



SEND Information report for parents 2018-19.

SENDCo: Mrs L. Glasby. 0116 2736893

Crown Hills College is an inclusive school. We value each student as an individual, and strive to deliver the best possible outcomes for each and every student, reflecting the Code of Practice.

'Every teacher is a teacher of every young person, including those with SEND.' SEND Code of Practice, 2014.

What kinds of SEND does the College cater for? (SEND- Special Educational Needs and Disability).

Crown Hills College is an inclusive, mainstream College. We strive to meet the needs of students who attend our setting as best we can. We currently have students with a range of needs in Cognition and Learning; Communication and Interaction; Physical and Sensory Impairments; and Social, Emotional and Mental Health Difficulties. This includes students with visual impairments, hearing impairments, ASD, ADHD, Dyslexia, and developmental language difficulties.

Crown Hills College work in close partnership with SEND support services to provide individualised and appropriate support to young people on the SEND register.



What should I do if I think my child may have SEND? How does the College know if students need extra help?

If you have concerns about your child you can contact the SENDCo, Key Stage leader, or form tutor.

SENDCo, Mrs Glasby. SENCo Support, Mrs Sahota.

Head of Year: Year 7, Miss Pritchard; Year 8, Mr Seedat; Year 9, Miss White; Year 10 , Mr Hussein; Year 11, Mr Patel.

You will have opportunities throughout the year to attend Parent Consultation Evenings, where teachers and key members of staff are available. There is one parent consultation evening for each year group.

We use SATs data from primary schools, and our own assessments, to track and monitor progress for all students. Information is sent as predicted GCSE grades from grade 1 to 9. We also use P scales is appropriate.

The SENDCo has links to the feeder primary schools and visits the primary schools during the Spring and Summer terms before students move to Crown Hills College.

If your child has received support from an outside agency at Primary school, we will receive copies of any reports. The agency will continue to work with your child at Crown Hills, and will offer on-going advice and support.

If a student is not making age- or ability- related progress in a number of subject areas, we will discuss this in school and consider appropriate support or interventions. A teacher may raise a concern with the SENDCo or Key Stage Leader. The



SENDCo will look at the prior and current attainment, and may ask other teachers for information. The SENDCo will contact the parent/ carer.

How will the College support my child and how will the curriculum be matched to my child's needs?

The College responds to meeting individual needs, and support plans are made according to need. Advice from outside agencies will be followed. If your child has an EHCp we will put in place the provision outlined in the plan.

The SENDCo provides information to class teachers to plan for differentiation within the mainstream classroom through personal profiles, and this is the responsibility of each class teacher.

Teaching Assistants are deployed to support students with an EHCp in the first instance. Teaching Assistants will support students to access the curriculum and differentiated activities. Teaching Assistants may take students out of the class room to work on a one to one basis or as part of a small group.

Students on SEND Support may have access to specific support. We run intervention groups to support students with literacy and reading, maths, social and emotional difficulties, language skills, and communication and interaction. Staff who deliver interventions are trained and supported by the SENDCo or outside agencies where necessary. We ensure that all intervention work has a clear purpose, starting assessment, and a measure of progress.



All students have access to the Learning Mentors. The Reflection zone is open at break and lunch times to offer a supportive environment to students.

How will I be informed about how my child is doing and how the College is supporting my child's needs?

All parents/ carers are informed about the progress of their child across the curriculum through progress reviews. The progress review gives information about progress made in each subject area.

All parents/ carers are invited to attend Parent Consultation Evenings. There is one Parent Consultation for each year group each year. Students are also issued with a written report from each subject area to outline progress.

Where students are in an intervention group the students are assessed pre-and post-intervention to measure their progress. This information is provided to parents/ carers by letter, or within a meeting.

Students with an EHCp will have a statutory Annual Review. This is an opportunity for parents/ carers to discuss progress with the SENDCo, and to meet with outside agencies who are involved with their child. Any changes to the EHCp will be made at this meeting.



The SENDCo will hold other meetings as appropriate to the needs of individual students. Parents may request a meeting with the SENDCo at any time throughout the year.

When young people are seen by an outside agency, a report will be sent home to tell you what has been done, and to share strategies for on-going support.

How is the decision made about what type and how much support my child will receive?

The allocation of resources and the type and amount of support is informed through an EHCp, advice from outside agencies, or in response to assessments, and through discussion with parents/ carers and students.

The type of intervention will be delivered according to needs. The type of intervention may change as a student gets older, and as they make progress. The length of interventions vary depending on the programme.

Students with an EHCp have been through a Statutory assessment process to identify and diagnose or recognise a learning difficulty or disability, and provision is outlined in their plan. Support and intervention will be planned accordingly.



All students will complete baseline assessments in year 7. Where a student falls below a specific criteria, this will be investigated further through individual assessments. The results of individual assessments will identify the type of intervention that may be appropriate for students.

Students who are Looked After Children will have access to tuition for English and Maths.

Students who receive Pupil Premium Funding will have access to tuition for English and Maths.

What support will there be for my child's well-being?

- *Pastoral system.* There are key stage leaders for year 7 (and transition with year 6); year 8 and 9; and year 10 and 11. All students are included in a form class. Students see their form tutor at the start and end of every day. The form tutor
- *Communication within the College.* The Key stage leaders hold a Pastoral, Achievement and Care Team meeting each week with key members of staff including the SENCo. This is an opportunity to raise any concerns relating to individual students.
- *Healthy Schools.* Crown Hills is part of the Healthy Schools Initiative, and there are teachers in school with responsibility for promoting a healthy lifestyle.
- *Education Welfare.* Mrs Bishop is our Welfare Officer and designated safeguarding lead.



- *Safe guarding training.* All staff complete safe guarding and PREVENT training each year.
- *School nurse.* We have an allocated school nurse who comes into school regularly. Students are referred to the school nurse through the learning mentors.
- *Anti-bullying policy.*
- *E-safety policy.*
- *Inclusion manager.* The behaviour and social inclusion workers deal with all issues concerning behaviour in lessons, in and around the school, and issues of bullying.
- *Learning mentors.* We have a team of learning mentors in the Reflection Zone. The mentors are available all day; they supervise the breakfast club and are available after school to support with homework.
- *Counsellor.* A counsellor from Space4U is in school each week. Students are referred to the counsellor through the learning mentors.
- *Social interventions.* We have specific interventions to support students with social skills. These include Nurture; social communication; speech and language; and social stories.
- *Designated teacher for Looked After Children, Mr Foster.*

What specialist services and expertise are available at, or accessed by, the College?

- *Educational Psychology*
- *Learning, Communication and Interaction Team*
- *Visual Support Teachers*
- *Hearing Support Teachers*
- *Speech and Language Therapy*
- *Physio therapy*



- *Occupational Therapy*
 - *CAMHS (Child and Adolescent Mental Health Service)*
 - *ADHD Solutions*
 - *Connexions*
 - *Counselling services – Space4U, The Laura Centre*
 - *Virtual Schools (Looked After Children)*
 - *Social Care and Health*
 - *School Nurse*
 - *NHS Transitions Team*
 - *Children’s centres*
 - *Skills/ expertise of school staff.*
 - *Primary Social, Emotional and Mental Health Team (SEMH).*
 - *Leicester Partnership School*
 - *SENDIASS- Special Educational Needs Disabilities Information, Advice and Support Service.*
- We will seek advice and support from other specialist services if required.

What training are the staff supporting young people having, or have had?

Mrs Glasby, SENDCo.

- CPTA3: Assessment and Access Arrangements





- PGCert National SENCo Award
- PGCert The Philosophy and Practice of Nurture.
- PGCE Secondary
- BSc Hons. Geography.

Mrs Glasby attends regular training relating to SEND.

All SEND teachers and Teaching Assistants are offered opportunities for Professional Development.

Staff who deliver interventions have received appropriate training. This includes:

- Read Write Inc, Inference, Nurture, Speech and Language, Numicon, Social Communication.

Teaching assistants have completed training to support students with specific difficulties. This includes:

- ASD awareness, Visual impairment, hearing impairment, ADHD, Attachment disorder, Dyslexia.

Some teaching assistants have additional or subject specific qualifications and are deployed within subject areas.

How will my child be included in activities outside the class room, including school trips?



All students are offered opportunities the same opportunities for extra-curricular activities, including trips and visits, in subject areas. Where a student has SEND we may undertake additional risk assessments, or increase the staff: student ratio to ensure that the Health and Safety of the student is not affected, and that they are able to fully participate in the activity.

The Nurture Group manage an allotment in the school grounds. These students have the opportunity to have a gardening lesson each week.

In KS4 the Foundation Learning groups may participate in units of work where they go on visits.

The SEND department organise trips for identified students.

We participate in youth disability sports competitions through the Sports College.

How accessible is the College environment?



Crown Hills College is a newly built school (2013). The building is compliant with statutory guidelines in the Equality Act (2010).

All classrooms have blinds to adjust lighting levels.

Some classrooms have modified furniture to enable access for individuals.

There is lift access to all levels of the school building. In the event of a fire there are emergency evacuation alarms in some exits. There are emergency exits that lead directly outside on most levels.

Accessibility plans are produced to ensure individual students can get around the building safely.

All zones have access to ICT equipment that can be used to enhance learning and increase accessibility to learning for individual students. We have access to specialist equipment where necessary. Screen sharing programmes are available.

We have links with outside agencies to modify resources for visually impaired students. We also have equipment, and have provided training, so that resources can be modified in school.

All sports facilities are accessible, and we have access to specialist sports equipment.

Disabled toilets are located around the school on all floors.

Key members of staff are First Aid trained. Staff undertake specialist training for specific medical conditions, or for administering medication on an annual basis.



How will the College prepare and support my child to join the setting and transfer to the next stage of education and life?

We welcome visits from any parents/ carers with a child with SEND to discuss additional needs and provision that is available at Crown Hills College.

Transferring from Primary school:

- Mrs Glasby, SENDCo, makes transition visits to primary schools to ensure that we are fully aware of individual needs, and so that we can plan to support your child through the transition process into secondary school.
- Vulnerable students are invited to extra transition visits in the summer term with the SEND team.
- Adult support is provided on the transition days.
- Adult support is provided in the first two weeks of year 7 to ensure students feel safe.

Year 8 to 9 (transition to Key Stage 4):

- Students are supported in choosing their Options subjects.
- Students who are Looked After or have an EHCp have a Connexions Advisor from year 9. They will meet with the young person and attend Annual Review meetings.

Transferring to Further Education or Training:

- All students receive careers advice within school.
- Information is shared with Colleges.
- Adult support can be provided to accompany students to interviews and transition visits.



- Students who are Looked After or have an EHCp have a Connexions Advisor from year 9-11. They will meet with the young person and attend Annual Review meetings.

Mid-term transfers:

When students transfer to Crown Hills from another setting they will meet with the relevant Key Stage leader. Where SEND is identified, the SENDCo will be informed, and will attend the transfer meeting to discuss the needs of the individual.

How are parents and young people with SEND involved in the College?

All parents and carers are encouraged to attend parent consultation evenings. The SENDCo is available at these evenings to discuss progress and support for your child.

Parents can communicate with form tutors using student planners.

Parents and carers can ring the school and ask to speak with the SENDCo at any time.

Students with an EHCp will have a statutory Annual Review, which parents/ carers are invited to attend.

The SENDCo will arrange meetings for parents/ carers of SEND support students when appropriate. Parent can request a meeting at any time.

Review meetings are delivered under the philosophy of the person-centred review, and all students are invited to attend and contribute to their meeting.



Throughout the year we undertake student voice questionnaires with SEND students.

The SEND department holds a celebration lunch event at the end of each year to celebrate and share the successes and achievements of students with SEND and their parents/ carers.

Who can I contact for further information?

School telephone: 0116 2736893

Mrs L. Glasby, SENCo. lglasby@crownhills.leicester.sch.uk

Mrs B Sahota, SENCo support. bsahota@crownhills.leicester.sch.uk

Complaints procedure

For any complaints relating to SEND please contact Mr Adam, Principal.

Additional Information.



You can access more information about SEND in the Local Authority at:

<https://mychoice.leicester.gov.uk>

SENDIASS: www.sendiassleicester.org.uk 0116 257 5027

Other useful websites:

National Autistic Society: www.autism.org.uk

ADHD Solutions: <http://cmsms.adhdsolutions.org/>

Royal national institute for the blind: www.rnib.org.uk

Action on hearing loss: www.actiononhearingloss.org.uk

Leicestershire Action for Mental Health Project: <http://www.lampadvocacy.co.uk/>

British Dyslexia Association: <http://www.bdadyslexia.org.uk/>