



Calder High School

A Part of the Calder Learning Trust

SEND Information Report

Calder High School is an inclusive comprehensive school which values the abilities and achievements of all our students. We have high aspirations for all our young people including those with Special Educational Needs or Disability (SEND). Our aim is to support all our students to maximise their progress, become confident individuals and to make a successful transition into adulthood.

Please refer to the SEND Policy on our school website, which provides additional detail:
<http://www.calderhigh.org.uk/policies.htm>

The following details Calder High School's Individual SEND Information Report (as required in Schedule 1 of Regulation 51) and should be read in conjunction with the Core Offer found set out in Calderdale's Local Offer www.calderdale.gov.uk/localoffer which details the provision available in all Calderdale schools and academies.

Contact Details	
Headteacher	Mr A Guise
Telephone – School Office	01422 883213
Address	Brier Hey Lane Mytholmroyd West Yorkshire HX7 5QN
email – School Office	admin@calderhigh.calderdale.sch.uk

Age Range	11-16
Funding	Co-operative Trust within Calderdale LA
Special Educational Needs Co-ordinator (SENCo)	Miss C Tooth
email - SENCo	ctooth@calderlearningtrust.com
SEN Governor	Mrs G Wrathall

Polices for Identification and Assessment of Students with SEN

Early identification of any special educational need is essential so that intervention and support can be put in place as soon as possible.

Transition from primary school

- Identification and assessment of students with SEND begins through liaison with our primary school partners, usually during Year 5 or Year 6. Our SENCo attends SEND Statement Review Meetings and EHC Plan Meetings regarding any Year 5 and Year 6 students identified with SEND. Meetings and visits between our staff and primary school colleagues take place as appropriate to the need of the individual student. Identified students are invited to join our *Year 6 into 7 Transition Group* which visits Calder High weekly in the second half of the summer term, prior to transition to secondary school in September.
- Students requiring extra support are also identified through the e-transition process, insights gained by our SENCo from meetings with parents or from other agencies working with the student.
- Parents are encouraged to come and discuss their child's specific learning needs with the SENCo prior to the beginning of Year 7. There are also numerous additional opportunities for parents to visit us: at Open Evenings, Year 7 Tutor Evening, Parents' Evening as well as the monthly SEND drop-in for parents.

Using evidence to make a difference to our students

- Concerns about a student's progress may be identified by a Tutor, a subject teacher, or through our systems which track student progress. When concerns are highlighted, further information will be gathered. This may be through observation of the student at work, or may involve using a specialist screening test to pinpoint what is causing the difficulty.
- If a parent is concerned about whether their child has a Special Educational Need this will be discussed with all parties before an action is agreed.
- The agreed action may involve a referral to a specialist external agency with which school works.

Student Progress

We constantly assess and review all students' progress, so that students stay on track to make at least good progress. This process involves both students and their parents.

- Assessment and Review of progress is undertaken by the Pastoral and Curriculum tracking and monitoring systems. IEP targets are reviewed and updated collaboratively in the first instance and where appropriate are reviewed by the SENCo. This includes Wave 2 provision, Statements and EHC Plans.
- Access arrangements are determined by initial testing with a specialist teacher. Application is made to the examination board. This is linked to a history of need.
- For students with Statements or EHC Plans an Annual Review takes place.

Parent Partnership

Parents at Calder High School are involved in the SEND identification and assessment process in a number of ways:

- A parent can contact the relevant Form Tutor or Year Achievement Leader to express a concern.
- Parents' evenings and Open evenings are an opportunity for parents to discuss any SEND with staff members. The SENCo is always available at these events. The SEND team also offers a monthly drop-in session for parents.
- Consultation and advice from external agencies is often sought to explore a specific need and ask for recommendations on how to support the need. Parents are fully involved with this process and sign the appropriate forms when a referral is made.
- All parties work collaboratively when support is offered from wider agencies such as CAMHS.
- For students identified at SEN Support the SENCo and other key staff meet with parents and students, monitor progress, record their views and next steps are discussed.
- An annual questionnaire will be issued to parents and students with a Statement of SEND/EHC Plan to collect views on provision.
- Parents are encouraged and invited to share any information and resources they have with staff that will help support their child and help them make progress.
- Homework is used to extend and embed learning. Parents may be contacted personally to help to support a particular approach focussing on a specific need.
- Parents are asked to make their views known through the Parent View icon on the school website or through contacting parent Enquiry: parentenquiry@calderhigh.calderdale.sch.uk
- We follow Local Authority protocols for EHC Plans and Statements of Special Educational Need.

Below are frequently asked questions that parents/carers may ask about provision for children and young people who have special educational needs. The information aims to be clear and easy to understand however if you prefer to talk to a member of staff, please use the phone number and/or the email addresses above to contact school.

<p>How will Calder High School support my child?</p>	<ul style="list-style-type: none"> • At Calder High we recognise that each student has individual strengths and needs; we identify how these might impact on their learning and make necessary adjustments in the classroom to remove any barriers to learning. • We strive to maintain a personalised approach to learning to help every student reach their potential through high quality inclusive teaching. • All teachers and Learning Support staff are trained to make learning more accessible or more challenging through Quality First Teaching so that every child is able to learn at their level and make progress. • We provide effective support in the classroom and high quality interventions managed by well-trained specialist Learning Support staff. • Access arrangements are determined by initial testing with a specialist teacher. Application is made to the examination board. This is linked to a history of need. • Intervention programmes are designed to accelerate progress and ultimately strengthen independence and resilience in students facing challenges during their adolescence and into the future.
<p>How do we involve parents, children and young people</p>	<ul style="list-style-type: none"> • The student's voice is central and their opinion is always taken into account. • Parent's views are essential in ensuring effective and appropriate support is provided in school for their child. Parents are encouraged to visit school to discuss their child's individual needs. • Extra transition visits are available to any students with SEND and particularly anxious or vulnerable students whilst in year 5 and 6 • Parents are always contacted before interventions are put into place. • A monthly drop-in for parents enables parents to discuss any questions as they arise. • A student with a statement or EHC Plan is allocated a Keyworker who liaises with parents regularly, providing a central point of contact between home and school. • The Keyworker writes the student's IEP consulting with parents to ensure the best strategies are in place to support the student's learning. • For students progressing into further education: on leaving Calder High School we provide an individual transition programme specific to the needs of the student to prepare for 'next steps' in learning, training or employment.
<p>How do we help a child with physical needs?</p>	<p>Not all students with physical disabilities have a Special Educational Need. Teachers take action however, to ensure students with disabilities are able to participate as fully and effectively as possible in the National Curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and addressed in advance with adjustments made where appropriate.</p> <p>Teachers:</p> <ul style="list-style-type: none"> • plan to allow sufficient time for a student with a disability to complete a task; • plan to provide opportunities for the development of skills in practical aspects

	<p>of the curriculum;</p> <ul style="list-style-type: none"> • identify aspects of programmes of study and attainment targets that may present specific difficulties for individuals and put necessary adjustments in place.
<p>How do we help a child with speech and language needs?</p>	<ul style="list-style-type: none"> • In the classroom necessary adjustments are made to provide appropriate differentiation; • Where appropriate we provide one-to-one or group work to focus on reducing the student's difficulties using the Social Use of Language Programme (SULP). This is delivered by trained specialists. • We consult with the Speech and Language Therapist allocated to our school who provides us with resources and works with the students when necessary.
<p>How do we help a child with sensory impairment?</p>	<ul style="list-style-type: none"> • Necessary adjustments are made in the classroom in order to allow students to access the learning. • Regular communication with the Hearing Impaired Service and annual visits for students with hearing aids. • Access to support from the Visually Impaired Service • A designated quiet area is available during social time to support children who have sensory processing difficulties.
<p>How do we help a child who has social and emotional difficulties?</p>	<ul style="list-style-type: none"> • Teaching staff are issued with an IEP and strategies to allow them to accommodate a student's difficulties in the classroom. • Learning Support staff run a variety of group sessions and 1:1 sessions • Specialist Learning Support Assistants with responsibility for ASD deliver Social Use of Language Programme (SULP) for students with a diagnosis of ASD, or any student likely to benefit from such a programme. • All teaching staff and Learning Support staff, including those who have recently joined the school, have training that enables them to appropriately meet students' needs relating to social and emotional difficulties, including ASD. • There is a range of curricular provision available to students to develop social skills and manage personal relationships, for example through the Tutor programme and the Learning for Life curriculum. • Access Arrangements for exams can be put in place for identified students with social and communication difficulties including ASD • We work closely with the ASD Service to recommend strategies, offer advice and to work with parents and school.
<p>How do we help a child with behavioural difficulties?</p>	<ul style="list-style-type: none"> • Teachers consistently apply school systems so that all students are aware of our rules and code of conduct. • Additional transition period for students with behavioural difficulties to reduce anxieties around the change of environment and help develop skills to support a successful transition. • We help students to manage their behaviour, take part in learning effectively and safely and monitor their progress according to school's behaviour policy • Offer support from external agency behaviour support worker.

<p>How do we help a child who needs support with literacy?</p>	<p>Once a need has been identified appropriate intervention is put in place, depending on student requirement as follows:</p> <ul style="list-style-type: none"> • In class support; • 1- 1 reading support; • Corrective Reading Programme in groups; • 1-1 writing support; • Supported writing groups; • Homework Club; • Provision of laptops and other additional resources; • GCSE support, including testing for Access Arrangements.
<p>How do we help a child who needs support with numeracy?</p>	<p>Once a need has been identified we provide appropriate intervention depending on student requirement as follows:</p> <ul style="list-style-type: none"> • In class support; • Maths 1-1 intervention; • Small group intervention; • Homework Club; • GCSE support, including testing for Access Arrangements.
<p>How do we support a child who has medical needs?</p>	<p>All students with medical needs have an Individual Health Care plan which is completed by parents and kept in a secure file.</p> <ul style="list-style-type: none"> • Relevant teaching staff are made aware of a student’s medical needs and appropriate allowances are made on an individual basis. • Early lunch club • Time out cards • Access to medical at specific times for medication
<p>How do we help a child who has English as an Additional Language (EAL)?</p>	<ul style="list-style-type: none"> • Explicit teaching of strategies for developing skills relevant to learning of spelling, punctuation and grammar; • Explicit teaching of strategies for developing skills in academic writing; • Explicit teaching of strategies to improve skills in spoken English; • Access to interpreter/translator.
<p>How do we support a child with complex and multiple needs?</p>	<ul style="list-style-type: none"> • Each student will have a detailed IEP written in consultation with parents and the student which allows us to share effective strategies for support; • The curriculum can be differentiated to meet the needs of some students with complex and multiple needs. • Support and advice from relevant external agencies.
<p>How will we meet a child’s personal care needs?</p>	<ul style="list-style-type: none"> • Individual Health Care Plans; • Time out cards can be issued where a student may need to leave lessons.
<p>How will we include children in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> • All students in school, including those with SEND have full access to activities before, during and after school. Support may need to be put in place in order to enable access to these activities. • Regular educational and residential visits take place at Calder High School. Students with SEND are included in these activities. Additional adult support

	<p>is provided or we consider other methods as far as possible to support full involvement.</p>
<p>How do we prepare and support a child/young person for transition?</p>	<ul style="list-style-type: none"> • Our SENCo attends SEND Statement Review Meetings and EHC Plan Meetings regarding any Year 5 and Year 6 students identified with SEND. • Meetings and visits between our staff and primary school colleagues take place as appropriate to the need of the individual student. • Identified students are invited to join our <i>Year 6 into 7 Transition</i> group which visits Calder High weekly in the second half of the summer term, prior to transition in September. • Students requiring extra support are also identified through the e-transition process, insights gained by our SENCo from meetings with parents or from other agencies working with the child. • Parents are encouraged to come and discuss their child's specific learning needs with the SENCo prior to the beginning of Year 7. • Parents of Year 5 and 6 students can attend our monthly SEND drop-in. • Transition Day with TA support at the start of Year 7 including keyworker support for identified students.
<p>How will we develop social skills throughout the school day, especially break times?</p>	<ul style="list-style-type: none"> • Specialised Teaching Assistants run a variety of group sessions and 1:1 sessions to assist students with their social and emotional development. Examples include sessions on social and emotional skills, assertiveness, building self-esteem and anger management. <p>At break time and lunch time there is a choice of venues students can come to:</p> <ul style="list-style-type: none"> • CHAT (Calder High Activity Time)- a quiet space for those less confident; • The Hangout- Lunch club in Learning Support; • Allocated outside space and indoor space in the event of bad weather; • Lunch clubs provide a range of various activities • Sports clubs at lunch times and after school.
<p>How do we allocate resources?</p>	<ul style="list-style-type: none"> • The school allocates resources according to student need. • The Learning Support team has recently been expanded and strengthened in terms of depth and range of expertise.
<p>How do we ensure all staff are well trained?</p>	<ul style="list-style-type: none"> • Training strategies are in place to ensure training opportunities are available for all members of staff including new starters which is regularly monitored and updated. • Each Teaching Assistant has an area of specialism within SEND and receives training to provide skill development.

<p>How do we raise awareness of special educational needs for parents and the wider community?</p>	<ul style="list-style-type: none"> • Parents are signposted to the school website which includes a range of relevant information including: Year Group Handbook for parents; SEN Policy and related documents; • The monthly drop-in for parents re Special Educational Needs is advertised in the school newsletter; • PEACH – Parental Engagement At Calder High School – encourages parents to engage with the school and provides a variety of opportunities to parents throughout the year, including the termly coffee and cake get-together, to encourage parents to make links with the school and have Special Educational Needs matters addressed.
<p>Which specialist services do we access beyond the school?</p>	<ul style="list-style-type: none"> • ASD Service (Autistic Spectrum Disorder) • Educational Psychology Team • Hearing Impaired Service • Visually Impaired Service • Speech and Language Therapy • CAMHS (Child & Adolescent Mental Health Team) • Virtual Schools • Occupational Therapy • Youth Offending Team • Youth Workers • Young Carers • School Nurse • Family Support • Family Intervention • Branching Out • Identity • Sexual Health • Well Being Counsellor • Childrens Social Care Services • Staying Safe (Womens Centre) <p>Alternative Provision: Mixenden Activity Centre</p>
<p>How do we evaluate and review the support provided?</p>	<p>As an inclusive school we assess all students' progress towards the outcomes we have targeted. We review this progress, so that students stay on track to make at least good progress. This process involves both students and their parents.</p> <ul style="list-style-type: none"> • Assessment and Review of progress is undertaken by means of the Pastoral and Curriculum tracking and monitoring systems. IEP targets and reviews are updated collaboratively and are reviewed by the SENCo. This includes Wave 2 provision, Statements and EHC Plans. • The progress of students with Speech, Language and Communication Needs is assessed and reviewed regularly throughout the year. • A cycle of consultation meetings, target setting and reviews takes place for some students with the Educational Psychologist. • For students with a Statement or EHC Plan an annual review is arranged as per the Code of Practice.
<p>How do we deal with complaints regarding</p>	<p>If there is a query or concern it is in everyone's interests for it to be resolved as quickly and positively as possible.</p>

<p>our provision for children and young people with SEN?</p>	<p>Initial Concern - Stage 1: The first point of contact is the Head of Faculty, Form Tutor or Year Achievement Leader. A concern may relate to a student's lack of progress in a subject area or to concerns about a student's emotional wellbeing. If the matter remains unresolved:</p> <p>Stage 2: The concern may be referred to the SENCo, Miss Tooth, or to the Deputy Headteacher, Mr Taylor. If the matter remains unresolved:</p> <p>Stage 3: The matter may be referred to the Headteacher, Mr Guise. If the matter remains unresolved:</p> <p>Stage 4: If the matter is still not resolved the complaint must be placed in writing to the Chair of Governors at Calder High School in line with the school's Complaints Policy which is on the school website. http://www.calderhigh.org.uk/policies.htm The Governing Body deals with the complaint and makes a judgement.</p> <p>If the concern is with the Local Authority, the point of contact is Calder High School's SEN Officer. The Local Authority has a panel of senior managers who consider unresolved issues. They may offer the involvement of an independent mediator.</p>
<p>Contact details of support services for parents of students with SEN</p>	<p>IAS - The Special Educational Needs and Disabilities Information, Advice and Support Service or SENDIASS, (formerly Parent Partnership Service) provides legally based, impartial, confidential and accessible information, advice and support for parents of children and young people with Special Educational Needs or Disabilities about education, health and social care. Contact details: Contact: 01422 266141</p> <p>Calderdale Parents and Carers (CPC) – Meeting other parents with a disabled child can be a huge source of support for families. Many families find it helpful to meet or chat with other families who are in a similar situation to them. Contact 01422 343030</p> <p>Independent Support – both the above organisations have also been commissioned by the Department of Education to deliver Independent Support in Calderdale. These will provide advice and support for parents of children with SEN, and young people with SEN, through the statutory assessment and Education, Health and Care Plan (EHCP) processes. Independent Supporters will help to build resilience in families by offering a range of time-limited support such as liaison across different agencies and advice on personal budgets. The level and nature of that support will be tailored to the particular needs of individual families. Support via Independent Supporters will be available until March 2016. For full details of the entire support provided for parents please follow the link to Calderdale's Local Offer: www.calderdale.gov.uk/localoffer</p>

Below is a link to Calderdale's Local Offer where further information can be found:
www.calderdale.gov.uk/localoffer

* The term 'parent' is inclusive of parents, carers, family members and others who are important to the learning experiences and well-being of our students.