff have regular training on all areas of Special Educational Needs and Disabilities in order to ensure scaffolded learning is provided according to the needs of the learners. Staff have access to the Essex Provision Guidance Toolkit that provides further links and advice on supporting the learning of those students with Special Educational Needs and Disabilities.

We offer a range of intervention programmes designed to improve the outcomes of students with additional needs and to ensure where possible that they can fully access all areas of the curriculum. For the highest need students reasonable adjustments are made to their subject choice options to ensure their needs are fully supported.

CCHS ensures all facilities are fully accessible due to a lift system and there are disabled toilets that can be accessed at all times.

Support plans

All students who are on the SEND register will have plans in place which outline to their teachers suitable strategies to support their needs and assist them with their learning.

Parents/carers and students are encouraged to contribute their views throughout the school year through parents evenings, meetings and phone calls with teaching staff, inclusion and pastoral support staff.

We have a number of types of plans in place to support all students including those with SEND. These include pastoral support plans, LABS support cards, passports and one plans. Plans are catered to students needs and an individual may receive a combination of support from the pastoral and inclusion teams.

Plans are updated and reviewed regularly in line with the school reporting data.

Working with Parents

Parents will receive regular reviews of a student's progress through our whole school reporting system. A member of the Inclusion team is available at all parents' evenings for individual discussions with parents/carers. We welcome contact from parents at any time. This can be via telephone, email or through a scheduled meeting. Opportunities are available throughout the year for student plans to be discussed and reviewed.

If a student has an Education, Health and Care plan then a statutory Annual Review meeting will take place at least once a year. The Annual Review meeting is an opportunity to celebrate a student's successes throughout the year and to enable the student, their parents and others who are directly involved to raise any concerns regarding the support or placement. The Annual Review meeting will be person-centred, taking into consideration the needs and wishes of both the student and their parent(s).

Working with other Professionals

Children and young people with SEND may need integrated support from education, health and/or social care to help them achieve their ambitions. (Code of Practice 2014)

CCHS offers a wide range of support for all students, working with various organisations both within and outside of school. These include;

- Essex County Council
- Educational Psychologists
- Emotional wellbeing and mental health services
- The National Health Service
- MIND
- Autism Anglia

Our pastoral team are also on hand throughout the day to help with any problems that students encounter at school. In addition to this, we have a designated team of staff to promote the safeguarding and welfare of our students.

Extra-Curricular Activities

CCHS offers a wide range of extra-curricular and enrichment activities for all students including those students with additional needs. We achieve this by:

- a. Ensuring that all staff involved in extra-curricular activities are fully trained in all areas of special educational needs and disability.
- b. Ensuring that all areas of the school are fully accessible.
- c. Providing additional support staff to support higher need students in accessing extra-curricular activities as required.

The school will work with your child, parents or carers, specialists and others to maximise participation and allow access wherever possible.

Transition

CCHS supports young people and their parents/carers with the transition from primary to secondary school. From Key Stage 2 to 3:

- Where possible a member of the Inclusion team will attend Year 6 Annual Reviews for students with an Education, Health and Care Plan if requested.
- The SENCo and pastoral team will meet with primary Special Educational Needs and Disability Co-ordinators to identify and discuss students with additional needs.
- Additional transition days and visits are organised where appropriate.

At Year 9, Year 11 and sixth form the planning meetings are focused on the next educational steps and support needed to ensure these are smooth. The Preparing for Adulthood advisor from the local authority will provide additional guidance to those students with an EHCP in year 10,11 and 13.

CCHS provides post-16 guidance interviews to all students including those with SEND in year 11. Additional support is available to help with plans such as college applications. CCHS liaises with all post-16 providers and when requested will ensure information is passed across in regards to the needs of students.

Staff

The inclusion support team at CCHS consists of a number of people.

Director of Inclusion (SENDCo): Mrs H. Bartrum (MA SEND & Inclusion, NASENDCo)

Deputy SENDCo: Mrs A. Baty (NASENDCo)

Assistant SENDCo: Mrs K. Hawthorne

Inclusion Support Coordinator: Cognition & Learning: Mrs A. Bassett

Inclusion support Coordinator: Social, Emotional & Mental Health: Mrs D. Vanstone

A small team of Inclusion Support Workers

The pastoral team are based across the school and consists of a Director of Pastoral Care, pastoral leaders and year managers.

The inclusion team can be contacted by;

E-mail: admin@cchs.school

Tel: 01255 424266

Further Information

The Essex Local offer, includes information about support services and local opportunities for children and young people with SEND.

Under the Children and Families Act 2014 each Local Authority was required to publish a Local Offer detailing what provision and services were available in their area for children and young people with SEND by the 1st September 2014. The Local Offer is a dynamic resource that will be developed over time with the assistance of our partners, parents and young people.

<http://www.essexlocaloffer.org.uk/>