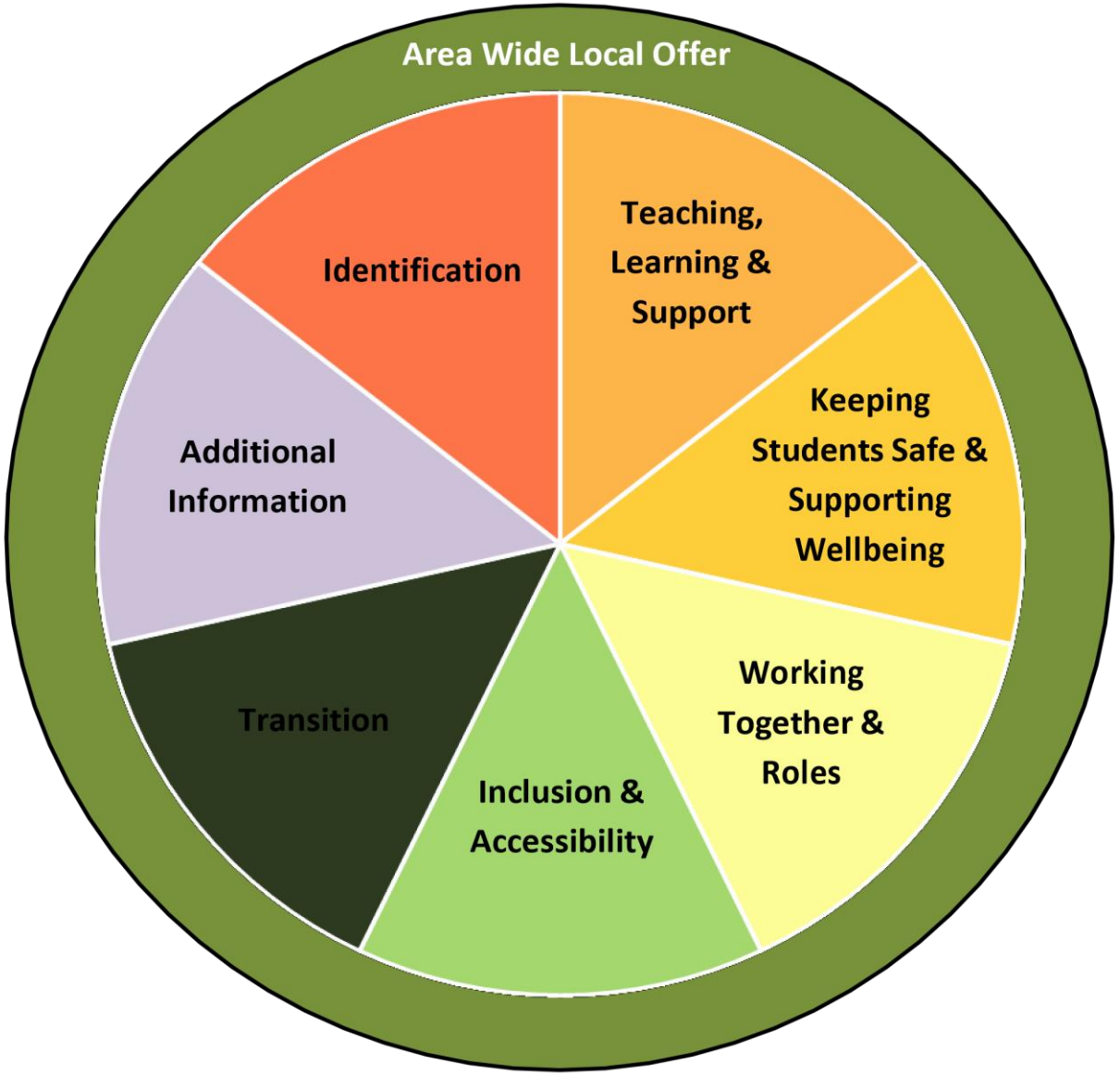
Our Local Offer for Special Educational Needs and/or Disability

Please click the relevant words on the wheel to be taken to the corresponding section.



Please see the following page for information on this setting's age range and setting type

Cheshire East Council

Our Local Offer for Special Educational Needs and/or Disability

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Name of Setting	Congleton High School
Type of Setting *(tick all that apply)*	☑ Mainstream ☐ Resourced Provision ☐ Special ☐ Early Years ☐ Primary ☑ Secondary ☑ Post-16 ☑ Post-18 ☐ Maintained ☐ Independent/Non-Maintained/Private ☐ Other (Please Specify) ☑ [redacted] ☐ [redacted]
Specific Age range	11-19
Number of places	1200
Which types of special educational need do you cater for? *(IRR)*	We are an inclusive mainstream setting catering for children and ☑ young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with adaptation and support. ☐ We are an inclusive setting that offers a specialism/specialisms in

Each section provides answers to questions from the Parent/Carer's Point of View. The questions have been developed using examples from Pathfinder authorities, such as the SE7 Pathfinder Partnership, in conjunction with questions from Cheshire East parent carers.

Our Local Offer for Special Educational Needs and/or Disability

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters ***IRR*** (Information Report Regulations).

Questions from the Parent/Carer's Point of View:

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Identification
How will you know if my child or young person needs extra help? *(IRR)*

Within our school there is a wealth of experience on our team and this is used to ensure the early identification of students who may need extra help. Many SEN students have had their needs already recognised at primary school and transition systems exist to ensure good communication prior to transfer. However, needs may change during the secondary phase and concerns can come from a number of sources including:

- Concerns raised by parents/carers, teachers, teaching assistants or the student's previous school.
- There may be a lack of progress so a student may be identified as performing below age related expectations.
- A student asks for help.
- There is a change in the student's behaviour or low self-esteem that is affecting performance.
- Liaison with external agencies or a health diagnosis through a paediatrician

Student progress is monitored through data collection throughout the academic year and intervention is put in place as required. The SENCO keeps a list of pupils requiring additional support in order to monitor progress and to plan for provision across the school.

What should I do if I think my child or young person needs extra help?

We realise that parents are partners in the learning journey and have a wealth of knowledge to share with us. We welcome both informal and formal discussions about your child and from this growing picture we can work together in partnership to identify if your child needs extra help.
It is with this close working relationship that both you and we as a school will be able to identify support that may be needed throughout your child's school life. If you have concerns, then contact your child's form tutor. After this discussion you may be contacted by our Special Educational Needs Co-ordinator (SENCO).

Where can I find the setting/school's SEND policy and other related documents? *(IRR)*

Please visit **www.congletonhigh.com** The website provides you with all relevant school policies and documents relating to provision offered to our students.

Our Local Offer for Special Educational Needs and/or Disability

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Teaching, Learning and Support

How will you teach and support my child or young person with SEND? *(IRR)*
The school teaches students with SEN in accordance with the Cheshire East Area Offer (available at **www.cheshireeast.co.uk/localoffer**). Within our school we provide a quality environment where our teachers are skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual student's needs and any personalised learning requirements. Adaptive practice is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all. Additional adults are used flexibly to help groups and individual students with a long-term goal of developing independent learning skills. Monitoring takes place to avoid students becoming over reliant and dependent on this adult support. Where additional levels of support are required, these will be detailed on personalised support plans and reviewed at regular teacher-parent meetings. The school offers a range of intervention programmes for pupils requiring support, for example IDL learning programme for literacy.
How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

Our Local Offer for Special Educational Needs and/or Disability

All class teachers take responsibility for meeting the needs of learners in their class through adaptive practice. Where a student has SEN, teachers will be aware of the student's strengths and weaknesses and use their best endeavours to accommodate these needs to allow pupils to access the lesson and learn at their level. All additional provision for pupils with SEN is overseen by the SENCO in collaboration with other key stakeholders, including curriculum leaders and Year Team Leaders. This includes the provision of support for examinations, within the regulations of the Joint Council For Qualifications (JCQ). Information about subjects, courses and qualifications can be found on the school website.
How are the setting, school, or college's resources allocated and matched to students or young people's needs?
As an inclusive school we ensure that the needs of all students who have Special Educational Needs are met to the best of the school's ability with the funds available. The budget is allocated on a needs basis. The students who have the most complex needs are given the most support which may involve specialised equipment or adult support. Parents would be fully involved in any plan to secure additional funding where required.

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?*(IRR)*
The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. The Headteacher and the SENCO discuss all the information they have about SEN in the school, including: o the students getting extra support already

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Teaching, Learning and Support

- the students needing extra support
- the students who have been identified as not making as much progress as would be expected **Our Local Offer for Special Educational Needs and/or Disability**
- regular reviews of all resources/training and support, with changes made as needed.

School staff are well placed to advise on the provision needed but will seek the support of outside agencies when required.

How will equipment and facilities to support students and young people with SEND be secured? *(IRR)*

As an inclusive school our facilities are evaluated in relation to the needs of students and young people with SEN. Should it be necessary to have specific equipment, these needs are generally met from the school's budget. Should this be not possible, there are a number of outside agencies who can be contacted to provide specific equipment on a loan basis. Partnership with other schools also provides an opportunity to share resources for specific SEN needs.

How will you and I know how my child or young person is doing and how will you help me to support their learning? *(IRR)*

School staff have high expectations for all learners and subject teachers are best placed to monitor progress. We identify appropriate aspirational targets for all students based on potential. Progress is monitored through assessment throughout the academic year and reported through learning records and a full, annual report. Information about student progress is also shared at parents' evenings according to the school calendar.
We strive to instil a positive attitude to learning (ATL) and this is included in the learning records and reports.
The progress of students with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. A range of ways will be used to keep you informed, which may include:

- Letters/certificates sent home
- Additional meetings as required
- Annual Reviews

How does the setting, school or college consult with and involve students and young people with SEND in planning and reviewing their education? *(IRR)*

We as a school value and celebrate each child being able to express their views on all aspects of school life. This is through termly meetings with their allocated keyworker from the SEND team.

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Teaching, Learning and Support
There is an annual student questionnaire, where we actively seek the viewpoints of students, especially concerning being able to speak to an adult if they have a worry. If your child has an EHC plan, their views will be sought before any review meetings.
How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for students and young people with SEND? *(IRR)*
As a school, we have an annual cycle of how we assess and evaluate the effectiveness and sufficiency of the arrangements and provision for all our policies, procedures and practice. We gain the views of all stakeholders regularly through forums, on-line surveys, questionnaires, formal and informal discussions. We also employ the services of external consultants who work with us to evaluate and develop plans for improvements. We constantly strive to improve our performance.

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Keeping Students Safe and Supporting Their Wellbeing
How do you ensure that my child or young person stays safe outside of the classroom?

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Student safety is paramount. Information about students with SEN is communicated to staff via a centrally held information in Arbor (our school's MIS and reporting system) as well as through Provision Maps (the school's central database for SEN information). Where risks are identified, measures are taken to reduce the risk, for example supervising a student in the changeover between lessons. There are school staff available before and after school and during break and lunchtime. The SEN team offer a room at break and lunch for students who need this. Students are encouraged to spend their lunchtime and after school productively by attending the many staffed clubs that are on offer.
We aim for all students to be included on school trips and provide the necessary support to ensure this is successful. Risk assessments are carried out prior to undertaking any trips and alternative provision is made as needed.

What pastoral support is available to support my child or young person's overall well-being?

We are an inclusive school; we welcome and celebrate diversity. All staff believe that students having high self-esteem is crucial to their well-being. We have a caring, understanding team looking after our students.
The form tutor has overall responsibility for the pastoral care of every student in their form and this would be the parents' or carers' first point of contact. If further support is required, the form tutor liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Educational Psychology service.
The school operates an anti-bullying policy. This is part of the behaviour policy which is on the school website. Teaching on bullying and how to report it is

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included in school assemblies and in guidance lessons. The form tutor is the first point of contact should parents have concerns about bullying.
Pupils are encouraged to make friends through team building activities in form groups. Sixth form students work as volunteers throughout the school and can also act as buddies to younger students.

How will the setting, school or college manage my child or young person's medicine or personal care needs?

The school has a policy regarding the administration and managing of medicines on the school site (available on request). Parents need to contact First Aid in student reception if medication is recommended by Health Professionals to be taken during the school day. On a day to day basis the First Aider oversees the administration of any medicines. As a staff we have regular training and updates of conditions and medication affecting individual students so that all staff are able to manage medical situations. In the case of a medical emergency, the First Aider is contacted. If necessary, your child will be taken to hospital by ambulance and, if you are not available, will be accompanied by a member of staff. We ask that medical appointments be made out of school hours where possible. If a student has a long-term illness or medical condition, a care plan is drawn up with parents.
What support is available to assist with my child or young person's emotional and social development? *(IRR)*
We have a caring, understanding team looking after our students. The form tutor has overall responsibility for the pastoral and social care of every child in their form, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENCO and/or learning mentors for further advice and support. This may involve working alongside outside agencies, such as Health and Social Services.
What support is there for behaviour, avoiding exclusions and increasing attendance?
As a school, we have a very positive approach to behaviour with a clear reward system that is followed by all staff and students. The school Behaviour Policy has details of procedures that are in place to support positive behaviour. As a result of this pro-active nature of support, our rate of exclusions is low. Attendance of every child is monitored on a daily basis by the student support team. Lateness and absence are recorded and reported to the Deputy Headteacher with responsibility for attendance. Support is also given through an incentive scheme, where good attendance is actively encouraged throughout the school.

Our Local Offer for Special Educational Needs and/or Disability

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Working Together & Roles

What is the role of my child or young person's class teacher?

The role of the subject teacher is to:

- Ensure that all students have access to Ordinarily Available Provision and that the curriculum is adapted to meet your child's individual needs
- Check on the progress of your child; identify, plan and deliver any additional help your child may need (e.g. targeted work, additional support, adapting resources etc.) and discuss amendments with the SENCO as necessary.
- Ensure that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensure that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensure that the school's SEN Policy is followed in their classroom and for all the students they teach with SEN.

Who else has a role in my child or young person's education?

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The SEN Coordinator (SENCO) is responsible for:

- Coordinating all the support for students with special educational needs, including those with a disability
- Developing the school's SEN Policy to make sure all students get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
- involved in supporting your child's learning
- kept informed about the support your child is receiving • involved in reviewing how they are progressing
- fully involved in planning ahead for them.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEN record of need (a system for ensuring all the special educational, physical and sensory needs of students in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help your child (and other students with SEN in the school) to achieve their potential.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

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Working Together & Roles

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A Teaching Assistant (TA) may be allocated to a student with exceptional special educational needs. The form tutor and class teachers are involved in any support offered. The SENCO makes the final decisions, in conjunction with parents and, where appropriate, the student, on the type of support that is offered. A child may receive support from a number of adults, so the form tutor is still a useful first point of contact for parents. A child with a high level of need would be assigned a key worker, who will assist in coordinating support for the student. As a school, we welcome regular dialogue between parents and staff on how school is going for a young person. This dialogue may be made a parent's evenings and meetings. We also welcome the use of email.

The Headteacher is responsible for:

- The day to day management of all aspects of the school, including support for students with SEN.
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEN.

Our named Governor is responsible for:

- Making sure that the school has an up to date SEN Policy
- Meeting with the SENCO once a term
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all students in the school
- Making sure that the necessary support is made for any child who attends the school who has SEN.
- Making visits to understand and monitor the support given to students with SEN in the school and being part of the process to ensure your child achieves his/her potential in school.

How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

Our school is committed to working in co-operation with all agencies. We regularly call, attend and lead multi-agency meetings to ensure our students are well supported. At these meetings we take minutes and all parties are sent copies of the minutes for their files. Individual student information is shared on a variety of systems for all staff to access securely. We use the following systems to share information; Arbor, Provision Map and CPOMS.

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Working Together & Roles

What expertise is available in the setting, school or college in relation to SEND? *(IRR)*

We regularly invest time and money in training our staff to improve quality first teaching provision for all students and to develop enhanced skills and knowledge to deliver short term support interventions and, where required, individualised support and interventions. Our SENCO is a qualified and experienced teacher who has completed the National Professional Award for SENCOs.
All our teachers hold qualified teacher status and all staff members, including TAs, receive regular training on how best to support our students with SEN. This is sometimes shared training in partnership with other TLP schools.

Which other services do you access to provide for and support students and students with SEND (including health, therapy and social care services)? *(IRR)*

As a school we work closely with any external agencies that we feel are relevant to individual student's needs within our school including: Behaviour Intervention; Health including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists, occupational therapists; social and educational services including - Locality Teams, social workers and Educational Psychologists.

Who would be my first point of contact if I want to discuss something?

Our Local Offer for Special Educational Needs and/or Disability

If you have any concerns, we recommend you speak to your child's form tutor initially, and at the earliest opportunity. If after your discussion you are not happy that the concerns are being managed and feel that your child is still not making progress, you should speak to the SEN co-ordinator.
Who is the SEN Coordinator and how can I contact them? *(IRR)*
The SENCO is Mrs Lumley. The SENCO can be contacted through the school office or by email via the school website.
What roles do have your governors have? And what does the SEN governor do?
A named Governor is responsible for SEN. Reports to the Full Governing Body are given termly to inform them about the progress of students with SEN. The Governors agree priorities for spending within the SEN budget with the overall aim that all students receive the support they need in order to make progress.
How will my child or young person be supported to have a voice in the setting, school or college? *(IRR)*
We are a school where we value and celebrate each student being able to express their views on all aspects of school life. All of our SEN students have an allocated keyworker, this keyworker will meet with the student at least once each term to gather their thoughts and opinions. Form tutors deliver PHSCE lessons which involves the students having a voice

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Working Together & Roles

in many aspects of their learning.
What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?
Parents are encouraged to support their child's learning through newsletters, information evenings and the opportunity to talk to their child's teachers at parents' evenings. Parents are encouraged to become governors through a democratic process and we regularly promote questionnaires gaining parents' and carers' views.
What help and support is available for the family through the setting, school or college? *(IRR)*
School staff are able to support parents who need assistance in accessing external services. This may also include linking into support with travel plans when necessary.

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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

All students are included in all parts of the school curriculum and we aim for all students to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off site activity, to ensure everyone's health & safety will not be compromised. For some of our high needs pupils, it may be necessary to liaise with parents or carers in the planning stages of trips to ensure that adaptations can be made to meet needs or, if inappropriate, an alternative can be agreed.
We offer a range of lunchtime and after school activities. All activities are available to every pupil regardless of need.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible? ☑

Details (if required) Lifts are available to access all upstairs areas in school; there are some doors with assisted opening.

Are disabled changing and toilet facilities available? ☑

Details (if required) Accessible toilet facilities are available in the main school building and in the Sixth Form Centre.

Do you have parking areas for pick up and drop offs? ☑

Do you have disabled parking spaces for students (post-16 settings)? ☑

Details (if required)

Details (if required)

We have an Accessibility Plan within the Health and Safety Policy and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adheres to The Equality Act 2010.
We monitor the languages spoken by families in our settings and make use of translation sites via our website and endeavour to arrange for a translator to

attend meetings when necessary.

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Transition
Who should I contact about my child/young person joining your setting, school or college? *(IRR)*
We welcome visits to school at any time although these need to be agreed/arranged with school prior to the visit. Please contact the main office to arrange to visit the school, we will willingly discuss how the school could meet your child's needs. Cheshire East admission arrangements are clearly explained on their **website**
How can parents arrange a visit to your setting, school or college? What is involved?
We welcome visits to school at any time. Please contact the Main office to arrange to visit the school we will willingly discuss how the school could meet your child's needs.
How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) *(IRR)*

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We recognise that 'moving on' can be difficult for a young person with SEN and take steps to ensure that any transition is as smooth as possible.

If your child is joining our school from a primary setting we will;

- Visit the primary school and introduce ourselves and what we do
- Assist during transition days and offer additional transition visits, if required

If your child is joining us as a mid-year transfer, we will:

- Liaise with the current setting (usually a meeting with the SENCO)
- Arrange a school site visit
- Ensure teachers are fully aware of the individual child's needs prior to them starting with us

If your child is moving to another school, we will:

- Contact the new school's SENCO and ensure s/he knows about any special arrangements or support that need to be made for your child.
- Make sure that all records about your child are passed on as soon as possible.

When moving classes or groups in school:

- Information is made available to any new teachers.

Transfer to post-16 or post-18 education:

- The SENCO liaises regularly with other post-16 providers and will pass on information such as Educational, Health and Care Plans, Support Plans and access arrangements for exams. Where possible the young person will be assisted in making visits to the new setting.

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Additional Information

What other support services are there who might help me and my family? *(IRR)*

A. Paid for centrally by the Local Authority but delivered in school

- Autism Outreach Service (CEAT)
- Educational Psychology Service
- Sensory Service for students with visual or hearing needs
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).
- Professional training for school staff to deliver medical interventions
- Behaviour advice service

- Family Support Workers.

- SPOTSS (Sensory Processing Occupational Therapy Support Service)

B. Provided and paid for by the Health Service (Local Health Providers and Clinical Commissioning groups)

- Child and Adolescent Mental Health Services
- Occupational Therapy
- Physiotherapy

C. Voluntary agencies

- Parent Partnership Service (to support families through the SEN processes and procedures).
- National Autistic Society
- MENCAP
- Vysion Counselling – Congleton Based

When was the above information updated, and when will it be reviewed?

As a school we annually update the information provided on this form and our review date is set for September each year.
Our next review period is September 2027

Where can I find the Cheshire East Local Offer? *(IRR)*

The Cheshire East Local Offer can be found at **www.cheshireeast.gov.uk/localoffer**

Our Local Offer for Special Educational Needs and/or Disability

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Additional Information

What can I do if I am not happy with a decision or what is happening? *(IRR)*

If at any stage as a parent/carer you are unhappy with the provision that we are making for your child you should in the first instance approach the form tutor or SENCO. If this does not resolve the issue then the parent should then speak to the Deputy Headteacher with responsibility for SEN who will discuss and advise the next steps. Should a complaint be made as a school we have a complaints policy, which can be obtained through the main office. A parent may wish to seek advice at this time from the Parent Partnership Service for their Local Authority.
However, if a parent/carer disagrees with the contents of an Education, Health and Care Plan or a decision not to issue one, disagreement resolution and mediation services are available. As a last resort, an appeal can be made to the first-tier Tribunal (Special Educational Needs and Disability) against decisions made by Local Education Authorities in England. In line with the SEND Code of Practice 2014, parents and young people who wish to make an appeal to the Tribunal may do so only after they have contacted an independent mediation adviser and discussed whether mediation might be a suitable way of resolving the disagreement.