

SEN Information Report 2021



- Igniting aspiration
- Encouraging all students to achieve more than they had thought possible
- An inclusive ethos that creates a well ordered, highly supportive, and respectful learning environment
- Students are treated as individuals and diversity is celebrated

The Governors and staff team work in partnership with parents/carers and the local community to ensure the best possible outcomes for students. Our students are the life force of the school and our relationships across the school and wider community are considered key.





At Chase Terrace Academy, we aspire for all of our students to achieve greater things than they ever thought possible. We pride ourselves in being a warm and welcoming school that places community at the heart of everything we do. Our ambitious curriculum is enriching and inclusive, providing challenge and breadth for all. This empowers our students to become compassionate, confident and creative individuals who are resilient, respectful and equipped with a desire to take up a fulfilling role in society and the wider world. Across the school, there is a relentless drive for continuous improvement.

Our Local Offer

A commitment to improving lives





Key Staff who will support your children whilst they attend Chase Terrace Academy

- Head of School – Ms Mason
- Deputy Headteacher – Mr J Cain
- Chair of Governors (and SEN Governor) – Mrs D. Evans
- Assistant Headteacher and SENCO – Miss J. Hayburn
- Assistant Headteacher for Attendance and Behaviour - Mrs D. Thombs
- Year 7 – Mrs E Scholes, Mrs K Graham, Ms K Grave
- Year 8 – Mr A Bullock, Mrs S Pickin
- Year 9 – Mr M Birt, Ms H Bate
- Year 10 – Mr N Grund, Mrs H Hewitt
- Year 11 – Mr D Meek, Mrs M Weaving
- Learning Support – Miss J Hayburn, Mrs K.Lewis, Mrs L. Brown
- Attendance Officer – Ms L Whitfield
- Safeguarding Officer – Mrs H Goodhall



What are Special Educational Needs?

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or from, that made generally for others of the same age in a mainstream setting in England...Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. (Code of Practice 2014)

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘A physical or mental impairment which has long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes.

Chase Terrace Academy is a fully inclusive mainstream school. We provide SEND support for pupils with significant needs in the following areas:

- ❖ Communication and Interaction.
- ❖ Cognition and Learning.
- ❖ Social, mental and emotional health.
- ❖ Sensory and /or Physical.

Cognition and Learning

This is where a student has issues with language, literacy or numeracy development. It may be that they have a low reading, spelling, comprehension or maths ability, or a Specific Learning Difficulty (SpLD) such as dyslexia, dyscalculia or dyspraxia).



Communication & Interaction

This is where a student has difficulty communicating clearly with others. This may be what they are saying (appropriate use of language) or understanding what is being said to them or social interaction with others. Students who are on the Autism spectrum or who have ADHD will show significant difficulties in this area

Social, Emotional and Mental Health difficulties

This refers to a student who has difficulty managing their emotional well-being. They may find it difficult to self-regulate their behaviour, be very anxious, depressed or have experienced trauma in their lives which is having a significant impact upon their ability to focus upon, learn and retain information

Sensory and/or physical needs

A student has a physical disability which renders the school environment inaccessible to them or difficult to access in some way. It may be a visual, hearing, or other physical issue.



The Four Areas of Need

The 0-25 SEND Code of Practice (2014) identifies 'four broad areas of [special educational] need and support'. The purpose of these areas is to allow schools to gain an overview of their pupils' range of needs and to plan action that the school needs to take, not to categorise pupils. Some pupils will have more than one primary area of need, and needs may change over time.

| | | |
|---|---|--|
| Communication and Interaction | Pupils experience speech, language and communication difficulties making it hard for them to make sense of language or to communicate effectively or appropriately. | Children and young people with Autistic Spectrum Disorder (ASD) including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction |
| Cognition and Learning | Pupils learn at a slower pace. They may have difficulty understanding parts of the curriculum, poor memory or organisational skills. | Specific learning difficulties such as dyslexia, dyscalculia, dyspraxia and dysgraphia fit in this category. |
| Social Emotional and Mental Health | Pupils may have difficulty managing relationships, be withdrawn, isolated or display challenging behaviour. | Attention Deficit Hyperactive Disorder Attention Deficit Disorder attachment disorder, depression and anxiety fit into this category. |
| Sensory and/or Physical | Sensory impairments and physical needs that require ongoing support and equipment, | Visual impairment or hearing impairments fit into this category and conditions such as cerebral palsy |

Summary of School Responsibilities

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the SENCO as necessary.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

How we identify individual special educational learning needs

- If students have an identified special educational need or disability before they join CTC we will work very closely with the people who already know them and support them. We will use the information from the Primary setting and any appropriate outside agencies to identify what the barriers to learning may be in our educational setting and use this information to plan appropriate support strategies.
- Quality First Teaching is the most powerful tool at our disposal. 'Good teaching for SEND is good teaching for all', and many barriers to learning will be addressed through effective QFT. All Pupils with SEND, or a specific diagnosis, will have specific QFT strategies recorded on the Pupil Passports within our new Provision Mapping software.
- An appropriate QFT form for any SEND students will be completed by assigned TA or Form Tutor and this will include the voice of the student and parent.
- It is the teaching staff's responsibility to ensure that they have the most up to date QFT for all SEND students in their class and that they are annotating this when appropriate to inform the review process.
- If you have concerns that your child may have special educational needs we will happily discuss this with you and will arrange appropriate testing. This testing ordinarily will take place through school, but sometimes we will refer to/seek advice from specialised services such as the Educational Psychologist, or Speech and language Therapy. The findings would of course be shared with you and discussion would then take place as to any further appropriate steps.
- Initial and ongoing discussions with parents are vital in the identification and understanding of how a special educational need manifests itself both in the school and home environment and we welcome parental input. On transition parents are invited to contact school for additional meetings/visits and we will then share this information (where consent has been granted) more broadly with the relevant subject and support staff.

How we identify individual special educational learning needs

The 'Know, Do, Review' Cycle

At CTA, teaching and learning follows the 'Know, Do, Review' cycle. Teachers share essential core knowledge with students prior to the lesson, providing a 'big picture' overview and the foundation for challenging activities. Sharing this key knowledge also allows enables parents to play a role in supporting their son/daughter with their learning.



The CTA Way

This has been rolled out in the last academic year and is key to the success of students

Staff know their class and plan for their individual needs

- Seating plans

- IEPs

- Use of TA

- Annotation of scheme of learning

Staff know what students already know – Knowledge organiser

Staff know what the aim of the lesson is and share this clearly and precisely
Staff know how to plan to best deliver new learning.

The results that will come from this learning will feed in to the Graduated Response that Learning Support will deliver.

How we identify individual special educational learning needs

Knowledge Organisers will be used to support prior learning, reading around a topic and reviewing what has been learned. If there is consistent underachievement in the “Know, Do Review” cycle students would be reviewed to assess for any additional support needs.

| Keywords | | Definition |
|------------------|---|------------|
| 1. Atmosphere | An atmosphere (from Greek ἀτμός (atmos), meaning 'vapour', and σφαῖρα (sphaira), meaning 'sphere') is a layer or a set of layers of gases surrounding a planet or other material body, that is held in place by the gravity of that body. | |
| 2. climatology | the scientific study of climate | |
| 3. Troposphere | the lowest region of the atmosphere, extending from the earth's surface to a height of about 6–10 km (the lower boundary of the stratosphere). | |
| 4. topography | the arrangement of the natural and artificial physical features of an area. | |
| 5. geomorphology | the study of the physical features of the surface of the earth and their relation to its geological structures. | |
| 6. biosphere | the biosphere is the global ecological system integrating all living beings and their relationships, including their interaction with the elements of the lithosphere, geosphere, hydrosphere, and atmosphere. | |
| 7. pedosphere | The pedosphere (from Greek πῆλον pedon "soil" or "earth" and σφαῖρα sphaira "sphere") is the outermost layer of the Earth that is composed of soil and subject to soil formation processes. It exists at the interface of the lithosphere, atmosphere, hydrosphere and biosphere. | |
| 8. hydrosphere | The hydrosphere is the liquid water component of the Earth. It includes the oceans, seas, lakes, ponds, rivers and streams. The hydrosphere covers about 70% of the surface of the Earth and is the home for many plants and animals. | |
| 9. lithosphere | the rigid outer part of the earth, consisting of the crust and upper mantle. | |

| Continent | Ocean |
|---------------|-------------------|
| Asia | Atlantic Ocean |
| Africa | Southern Ocean |
| Oceania | Indian Ocean |
| North America | Pacific Ocean |
| South America | Arctic Ocean |
| Antarctica | Mediterranean Sea |
| Europe | Adriatic Sea |

Crust (or lithosphere)
The Earth's crust, which includes landforms, rocks and soil. It is mostly solid rock, is rigid and has high strength. It varies in thickness from as little as 5 km under the ocean to about 70 km under mountain ranges like the Himalayas.

Mantle
Partially molten rock. Temperatures mostly between 500 °C and 2000 °C. About 2900 km thick. The top part of the mantle is the source of magma that erupts onto the surface.

Outer core
Molten iron and nickel. Temperatures mostly between 4000 °C and 6000 °C. About 2300 km thick.

Inner core
Mostly iron. Solid owing to the extreme pressure. Temperatures up to 7000 °C. About 1200 km thick.

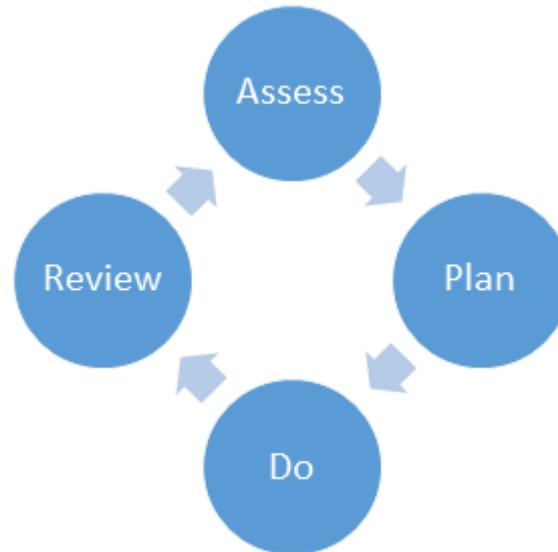
Atmosphere
A blanket of gases that surrounds the Earth to a height of approximately 145 km. Mostly made up of nitrogen and oxygen, which support life on Earth.

Hydrosphere
The water on or at the surface of the Earth, including oceans, lakes, rivers, rain and mist.

Atmospheric layers: Troposphere, Stratosphere, Mesosphere, Thermosphere.

The Graduated Approach

The Special Educational Needs and Disability Code of Practice of 2014 describes the method that educational settings should use when working with pupils identified as having SEND. The Graduated Approach is a four part cycle from which support for pupils with SEND arises:



This approach is designed to encourage earlier decisions and actions being revisited, refined and revised, which should then lead to a growing understanding of the pupil's needs and the type of support that contributes to good progress, in turn securing good outcomes.

The Graduated Approach is a constant cycle for all pupils at the whole school level – teachers and teaching assistants already go through the process of assessing, planning, implementing and reviewing their approach to teaching and supporting different classes and different children. However, once a pupil is identified as potentially having SEND, the process should become increasingly personalised.

For pupils with SEND we expect to complete one full cycle of the APDR model at least once a year, although for some pupils, this will happen on a termly basis.

The SEND Pathway

The Graduated Response as it suggests is a pathway that the school will follow to show the level of intervention that has been required to support a child. This support may be short term or may be of a higher and more prolonged nature, particularly if it is leading to a possible application for an EHCP – Education, Health and Care Plan.

| | | |
|---------------|------------------------|---|
| Wave 1 | Light Touch Mentoring | A light-touch pathway designed to provide pupils with a little extra mentoring, allowing pupils to explore their areas of strength and barriers to their learning. |
| Wave 2 | Internal SEN Provision | Pupils who are identified as having SEND, are placed on a SIMs code 'K' and receive internal support that is additional to or different from the normal inclusive offering. |
| Wave 3 | External SEN Provision | Pupils who are identified as SEND, are placed on a SIMs code 'K' and receive support from external agencies, sometimes alongside internal provision. |
| Wave 4 | EHCP | Pupils with more complex needs are formally assessed for an Education Health Care Plan. These pupils receive a formal annual review. |

SEN Codes that are used at Chase Terrace Academy

| | | |
|----------|----------------|--|
| E | EHCP | The pupil has an Education or Health Care Plan in place |
| K | Known SEN Need | the pupil has SEND and is therefore in receipt of provision or interventions that are different from, or additional to , the normal inclusive offering. This could be provided externally, internally or a combination of both. |
| T | Tracked | the pupil is known to the Learning Support team and is being tracked/monitored |
| R | Removed | the pupil has had an intervention programme but no longer requires that intervention for a SEND. However as an organisation we do wish for a short time to continue to monitor. |

How we identify individual special educational learning needs

- We will use all relevant data from the Primary School but will also test initially using GL Assessments that offer standardised results across a range of skills.
- Teachers/Teaching Assistants may feel that your child is exhibiting special needs and that their progress is being hindered in comparison to their peer group. In this instance the earlier we take action and modify provision the more likely we are able to resolve concerns and help students achieve success. We will observe your child's learning characteristics and how they cope within our learning environments, we will assess their understanding of what we are doing in school and where appropriate use tests/further observations to pinpoint what is causing difficulty. This will help us to decide what is happening and why. If school becomes concerned about your child you will be contacted by a subject teacher, a Head of Department, a Head of Year, or Assistant Headteacher and SENCo, Miss Hayburn.
- Further testing will be carried out by Miss Hayburn, Mrs Waters (Access Arrangements exams assessor) or Mrs Lewis (Assistant SENCo) as and when we feel it is appropriate to ensure the correct interventions can be applied. We will also use this for applications for examination support known as "access arrangements"
- We use a "Barriers to learning" referral form that all staff are required to complete when they believe a child is not accessing the curriculum. This enables us to gain early feedback in class and collate evidence for "Ordinary Way of working " and "History of Need" for students who may require Access Arrangements in the longer term.

How School Staff will support students and parents/carers

- Students are at the heart of what we do and it is imperative that as much as possible they are involved in any decision making regarding their education provision so students will be invited to meetings where appropriate and through discussions with tutors/subject staff and Teaching assistants we will continually address their views and concerns.
- All SEN information is placed on our School Information Management System (SIMS). Therefore staff have access to this information. We also place additional information on our school network and ensure through regular briefings and updates that staff are alerted to specific needs and any changes in need.
- Where appropriate we will write and review our Provision map Learning Plans plans and will hold review meetings during parent consultation evenings. We will also hold additional consultation meetings to address support needs should it be considered beneficial for the student to fulfil their potential.
- Students will be encouraged to engage with Independent learning both in school and at home as this enables students to practice and review what has been learned. Opportunities to complete Homework and gain support with this are offered before school, at break, lunchtimes and after school in the **Resource Centre** and also at lunchtimes and after school in B8 where Teaching Assistants are on hand to support students with the completion of set tasks.



Reading is encouraged at all times, as an innate and invaluable skill, as a means to supporting learning through research and investigation and as something that can be accessed for pleasure. Accelerated Reader (yr 7 and 8) and

Everything and Read (DEAR – KS3) are therefore key aspects of the school curriculum.

How School Staff will support students and parents/carers

- We offer opportunities for parents/carers in each year group to attend information evenings that share support strategies in current educational practice and expectations from examination boards.
- The School has a Development plan and a number of additional working groups that focus staff on improving teaching and learning across a range of key areas including SEND
- Whole staff training is used to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND
- Individual staff attend training courses run by outside agencies that are relevant to the needs of specific children in their classes or for the development of their curriculum area
- Departments are also encouraged to work together to share good practice and they are encouraged to attend Learning Support meetings for specific students
- Regular briefings take place in school to update staff on students who have a more individual need and the school communication system is used to send more confidential information

How School Staff will support students and parents/carers

- We also share information regarding appropriate resources to which students have access in and outside of school.
- The School website will be updated regularly to include relevant support information for SEN and outside agencies who may also be able to support families
- The website will also be used to reinforce communication about appropriate resources and support activities/agencies with whom parents and carers may also wish to engage in support of their child. Some of these will be direct links to materials to contact details.
- Post COVID we are looking to utilise the many different forms of online support that have been experienced and we hope to have more resources available using these additional strategies – this may well include doing meetings and delivering support via Microsoft Teams..
- If parents do not have ready access to ICT at home we can provide access to a laptop in school and we will always ensure hard copies of any information are available upon request.
- Access to Homework Clubs and reading catch up will be offered to those in most need.

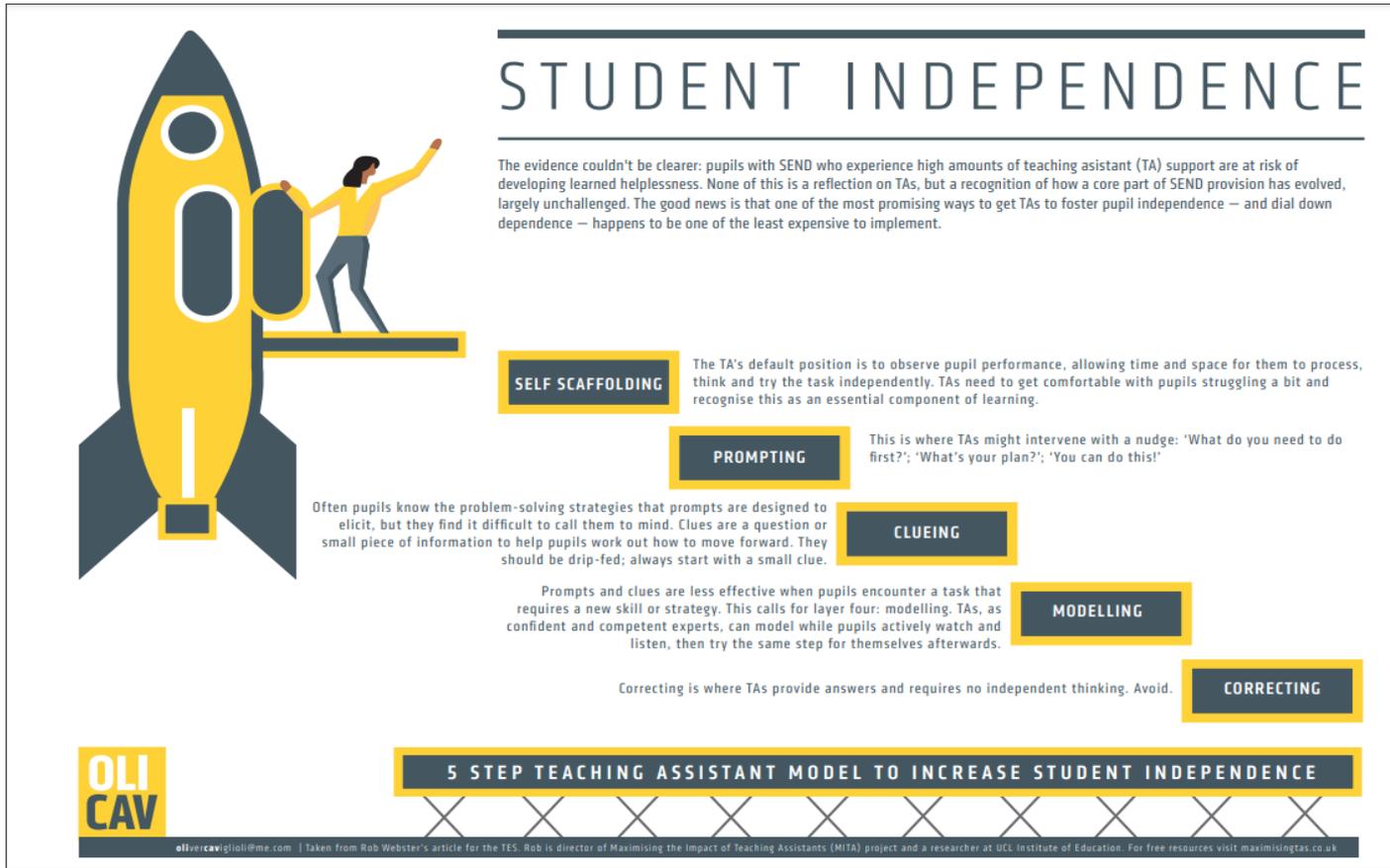


How we use other adults in school to support students with Special Educational Needs or Disabilities

- Miss Julia Hayburn – Assistant Headteacher and SENDCo leads a team of very experienced support staff who are all trained to work with students with a wide range of educational, social and emotional needs.
- Our Teaching Assistants provide support in class and also run Skills clubs before school. These clubs target areas of difficulty such as reading and spelling.
- Homework Clubs are also offered in Learning Support, Focus Room and the Resource Centre. These areas are supported and students can draw on adult support with their work.
- We have 1-1 intervention tutors in English and Maths who are focused upon ensuring students make expected levels of progress during KS 3 and 4.
- We liaise with many outside agencies to ensure appropriate support at all levels of need for students (specific details follow later)
- Our Year Teams and Leadership Team analyse student performance data on a regular basis to ensure students are making appropriate levels of progress and they will act accordingly on any issues raised by the data.

Facilitating Independence

We aim to increase the independence of all of our learners, and have adopted a structured approach to the support that pupils are offered in class.



What Support will there be for my child's overall well being?

- Each year group has a dedicated team working for and with the students
- The team is made up of a Head of Year, a Student Support Officer and 8/9 Form Tutors
- Students also have access to emotional and behavioural support through The Reflection Room and the Local Short Stay School. Counselling for anger management and other behaviour/emotional issues can also be arranged.
- We have a school Mental Health First Aid team
- Where we feel students may need greater specialised support we will discuss with family and more specific referrals to specialised services will be made.
- We have a dedicated First Aider who is able to make basic preliminary assessments of a child's injury and will make appropriate referrals to more specialist help in discussion and liaison with parents.
- The medical team will also liaise with the school nurse and On site and external Health and Safety expertise in creating medical care plans where long term conditions have a higher level of need.
- Medicines can be appropriately stored in school once a medical form has been completed. The medicines are locked away and can also be stored in a refrigerator if necessary.
- If a child has a long term health condition then we will work with health professionals e.g. Physiotherapy, Macmillan etc. to support the student with their emotional needs and their rehabilitation/reintegration into school
- School attendance is monitored on a daily basis by the year offices and our own Attendance Officer, Ms Whitfield and where we have concerns related to attendance we will liaise with families. As part of her role she will check on well being, will support re-integration programmes for persistent absentees and will also support any legal routes that may need to be implemented in the more persistent cases.

What Support will there be for my child's overall well being?

- Alongside the work that Ms Whitfield will do we have moved over to using MyEd app rather than Groupcall.
- MyEd app is a multi functional app for monitoring student attendance and performance and allows parents greater access to information
- It works as a messaging service and offers a range of flexible tools extending what we have had to date. We are hoping this is enhanced service will improve home school communication Some of its features include:
 - [My School](#)
 - Allows you to view information and keep up to date with what's going on in your child's school. Your child's school has the ability to share a variety of information. Detailed below are some examples that they may choose to share with you.
 - [Key Dates](#)
 - If you are always missing events or just need to check that you have space in your diary for other events My Ed is able to show you all the events that your child's school wants to share.
 - [News](#)
 - Keep up to date with any news that your child's schools wants to share. An example could be the latest school sporting results, exam success or event the promotion of an end of term event.
 - [School Information](#)
 - Easily access school policies on the move allowing you solve problems or to answer important questions that you or your child may have.
- **As we are now operating in COVID/post COVID conditions the app will also be essential in terms of booking appointments in school as it will not be possible to meet without prior notice and ensuring that staff and spaces to meet are available.**

How accessible is the school environment?

- The majority of the school was rebuilt following a devastating fire. The design of the building has taken in to consideration the needs of all students including those with more specific mobility issues.
- We currently have 2 lifts in the main school building (we will shortly be upgrading our 3rd) and a low rise staircase leading from reception. These facilities, including an additional lift in the Technology Block, ensure that all students have access to the whole school.
- We have safe evacuation chairs in the school and staff are trained in their use for students who have significant mobility issues. Students are also protected through safe evacuation stairwells. Staff have recently been retrained, the team expanded and the safe evacuation procedure overhauled.
- There are dedicated disabled car parking spaces available.
- We also have a number of Disabled toilets around the school on all floors, one of which is more specifically kitted out with specialist equipment allowing students access to a hoist and shower facilities.
- The school has a hearing loop for anyone who may require auditory support and we also make referrals where appropriate for support with sign language and translation services.

How accessible is the school environment?

- The swimming pool has increased facilities including a hoist for easy access to and from the pool



- All classrooms that house practical subjects have increased levels of equipment to support students with mobility and motor skill difficulties. Tables that can be lowered or made higher as appropriate.
- We seek advice and support from outside agencies who have more specific experience with more complex needs. For example we have in the past worked closely with Saxon Hill (a local special school for disabilities) and Health to ensure we are continually up to date with the most relevant educational resources for students working in more practical environments.
- In order to ensure inclusive practice in the classroom we have purchased a number of more specialised resources such as perching stools, standing frames, screen filters, magnifiers as necessary to allow students the choice of and access to the full range of subjects available in school.

- **How we use specialist resources to support students with special educational needs or disabilities**

- All our staff are trained in a variety of approaches which means that we are able to adapt to a range of SEN: - specific learning difficulties (including dyslexia); Autistic Spectrum Condition; speech, language and communication needs; and behavioural, social and emotional difficulties.
- We are a Dyslexia Friendly School. We use a number of teaching methods that are adapted to the needs of both groups and individual pupils, including use of coloured page books, coloured overlays, scaffolding tasks etc.
- We are an inclusive school. In all cases Quality First Teaching is expected and wherever possible children are taught alongside their peers in differentiated groups. Teachers adapt their teaching constantly in order to cater for their pupils needs, planning more individual timetables where necessary.
- All our staff are encouraged to adapt resources to either offer a greater level of support or to make learning more challenging so that every child is able to achieve their very best.
- We use additional schemes/materials so that work can be accessed by all students including those pupils with special educational needs, or those who are gifted and talented.

How we use specialist resources to support students with special educational needs or disabilities

- Our Learning Support team and Inclusion team make bespoke individual resources for students with special educational needs so that their specific learning targets and needs reflect the learning undertaken by their peers.
- We use a range of software on our school learning platform/website to help students engage with subjects they find difficult, to practice basic skills and work towards becoming independent learners.



- Under the new constraints of GDPR students are still encouraged to use tablets/lpads in school and we regularly recommend specific educational resources/ ways of working in the class and at home that utilises a range of teaching and learning styles, but does not compromise data access, or consent.
- We have a detailed Behaviour policy which is adhered to by all staff so that students have a consistent policy with which they can engage.
- This is supported by our Behaviour and Achievement programme that recognises and rewards student achievement

What extra support we bring in to help us meet SEN:- services; expertise. How we work together collaboratively

- We can access support from specialist teachers for advice about accessing the curriculum for the 4 areas of SEND : Communication and Interaction, Cognition and Learning, Social, emotional and mental health difficulties, Sensory and/ or physical needs; all of which include the areas of speech, language and communication; hearing impairment; visual impairment; severe learning difficulties and autism.
- Our local authority educational psychologist service is bought in as a traded service for assessment, advice and training.
- We have some EWO support via the Local Support team, but have our own Attendance Officer, who will work closely with staff, pupils and families in raising attendance and punctuality.
- We get support from Speech and Language Therapy (SALT) through referrals and they advise us on strategies and programmes. We refer pupils for assessment if we believe they need a period of therapy.
- We will refer students to and liaise with the Autism Outreach Service
- We liaise with the School Nurse regularly.
- Other agencies with whom we have collaborated include: Teen Spirit, YESS, YOT, Think For The Future, Bridge Short Stay School, Eagles Nest, Chase Aqua ...

What extra support we bring in to help us meet SEN:- services; expertise. How we work together collaboratively

- As previously stated we do seek support from occupational therapy and physiotherapy for pupils who need assessment for issues such as special seating or advice about exercise programmes. They guide school staff in meeting the needs of pupils with disabilities. We also regularly access support from Outreach services for additional advice and guidance about specific children.
- Together we review your child's progress and agree what everyone will do to make teaching more effective and learning easier. We always seek the voice of the child when carrying out reviews, whether they come in person, if appropriate or they complete a pupil voice sheet, with help if necessary.
- To ensure that our liaison with other agencies is effective we need good communication and that may mean that we will call a larger meeting so we can all meet together to share and co-ordinate support and discuss common strategies. This meeting may be referred to as a Team Around The Child (TAC), or Team Around the Family (TAF) meeting brought together under an Early Help Action Plan, or an "Outcome Star" and under this process a Key Worker or a Lead Worker will be designated.

What other activities are available for students with SEN in addition to the curriculum?

- We offer a range of extra-curricular activities open to all students. These activities/clubs are advertised in school and additionally on the website. Our internal notice system is used to highlight clubs and encourage students attendance.
- We have regular educational visits, and many other visitors to school to bring our curriculum to life through our PSHE and Assembly programme. Students with special educational needs and disabilities are always included in these and we provide staff to support their full involvement if needed. We always choose enhanced school provision to be accessible by all.
- We have extended programmes of provision for students under our Gifted and Talented programme, Raising Achievement programme, our STEM group (enhanced provision for those with a greater interest in Science, Technology, Engineering and Maths).
- We link with our local primary schools and offer additional Maths sessions to boost and extend achievement at KS2

How we support Students in their transition into and moving on from the Secondary school environment?

- Transition to Secondary School is led by our Assistant Headteacher Mrs H Powell. She is supported by a team of staff including the Head of Year, the Student Support Officer, and SENDCO.
- Students are given the opportunity to meet with their year team, their form tutor and experience some of the new subjects that Secondary school has to offer.
- Parents and children who are joining our school mid-term are encouraged to visit the school before they start.
- When we are aware that pupils joining us from other settings have identified special educational needs, we will often arrange a visit to observe them in their familiar environment and to liaise with the staff who know the student best.
- When necessary we will write transition plans in collaboration with staff from the previous school and the key professionals who are already familiar with the needs of the child. This ensures a smooth and supportive start to life in our school.
- We hold transition meetings with Year 6 leaders and Primary School SENCO's in the 2nd part of the summer term to discuss the strategies that have worked with specific children and the recommendations for support at CTA.
- Most importantly we try to start the partnership working with parents and look at the many different ways in which we can effectively communicate with families prior to transition.

How we support Students in their transition into and moving on from the Secondary school environment?

- Our Head of Information, Advice and Guidance , Mrs Poppleton, works alongside our SENCo to support students moving on from Secondary School. She liaises with local and specialist Colleges, Training Providers, Employers and the Voluntary sector to ensure that students are given the best independent and impartial advice regarding periods of progression/transition between Key Stages and when moving into Post 16 options.
- During Year 9 students are offered a number of opportunities to gain information about KS4 option choices and extra meetings are offered for students and their parents/carers where we feel more information/support would be beneficial
- During KS4 further opportunities are given for work based learning and seeing how skills being taught are applicable to the working environment.
- Additional meetings are held to look at career options and therefore what may be the most appropriate Post 16 pathway for each individual student
- For those students with SEND additional meetings are held at important times of transition. These will certainly begin in year 9 and encompass the Options process. These meetings will help to facilitate completion of the options choices and ensure any additional intervention that may be required. If needed at the end of KS4 we will arrange for transition meetings in school with college representatives and can arrange, and will sometimes accompany students on, any additional visits if these are also considered beneficial/necessary.

How SEN Funding and Additional Funding works?

- Within the School budget the school receives money from Staffordshire that is designated for supporting students with SEN
- There are additional funds available at times for which applications can be made, but Local authority SEND funding and resourcing is currently undergoing some transformational change to ensure that we can offer the most efficient support.
- If a student's Education, Health and Care Plan (EHCP) identifies something that is significantly different to what is usually available, there may be additional funding allocated. Parents and schools will work together to see how this funding is used. You will be told if this means you are eligible for a personal budget. This would be used to fund any agreed plan.

Where students can get extra support?

- We listen to what children tell us about how they like to learn. Their views and feelings are important to us and have an impact on our practice. Students are encouraged to enter into a dialogue with all staff regarding their learning – this is an embedded feature of our Teaching and Learning Policy and also part of how we assess and mark students' work.
- Our children are made aware of the support that surrounds them in school. They know who to talk to, how to access information, or if they have any concerns they want to share who they can speak with.
- We have a range of staff ready to support students. The Year Teams, Learning Support department, Focus Room/Inclusion Team and subject staff are all ready to offer additional support, but students need to ensure this is arranged at mutually convenient times.
- We have a team of peer mentors to support students on transition to school and they continue to offer support via the Focus Room if students feel they would like to speak to someone
- We will always welcome parents into school and encourage a positive dialogue about how students are best supported and how we can ensure appropriate progression.

Where parents/carers can get additional support?

- Our inclusive philosophy aims to support parents of children with special educational needs or disabilities so that their child's journey through our school is smooth, successful and anxiety free. Our practice is enhanced by your views, it is important that people listen to them and that you are satisfied with what happens as a result of our collaboration.
- The Staffordshire Parent Partnership Service can offer advice and support to parents of pupils with special educational needs or disabilities.
- The Parent Support Advisor at Burntwood Local Support Team can put parents in touch with a wide range of support groups as appropriate to the specific needs of your child.
- Within school your first point of contact is a member of your child's year team. This may be their form tutor or more likely their Student Support Officer or Head of Year. You can contact them to arrange a mutually convenient time to discuss any concerns or in the case of an emergency we will arrange someone who could see you more immediately.
- If the concern is about the students additional learning needs please contact :

Miss J Hayburn - Tel: 01543 682286

j.hayburn@cttc.staffs.sch.uk

Chase Terrace Academy , Bridge Cross Road, Chase Terrace, Burntwood, WS7 2DB

Where parents/carers can get additional support?

- In addition, members of our Senior leadership team are also available to discuss any concerns. If you are not satisfied that your concern has been addressed then you may speak to the Head of School. If they cannot solve your issues, they would then refer those issues on to our Governing Body.
- The Staffordshire Parent Partnership Service can offer advice and support to parents of pupils with special educational needs or disabilities.
- The Parent Support Advisor at Burntwood Local Support Team can put parents in touch with a wide range of support groups as appropriate to the specific needs of your child.



Telephone:

01785 356921

Email:

sfps@staffordshire.gov.uk

Postal Address:

Information, Advice and Support Service
79/79a Eastgate Street
Stafford
ST16 2NG



Staffordshire County Council Local Offer

For more information on Staffordshire's 'Local Offer' (Local Support Services available to parents, families and individuals with Special Educational Needs) please visit

<https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx>



What parents/carers can do if they are not satisfied with a decision or what is happening?

- If your concern is with the local authority support there is a complaints procedure, you would contact the manager for SEN inclusion on 01785 854207.
- The local authority has a multi-agency panel who consider unresolved issues. You are entitled to appeal against any decision made about your child that you are not in agreement with. They will offer you an independent mediator if you are still not satisfied. The mediator will try to help you to agree a resolution with the local authority that you are happy with: Telephone 01922 686200. Alternatively, the Parent Partnership Service (01922 650330) provide independent information and advice.

Useful Websites

- Parent partnership
- <http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx>

- Local support Team
- <http://www.staffordshire.gov.uk/health/childrenandfamilycare/FamiliesFirstPartners/yourlocalsupportteam.aspx>

- Autism
- <http://www.autism.org.uk/>

- Dyslexia
- <http://www.bdadyslexia.org.uk/>

- Dyspraxia
- <http://www.dyspraxiafoundation.org.uk/about-dyspraxia/>

- SaLT (Speech and Language Therapy)
- <http://www.private-speech-therapy.co.uk/>

Glossary of Terms

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|---|--|
| COP Code of practice | ADHD Attention Deficit and Hyperactivity Disorder |
| LA Local Authority | ASC Autism Spectrum Condition |
| CLA Child who is Looked After | OT Occupational Therapist |
| CAMHs Child and Adolescent Mental Health Service | ODD Oppositional Defiance Disorder |
| EPS Educational Psychologist Service | SaLT Speech and Language Therapy |
| SEND Special Educational Needs and Disability | HI Hearing Impairment |
| SENCo Special Educational Needs Co-ordinator | VI Visual Impairment |
| CSP Classroom Support Plan | PT Physio Therapy |
| EHCP Education, Health Care Plan (previously S Statement stage of SEN COP) | GDD Global Developmental Delay |
| FSM Free School Meals | DCD Developmental Coordination Disorder (Dyspraxia) |
| EFSM Ever 6 Free School Meals (eligible for over the past 6 yrs) | SA/SA+ School action or action plus stage of the COP |
| BeCo Behaviour Coordinator | MEAS Minority Ethnic Achievement Service |
| MLD Moderate Learning Difficultly | SEMH Social, Emotional and Mental Health |
| SLCN Speech Language and Communication Needs | SPLD Specific Learning Difficulty |
| EHA Early help Action Plan | |

