

Created: September 2024

Approved by LGB: November 2024

School Name and Address	Chester International School Queen's Park Campus Queen's Park Road, Handbridge Chester CH4 7AE
Telephone Number	01244 735610
Web Address	www.chesterinternational.co.uk
Age Range	14-18
Person Responsible for Updating School Offer	Jenny Monaghan Special Educational Needs Coordinator
Local Offer	In response to the Children and Families Bill (2013), Local Authorities are required to publish information about the provision that is available in their area for children and young people from 0 – 25 who have special education needs. This is called the local offer. The link to the local offer for Cheshire West and Chester is https://www.livewell.cheshirewestandchester.gov.uk/Services/1275
Introduction	The SEND Code of Practice January 2015 (SEN CoP) puts a greater emphasis on improving outcomes for students, setting high aspirations and expectations rather than on hours of provision and/or support. All children and young people are entitled to a broad and balanced curriculum to make progress so that they: <ul style="list-style-type: none">• achieve their best• become confident individuals living fulfilling lives• make a successful transition into adulthood, whether into employment, further or higher education or training.
1a. How does the school know if young people need extra help?	<ul style="list-style-type: none">• Year 9 - Year 10 transition:<ul style="list-style-type: none">• Liaison with previous schools including SEND questionnaire.• Completion of transition meeting with SENDCO and/or Assistant SENDCO to ensure all relevant information is shared.• All One Page Profiles are completed during the transition meetings.• Year 10 onwards:<ul style="list-style-type: none">• Close liaison with SENDCO, academic mentors, pastoral team and subject coordinators.• Communication with parents – by email – telephone – face to face meetings and Parents Evenings.• Yellis assessments at the beginning of Year 10 to determine appropriate curriculum package.• NGRT Reading Age assessment to determine strengths and opportunities for development with literacy.• Any learner (including those with SEND) are provided with an alternative curriculum pathway to address gaps in knowledge.• Progression to multi agency action plan/ Team Around the Family (TAF) involving, where necessary, outside agency professionals to support school and parents in realising progress for student.

	<ul style="list-style-type: none"> • Year 10 and 11– regular meetings take place with pastoral and SEND Teams to consider student progress, to review individual action plans. • A confidential list of names of those children who have additional needs is compiled and this information is disseminated to all teaching staff via the Synergy, this is linked to the School MIS system. THE SEND register is a working document and is updated each time a change is made. • Students who have additional educational needs, requiring provision that is different from or additional to mainstream classroom teaching are recorded as code ‘K’ SEND Support level. Students who have more complex additional needs and who have an Education Health Care Plan or Individual development Plan are recorded as code ‘E’. • Staff training on SEND is delivered termly as part of the School Staff Continual Professional Development Programme. • o Information around the various SEND and Quality First Teaching strategies are available to staff and embedded with the Continual Professional Development Programme.
<p>1b. What should I do if I think my young person may have special educational need? How will I be able to raise any concerns which I may have?</p>	<ul style="list-style-type: none"> • Make contact with School SENDCO via email jmonaghan@chesterinternational.co.uk or phone (01244 735610) to raise your concern and if necessary or upon request your SENDCO will invite you in for an appointment to discuss the situation and to co-produce an action plan where necessary. • The school currently caters for Students with the following SEND: <ul style="list-style-type: none"> ○ Literacy needs ○ Dyslexia ○ Dysgraphia ○ Dyspraxia ○ Numeracy needs ○ Dyscalculia ○ Attachment difficulties ○ Autism ○ Social Communication Issues ○ Speech and Language Needs ○ Attention deficit and hyperactivity disorder (ADHD) ○ Oppositional defiance disorder (ODD) ○ Social, emotional and mental health difficulties (SEMH) ○ Hearing Impairments ○ Visual Impairments ○ Physical disabilities ○ Tourette’s syndrome ○ Eating disorders ○ Diabetes ○ Anxiety ○ Obsessive Compulsive Disorder (OCD) ○ Chronic Fatigue Syndrome (CFS) • This list is not exhaustive and in addition to these areas of SEND we will happily discuss any other SEND and discuss how we can work together to manage the specific need(s) and provide the most appropriate support.
<p>2: How will the school staff support my</p>	<ul style="list-style-type: none"> • The complexity of the young person’s needs determines who will oversee the action plan. The school follows the graduated approach, in the first instance it is likely to be their Form Tutor followed by their Head of Year.

<p>young person?</p>	<ul style="list-style-type: none">• Heads of Year meet regularly with the School SENDCo where data is analysed, cases are discussed and where necessary are progressed to the SEND department for additional action or support.• Various interventions are offered by the SEND (Student Services/Learning Support Department). They are driven and overseen by the School SENDCO/ Assistant SENDCO, Teaching and Learning Team through Quality First Teaching with the support of Learning Support Assistants.• The profile of your child's needs determines who will be involved with your child and the frequency of interventions. Interventions are carried out in school. In some cases, outside agency professionals' work with the Inclusion Team – usually to carry out assessments and to advise the school staff on the work that needs to be undertaken.• Chester International School works in partnerships with many outside agencies to ensure the best possible support is provided for your child.• These include, but are not limited to:<ul style="list-style-type: none">➢ CAMHS➢ The Education Access Team➢ The Autism Team➢ Educational Psychologist➢ Physiotherapist➢ Occupational Therapist➢ Speech and Language Team➢ Community Paediatrician➢ School Health Team➢ Health professionals➢ Youth offending Service➢ Children's' Social Care➢ The Virtual School• SEND support could also be where intervention alone has not helped the child to make adequate progress, and the school asks for outside advice from the LA's support services or from health or social work professionals such as speech and language therapists, occupational therapists, educational psychologist, the autism team, specialist outreach teams or a medical diagnosis and report giving recommendations.• Most children will have their additional educational needs met by their school through Quality First Teaching (QFT) or through SEND support. If a child's needs are extensive and cannot be met through SEND support, the LA may consider the request for a statutory assessment made by a parent/carer or school and if appropriate, makes a multi-disciplinary assessment to consider the need for an Educational Health Plan. The local offer for Cheshire West and Chester can be found at http://www.westcheshirelocaloffer.co.uk/kb5/cheshirewestandchester/directory/home.page• The Specialist Professionals from the various Outside Agencies usually make contact with parents/carers and explain their role and the work to be carried out.• The Student Services Department has a SEND Governor – SEND Governor (Lisa Fielding) who meet regularly with the SENDCO and Vice Principal.
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	<ul style="list-style-type: none"> • The School offers full communication to parents via email, phone calls, online TEAMS meetings and in person at pre-arranged meetings and at Parent’s Evenings. • The impact of interventions is reviewed regularly and progress, where necessary, is reported to parents and explained to students. • Interventions are reviewed together by the SEND department and overseen by the relevant Senior Leadership Team Line Manager. Interventions are modified as required in line with the graduated approach outlined in the 2015 SEND Code of Practice. Ineffective intervention/ support is withdrawn and consideration of alternative approaches are discussed and implemented. • The secure SEND register and information is available confidentially so that all members of staff are able to access the required relevant and appropriate information. Supply staff have access to the list of the relevant SEND of the students in school via the register. Parents/ carers are made aware when their child is placed on/ removed from the register
<p>3. How will the curriculum be matched to my young person’s needs?</p>	<ul style="list-style-type: none"> • The school follows the graduated approach set out in the SEND Code of Practice. All departments use Quality First Teaching strategies to aid with meeting the needs of individual students. • School INSET time has been used by departments to produce subject specific Quality First Teaching strategies for areas of need. • LSA time may be used to differentiate materials or to forward teach students in advance of lessons. Where children do not respond to differentiation and do not make adequate progress, where possible, the school will provide additional or different interventions to that normally available to all students of the same age. • When deemed necessary, SENDCo will work alongside Academic Mentors, teaching staff, parents and students in the co-production of a one-page profile detailing teaching strategies specific to the student’s needs. • Personalised - reduced timetables are offered to some students with additional needs to allow them additional time to focus on set classwork and homework alongside other identified interventions. • Full staff inset has been delivered on meeting students’ needs and removing barriers to learning. It has been re-emphasised that Strand 5 of the Teaching Standards is the responsibility of all teachers to meet the needs of all students. • The School SEND policy is available on the school website. The policy has been rewritten in line with the 2015 SEND Code of Practice. • In Key Stage 4 a bespoke ‘Aspire’ program is available, which includes the opportunity for a day placement at local FE colleges. As well as an opportunity in the timetable to complete any learning missed whilst on placement.
<p>4a. How will both you and I know how my young person is doing and how will you help me</p>	<ul style="list-style-type: none"> • Depending on the individual needs of your child, the school will either meet with you on a termly basis or via the school parents’ evening system. • Contact will be made where necessary about significant things which may happen in school. • You will be involved in planning your young person’s education when meeting with the School SENDCO. • Parents of students with SEND will be made aware of training events, such as those from National Autistic Society and Parent Partnership Events. These will either be emailed out or posted on school social media.

<p>to support my young person's learning?</p>	
<p>4b. What is the pastoral, medical and social support available in the school with additional learning needs?</p>	<ul style="list-style-type: none"> ● Pastoral support is offered via the academic mentors – Inclusion Team. ● Medical support is offered via the School's trained First Aiders. The medical needs of the students can be accessed via the school's MIS system. ● All medicines requiring special administration are held in the school office and administered in line with safeguarding guidelines. Details are recorded by trained staff. ● Emotional support is available via the School Well-being coordinator – Sally Connah. School and School Health maintain regular contact. Referrals can also be made to the School Community Paediatric Consultant and through the NHS Behaviour and Autism pathways. ● Support to manage behaviour, attendance and emotional health needs of our students is offered in conjunction from the Head of Year, Student Services Team, the school's Attendance and Behaviour Officer and where necessary with the support of professional outside agency staff such as CAMHS (Child and Adolescent Mental Health Service) and the Medical Needs Education Access Team or specialist outreach services. ● Students experiencing mental health difficulties may be referred to the school counsellor who is employed for 1 day every week. Referrals for this service are via Victoria Bentley. ● Students are always welcome to attend meetings about themselves and if relevant they can complete a wishes and feelings feedback sheet. The school will make sure that the student understands what the meeting will be about – that it is their opportunity to speak. It will be a non-threatening environment and there will be someone there to support them every step of the way. The meetings are an opportunity to celebrate successes and to plan effective and appropriate support for your child/young person. ● Support is in line with Cheshire West and Chester's Local offer which can be found at http://www.westcheshirelocaloffer.co.uk/kb5/cheshirewestandchester/directory/home.page
<p>5. What specialism services, experience, training and support are available at or accessed by the setting?</p>	<p>The team's expertise includes:</p> <p>Jenny Monaghan, SENDCo – NASENCO qualification pending. IPSEA trained. Experienced English Teacher and Pastoral Lead. Experience of working with outside agencies to support young people with a range of needs.</p> <p>Angela Bowman, Assistant SENDCo. Experienced LSA and 1:1 specialist. Teacher of Drama.</p> <p>Mari Smith – Assistant SENDCo. Experienced LSA and 1:1 specialist. Qualified teacher of Geography.</p> <p>Angela Newbould – LSA, Social Skills specialist. Experienced Primary Teacher. Literacy specialist. Lego/art therapy. ELSA trained.</p> <p>Callum Herod – LSA, 1:1 specialist. Interest in ADHD.</p> <p>Max Burton – LSA, 1:1 specialist. Interest in Downs Syndrome.</p> <p>The school works closely with outside agencies, including but not limited to:</p>

	<ul style="list-style-type: none"> Cheshire west and Chester Local Authority http://www.westcheshirelocaloffer.co.uk/kb5/cheshirewestandchester/directory/home.page CAMHS-http://cwpcamhscentre.mymind.org.uk/?page_id=206 • The National Autistic Society- http://www.nas-cheshire.org.uk/ • Integrated Early Supporthttp://www.altogetherbetterwestcheshire.org.uk/?page_id=2186 Children’s Social Carehttps://www.cheshirewestandchester.gov.uk/residents/health-and-socialcare/children-and-young-people/children-and-young-people.aspx CWAC Autism Teamhttp://www.westcheshirelocaloffer.co.uk/kb5/cheshirewestandchester/directory/service.page?id=N5s3NC5Gzka
<p>6. What training have the staff supporting children and young people with additional needs had or are having? Check CPD profile</p>	<p>Training attended most recently:</p> <ul style="list-style-type: none"> Mental Health First Aid training Specialist autism training via the Autism Team Dyslexia training Safeguarding training TAF training Teaching staff are provided with SEND training – delivered through the school’s internal CPD programme. Inter School visits to identify additional good practice LGBTQ+ training Trauma informed practice QFT and Adaptive Teaching CPD Lexia training
<p>7. How will my child be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> The 2010 Equality Act is applied to all decisions relating to activities outside the classroom and school trips, to ensure that we consider the needs of all Students with additional needs. Students with an EHCP may require LSA support /attendance on school trips. Each EHCP student will be discussed and where necessary are supported. Inclusion prioritise the support of EHCP students on school trips.
<p>8. How accessible is the school environment?</p>	<ul style="list-style-type: none"> The school has disabled access and elevators across all floors. The resources of the Inclusion Team are fully accessible for all students.
<p>9. How will the school prepare and support my child to join the school or transfer to a new setting / school for</p>	<p>The transition process involves:</p> <p>Early identification of vulnerable students</p> <ul style="list-style-type: none"> Welcome Events YELLIS and NGRT assessments for the Year 10 and 12 cohorts in September MYP/CP/DP student/parent/carer welcome pack Bespoke transition sessions – for all learners with an EHCP All data shared with teaching, LSA and support staff via the School SEND register Year 10 – Year 13: EHCP Students via SEND annual review process with Young Person’s Service Advisor with regard to possible future career

<p>the next stage of education and life?</p>	<p>pathways. Local Authority SEND team, Educational Psychologist or other outside agencies where involved are also requested to attend.</p> <ul style="list-style-type: none"> • Year 10-13. Regular reviews of students with an EHCP/SEND profile in line with the 2015 SEND Code of Practice. • Communication with academic mentors and inclusion team.
<p>10. Provide examples of interventions, equipment, resources that schools may allocate to match children's special (additional) educational needs.</p>	<ul style="list-style-type: none"> • Year 10 - Year 13: <ul style="list-style-type: none"> ○ Lexia. ○ Buddy Reading. ○ Aspire Program. ○ Quality First Teaching. ○ Adaptive Teaching. • Ability setting for maths and Science. However, those subjects who don't have tiered assessments are taught in mixed ability groupings. • Each department is responsible for children with additional educational needs in its own subject areas. The graduated approach is adopted and a focus is placed on Quality First Teaching and adaptive teaching for all students. • Specific Intervention (including but not limited to): <ul style="list-style-type: none"> ○ Lexia ○ Timetable Rock Stars ○ Dr Frost Maths ○ Talk About Series for Social Skills ○ Zones of Regulation ○ Language for Behaviour and Emotions ○ Learning Support Assistant support in the classroom or for individual/small group intervention ○ Specialist Learning Support Assistant interventions 1-1 and small group ○ Reading overlays ○ Reading rulers ○ Reading pens • SEN support could be; further assessment, additional or different teaching materials or a different way of teaching and it might sometimes, but not always, be additional one to one adult support. • All students coded either 'E' or 'K' on the SEND register receive a specific intervention programme or support in the classroom some of those may have access arrangements for examination and testing. • The Pastoral Team operates an 'Open Door' policy during all breaks, before school and after, for any student and their friends to drop in for a chat, reassurance or advice. • The Pastoral Team provide a support service for students experiencing emotional health issues. Referrals are usually made by the student's Head of Year. • Volunteers offer 1-1 support for students. • The school counsellor is available for students who require additional emotional support by referring to Victoria Bentley.
<p>11. How is the</p>	<p>Christleton High School is able to monitor the success of its provision by evaluating a number of factors (including but not limited to):</p>

<p>provision put in place for my child evaluated?</p>	<ul style="list-style-type: none"> • Education is accessible for all students either by adapting timetables or rooming. Arrangements are put in place to ensure accessibility and safety for all. • Learning Support Assistant support is in place for students with SEND (EHCP). • Interventions are provided for those students requiring them at SEND Support and EHCP level. • Quality assurance of support and provision by the SENDCO/Assistant SENDCO. • The progress of SEND students is monitored both academically via assessment and socially via the monitoring of behaviour, attendance and student wellbeing. • Regular reviews of students who participate in the literacy intervention program. • The use of pastoral system and Team Meet Supervisor to monitor student well-being. • Regular meetings between SENDCO and SEND governor. Regular reports to the pastoral governing committee. • Yearly reviews of students in receipt of Top up Funding and Educational Health Care Plans. • Staff usage of the SEND register, Exam Access Arrangements register and One Page Profiles when required. Regular review meetings with SLT link. Regular review meetings with Academic Mentor Leads for both Key Stages.
<p>12. How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> • Working in partnership with parents, external agencies and children to ensure all decisions take account of their views.
<p>13. How are parents involved in the school? How can I be involved?</p>	<ul style="list-style-type: none"> • The complexity of need determines the frequency of involvement of parents and the number of meetings required to be held. • Parents are, however, always welcome to make an appointment. Frequency of contact can range from daily telephone conversations to termly meetings. • Parents are actively encouraged to attend Parents' Evenings, school productions, join the CHSA and apply to be a school governor.
<p>14. How can I report a complaint about SEND provision?</p>	<p>Complaints should be made to Daryl Goodwin (Vice Principal). The school complaint policy can be found at http://www.christletonhigh.co.uk/school-information/policies-and-documents.php</p>
<p>15. Who can I contact for further information?</p>	<p>Suzanne Ashman Special Educational Needs and Personalisation Co-ordinator – Head of Student Services. sendco@christletonhigh.co.uk • Sara Buxton-SEND Manager: Assistant SENDCO. buxtons@christletonhigh.co.uk • Sarah Rose – Student Support Co-ordinator. roses@christletonhigh.co.uk</p>

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