

Our Local Offer for Special Educational Needs and/or Disability



Please click the relevant words on the wheel to be taken to the corresponding section.

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Our Local Offer for Special Educational Needs and/or Disability

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How we identify and assess needs

How will you know if my child or young person needs extra help?

- Initially members of the Transition team, the Transition Coordinator, the SENDCo, the Year Team, or one of the SEND Team will liaise with, and gather information from, parents, students, primary schools and any other relevant agencies during year 6. This will include primary SEND need and current status, any health concerns and how historical milestones have been met, interventions and resources that have impacted positively and those used that had a negative impact, plus any specific transition concerns. This information will be shared with teachers and teaching assistants via Provision map and QFT documents as well as formal presentation to whole staff.
- On entry we will assess each student's current skills and levels of attainment, which will build on information from previous settings and Key Stages. For this we will use the GL Assessments in Reading and spelling.
- Class teachers will make regular assessments of progress for all students and identify those whose progress:
 - Is significantly slower than that of their peers starting from the same baseline
 - Fails to match or better the child's previous rate of progress
 - Fails to close, or widens the attainment gap between the child and their peers
- The Year team and the SEND team will also include progress in areas other than attainment, for example, social or safeguarding needs, which will be recorded on Provision Map and My Concern.
- Slow progress and low attainment will not automatically mean a student is recorded as having SEND.
- When deciding whether special educational provision is required, we will consider expected progress and attainment, and the views and the wishes of the student and their parents. Our QFT forms (Quality First Teaching) will be used to support the discussions and to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something, distinct, different or additional is needed.
- Once on roll, Information will be gathered from teachers and teaching assistants. A range of standardised tests may be used to establish strengths and areas for development. Our QFT forms (Quality First Teaching) will be used to support the discussions and to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something, distinct, different or additional is needed.
- Initially students may be placed on the SEND Register under a (T) code for tracking. This allows us to put intervention in place, monitor its effectiveness and further assess the student's needs.
- If a student is then deemed to need something, distinct, different or additional, they will be placed on the SEND Register at SEND Support (K)
- Those students who are in receipt of an Education Health Care Plan will automatically be placed on the SEND register (E)
- We will have an early discussion with the student and their parents to identify what special educational provision may be required. These conversations will make sure that:
 - Everyone develops a good understanding of the student's areas of strength and difficulty

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How we identify and assess needs

- Parent's concerns are always considered
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- We will formally notify parents if it is decided that a pupil will receive SEND support at Stage K.
- Parents, students and keyworkers (To be identified) will co-produce a Provision map Learning Plan. This identifies strengths, difficulties, what the student can do to help themselves, what resources they may need and a range of strategies for teachers and teaching assistants to use. This document is published on the Provision map site and will be subject to regular reviews.

What should I do if I think my child or young person needs extra help?

Should you wish to raise a concern with regards to your child or young person please consider the guidance below

- If the concern is subject-related, contact the subject teacher or Head of Department.
- If it is related to social aspects of school, contact the Form Tutor or Head of Year or Student Support Officer (Details for each year group are available on the school website)
- If it is related to examination access arrangements - contact Miss Hayburn, or Mrs Waters, SENDCo and deputy SENDCo both responsible for Access Arrangements.
- If it is related to SEND provision, contact the SENDCO, via Mrs L Brown our SEND Administrator in the SEND Office SEND@chaseterraceacademy.co.uk or by telephone 01543 682286
Or directly to j.hayburn@chaseterraceacademy.co.uk or telephone 01543 682286 ext 324

Where can I find the setting/school's SEND policy and other related documents?

- All Chase Terrace Academy Policies can be found at : <https://chaseterraceacademy.co.uk/our-school/policies>

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Teaching, Learning and Support

How will you teach and support my child or young person with SEND?

The SEND Code of Practice is followed, and teachers know that they are responsible and accountable for the progress and development of all the students in their class. As recommended within the Code of Practice High Quality Teaching is always the first step in responding to students who have SEND and this will be applied for individual students.

In addition, Chase Terrace Academy promotes the recommendations made by the Education Endowment Foundation (EEF) in their support and teaching of students with SEND. See link below

https://d2tic4wvo1iusb.cloudfront.net/guidance-reports/send/EEF_Special_Educational_Needs_in_Mainstream_Schools_Guidance_Report.pdf

A wide range of personalised intervention, both in and out of the classroom to support identified need, is put in place at the earliest opportunity. We aim for all intervention to be evidence led and research based following guidance from the Staffordshire Graduated Response Toolbox in response to the perceived need. This includes, additional teacher-led, modelling, scaffolding and adaptive teaching methods within the classroom alongside a range of interventions offered on an individual or small group basis.

<https://www.staffordshire.gov.uk/Education/Access-to-learning/Graduated-response-toolkit/Graduated-response.aspx>

Assistive technology and software is also available to all students who require it.

Chase terrace Academy has an experienced and dedicated team of qualified Teaching Assistants who provide in-class support, 1-2-1 sessions and small group work. Alongside the TAs we have an excellent Student Pastoral Support Team and they have all received training in their field, have excellent subject knowledge and are able to provide an outstanding level of learning and or emotional support. For those requiring additional support we will nominate "key" workers to whom the student can initially go to for support and who will work closely with them and their families. These will generally be the TA working on the QFT documents.

We provide the following interventions:

Learning and Cognition

- Small group literacy support - this includes reading, writing and spelling support

Teaching, Learning and Support

- Reading Workshops and buddy reading
- Small group numeracy support

Teaching, Learning and Support

- Telling the time
- Handwriting
- Touch typing
- Homework club

Well-being Support

We have a "Safe Space" – Well Being room offering a calm environment for those with high levels of anxiety or sensory issues

- Counselling from a range of qualified Counsellors (Including Think For The Future, Bridge Outreach support, T3, Action for Children etc)
- Zones of regulation
- Managing Anger
- Managing anxiety
- Managing Examination Stress
- Building positive self-esteem
- Lunch and break time activity clubs and support

Teaching, Learning and Support

Social Emotional Support

Transition time in Reflection following long term illness or anxiety

Access to our Mental Health first aider team and use of the "Safe Space" areas designated in and around school

Using the Pastoral Team for any initial contact who will then make decisions about any need for appropriate referrals in and out of school.

Working with CAMHs, CYPAS and AOT for support

In addition to this we have a team of First Aid trained staff across the Academy who support our students with medical needs such as, diabetes, epilepsy, allergies, and asthma

Adaptations to the curriculum and learning environment

At Chase Terrace Academy we strive to ensure that the curriculum is successfully adapted to be ambitious and to meet the needs of our students with SEND. We aim to develop their knowledge, skills and abilities to allow them to apply what they know and can demonstrate this with increasing fluency and showing growing independence.

- Chase Terrace Academy strives to offer all students a friendly and inclusive environment that particularly supports students with "hidden conditions" such as Dyslexia, Autism, Attention Deficit Hyperactivity Disorder and have Speech language and communication issues.
- The curriculum is designed to ensure all students are able to access it, for example, by grouping, 1:1 work, learning style, resources, digital support, by the content of the lesson or support from additional adults.
- A reduced timetable for a short time to allow a student to settle or become accustomed to change can be offered via our Reflection room.
- Aids such as laptops, coloured overlays, visual timetables, larger font are all easily available
- All reasonable adjustments are made, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Teaching, Learning and Support

- Students are monitored and assessed to ensure that appropriate Examination Access Arrangements are in place

Chase Terrace Academy has an Accessibility Plan Statement and Equality Information Advice and Guidance that are available on the CTA Website in the Policies section

How will the curriculum and learning environment be matched to my child or young person's needs?

- The Curriculum – is continually monitored by the Senior Leadership Team together with the Curriculum Leads to ensure that it meets the needs of all. If required, the curriculum is personalised to accommodate more complex needs e.g. private study time, small group and 1-1 tuition
- The Assistant Headteacher and SENDCo Miss J Hayburn – is responsible for the co-ordination of SEND provision in school
- We follow a “Know, Do and Review” Cycle to meet the needs of all students including those with SEND. These are met through Quality First Teaching within the classroom where teachers use a range of methods that includes;
 - Retrieval – to support memory and recall
 - Modelling – to provide differentiated worked examples
 - Scaffolding – to provide the small step guidance needed to achieve goals and objectives
 - Questioning – A wide range of open and closed questioning techniques are used to establish understanding and identify and correct misconceptions
 - Chunking – instructions and work is broken down into manageable chunks
 - Sentence starters/Cloze activities – are used to reduce the writing load
 - Seating Plans – Teachers give careful consideration to seating plans to ensure students are engaged in their learning.
 - Access Arrangements for examinations and assessments – where required extra time, rest breaks, support for reading, support for writing and modified papers can be offered (this is dependent on agreement from the Joint Council for Qualifications). We have two trained and qualified staff who are able to test for eligibility and who will search for evidence on the “History of Need” and the “Normal Way of Working”
 - Assistive Technology – this includes the use of iPads, laptops and software to support reading and word processing
 - Teaching Assistants – Work within some classes to support students to access and complete the work independently. They are deployed to meet the needs of students at K or who have an EHCP
 - Chase Terrace Academy works closely with outside agencies such as Autism Outreach, the Educational Psychology Service, Occupational and Physical Therapy Services, Hearing and Visual Impairment specialist Teachers and the Local Family Support Service.

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Teaching, Learning and Support

- Where possible – the learning environment is adapted to meet the needs of our students – e.g. lifts for access to first floor, high visibility strips for our visually impaired students, reading pens and laptops are all readily available.
- Alternative Provision – Where students are currently unable to manage the school environment due to mental health or medical reasons they can utilise lessons from The National Oak Academy.
- Show My Homework (Satchel) allows students to access additional work and we offer a Remote learning package that is very closely matched to the one that they would receive in school, from home or a private study room in school. This can include live lessons and provides a safeguarding element.
- A very small number of students also access an alternative provision from The Bridge a Pupil Referral Unit/Short Stay School or one of the other local registered providers such as Eagles Nest and Chase Aqua. This is to accommodate significant social emotional and behavioural differences.
- Chase Terrace Academy supports perceived need - Students do not require an identification of a condition in order to receive support.

How resources are allocated to meet children or young people's needs?

- The Notional SEND Budget is used to ensure all students on the SEND register, or those that are undergoing a period of monitoring, receive the support that they need. This money is not allocated to individual students and is used to fund the cost of Teaching Assistants, larger scale interventions and alternative provision when required.
- A dedicated budget is given to the Learning Support Department in order to purchase appropriate resources.
- Those students with an EHCP receive the support stated in their plans and have a costed provision map detailing how the additional funds have been used

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?

- Chase Terrace Academy strives to meet the individual needs of every student to ensure success and access to a broad and balanced curriculum
- The Assistant Headteacher/SENDCo and the Deputy SENDCo work with the students, their parents, the keyworkers, teachers, the pastoral team, teaching assistants and outside agencies to develop a support package.
- We have a Barriers To Learning Team that all staff are asked to contribute where concerns arise about a student's progress
- This is supported by classroom observations, book trawls, assessments, evidence from classwork and formal standardised testing.
- Parents are always kept informed, their views are sought, gathered and included in this offer. Where possible and relevant regular meetings and reviews to evaluate and measure progress take place.

How will equipment and facilities to support children and young people with SEND be secured?

- The SEND Notional Budget and funding from our Students with EHCPs is used to secure equipment and facilities. Students have access to laptops, iPads, assistive software, reading pens, coloured paper and overlays, reading rulers, modified papers etc. as needed.

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Teaching, Learning and Support

How will you and I know how my child or young person is doing?

The class or subject teacher will work with the SENDCo and her team to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's regular assessment and experience of the pupil (Assessment schedules for each year group are available)
- Standardised assessment
- Their previous progress and attainment and behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly as required by individual students and their needs.

We will follow the CTA way of "Know, Do, Review" which works alongside the graduated approach and the four-part cycle of assess, plan, do, review. CTA welcomes partnership development and meetings are held with parents as frequently as needed. Information is shared by phone calls, TEAMS meetings or face to face meetings in school (where possible)

Documentation such as a Passport to Learning, Quality First Teaching forms, and APDR are sent home to parents each time it is amended for their input.

How will you help me to support their learning?

It has been shown that where partnership working is established, outcomes are positive. We therefore encourage our parents to be fully involved in the education and school life of their children. This includes monitoring the virtual learning -platform, My Ed app and Show My Homework (Satchel) which allows you to recognise and praise their successes, achievement points or to support school if negative sanctions have had to be put in place following significant numbers of behaviour points.

Where possible we ask that students have a quiet place to complete homework and that you encourage and support them to do this. Sometimes our students with SEND need support to organise their work and books ready for the next day and we ask that where relevant you help them with this so they can become independent young adults.

Reading and talking about a text alongside your child has huge benefits as can watching and talking about current affairs together. For more subject specific advice we have Knowledge Organisers for every subject and if more information is needed parents are advised to make an appointment to speak with the Head of year or the Student Support Officer.

How do we consult with and involve children and young people with SEND in planning and reviewing their education?

- All students have several means of accessing their progress via My Ed App, Show My Homework and tracker sheets placed in each exercise book
- Those students with SEND additionally may have a passport for learning or a Learning Plan. These are co-produced and may involve the QFT forms, transition information etc

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Teaching, Learning and Support

- Any graduated response documents such as the APDR are also co-produced and will involve the students, parents, a key worker (where allocated) and SENDCo
- Those with an EHCP have a formal annual meeting to review specific Learning Outcomes
- Students are encouraged to attend and contribute to all relevant meetings including parent consultation evenings, Learning plan reviews, EHCP reviews etc

How do you assess and evaluate the effectiveness of provision for children and young people with SEND? (IRR)

- Regular assessments form part of the CTA way of Know Do Review – the results of which are shared with all relevant staff, individual students and parents/carers
- The class, or subject teacher and form tutor will work with the SENDCo and Deputy SENDCo to carry out more specific assessments around gaps in learning and the possible reasons for this (Memory recall/processing etc)
- Following the APDR Graduated Response
- Student Voice gathered during Subject reviews, Quality assurance discussions
- Discussion with parents at consultation evenings, or from Surveys or questionnaires where they express their experiences
- Holding formal annual reviews for students with an EHCP
- Standardised assessment
- The individual's development in comparison to their peers and national data
- Advice from external support services, if relevant

Any assessments will be reviewed regularly

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Keeping students safe and supporting their wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

- We have a range of break, lunchtime and after school activities supported by Teaching Assistants, pastoral support staff, Well being champions, Autism Ambassadors
- The school has CCTV cameras in a wide range of spaces around the school covering internal and external spaces
- Students are able to have access to "safe spaces such as the memorial garden, the Well being room, the Snug and the Phoenix centre at appropriate times.
- The year groups have been given designated areas with year 7s having an enclosed area right at the heart of school
- Safe movement cards are offered for those students who have mobility issues or have difficulties in larger groups
- Where needed students will have risk assessments carried out for their own safety
- PEEPs will also be carried out for students whose mobility is compromised

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Keeping students safe and supporting their wellbeing

What pastoral support is available to support my child or young person's overall social and emotional development and well-being?

Pastoral support begins with the Form Tutor supported by the Student support Officer and Head of Year for each year group. Students also have access to other counsellors from internal and external support groups such as the Well Being and Autism ambassadors, Equality Champions Action For Children, Calm Kids, Think for The Future, The Bridge Short Stay school and the Local Support Team (Malachi)

We offer the following interventions

- Counselling from qualified practitioners
 - Anger and behaviour management
 - Managing anxiety/social and emotional well being
 - Managing Examination Stress
 - Lunch and break time activity clubs and support
-
- Periods of time in Reflection for emotional and well being support or when returning after lengthy periods of time away from school as part of a phased re-integration
 - Students are encouraged at all times to speak out against Bullying and to report any difficulties to the Year Team or another member of staff that they trust
 - Safeguarding and Mental Health and Well being Teams are indicated in every room in school so students and visitors know who to approach
 - On Entry to the school where needed a peer support will be allocated initially
 - On transition if a child is coming from a school on their own or in very small numbers additional visits will be offered and opportunities given to build initial friendships
 -

How will you manage my child or young person's medicine or personal care needs?

Some medications can be stored in school in a lockable fridge as long as parents/carers have signed the declaration/permission form and have completed a care Plan where necessary.

In the case of the administration of the medication this is done in line with the JTMAT policy.

Students are encouraged to attend medical appointments outside of school hours, though we do appreciate this may be difficult to organise.

Students should never bring medication into school themselves. Medication should only be brought in by the parent or carer only.

What support is there for behaviour, avoiding exclusions and increasing attendance?

Behaviour policy can be found on the school website and is regularly reviewed.

How do you support children who are looked after by the local authority and have SEND?

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Keeping students safe and supporting their wellbeing

Children in Social care and who have SEND are supported by the designated teacher for LAC, Miss J Hayburn . She works in partnership with Social care, carers, the students and the Virtual School. Termly peps are undertaken and support using the Pupil Premium + funding is organised through these meetings.

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Working Together

Who is involved in my child's education?

At Chase Terrace Academy students have a team of people to whom they can go for initial support and guidance. They have a form tutor with whom they meet every morning and they also have a Student Support Officer and a Head of Year. SEND children on the register will have an additional keyworker who will support the Quality First teaching documents and look at relevant targets. In addition Miss Hayburn and Mrs Waters (Deputy SENDCo) are available to discuss SEND matters. For any subject related issues class teachers or Head of Departments should be contacted for an appointment.

How do you ensure that the SEND information about a child is shared and understood by teachers and all relevant staff?

- An overview of all students who need additional support or are vulnerable is shared with staff in September via the SENDCo or the Year Team
- All students who have additional needs or a disability are placed on the SEND Register. – all staff have access to this – Additionally we are now using Provision map as this means we can begin to gather all relevant data, meeting notes and support materials in one specific area.
- All students on the SEND Register have a Passport to Learning – all staff have access to this.
- All students who have medical needs are listed in the same way and this information is available to all staff
- Those students who have medical needs have an Individual Health Care Plan (IHCP) and where necessary a Personal Emergency Evacuation Plan (Peep)
- Where needed, risk assessments are shared with support staff and teachers so that students at risk because of social and emotional needs or mobility issues are further supported.

What expertise do you have in relation to SEND?

- Our qualified SENDCo (NASENDCo), Miss J Hayburn has 30 years' experience in teaching and the last few years more specifically in SEND; She sits on the Senior Leadership Team. Miss Hayburn is a member of the British Psychological Society and is therefore qualified to assess students for dyslexic traits and to apply for examination access arrangements. She has supported the Bridge Short Stay School as part of their Governing Body has chaired the District Inclusion Panel and been a member of the Virtual School Governing Body. We have a team of 13 highly qualified teaching assistants a number of whom have specialisms, such as Autism, Dyslexia and working with Hearing or Visually impaired students.
- She has taken a Level 7 course in Trauma and Attachment via Derby University.
- She is ably supported by her Deputy SENDCo, Mrs Waters who is also NASENDCo trained and a member of the British Psychological Society so she too is able to test for Dyslexic traits and Access Arrangements.
- We have a team of highly experienced Teaching Assistants who work alongside the students and who have gained specialism in working with students who have ASC, Dyslexia, Speech and language difficulties, Visual and hearing Impairments.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)?

- In order to ensure that our pupils have the support that they need Chase Terrace Academy will make referral to, and work closely with, a wide range of external agencies.
These include:
 - CAMHS

Working Together

- Educational Psychology Service
 - Autism Outreach/CYPAS
 - Staffordshire Family Support Service/Local support Team (Malachi)
 - Think For The Future
 - Bridge Short Stay School Outreach
 - Occupational Health Service/School Nurse
 - Hearing and Visually Impaired Services
 - Action For Children
 - Calm Kids/Careers
 - Virtual School
 - Community Paediatrics
- We meet with them, establish positive working partnerships, sharing information as appropriate and can meet face to face or via Microsoft Teams and providing meeting rooms as and when needed.

Who would be my first point of contact if I want to discuss something?

- If it is
- subject-related, contact the subject teacher or Head of Department
 - related to social aspects of school, contact the Form Tutor, Student Support Officer or Head of Year
 - related to examination access arrangements - contact Mrs Waters or Miss Hayburn who both deal with Access Arrangement Co-ordination
 - related to SEND provision, contact the SENDCO, via Mrs L Brown our SEND Administrator in the SEND Office SEND@chaseterraceacademy.co.uk or by telephone 01543 682286
 - Or directly on j.hayburn@chaseterraceacademy.co.uk or telephone 01543 682286

Who is the SEN Coordinator and how can I contact them?

Miss J Hayburn
j.hayburn@chaseterraceacademy.co.uk

What roles do your governors have? And what does the SEN governor do?

- Our Governor for safeguarding and vulnerable students is Mrs D. Evans – The role of this governor is to,
- Help raise awareness of SEND issues at governing body meetings
 - Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing body on this
 - Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

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Working Together

How will my child or young person be supported to have a voice in the setting, school or college?

Students with SEND are encouraged to contribute their views via student surveys, Student Leadership Team, House teams and form time discussions. Our students are often asked to take part in staff interviews during our recruitment process and are well represented in the Student Leadership Team and extra-curricular activities and clubs.

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Parents are frequently asked to provide their views and feedback usually this takes place at an Open evening or a parents evening. Although we are looking to expand opportunities via Teams.
We have parent governor elections, with each holding a post for four years before re-election.

What help and support is available for my family through the setting?

Heads of Year meet regularly with families to offer support, signpost services or to provide guidance.
Keyworkers work with families to provide support and advice
Where required referral is made to a wide range of external services such as Action For Children, Think for the Future, local support team (Malachi), The Sapling Project etc

Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips?

- We encourage all of our students to take part in extra-curricular activities. Reasonable adjustments to accommodate this, are made, additional staff are deployed and if needed and where possible, specialist equipment is provided.
- All of our extra-curricular activities and school visits are available to all our students,
- All students are encouraged to go on our residential trips - reasonable adjustments are made so that this is possible and safe.
- All students are encouraged to take part in the day to day life of the school e.g. sports day, school productions, enrichment days, study skills days, special workshops
- No pupil is ever excluded from taking part in these activities because of their SEND or disability.
- Our buildings are adapted with accessible doorways fitted or being updated at many entrances and 4 lifts to access the upper floors.
- Disabled parking spaces are available for staff and visitors
- A detailed plan is outlined in the CTA Equality Policy and Accessibility Plan; please visit the Policies and Procedures web page.

How accessible is the setting's environment?

Is the building wheelchair accessible?

Fully Accessible ☐

Partially Accessible ☒

Not Accessible ☐

Details (if required)

Some doorways still to be made accessible with automatic openings – this is currently being addressed and fully implemented(March 2022)

Are disabled changing facilities available? Yes ☒

No ☐

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Inclusion & Accessibility

Details (if required)

Are disabled toilet facilities available? Yes ☒
No ☐

Details (if required)

Do you have parking areas for pick-up and drop-offs? Yes ☒
No ☐

Details (if required)

Do you have disabled parking spaces for students (post-16 settings)? Yes ☒
No ☐

Details (if required)

There are several designated spaces on the main school car park and students have access round to the main school building and to 6th form.

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Joining and moving on

Who should I contact about my child or young person joining your setting?

Please see our Admissions Policy which is on our Policy and Procedures part of the school website.

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Joining and moving on

If it is an admission into Yr 7 at the normal transition period you should use Staffordshire admissions.

If it is a mid year transition at any other point in the year or for any other year group then please contact the Assistant Head for Attendance and Behaviour, Mrs. D.Thombs

How can parents arrange a visit to your setting, school or college? What is involved?

We are always happy to take parents and students on pre-arranged visits (depending upon the current guidelines for Health and safety)

We offer an Open Evening and Open days where students can participate in activities and also meet with relevant staff. We have also in the past shared the opportunity to engage with Virtual Tours.

How will you prepare and support my child or young person to join your setting? How will you support them to move on to the next stage, or move on to adult life (as applicable for setting)?

- The SENDCo liaises with the feeder schools and an enhanced package of transition is offered to all vulnerable students. This includes where possible;
- Attendance by the SENDCo at the final review held at the Primary School
- Additional visits to school
- A virtual tour of the school
- an opportunity to experience a CTA "School day".
- Students have the opportunity to meet with their Form Tutor, The Year team, their SSO and Year Head and the teaching assistant team and the SENDCo.
- All staff are made aware on the first day of school of the additional needs of all students in year 7
- CTA offers a comprehensive information package around KS3 – KS4 and the Options process. Students are guided through to specific pathways that are the most suitable to their needs
- For transition to KS3 to KS4 SEND students are given an enhanced information programme to ensure they are choosing and following a range of subjects that meet their needs.

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Additional Information				
What other support services are there who might help me and my family?				
<ul style="list-style-type: none"> • Staffordshire website: https://www.staffordshire.gov.uk/education/home.aspx • Independent Parental Special Education Advice (IPSEA) http://www.ipsea.org.uk/ • Staffordshire SENDD Family Partnership Service (SENDIASS) <p>https://www.staffordshireconnects.info/kb5/staffordshire/directory/service.page?id=N1WTd8-SHWM</p> <p>Staffordshire's authority's local offer is published here: https://www.staffordshire.gov.uk/Children-and-earlyyears/Childcare-providers-andprofessionals/SEND-Local-Offer.aspx</p> <p>Local Support Team (Malachi)</p>				
When was the above information updated, and when will it be reviewed?				
Updated in 2021 and now on the Staffordshire template in March 2022				
Where can I find Staffordshire's Local Offer?				
Staffordshire's SEND Local Offer can be found at www.staffordshireconnects.info				
What can I do if I am not happy with a decision or what is happening?				
<ul style="list-style-type: none"> • Contact the SENDCo and deputy SENDCo, via SEND Office • If the complaint is about the SENDCo and you would rather speak to someone else, please contact Ms N Mason who is Head of School and the SEND line manager. • For further information, please look on our website under, 'Policies and Procedures', 'Compliments, Comments and Complaints Policy'. • The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the school has discriminated against their children. <p>They can make a claim about alleged discrimination regarding:</p> <ul style="list-style-type: none"> • Exclusions • Provision of education and associated services 				
Type of Setting <i>(tick all that apply)</i>				
<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Early Years <input type="checkbox"/> Maintained	<input type="checkbox"/> Resourced Provision <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Academy	<input type="checkbox"/> Special <input checked="" type="checkbox"/> Secondary <input type="checkbox"/> Free School	<input checked="" type="checkbox"/> Post 16 <input type="checkbox"/> Independent/Non/Maintained/Private	<input type="checkbox"/> Post 18

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Additional Information

☐ Other (Please specify below)

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DFE Number 860/4178

District

☐ Cannock

☒ Lichfield

☐ East Staffordshire

☐ Tamworth

☐ Newcastle

☐ Moorlands

☐ Stafford

☐ South Staffordshire

Specific Age range 11-18

Number of places

Which types of special educational need do you cater for?

☒ inclusive mainstream school

☐ special school

Offer specialisms in. Tick all those that apply.

☐ Resource for autism

☐ Resource for cognition and learning difficulties

☒ Deaf friendly

☐ Resource for physical disability

☐ Resource for severe learning difficulty

☒ Visual impairment friendly

☐ Resource for social, emotional and mental health

☐ Fully accessible environment – for pupils with physical or sensory needs

☐ Resource for moderate learning difficulty

☐ Resource for profound and multiple learning difficulty

☐ Resource for speech, language and communication needs

Other specialist support/equipment:

We are constantly improving provision and accessibility for our students who are Wheelchair bound, or who have Visual and Hearing impaired.

These students have risk assessments in place, have Educational Health Care plans and Personal Emergency Evacuation Plans.

Lifts have been adapted, visual prompts are used around school for safer movement. Hoists and Emergency Evacuation chairs are in place and staff are trained with the chair and in Manual Handling

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Additional Information

Comment: Although we do not have funded resource units we do have highly experienced staff who work with students with Autism, Hearing and Visual impairments, wheelchair users with life limiting conditions and we are extending our facilities to ensure greater accessibility around the school site.

☐ Specialist technology

☐ Rebound trampoline

☐ Accessible swimming pool

☒ Outreach and family support

☒ Bought in support services

☒ Sensory room/garden

☐ Hydrotherapy

☐ Medical

☐ Therapy services

☐ Hearing loop