

LB ENFIELD: CHACE COMMUNITY SCHOOL SEN INFORMATION REPORT

HOW WE SUPPORT YOUNG PEOPLE WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES

Our vision: At Chace, our sign posts give us a clear sense of direction. We share a **commitment to learning** and have **high expectations** of all. We believe that **all can succeed** and improve on current best. We celebrate all students' achievements and are determined to enable our students to become responsible, independent, thoughtful adults who have **confidence and courage** and enjoy the challenges of learning.

At Chace, **everyone is valued equally** and we are all **aiming to be the best we can be**.

Type of school: Chace is a successful inclusive comprehensive learning community. It is designated as Mainstream Plus. Chace also benefit from additional support and CPD opportunities offered through the West Lea ARP based in our school. The school admits boys and girls from age 11 to 18 years.

Assessment and Progress: To ensure students who need extra help are identified early, a number of strategies are used:

- Information gathered from primary schools, including KS2 SATs results
- Baseline assessment of reading and Cognitive Ability tests (CATS) on arrival at Chace
- Reading tests at the end of years 7, 8 and 9
- Detailed tracking of student progress, attainment and attendance
- Individual target-setting for all students
- Regular updates of SEND Register to reflect and monitor additional learning needs
- Whole school focus on Assessment for Learning
- Requests for Statutory Assessment are made when applicable
- Individual assessment and screening for Dyslexia
- Testing for and provision of Access Arrangements for public examinations in years 10-13
- Specialist assessment of English as an Additional Language (EAL) level on arrival at the school
- Co-ordination of EAL provision
- Support group or individual support to develop English skills
- Consultation with parents/carers and students, with views contributing to MySEN documents shared with staff

What we do to help young people with special educational needs:

The Student Progress Faculty has a large team of experienced staff comprised of Teaching Assistants, Higher Level Teaching Assistants and Teachers. Staff support students according to their experience and training, including Autism Spectrum, Speech and Language Needs and Dyslexia. In our inclusive school, the majority of support is offered within mainstream lessons.

A dedicated homework club, to support students with learning needs is also offered.

Some students are identified for our Lunch Club, which develops social and friendship skills.

We work in partnerships with West Lea who operate an ARP that supports students who are named by SEN Services and/or are working below the expected standard. Whilst the majority of support is provided in mainstream lessons, there is some withdrawal to address specific learning needs. This can be individually or in small groups.

Strategies to develop literacy

- Whole school literacy focus through a Literacy Co-ordinator
- Some individual/additional tuition as part of personalised curriculum
- Literacy/reading programmes as appropriate, including Progress Units and Catch Up Literacy at KS3
- Literacy Option provides an alternative to a GCSE subject at KS4

Strategies to develop numeracy

- Small group teaching for least able students in Mathematics
- Some individual/additional tuition as part of personalised curriculum
- Numeracy programmes as appropriate, including Catch Up Numeracy and Springboard Maths at KS3
- Progress of students following these programmes monitored by a Numeracy Co-ordinator

Strategies to support and modify behaviour

- Positive Behaviour Policy is applied by all staff
- Strong pastoral system, which also monitors progress
- Support through the Student Support Centre
- Small group psycho-education sessions for some students.

How we adapt our teaching for young people with special educational needs

- Differentiation is a whole school focus; we believe that work should provide a challenge, yet be accessible to students, whatever their level of learning need.
- Most students make progress provided by quality first teaching using ordinarily available provisions in the classroom.
- Teachers work closely with support staff to provide work at the correct level for the student
- Development of personalised curriculum when appropriate
- Setting according to ability in some subjects to enable achievement at the appropriate level

How we decide what resources we can give to a young person with special educational needs:

- All students with Health and Care plans (EHCP) receive support as provided by these documents. The SENCo plans this following advice from staff and parents
- Students working below the expected standard in English or maths receive small group intervention
- All students reading below 9 years 3 months receive literacy support

These strategies are reviewed termly, after each data entry and in conjunction with subject teachers. Parents/carers are informed whenever an intervention is planned.

How we check that a young person is making progress and how we keep parents informed

- Following in-class assessments, data is entered by the subject teacher each term, which is shared with key staff, including the SENCo (Special Educational Needs Co-ordinator), Heads of Faculties (HOFs) and Heads of Learning (HOLs), who monitor the progress made by students and refer to the Inclusive Learning group for advice as necessary
- Reports are sent home to parents/carers
- Should a student fail to make expected progress, then parents are invited in to share concerns

Support we offer for young people's health and general wellbeing

There are weekly Inclusive Learning Group meetings, attended by a range of school staff, with external agencies at set times in the calendar. We ensure early identification, effective support and monitoring of student learning and progress. Referrals for specialist support are made in consultation with parents.

- School counsellor
- Referrals to CAMHS
- Peer support, using trained KS4 and post-16 students
- Use of Student Support Centre for respite and groupwork

A fully trained, full time Welfare Officer manages the administration of drugs, and parents/carers will be invited in to produce a Care Plan when needed. We have an equipped medical room available for students who have medical needs. Referrals can also be made to the allocated School Nurse.

How we include young people in activities and school trips

- Students are encouraged to participate in school trips and extra curricular activities, with activities adapted to a student's needs as far as is practicable

Specialist external services we use when we think extra help is needed:

Strong links with external agencies providing support for many areas, including speech and language therapists, physiotherapists, autism outreach, behaviour support service, CAMHS and visual/hearing impairment outreach

- Delivery of planned speech and language programmes put into place by trained, experienced staff (ELKLAN L3) including

Talkabout for Teenagers; Think it, Say it; Language for Thinking and Mindmapping

- Chace has access to support, training and interventions from a designated Educational Psychologist

Staff Training:

- All support staff have continuing professional development and are encouraged to develop specialisms in supporting learning needs. Whole school training has included independent learning, groupwork, literacy, differentiation and assessment for learning
- SEN workshops are a regular part of our INSET programme
- Many support staff have a first aid qualification, including EpiPen training.

Our school environment (accessibility)

- Chace is a large, one site school of over 1300 students, with classrooms on three floors, with some teaching space sited in external buildings. We follow the local authority guidelines and aim to: increase the extent to which disabled students can participate in the school curriculum; improve the physical environment of the school in order to enable disabled students to participate in education; enable disabled staff to have reasonable access to premises and facilities that they need for their contracted duties; ensure that as far as is reasonably practicable the needs of disabled visitors to the site are taken into account.
- Most areas are accessible by wheelchairs
- There are 2 lifts, one at each end of the building, one accessing ground and first floor, the other ground and second floor.
- There are disabled toilets available for student use
- Allocated teaching rooms for small groupwork
- Changes to timetable to ensure accessibility
- Provision of resources in enlarged print
- Availability of Disability Awareness training to all staff

How we prepare for young people joining our school and leaving our school:

The school has a robust transition process to ensure all students arrive at Chace in year 7 looking forward to their new school

KS2/KS3 transition:

- SENCo and team attend every open evening for year 6 students in October, with time and space to discuss student needs. Additional visits and tours are also offered
- SENCo attends year 6 Annual Reviews at primaries, and will also meet to discuss concerns regarding other students when requested
- A transition team gathers information from all primary schools to ensure a full picture of the students needs is available when planning new tutor groups
- A taster morning of lessons is offered in July, with additional visits offered for students who are concerned about transition, or are the only ones coming from their primary school

KS3/KS4 transition:

- Students with learning needs and their parents/carers are supported through the GCSE options process to ensure appropriate choices are made. Specialist careers advice is given via the Learning Difficulties and Disability Careers Advisor (LDD) who visits the students in school

KS4/KS5 transition

- The school has a Moving On project that ensures all students leave school to continue in education or training.
- Students are assisted in choosing college courses, completing application forms and preparing for interview
- Careers advisor (LDD) is also involved at this key stage

How parents are involved in school life:

- All parents are members of the PTA and are encouraged to participate in the work of the school
- Regular parents bulletin and information on school website, including all school policies
- Parents attend Annual Reviews, target setting meetings and Parent Consultation Evenings. Translators are provided from within the school community

Who to contact for more information or to discuss a concern:

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