



COLCHESTER COUNTY HIGH SCHOOL FOR GIRLS SEND INFORMATION (Local Offer) 2015 / 2016

<p>What is Colchester County High School for Girls Commitment regarding SEND?</p>	<p>Colchester County High School for Girls (CCHS) is an 11 to 18 selective girls grammar school with academy status.</p> <p>The School is committed to:</p> <ul style="list-style-type: none"> • Promoting a positive learning environment that challenges, supports and celebrates every student’s achievements through an inclusive academic and pastoral curriculum • To enable all students to become part of our school community irrespective of their individual needs • To recognise the value of each student and their potential to progress in all areas when individual needs are addressed • To enable all students to develop personally, socially, morally and spiritually, in order to make a successful transition into adulthood, as well-rounded, confident individuals • To maintaining high expectations by staff for all students and emphasising the involvement of all staff in responding to the needs of all students. <p>Colchester County High School for Girls takes a whole school inclusive approach, recognising that the aims of the school are the same for all students.</p> <p>The school recognises that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them and as defined in the SEND Code of Practice 2014. The school accepts that a young person has a learning difficulty or disability if they:</p> <ul style="list-style-type: none"> • Have a significantly greater difficulty in learning than the majority of others of the same age or • Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for use of others of the same age in mainstream schools or mainstream post 16 institutions <p>Students may therefore need support with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs.</p> <p>The school has a Special Educational Needs and Disabilities Policy, displayed on the school website www.cchsg.com and a designated member of the Governing Body with responsibility for SEND.</p>
<p>What should I do if I think my daughter may have special educational needs?</p>	<p>If you think that your daughter may have special educational needs that have not been previously identified then you should contact the school and ask to make an appointment with the Special Education Needs Coordinator. (SENCO)</p> <p>If you have any concerns about your daughter’s special educational needs, please contact the SENCO: Mr Geoff Turner gturner@colchestergirls.essex.sch.uk Tel. 01206 576973</p>
<p>How does the school know if students need extra help or have special educational needs?</p>	<p>A student may be identified as having a special educational need (SEN) or disability (D) at any stage during her education. This may be a long term difficulty requiring continuing support or a short term difficulty requiring a specific intervention.</p> <p>Information about your daughter’s special educational needs comes from a number of sources:</p> <ul style="list-style-type: none"> • Year 7 transition information from Primary School

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<p>How will the school respond to such a concern?</p>	<p>Information from all of your daughter's subject teachers will be collated and then considered by the Special Educational Needs Coordinator (SENCO) in liaison with colleagues.</p> <p>If your daughter is referred for assessment, you will be contacted by the SENCO either by phone, email or letter in order to find out more detailed, specific information regarding your daughter's individual needs, this will include gaining your daughter's views and experiences. Strategies will be discussed with you and your daughter and put into place. An SEND Student Individual Education Profile and Plan (IEPP) will be formed which will outline strategies and individual targets which will be shared with all relevant teaching staff ensuring consistency of approach.</p>
<p>What provision is there for students with Special Educational Needs?</p>	<p>If your daughter needs additional support, her name will be placed on the school SEND Support Register.</p> <p>The school aims to ensure the fullest possible access to the curriculum for students on the SEND Support Register. The SENCO in liaison with you, your daughter and your daughter's teaching staff will formulate an SEND Student Individual Education Profile and Plan (IEPP). This document will outline your daughter's needs or difficulties, and will describe and recommend strategies and advice for teaching staff to guide them as to how they can best support your child in the classroom. Targets will also be set on this document.</p> <p>Your daughter's IEPP will be shared with all staff who work with her, therefore promoting consistency of approach and encouraging maximum support and in turn progress for your daughter.</p> <p>School staff will support individuals at a level appropriate to their needs through effective differentiation in the classroom and for example:</p> <ul style="list-style-type: none"> • Targeted support depending on individual needs • Study or homework support • Additional revision sessions • Support with organisation and time management • Mentoring by peers and teaching staff • Small group programmes especially for English and Maths • Individual pathways at Key Stage 4

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	<ul style="list-style-type: none"> • Access arrangements (e.g. extra time) for examinations <p>The provision is reviewed in accordance with statutory guidance to ensure it addresses the needs of students. We will have a flexible approach based on the needs and views of each student.</p>
<p>Who will support my daughter in school and what training and experience do they have?</p>	<p>Every member of staff in school has a responsibility to support all students effectively. Your daughter's tutor and Head of Lower/Upper School will provide pastoral support.</p> <p>In addition, your daughter may receive support from members of support staff e.g. Lower School Pastoral Assistant, and/or, if appropriate, a school counsellor.</p> <p>The SENCO is the Head of Year 7. The school has access to qualified school counsellors to support students with emotional needs. If appropriate, your daughter may also be supported by another student in the school such as trained sixth-form mentors or peer mentors.</p>
<p>Who else might be involved in supporting my daughter?</p>	<p>If your daughter requires more specialist support, other people may be asked to help us to support your daughter in school. This may be:</p> <ul style="list-style-type: none"> • Educational Psychologist (EP) • Speech and Language Therapist (SALT) • GP for referral to Child and Adult Mental Health Service (CAMHS) or Consultant Paediatrician • Physiotherapist • Occupational Therapist (OT)
<p>How will my daughter be able to contribute her views? How will my daughter be involved in the process?</p>	<p>The views of our students are very important to us. We are committed to hearing their voice and to ensuring their needs are met. Your daughter will be involved in setting their own targets and monitoring their own performance along with subject staff, pastoral staff and parents.</p> <p>This could be through:</p> <ul style="list-style-type: none"> • Student involvement in forming their SEND IEPP. • Informal and formal Tutor-Student progress meetings • During meetings with the SENCO • In SEND review meetings <p>There are a number of other ways in which your daughter will be able to give their views e.g.</p> <ul style="list-style-type: none"> • Talking to Student Voice representatives – the school has an active Student Voice which meets weekly. • Talking to a peer or sixth form mentor – the school has an active mentoring programme where older students mentor younger more vulnerable students give academic support.
<p>How will the curriculum be matched to my daughter's needs?</p>	<p>The school promotes inclusion for all and access for all to a full and exciting curriculum. Subject teachers use a variety of inclusive strategies in the classroom such as:</p> <ul style="list-style-type: none"> • Differentiated work and homework

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	<ul style="list-style-type: none"> • Planned seating • Clear, structured classroom routines • Alternative ways of recording (e.g. laptop, mind-mapping etc) • Pair work and group work enabling peer support <p>Teachers will also take account of the strategies suggested on your daughter’s SEND IEPP and cater for individual needs as appropriate.</p> <p>Differentiation is seen as a priority in all lesson planning involves the matching of work to the diverse capabilities of individual students or groups of students.</p> <p>Effective differentiation will enable your daughter to participate fully in all aspects of learning and to make the best possible progress.</p>
<p>How will I know how well my daughter is progressing?</p>	<p>Progress of students with SEND support is monitored termly in line with school assessment procedures. Internal tracking systems are used to highlight progress of individuals as well as identified groups. Progress data is shared with parents several times each year, in written format as well as face to face at Parent Consultation Evenings.</p> <p>The SENCO is available to discuss individual students at any point, usually by appointment, to ensure privacy and confidentiality.</p> <p>In addition to the above, progress of all students on the SEND Support Register is reviewed termly, or as frequently as necessary as part of a student’s IEPP. You may also be invited in to school for SEND review meetings, where your daughter's overall progress and specific targets will be discussed.</p> <p>Reviews are carried out in line with statutory guidance for reviews including seeking advice or information from the school, external agencies, the student and the parent/carer.</p> <p>Documentation is shared in advance, and meetings held at mutually agreed times. Students are always encouraged to participate in their meeting.</p>
<p>How does the school know how well my daughter is doing?</p>	<p>The effectiveness of our provision is measured in the progress that individuals and groups of students make over time. The school is required to measure progress using nationally agreed standards and criteria, as well as progress in individual social, emotional or behavioural targets.</p>
<p>How will my daughter be included in activities outside the classroom including school trips?</p>	<p>All activities and school trips are inclusive in nature; if your daughter wishes to attend a school trip, they may need some additional support with this.</p> <p>Comprehensive risk assessments are carried out prior to a trip and an appropriate staff ratio is allocated. Thorough ‘trip packs’ are issued for staff involved. This will include information regarding your daughter’s needs. There may be occasions when we meet or contact parents before a trip to agree arrangements. Should parents have specific concerns before a trip they should contact the trip organiser.</p>
<p>How accessible is the school environment?</p>	<p>All reasonable steps are taken to ensure there is adequate provision for all students with physical difficulties. When necessary the</p>

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	<p>advice of external professionals is sought and followed.</p> <p>All school buildings are accessible either at ground level or with a ramp. The main school block is on three floors with lift access, and access to Healthy Living is via a stair lift.</p> <p>Disability toilets are available in the main school, Mschool and in the PE changing area.</p>
<p>How will the school prepare and support my daughter to join the school?</p>	<p>Before your daughter comes to the school the following process will occur;</p> <ul style="list-style-type: none"> • Information from your daughter’s primary school(s) will be obtained and you may be contacted for further details • You and your daughter will be invited to an information evening in the summer term of Year 6 and you will have the chance to meet your daughter’s form tutor and speak to the SENCO if necessary • If you and/or your daughter would like to make an additional appointment to speak to key staff at the school, this can be arranged • The SENCO will try to attend primary review meetings where requested.
<p>How will the school prepare and support my daughter as she transfers within and from the school?</p>	<p>Transition within school:</p> <ul style="list-style-type: none"> • At the beginning of each academic year, information about your daughter’s SEND is given to all of her new teachers, to allow a smooth transition into the new year group • Your daughter will take part in all the GCSE preference arrangements for Year 9 students (e.g. Preferences Evening and Year 9 Parent Consultation Evening) • Students with SEND may be offered an ‘early’ interview with an Independent Careers Advisor if felt appropriate by you, your daughter or the SENCO <p>Transition from school:</p> <ul style="list-style-type: none"> • Your daughter will take part in all the transition arrangements provided for all students such as Higher Education Evening, support in writing a CV/personal statement and individual interview with a member of the Senior Leadership Team regarding the next step in their education/future pathway. • In addition to the above, the school may give your daughter additional support with the transition to college or university, based on their individual needs • The SENCO ensures that our students’ special educational needs or disabilities are known to other schools, colleges or Universities to which they may transfer.
<p>How can I be involved in supporting my daughter?</p>	<p>We highly value the support that you can offer in helping your daughter with their education. We would like to encourage you to:</p> <ul style="list-style-type: none"> • Check your daughter's homework diary regularly and use it to liaise with their tutor and subject teachers as necessary • Support your daughter with homework if needed • Attend all parent consultation evenings and SEND review meetings

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	<ul style="list-style-type: none"> • Inform us of any changes regarding your daughter's family or personal circumstances • Communicate any concerns you may have to your daughter's form tutor or the SENCO • Offer other support relating to your daughter's targets as part of the review process • Become involved in the wider life of the school e.g. join the Parental Voice Group or PTA.
<p>How can I register any concerns or complaints that I might have?</p>	<p>At Colchester County High School, we work hard to establish and maintain effective communication with children and parents, and listen to and respond positively to any concerns brought to our attention.</p> <p>We are committed to taking all concerns seriously and would like to think that, through being open and accessible, concerns can be both raised and dealt with easily. Please see our Complaints Procedure for further information.</p>
<p>How can I access support for myself and my family?</p>	<p>See the Essex County Council Directory online, including their 'Local Offer' or your appropriate county council.</p> <p>We can direct parents to a range of support groups and agencies if necessary.</p>