

SEND Update: Staff and Student Matters Committee – June 2024

- **SEN include:** Autism Spectrum Conditions (ASC), Dyslexia, Cognitive processing and working memory difficulties, Sensory Processing Disorder (SPD), Auditory processing disorder (APD), Attention Deficit and Hyperactivity Disorder (ADD/ADHD), Hearing impairment (HI), Social Emotional and Mental Health (SEMH) including acute anxiety, Tourette's Syndrome (TS) and three students with complex medical needs.
- **48 students currently on the SEND register.**
- **3 students (all in Year 12) have an Education Health and Care Plan (EHCP); one student (in Year 10) is awaiting an EHC needs assessment** (which informs the draft EHCP), and we are in the process of applying for two more EHCPs: one in Y9 and one in Y10. One additional student in Year 9 has pursued a home-referral for an EHCP (as their academic / school-focused data does not fully reflect their complex needs). All three of the students with EHCPs in Year 12 have had their formal Annual Reviews undertaken, involving CCHS staff, the students and their parents, as well as members of the ECC SEND team (our School Inclusion Partner Raj Shina and the Preparing for Adulthood Advisor Karen Burroughs). The ECC team have also contacted us to inform us of a Year 11 student in a different school who has named our school as their preferred placement for Sixth Form (September 2024 start) in their existing EHCP.
- **Normal Way of Working (NWW) documents** with support strategies and information about exam access adjustments are **in place for all 48 students on the SEND Register and a further 72 students with medical and other needs**. Discussions are currently being undertaken with two more students – both in Year 9 – in relation to their emerging learning needs, with a view to implementing a normal way of working document for these students too.
- **Summer Term One Plan meetings are currently underway: they are all being completed in accordance with the SEND code of practice.**
- **Supplementary transition meetings for 5 Year 7 students are being undertaken as part of the Year 6 Welcome Meetings programme to facilitate a smooth transition to CCHS. HPO will meet with both the students and their parents.**
- **2 SEN Transition Days are being organised for the start of the Autumn Term following the success of these days at the start of this academic year:** Year 7 and Year 12 students will be invited into school at the end of August, while Years 8, 9, 10, 11 and 13 will be invited into school on Wednesday 4th September. During their time in school, students will be able to familiarise themselves with their timetables, form rooms and locker spaces, and will be able to ask questions to support them in feeling better prepared for the start of the new academic year.
- **Claire Fairchild (CFA), SENDCo Support Assistant** continues to bring her wisdom and experience to supporting and mentoring some of our students with more complex needs. In particular she meets weekly with each of the students with an EHCP to support them with the organisation of their work and any other difficulties they are currently facing. In addition, she supports students who need to use the Quiet Room SEN space to self-regulate and complete their classwork away from their classroom setting. This can involve setting up the appropriate technology to facilitate online tutoring sessions during Curriculum Adjustment time; requesting and organising work for students to undertake in the quiet space; and supporting students with self-regulation. This has become a very time-consuming process, especially as the level of need has increased across all year groups, which can mean administrative support to the SENCO cannot always be undertaken. In discussion with FHR and RDA she adapted her hours, now supporting the SEN space Monday to Thursday from 8:15am to 2:45pm to enable even more effective support to staff and students. The space can be difficult to manage on Fridays, and between 2:45 and 3:40pm when HPO may be teaching / CFA is not in school. We continue to review how the space is managed as student needs evolve.

- Two Year 10 students and 1 Year 9 student continue to be key concerns:** One Year 10 student is currently unable to attend school. HPO and FHR have been working with an Engagement Facilitator (EF) from the Local Authority to support this student and her family but, owing to the deterioration in this situation (the student has not attended school at all since October, despite making a promising start in September) we have referred to both Education Access and CAMHS as advised by the EF. Alternative provision has been offered to this student – initially this was via a small group environment in Chelmsford library. She was not able to attend this. A review meeting was held at the start of the Summer Term following a no-show from the Education Access team in the previously arranged meeting. A Therapeutic LSA has visited the student at home – there have been 3 sessions held so far (there will be 10 in total) but the provision was interrupted by the LSA's other commitment (Exam Invigilation and Jury Service). Another review meeting is scheduled for 05.06.24. Another Year 10 student who continues to experience difficulties staying in the classroom, is still being ably supported by CFA and HPO. Together, new strategies for managing missed work and helping the student to recognise and regulate their emotions / sensory processing have been developed, with some successes. HPO has submitted an EHCNA application for this student to obtain further support – this has been approved for further assessment. She managed to sit the majority of her Year 10 examinations and is doing better than she had been this time last year. The Year 9 student – who demonstrated difficulties last year with illegible handwriting – has received an ASD diagnosis and is currently experiencing significant sensory processing difficulties. HPO and CFA are working to develop strategies to support her in accessing her learning from the Quiet Room if she feels unable to work in the classroom. This is ongoing. A referral is being made to Education Access and an EHC Needs Assessment (EHCNA) request is being compiled by HPO. A request for support has also been made to the designated Educational Psychologist for our school, Helen O'Neill, but no communication has yet been received.
- Use of Provision Map software** to streamline record-keeping: online training videos have been made available to CFA and HPO. In order to implement the system effectively, CFA and HPO need some designated time together to use the system following training. This is a work in progress, but is a key priority as the number of students requiring SEN support continues to rise.
- Many requests continue to be received for referral and for evidence for assessments by external agencies.** Waiting times for NHS assessments are still up to 2 years, so many parents are opting to pursue private referrals. Many GP surgeries are also placing increasing responsibility for ASD / ADHD referrals onto schools, requiring online referrals for assessment via NELFT and suggesting strongly to parents that GPs no longer have anything to do with these referrals/assessments (which is not the case). We will continue to support our students and their families as best we can.
- Examination Access Arrangements:** A new professional relationship has been established with an external assessor (Anna Graham) following Katharine's retirement. Whilst HPO is able to put in place 'centre delegated adjustments' for many students – for example, the use of supervised rest breaks, laptops, smaller rooms etc. – any student requiring 25% extra time or more must be assessed by a qualified assessor. The first round of assessments took place in the Autumn Term, with a second round of assessments scheduled for Monday 8th July.
- The SEN Parent Community Coffee Mornings** continue once more this year with the next one taking place on Monday 17th June. These were introduced last academic year and are coordinated by CFA. Informal feedback from parents suggests that these opportunities have been a great success and have been well-attended. Parents have formed their own WhatsApp group, with several of our more experienced parents offering support to their less experienced peers. A good mix of 'established' SEN parents and those new to the community will be joining us on the 17th.
- Staff Training:** Following on from the training delivered last academic year by HPO, in the capacity as SDL, on adaptive teaching and the sensory needs of SEND students, ASE (with a small section from HPO) has since delivered a further session on adaptive teaching, with HPO introducing and distributing an 'Inclusive Classroom Toolkit' to each Subject Leader to facilitate the embedding of adaptive and inclusive teaching in every classroom. HPO will be delivering two further sessions this academic year: a Twilight session on June 18th, designed to be a practical, interactive session for staff to work collaboratively to identify effective ways for adapting their teaching and learning approaches / resources for a variety of

specific student needs, and a workshop during the Staff INSET day on July 4th focusing on the Exams Access Arrangements process. HPO has also secured a full-day of training – the Good Autism Practice course led by the ECC SEND Team – for the February INSET day in 2025.

- **Work with outside agencies and County SEND team:** HPO, FHR and MCH meet every 6-8 weeks (online) with members of the Education Access team from the Local Authority to support the EBSA student in Year 10. HPO also meets termly with Raj Shina, our School Inclusion Partner, and Karen Burroughs (Preparing for Adulthood Advisor) has supported each of the EHCP Annual Reviews.
- Finally, HPO and CFA continue to manage the reorganisation and evolution of the SEN space – a designated work area has been created for students to work if and when necessary. Sixth Form students, for instance, make use of the space for mentoring sessions and study periods. Main School students use it when they feel unable to access their learning from their classroom, but are able to work in a smaller, quieter environment. A sensory space has also been created to support SEND students – especially those with acute anxiety and/or ASD – to self-regulate. The space has kindly been ‘kitted out’ with equipment and resources funded by Clair Maslin’s Jack Petchey Award.

HPO June 2024