

# Claremont High School Academy's SEND Information Report

January 2017

All Brent maintained schools have a similar approach to meeting the needs of pupils with special educational needs and disabilities (SEND) and are supported by the local authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with SEND being met in a mainstream setting wherever possible, where families want this to happen. The local authority has described their local offer for children with SEND in Brent schools at [www.brent.gov.uk/localoffer](http://www.brent.gov.uk/localoffer).

Claremont High School Academy are a fully inclusive school which ensures that all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils including those with SEN and disabilities, in order that they can reach their full potential. It may not list every skill, resource and technique we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

Children are identified as having SEN when their progress has slowed or stopped and the interventions and resources put in place do not enable improvement. Once this occurs we have specific needs based plans and pupil profiles which help support their development and accelerate progress.

Other useful documents such as our SEND policy and Disability Accessibility Plan are available on the school website. If you would like further information about what we offer here at Claremont High School Academy then please do not hesitate to contact us directly.

A link to Brent's Local Offer, their single point of information and advice for children and young people from 0 to 25 with special educational needs and disabilities (SEND) and their families, can be found here: [Brent Local Offer](#).

If you have any queries or comments about anything SEND-related at Claremont High School Academy, please contact the SENCO (Special Education Needs Co-ordinator), Mr Andy Page on the school's main telephone number (0208 204 4442) or by email on [andrew.page@claremont-high.org.uk](mailto:andrew.page@claremont-high.org.uk).

Please see below the Claremont High School Academy SEND Information Report.

## Claremont High School Academy's (CHSA) SEND Information Report

### What kinds of special education needs are provided for at CHSA?

- CHSA provides special education needs for pupils who require 'special educational provision, namely provision different from or additional to that normally available to pupils of the same age' (Code of Practice, 2015; 6.15).
- The school provides for pupils with a range of difficulties that fall under the broad categories of Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health, and Sensory and/or Physical.

### What are the policies at CHSA for identifying children and young people with SEND and assessing their needs?

- A child is considered to have a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.
- Special educational provision is educational provision that is additional to or different from that made generally for other young people of the same age in our school.
- The Academy is informed about any pupils with Statements or Education, Health and Care Plans (EHCP) entering Year 7 while they are in Year 6 and the Learning Support team attend Year 6 Annual Reviews when notified by primary schools.
- Initial identification of non-statemented pupils usually occurs in the summer term when visits to primary schools take place and information is collected from school records and meetings with Year 6 teachers. However, parents often attend Open Evenings in the autumn term of Year 6 to discuss their children's needs.
- Standardised tests (Cognitive Ability Tests and reading tests) and observations within the mainstream lessons are used to identify pupils with SEND in the autumn term. Key Stage 2 data about students starting in year 7 is used to highlight pupils for 1:1 reading tests. These tests will help identify areas of potential weakness, such as difficulties with reading, literal understanding, comprehension or clarity of writing.
- Late entrants to the Claremont in other year groups are tested on arrival.
- Please see the school's SEND policy which is on the school website (from the Home page, click on the 'Welcome' tab, followed by 'Policies' and then the link to the Plan).

### What are the arrangements for consulting with parents of children with SEND and involving them in their child's education?

- Subject teachers are available to discuss your child's progress or any concerns

you may have.

- TAs, Form Tutors and the Pupil Progress Manager for the relevant year group and the SENCO are available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Individual support plans will be reviewed with your involvement each term.
- Statements of SEND and EHC Plans will be reviewed annually with you.
- Homework may be adjusted as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- Parents are informed and encouraged to support shared goals at home.

#### What are the arrangements for consulting with young people with SEND and involving them in their education?

- Children who have individual support plans discuss their progress and needs and set targets with the relevant staff.
- If your child has a statement of SEND or an EHC Plan their views will be sought before any review meetings and they will be invited to attend if they are able to.
- Pupils with a statement of SEND or an EHC Plan each have a link TA who they meet with regularly to discuss their progress and needs.
- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.

#### What are the arrangements for assessing and reviewing pupils' progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review?

- Your child's progress is continually monitored by his/her subject teacher.
- His/her progress is reviewed formally every term and a teacher assessed level given for that subject.
- Children at SEN Support, including those with a statement for SEND or an Education, Health and Care (EHC) Plan, will have an individual support plan which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with a statement of SEND/ EHC Plan is formally reviewed at an annual review with all adults involved with the child's education.
- The SENCO will also monitor and check that your child is making good progress within any individual work and in any group that they take part in.

#### What arrangements are in place for supporting pupils in moving between phases of education and in preparing for adulthood?

We recognise that transitions can be difficult for a child with SEND and take steps to

ensure that any transition is as smooth as possible.

- If your child is moving to another school we will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- If moving classes in school information about how to support your child in class will be shared with the new teachers.
- In Year 6/11:
  - The SENCO will attend the transition meetings to discuss the specific needs of your child with the SENCO of their primary school.
  - Extra transition sessions will be arranged as necessary.
  - Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.
  - Where possible your child will visit their new school and in some cases staff from the new school will visit your child in this school.
  - We conduct mentoring sessions with children if transition is potentially going to be difficult.
  - When children are preparing to leave us for a new school, we arrange additional visits where possible.
  - With our feeder schools and those primary schools sending a large number of pupils to join us, we run a programme to aid the transition for all pupils, and specifically for the more vulnerable pupils.
  - We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
  - We work closely with the Connexions Service to prepare pupils for their transition at the end of Key Stage 4.

#### What is the approach to teaching pupils with SEND at CHSA?

- All staff, including subject teachers, have high expectations of all our students, including those with SEND.
- Subject teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt or modify the teachers' planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- Most learning takes place within the classroom and regular timetabled lessons for all students, including those with SEND and those who do not have SEND. Where suitable, some students have small group intervention sessions or 1:1 support a small number of times per week.
- Most students with SEND have support provided in-class, either through well differentiated teaching and/or Teaching Assistant support within the lesson.

## How are adaptations made to the curriculum and the learning environment of pupils with SEND?

- All the buildings are accessible to children with physical disability. There are lifts in two of the six main teaching areas and where there are not, most lessons can and are taught on the ground floors. There is wheelchair access to all of the teaching blocks within the school and disabled toilets in several areas of the school.
- Further information about the accessibility of the school to students can be found in our Accessibility Plan which is on the school website (from the Home page, click on the 'Welcome' tab, followed by 'Policies' and then the link to the Plan).
- Students identified at the start of year 7 with difficulties relating to literacy (such as reading, producing written pieces or inference) receive small group support approximately three times over the two week timetable, and this is reviewed termly.
- In years 8 and 9 a small number of students who are identified as having literacy-based difficulties will receive additional English lessons in place of learning a Modern Foreign Language. This is managed by the English department.
- In years 10 and 11 some students will have Option Support lessons, focusing on literacy and numeracy skills, in place of an option subject where it is felt they will benefit from such an intervention. A number of students in year 11 also currently take a computer literacy course (European Computer Driving Licence) instead of an option subject. This is a GCSE equivalent course that builds on the students' prior computer skills and does not require exams to be taken in the summer.

## What expertise and staff training is there to support pupils with SEND, and how is specialist expertise secured?

- Our SENCO is a fully qualified teacher and gained the Post-graduate SENCO accreditation in January 2016.
- We have a SEN teacher with a Modern Foreign Languages background who is undertaking SEND-specific training.
- Brent Visual Impairment Service provides training and support for staff working with children with visual impairments throughout the year.
- Brent Outreach Autism Team provides training and support for staff working with children with autistic spectrum disorder throughout the year.
- All of our TAs have had and receive on-going training across a range of SEND areas.
- We have regular support from Brent Educational Psychology Service and a Speech and Language Therapist, providing additional expertise, support and training.
- Where need be, the school will seek expertise and additional training or support to meet the needs of a pupil, such as using external specialist assessors.

## How do you evaluate the effectiveness of your provision for pupils with SEND?

- It is envisaged that pupils with SEND attend the same lessons and activities as pupils who do not have SEND. Most of the support for pupils with SEND is provided in their regular, timetabled lessons alongside their peers.
- The progress of SEND students is also tracked on a Termly basis via the school database and any issues of concern raised with relevant staff and in Inclusion Team meetings.
- The SENCO meets regularly with PPMs to discuss students who have significant barriers to learning and identify strategies and action points to help meet their needs, including referrals to outside agencies.
- In addition to the SEND register, individual records are kept on each pupil. Departmental records include information obtained from previous schools, test results, samples of written work, referrals from other members of staff, copies of targeted plans and their reviews, letters home to parents and any other relevant information.
- At all stages, pupils are also regularly monitored in supported lessons and relevant information is recorded in their files. There are regular Learning Support Team meetings at which specific students are discussed and actions agreed.
- The effectiveness of the school's learning support policy is monitored in various ways, which include:
  - monitoring reading test scores
  - monitoring internal and external exam results
  - monitoring pupils' school attainment grades
  - monitoring movement between sets
  - termly progress tracking via the school database, Go 4 Schools
  - effort monitoring
  - targeted support plan reviews
  - annual reviews of pupils with a Statement or EHCP
  - regular meetings with PPMs
  - inclusion team meetings
  - feedback from external agencies
  - feedback from parents and pupils
  - learning walks

## How are pupils with SEND enabled to engage in activities available with pupils who do not have SEND?

- It is envisaged that pupils with SEND attend the same lessons and activities as pupils who do not have SEND. Most of the support for pupils with SEND is provided in their regular, timetabled lessons alongside their peers.
- Extra-curricular activities are available to all students within the school. Where need be, a TA may accompany a pupil with SEND to such activities in order for that pupil to access the activity.
- All children are included in all parts of the school curriculum and we aim for

all children to be included on school trips. We will provide the necessary reasonable support to ensure that this is successful.

- A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

### What support is there for improving the emotional and social development of pupils, and how do you prevent bullying?

- We are an inclusive school; we welcome and celebrate diversity. The staff believes that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.
- The PPM has overall responsibility for the pastoral, medical and social welfare of every child in their year group.
- The PPMs are supported in the pastoral and social welfare of the children by the Form Tutors for their year group, who meet the children twice a day in morning and afternoon registrations.
- Parents' first point of contact should be the Form Tutor or PPM. If further support is required the PPM or Form Tutor liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Care, and/or specialist educational services.
- For pupils with a statement of SEND or an EHC Plan, parents may also seek the SENCO or link TA as a first point of contact.
- Children who experience difficulties with attending school may also be supported by the Key Stage 3 or Key Stage 4 Learning Zones which work closely with each year group's pastoral team and the SEND department.

### How does CHSA involve other services and bodies in meeting the needs of pupils with SEND and supporting their families?

- We work with many other services in meeting the needs of pupils with SEND and supporting their families.
- Presently we work with the agencies listed below:

#### Paid for centrally by the Local Authority but delivered in school:

- Brent Outreach Autism Team (BOAT)
- Educational Psychology Service (EPS)
- Brent Deaf and Hearing Impaired Service (BDHIS)
- Brent Visual Impairment Service (BVIS)
- Speech and Language Therapy for those children with a statement of SEN or an EHC Plan (provided by Health but paid for by the Local Authority).
- Ashley College (delivered away from CHSA)
- Brent Inclusion Service

#### Provided and paid for by the Health Service (NHS Trust) but delivered in school:

- School nurse
- Physiotherapy
- Occupational therapy

Paid for by CHSA through SEND funding and delivered in school:

- Specific Learning Difficulties Consultant (Assessment, advice and resources for children with literacy or numeracy difficulties including Dyslexia)

Agencies supporting CHSA pupils away from, but funded by, school:

- The Jubilee Academy

**What arrangements are in place for handling complaints from parents of pupils with SEND about the provision made at CHSA?**

- If you wish to discuss your child's special education needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:
- The SENCO (Mr Andy Page: [andrew.page@claremont-high.org.uk](mailto:andrew.page@claremont-high.org.uk))
- Your child's PPM
- The subject teacher or head of department, if appropriate
- The Deputy Headteacher responsible for Inclusion (Ms Gill Aspinall: [gill.aspinall@claremont-high.org.uk](mailto:gill.aspinall@claremont-high.org.uk))
- The school Governor responsible for SEND (Ms Olivia Louisy: [admin@claremont-high.org.uk](mailto:admin@claremont-high.org.uk), marked for her attention)
- SENDIASS: Brent SEND Information Advice and Support Service is also available to support parents/carers of pupils with SEND; 0208 937 3434, [sendias@brent.gov.uk](mailto:sendias@brent.gov.uk).