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Clacton County High School

SPECIAL EDUCATIONAL NEEDS & DISABILITY INFORMATION REPORT- 2023/2024

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SEND categories

The 2014 SEND Code of Practice outlines four areas of Special Educational Needs that include a range of difficulties and conditions. These broad areas of need are referred to as :

- Communication and interaction (e.g. Autistic Spectrum Disorder)
- Cognition and learning (e.g. Literacy difficulties)
- Social, emotional and mental health (e.g. ADHD)
- Sensory/physical needs (e.g. a Visual Impairment)

Identifying and Assessing SEND

CCHS follows the guidance contained in the SEND Code of Practice 2014. There are a range of ways that we identify young people with SEND. These may be from external professionals such as:

- Diagnosis letters from a doctors.
- Reports from recognised organisations.
- Educational Psychologist reports.
- Files and reports from primary school.

School based procedures are:

- KS2 Data and results
- Discussions with teachers, parents, other professionals and young people
- Test results that provide standardised scores.

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support.” (SEND Code of Practice, 2014)

Teaching and Learning



CCHS is an inclusive mainstream establishment that offers a wide and balanced curriculum.

All staff have regular training on all areas of Special Educational Needs and Disabilities in order to ensure scaffolded learning is provided according to the needs of the learners.

The CCHS Teaching & Learning handbook for staff has carefully considered Essex recommendations for meeting the needs of students with SEND including the new 'ordinarily available' framework. High quality teaching as part of our universal offer meets the needs of many of our students without the need for additional adjustments. High quality teaching is integral to the progress of our students and is monitored through our internal processes.

For those students requiring targeted or intensive support, we offer a range of intervention programmes designed to improve the outcomes of students with additional needs and to ensure where possible that they can fully access all areas of the curriculum.

Inclusion

The following steps have been taken to prevent disabled pupils from being treated less favourably than other pupils;

- We aim to meet all students' needs by using the Assess, Plan, Do, Review model.
- The school applies the Reasonable Adjustments Duty; 'to take such steps as it is reasonable to have to take to avoid the substantial disadvantage' to a disabled person caused by a provision, criterion or practice applied by or on behalf of a school, or by the absence of an auxiliary aid or service.
- The school provides an environment in which all students have equal access to all facilities and resources.
- A range of teaching methods are to be used throughout the school to ensure that effective learning takes place at all stages for all students.
- Students will have opportunities to explore concepts and issues relating to identity and equality.
- All steps are taken to ensure that all students have access to mainstream curriculum by taking into account the cultural and lifestyle backgrounds of all students, their linguistic needs are taken into account and their learning styles are considered.
- All students have access to qualifications which recognise attainment and achievement and promote progression.

For more information see the [CCHS Equalities Policy](#).

Accessibility

Curriculum

- No student is excluded from any aspect of the school curriculum due to their disabilities or impairments.
- Where areas of the curriculum present challenges for a student, these are dealt with on an individual basis. The class teacher, in discussion with the student and their parents, will ensure that reasonable adjustments are made for any disability or impairment.
- Information for students with SEND are given to relevant staff in order to aid teaching, e.g. 'one plans'.
- Specialist resources are available for students with individual needs where required e.g. overlays, large print, use of technology.
- The school will support students with SEND by making any reasonable adjustments necessary during entry exams, e.g. publishing exam papers in a larger font

Accessibility

Physical environment

The school offers comprehensive access for all mobility impaired and wheelchair users. Wheelchair users are able to gain entry to the school site and buildings via dedicated ramps, located both externally and internally. All ramps do not exceed an incline of 1:12, which represents the maximum safe gradient.

Wheelchair users needing access to the upper floor can do so by using the lift located outside Clouds Restaurant (D Block). The lift capacity is 8 persons (630kg) and is inspected and maintained by Pinnacle-psg in accordance with the PFI contract. In the event that the lift becomes unavailable, wheelchair users and other mobility-impaired students will have their timetabled lessons re-scheduled to the ground floor or if this is not viable, alternative study arrangements for students will be provided.

- Accessible toilets are available on site.
- Site audits are completed by the Essex Specialist teaching teams (VI, HI, PMI) to ensure we meet regulations for students with these disabilities.
- A map of the school is displayed for students to access. All 'blocks' are clearly displayed.
- Screens used to show room change information consider the most suitable font and letter size.

For more information see the **CCHS Equality Policy, CCHS SEND Policy & CCHS Accessibility Policy.**



Support plans

All students who are on the SEND register will have plans in place which outline to their teachers suitable strategies to support their needs and assist them with their learning.

Parents/carers and students are encouraged to contribute their views throughout the school year through parents evenings, meetings and phone calls with teaching staff, inclusion and pastoral support staff.

We have a number of types of plans in place to support all students including those with SEND. These include pastoral support plans, LABS support cards, passports and one plans. Plans are catered to students needs and an individual may receive a combination of support from the pastoral and inclusion teams.

Plans are updated and reviewed regularly in line with the school reporting data.



Working with Parents

Parents will receive regular reviews of a student's progress through our whole school reporting system. A member of the Inclusion team is available at all parents' evenings for individual discussions with parents/carers. We welcome contact from parents at any time. This can be via telephone, email or through a scheduled meeting. Opportunities are available throughout the year for student plans to be discussed and reviewed.

If a student has an Education, Health and Care plan then a statutory Annual Review meeting will take place at least once a year. The Annual Review meeting is an opportunity to celebrate a student's successes throughout the year and to enable the student, their parents and others who are directly involved to raise any concerns regarding the support or placement. The Annual Review meeting will be person-centred, taking into consideration the needs and wishes of both the student and their parent(s).

Working with other Professionals

Children and young people with SEND may need integrated support from education, health and/or social care to help them achieve their ambitions. (Code of Practice 2014)

CCHS offers a wide range of support for all students, working with various organisations both within and outside of school. These include;

- Essex County Council
- Educational Psychologists
- Emotional wellbeing and mental health services
- The National Health Service
- MIND
- Autism Anglia

Our pastoral team are also on hand throughout the day to help with any problems that students encounter at school. In addition to this, we have a designated team of staff to promote the safeguarding and welfare of our students.

Extra-Curricular Activities

CCHS offers a wide range of extra-curricular and enrichment activities for all students including those students with additional needs. We achieve this by:

- a. Ensuring that all staff involved in extra-curricular activities are fully trained in all areas of special educational needs and disability.
- b. Ensuring that all areas of the school are fully accessible.
- c. Providing additional support staff to support higher need students in accessing extra-curricular activities as required.

The school will work with your child, parents or carers, specialists and others to maximise participation and allow access wherever possible.

Transition

CCHS supports young people and their parents/carers with the transition from primary to secondary school. From Key Stage 2 to 3:

- Where possible a member of the Inclusion team will attend Year 6 Annual Reviews for students with an Education, Health and Care Plan if requested.
- The SENCo and pastoral team will meet with primary Special Educational Needs and Disability Co-ordinators to identify and discuss students with additional needs.
- Additional transition days and visits are organised where appropriate.

At Year 10, Year 11 and sixth form the planning meetings are focused on the next educational steps and support needed to ensure these are smooth. The Preparing for Adulthood advisor from the local authority will provide additional guidance to those students with an EHCP in year 10,11 and 13.

CCHS provides post-16 guidance interviews to all students including those with SEND in year 11. Additional support is available to help with plans such as college applications. CCHS liaises with all post-16 providers and when requested will ensure information is passed across in regards to the needs of students.

Admissions

Children with SEND but without an EHCP: The standard admissions process applies. A child cannot be refused a place as a result of their SEND. If CCHS has a place, it must offer that place on receipt of an admissions application, regardless of whether or not the child has any SEND. Children with SEN, disabilities or medical conditions without an EHCP, who are having difficulty obtaining a school place, should be included in a Local Authority's Fair Access Protocol. Whilst this should lead to a child getting a school place, it does not guarantee it will be at the parents' preferred school. For more information see the **CCHS Admissions Policy**.

Children with an EHCP: Parents/carers must name their preferred secondary school at their child's annual review. This will be normally take place at the end of year 5 for a year 7 placement. This paperwork is returned to the Local Authority and sent to the named school/s for consultation. The SENCO and Head of school/Executive Headteacher will consider the consultation carefully and either confirm that there are no objectives to being named in the final EHC plan or may respond stating that the;

- (1) School is unsuitable to age, ability, aptitude or SEN
- (2) Admission incompatible with the efficient education of other pupils and reasons why no steps can be taken to overcome incompatibility

Once a school is named in an EHCP, under the provisions of section 43 of the Children and Families Act 2014, the governing body/proprietor of that school must admit the child.



Staff

The inclusion support team at CCHS consists of a number of people.

Assistant Headteacher - SENDCo: Mrs H. Bartrum (MA SEND & Inclusion, NASENDCo)

Deputy SENCo: Mrs M. Barker and Mrs J.Mills

Assistant SENDCo: Mrs K. Hawthorne

Inclusion Support Coordinator: Cognition & Learning: Mrs A. Bassett

Inclusion Support Coordinator: Communication & Interaction: Miss L. Walbridge

Inclusion support Coordinator: Social, Emotional & Mental Health: Mrs J. Harris-Beck

Inclusion Support Coordinator: Social, Emotional & Mental Health : Miss S. Hunt

Inclusion Support Coordinator: Physical & Sensory: Miss E. Rivers

A small team of Inclusion Support Workers

The pastoral team provide pastoral care to all student and are based across the school.

The inclusion team can be contacted by E-mail: admin@cchs.school Tel: 01255 424266



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Complaints & Further Information

If you are unhappy with the SEND provision being provided for your child at CCHS you should contact the SENDCO (Helen Bartrum). For further information or who to contact if you are still unhappy please see the Complaints Policy on the [CCHS website](#).

The Essex Local offer, includes information about support services and local opportunities for children and young people with SEND.

Under the Children and Families Act 2014 each Local Authority was required to publish a Local Offer detailing what provision and services were available in their area for children and young people with SEND by the 1st September 2014. The Local Offer is a dynamic resource that will be developed over time with the assistance of our partners, parents and young people.

<http://www.essexlocaloffer.org.uk/>