



Cheadle Hulme School

SEND Information Report - January 2018

Cheadle Hulme School is a selective independent school. The school has limited facilities for students with disabilities and special educational needs, and will do all that is reasonable to comply with its legal and moral responsibilities under the Equality Act 2010 and the Children and Family Act 2014.

Identification of Students with SEND

Referral, assessment and identification can come from many sources:

- subject teacher and class teacher request, following observation or recognition of characteristics
- EYFS and Key Stage 1 teachers using the "Watchful eye" monitoring list
- pupil self-request
- parental request, before or after admission to the school
- management request
- District Health Authority or GP request
- information from a previous school (e.g. primary school)
- Year Group screening
- other diagnostic tests
- individual interviews
- evidence from out of school activities.

The Head of Admissions (for senior entry) and the Head of Junior School (for junior entry) assess information from feeder schools. Application forms are screened for information, and further information requested from parents prior to, or after entry.

During the summer term, all Year 9 pupils are screened in preparation for their GCSE course, to identify potential access arrangement requirements.

The Head of Learning & Support works closely with Heads of School, Heads of Year and Heads of Department to identify students who may be failing to reach their potential.

Academic staff within the Junior School use standard tests to identify concerns. Pastoral and academic staff liaise with the Head of Learning Support, and they observe the students of concern closely, before decisions are made on the kind of support to be provided. Parents are informed of early findings and the students may be placed on the Learning & Support Register. Teaching staff are provided with strategies to use to support the students in class, using quality first teaching methods. If the student fails to respond to this level, additional testing may be carried out in school and/or parents may be advised to seek referral to an Educational Psychologist. Recommendations (if any) made by such a professional are summarised and disseminated throughout the school; at this point the student may be added to the SEN/D Register.

Assessing and Reviewing Progress of students with SEND

Some students placed on the SEN/D Register may require more than quality first teaching provision and an individual support plan (ISP) is written detailing effective support strategies which need to be in place. Parents/Carers of students on the SEND Register are encouraged to have regular informal contact with the Learning Support Department and they are welcome to meet for a more formal review of progress if

appropriate. In addition, the regular grade cards, parents' evenings and written reports will provide evidence of progress throughout the year.

A designated SEND Governor has responsibility for monitoring the effectiveness of the support provided.

Supporting students with Special Educational Needs

All students receive a well-structured, broad-based curriculum within a caring environment that incorporates differentiation, giving them the opportunity to achieve success and progress according to their potential. The emphasis is on quality first teaching to meet the needs of all students.

Additional in-class support is made available as appropriate from the Learning & Support Teaching Assistants and the Learning & Support Department.

Additional Support Available

If a student on the SEN/D Register fails to make progress through the provision of quality teaching and a differentiated curriculum, additional support is available from the Learning & Support Department:

- Supervised study sessions held after school allow students to complete homework or revision tasks with the support of an adult.
- Specialist support sessions are provided at lunchtimes for a time-limited period to identified students. These can focus on spelling, comprehension, typing, communication, etc. Students are identified and formally requested to attend these sessions.
- Further assessment for access arrangements for public examinations is undertaken for those students that require it.

Provision maps are drawn up for students on the SEN/D Register, to identify areas of need in lessons and to meet social and emotional needs.

The Learning & Support Department is located in the Main Building and students are able to use the facilities at lunch time, before and after school. Computers are available for students to use and there is opportunity for relaxation and social interaction. Students are encouraged to drop in to ask for help or discuss concerns at any time.

Co - Curricular Activities

The school offers a wide variety of co-curricular activities; all students are encouraged to take part, including the opportunity to participate in residential and day-trips. The trip leaders liaise with the Learning & Support Department (and the First Aid team) to ensure all students' needs are met.

Meeting the Social and Emotional Needs of Students

Cheadle Hulme School has a very strong ethos of pastoral care, with every student's well being at its very heart. All students are part of a tutor group and their Class Teacher (Junior School) or Form Tutor (Senior School) oversees their emotional and social welfare. The Class Teacher/Form Tutor is supported by the Head of Year and Head of School.

Medical needs are met by the School Nurse and a team of First Aiders. There is a school counsellor available to provide support where necessary.

All students attend well-being lessons throughout school, up to and including Year 11.

Students are given opportunities to take on leadership roles throughout the whole school.

Students may have Form or House responsibilities; they may be appointed a School Ambassador, a Peer Mentor, or a Prefect.

The Learning & Support Department operates an open door policy to provide pastoral care to any student.

Specialist Services and Training

There is a Specialist Teacher employed by the school who is qualified to assess and teach students with specific learning differences. She and the Head of Department are also qualified to assess for access arrangements in public examinations.

The school employs four part-time Learning & Support Teaching Assistants who are experienced in supporting visually impaired students, students with social communication issues and students with specific learning differences.

The school is a member of NASEN and the members of the Learning & Support Department take part in professional development throughout the year.

The Learning & Support Department runs sessions within the school CPD programme, and provides specific training to teacher colleagues throughout school, to support particular students.

Additional advice and support is provided by the local authority Sensory Support Services and NHS specialist services such as CAMHS and ADHD nurses.

School is able to call upon the services of local Educational Psychologists for detailed assessments and advice.

The School Environment

School endeavours to make reasonable adjustments to meet the needs of each individual student. The physical environment has already been modified in the following ways:

- high visibility strips to staircases
- lift access to the main building
- ramp access to buildings
- disabled toilets
- disabled parking.

Teaching staff are aware of the need to adapt lighting requirements and classroom layout to meet the needs of individual students.

Parental Consultation

Parents or carers of students entering Junior School are invited to a meeting in the summer term prior to starting in September, to meet relevant teaching staff. Further familiarisation sessions are held with the students prior to the summer recess. Subsequently in September, parents are able to meet Class Teachers to review the first few weeks of term.

Parents or carers of students entering Year 7 are invited to a meeting in the summer term prior to starting in September, to meet the Head of Year, the Head of School, the Head of Learning & Support and Form Tutors. In September, parents are able to meet form tutors to review the first few weeks of term.

An information evening is held for each year group at the beginning of the academic year, which provides an opportunity for parents to meet the Form Tutor and Head of Year. Thereafter, all students receive regular reports on progress in the form of grade cards, written reports and attendance at parents' evenings.

Parents or carers of students with SEN/D are also encouraged to meet personally with the Head of Learning & Support and the Head of Year prior to starting school.

Students entering the Sixth Form with SEN/D are encouraged to meet with the Head of Learning & Support to discuss their specific needs.

Preparing for Entry to School

Junior School students:

- are invited to an induction day in June before entry in September
- attend school in June for additional familiarisation sessions
- attend school in September for an additional half day induction before the remaining students return.

Year 7 students:

- are invited to an induction day in June before entry in September
- attend school in September for an additional half day induction before the remaining students return
- have a Sixth Form peer mentor allocated, with whom they meet on a weekly basis
- on the SEN/D Register, are allocated a Year 9 buddy.

Parents or carers are required to provide information on disabilities prior to the student starting school so that an effective plan of support can be implemented.

In a similar manner, Lower Sixth Form students also attend school in September for an additional half day induction before the remaining students return.

Those students entering school directly into another year group are provided with a buddy.

Who to Contact

The Head of Learning & Support – Claire Hughes

Deputy Head in charge of Learning Support – Lee Richardson

Governor responsible for Learning Support – Peter Driver.

Reviewed January 2018