

School Offer – 2016-17

Specific Interventions and Resources Used In School

As a school we are mindful of and comply with the **LA Expectations of Schools**, which outlines the key ways pupils should be supported in class, along with expected equality duties shown in the school's **Single Equality and Disability Equality** policies and our access arrangements as shown in the school's Accessibility Plan

This document shows the full range of **specific targeted support** we give identified pupils to address their additional needs.

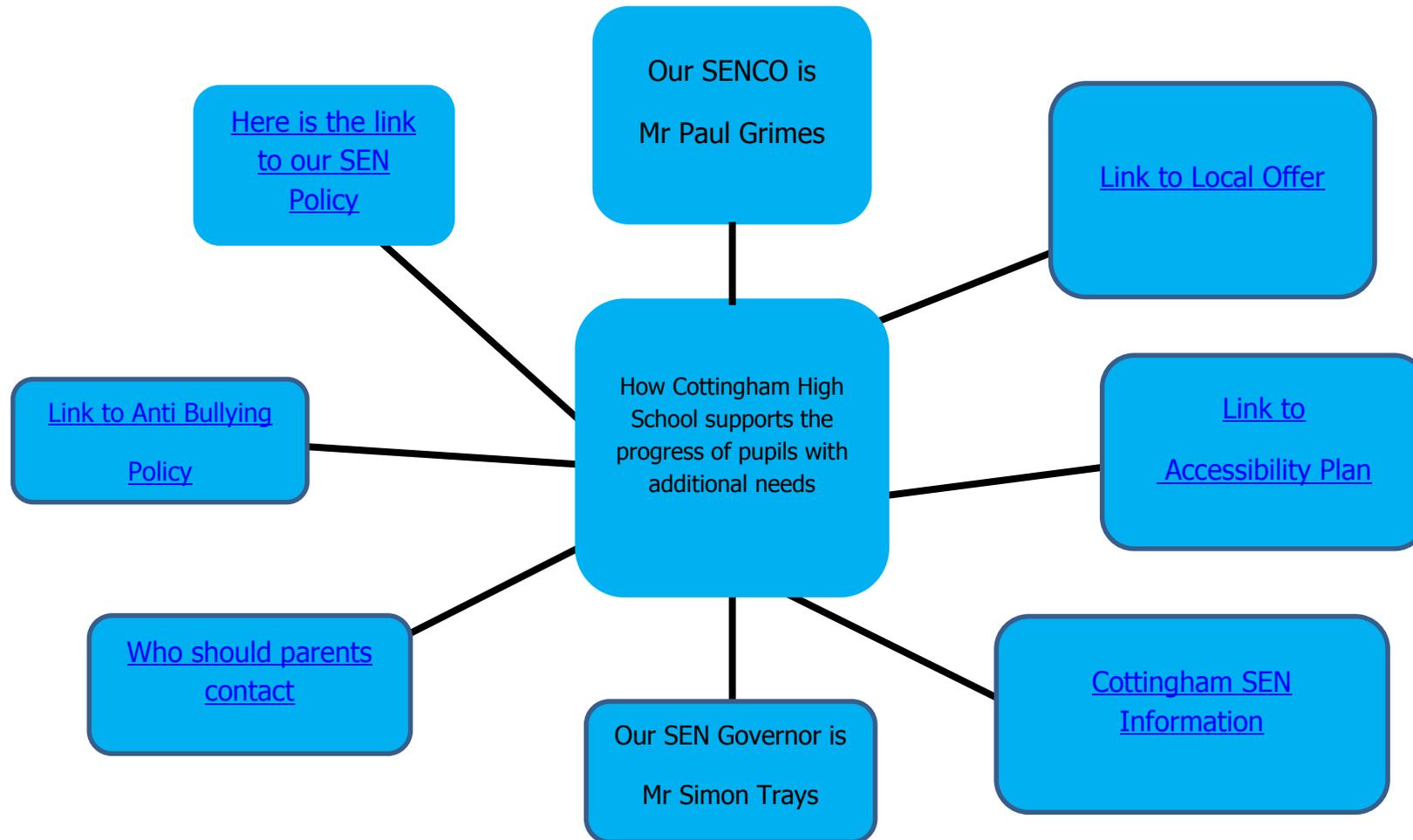
Different interventions and approaches are used to address specific areas and we would look carefully at your child's individual needs when deciding how best to support your child and which of the interventions to use.

All interventions and approaches included in this document have been shown to have a positive impact on pupils' learning.

If you have any queries relating to the type of support we use in school, please contact Paul Grimes.

Common Questions Parents Ask

To see our answer, please click on the question



Special Educational Needs Policy

Aims

This policy follows the spirit of the **SEN Code of Practice** and seeks to implement a principle which is central to the school's **Educational Aims:**

Objectives

1. To identify and assess, as early as possible, those students who have special educational needs.
2. To address identified needs be they curricular, physical or social, as effectively as possible using the available material and human resources of the school.
3. To address the main aims of the "Every Child Matters" Agenda in terms of safety support, well-being and progress of each student.
4. To take account of the wishes of the student concerned.
5. To work in partnership with those who have parental responsibility for the student concerned.
6. To work closely with the LA's SEN support services and, as appropriate, health, welfare and social services.

Information

School Address

Harland Way
COTTINGHAM
East Yorkshire
HU16 5PX

School Telephone Number

01482 847498

School Fax Number

01482 841053

Governor with responsibility for SEN

Simon Trays

SMT Link

Paul Grimes (Assistant Head teacher)

SEN Co-coordinator

Paul Grimes

Co-ordination of provision for students with SEN

All teachers are responsible for the education of all students with SEN.

Admission Arrangements

Admission arrangements are determined by the Academy Trust. Subject to those arrangements, the school will admit students with SEN for whom mainstream education is appropriate and for whom it has adequate facilities.

SEN Specialisms

The school makes provision for a wide range of students with SEN, including those with learning difficulties and disabilities.

Special Facilities

The school has use of lifts in both the Old and New Blocks for students with mobility issues. There is a unisex disabled toilet in the Old Block (with hoist) and in the Sixth Form/Youth Centre. In both school blocks there are disabled toilets. There is a room for physio in the new block. The school regularly liaises with IPASS for provision of specialist equipment for students with mobility issues, and fine and gross motor skill deficits.

Intimate Care

This is revised annually with the parents/carers with regard to the needs of those students requiring intimate care. (Please refer to Appendix 1)

Introduction

- The dignity and independence of the child or young person is preserved.
- The risk of ridicule or bullying from peers or staff is avoided.
- The continence treatment or management plan be implemented as agreed in the assessment.
- Good pathways of communication from child or young person to the school-based carer, the multi-disciplinary team and the parent or carer are established.
- Adequately trained school-based care staff are available.

Moving and Handling

Some pupils are ambulant and able to transfer themselves onto a changing plinth but some will require assistance from support staff. Various equipment, for example: hoists, transfer slides or grab bars may be used under the direction of the adult/s.

It is advised that staff involved with 'Moving and Handling' procedures should receive generic training and have their skills updated at least every three years. In development of the care plan:

- Pupil specific information should be obtained from the professionals involved with the pupil e.g. physiotherapist, occupational therapist.
- Detailed information of the moving and handling procedures should be recorded and regularly reviewed.
- The setting/school should identify the alternative staffing arrangements if the regular named member of staff is absent.

Working with the pupil

The Chailey Heritage Guidelines for Good Practice in Intimate Care make a number of suggestions:

- Every pupil should be treated with dignity and respect.
- The pupil's right to privacy should be ensured, taking into consideration their age and the situation.

- The pupil should be involved, wherever possible in their own intimate care routines: explain what you are doing and ask for their compliance.
- Staff should be responsive to a pupil's reactions. If the pupil appears to be distressed or uncomfortable, stop and another approach should be tried.
- Make sure that practice in intimate care is as consistent as possible. Agree approaches with other care staff and document agreed procedures in the ICP (Intimate Care Plan).
- Never attempt to carry out a procedure for which you have not been trained. It is the school's responsibility to ensure that a sufficient number of staff have been trained to cover for unexpected staff absences.
- If you have any concerns about your duties or the pupils reaction to your work, report it – the SENCO will advise on how to proceed.
- Encourage pupils to have a positive image of their own body – never show distaste at any of the intimate care procedures that have to be carried out for the pupil.

Staffing Issues

Staff carrying out intimate care procedures will require advice, guidance, support and management to reflect the sensitivity required by the appropriate professional e.g. paediatrician, specialist nurse, physiotherapist etc. Staff should not attempt to carry out a procedure for which they have not been trained and/or advised. It is the responsibility of the school to ensure that a sufficient number of staff have been trained to cover the daily procedures and for unexpected staff absences

It is acceptable for one person to carry out toileting procedures unless it has been recommended by professional that the pupil requires two adults to assist with, for example, transfers. Some settings/schools may adopt a policy recommending two adults to be present in order to minimise the potential for allegations of abuse etc.

Staff should:

- Have enhanced DBS clearance.
- Have training in child protection and health and safety.
- Undergo 'Moving and Handling' training, if appropriate.
- Have knowledge of the pupil's condition to help enhance understanding of the pupil's needs.
- Report any problems to the SENCO.

Staff must:

- Be willing to carry out the intimate care procedures.
- Have the role included in their job description.
- Receive formal training in intimate care procedures (if appropriate).

Guidance for safer working practise for Adults who work with Children and Young People (commissioned by DfES) 2007

The intimate care plan (Appendix 2) should contain the following:

- Name of the child and date of birth
- Name of the mother/father/carer/guardian
- Address of child
- Contact numbers
- Procedure, having been agreed by the school and family
- Signature of the parent/carer/guardian
- Signature/s of staff involved with the procedure/s
- Date
- The intimate care plan should be reviewed annually or according to need

Following establishment of an intimate care plan:

- Consult with senior managers and parents/carers where any variation from agreed procedure/care plan is necessary.
- Record the justification for any variations to the agreed procedure/care plan and share this information with parents.
- Ensure that any changes to the agreed care plan are discussed, agreed and recorded.

The setting/school should ensure that sufficient disposable resources are available to hand if required for example:

- Disposable aprons
- Latex powder free gloves
- Bedding roll
- Wipes for the changing mat/changing plinth

Parents/carers may provide:

- Nappies/changing pads
- Body wipes
- Sanitary towels

It is recommended that:

- Waste e.g. nappies sanitary towels are placed in double black bin liners or in a bag supplied by a disposal company
- Surfaces are wiped down thoroughly between each procedure
- Hands are washed thoroughly
- Equipment is left in a clean condition

OUT OF SCHOOL TRIPS, CLUBS ETC

When school trips are being planned, the possibilities for children to be changed or cared for intimately, must be considered and all reasonable steps taken to include the child or young person in each activity. This must be demonstrated through the risk assessments for the school trip.

Allocation of Resource

Funds allocated to meet the needs of students with special educational needs are allocated to meet specified provision within EHC Plans and as appropriate for other students with barriers to learning. The school consults both parents/carers and students and may seek the advice of the LAs SEN support service.

The Governing Body is aware of the national LA allocation for students with SEN and allocates the funding in the light of its statutory duties, the Code of Practice and this Policy.

Deployment of Teaching Assistants

Three HLTAs are in place with particular specialism, to monitor and support students with particular difficulties

- SLCN
- Moderate Learning Difficulties
- Physical Difficulties

The TA team work within the structure of school Faculties and Departments. Their timetable is structured according to the departmental needs in order to be both flexible and effective. HLTAs will support any outstanding issues for appropriate timetabling or emergencies. A member of the TA team will liaise with the SENCO to ensure suitable coverage within the department and raise any concerns.

Identification and Assessment

Students with SEN are identified in one of three ways:

Primary School Information

The SENCO liaises with Primary Schools attending Year 5 Transition Reviews and sharing management of the Primary Consortium SEN Team on a rotational basis.

The Nurture teacher will visit identified students and undertake more intensive assessments to consider, not only educational barriers to learning but also any social, emotional and behavioural needs.

Vulnerable students will make a number of visits to Cottingham High School and the SENCO is happy to meet with parents/carers before transition. She is also available on the school's induction evening.

Internal Screening

At transition Year 6 students will be tested by the Learning Support staff. Following the CAT tests the SENCO will also consider, in discussion with specialist teacher, and parents/carers, whether some students may require support for Specific Learning Difficulties. Screening for dyslexia and dyscalculia is provided by the school at parental request or if deemed appropriate. Results of any screenings are shared with both students and parents/carers.

Tests used are those recommended by the **Code of Practice** for reading and spelling. Testing currently takes place on the student induction day. Parents are informed of the outcome if it is a cause of concern in September. Students scoring below 85 and/or whose CAT score causes concern may be placed on the SEN register. Students with higher scores, but more specific barriers to learning may be placed on the register following discussion with parents/carers, and if required, the Educational Psychologist.

Teacher Observation

Teachers refer students to the SENCO at any time for further investigation of barriers to learning.

In addition to the arrangements for assessment referred to above, there will be on-going formative assessment of students in each subject area in accordance with the school's policy on Assessment Recording and Reporting. Student's outcomes are reported 5 times a year and those students failing to make appropriate progress may be provided with intervention and support.

Monitoring and Review Procedures

The SEN register is throughout the year and individual concerns discussed with the Educational Psychologist.

Parents/carers of Year 7 pupils put on the Register are invited into school during the first term to discuss provision and need, as well as student's individual strengths and strategies to support their learning. This advice is recorded on the student's Multi-Educational Plan (MEP) and available to all staff in the SEN confidential file.

The school follows procedures laid down in the Code of Practice for the Annual Reviews of Statemented pupils or those with an EHC plan.

The SENCO liaises with all outside agencies, including **YFS**, to further inform Reviews and Transition Plans as appropriate.

Year 7

Advice and help is available from the SENCO for students who are experiencing difficulties in mainstream classes and an effective deployment of T.A.s. Students may be provided with a 6th Form mentor to support reading, according to need.

For those students whose reading difficulties are marginal or who fail to make appropriate progress through Year 7, the Reading Challenge is available. A team of trained T.A.s provide individual reading support each week. The strategies to be used have been identified by a series of provisional assessments undertaken by a trained HLTA and SENCO.

Parents can be provided with an appropriate home reading and spelling pack on request.

Students with specific learning difficulties will be supported through an individual intervention programme and work with the HLTA for Cognition and Learning.

For those students working at or below Level 3 provision can be offered within our Nurture Room. A trained Primary Nurture teacher will support these students in a stepped transition to the Secondary environment. Assessments which focus on social and behavioural difficulties will also be undertaken to provide targeted support.

Students will be introduced into the mainstream classes at a pace agreed by parents/carers, students and teachers

Students will be provided with a "Passport" which will highlight any advice for a successful integration. Students joining the school at Level 3 or below in reading will receive support through "Catch-up Funding" with 2 hours per week intervention.

Year 8 – 9

Those students in Year 8 who still have literacy problems are invited to be withdrawn for 2 periods per week. The time created is used for developing literacy skills. Students, parents and staff are consulted before the decision is made.

In Year 9 students are withdrawn from M.F.L. to allow 3 hours withdrawal and intensive input prior to entry into KS4.

KS4

For those students for whom a full menu of GCSEs is not considered appropriate a Foundation Pathway is provided. This includes access to the core curriculum, a number of Vocational BTECs and a college place each week. This pathway is discussed with parents/carers and students before being offered.

KS5

Students in KS 5 continue to receive appropriate support within lessons if required. The school offers a variety of Level 2 courses and Level 3 courses.

Withdrawal

Most students with EHC Plans for Learning Difficulties receive 1:1 support from a Specialized Teacher for at least 30 minutes per week if appropriate, with follow up support from a named T.A. The Individual programme is monitored and reviewed twice each year and shared with parents/carers. Students identified with specific learning difficulties are withdrawn for a flexible amount of time either individually or in small groups by the SENCO each week. Their individual programme is monitored and reviewed as appropriate, but at least twice a year, and shared with parents/carers.

Students with social and communication difficulties will be withdrawn 1:1 or in small groups for a planned programme of work or to meet and discuss any particular issues they are currently experiencing in school.

Lunchtime Provision

Lunchtime support with homework is provided every day in IT7.

The peer mentoring room is available for students experiencing concerns in school. It will be open during unstructured time.

Vulnerable students can go to lunch with support in the peer mentoring room. Students are self-selecting and referred by staff or parents/carers.

Nurture Group

The six Guiding Principles of Nurture Groups

- 1 – Children’s learning is understood developmentally
- 2 – The classroom offers a safe base
- 3 – The importance of nurture for the development of self-esteem
- 4 – Language is a vital means of communication
- 5 – All behaviour is communication
- 6 – The importance of transition in children’s lives

Purpose/aim of the Nurture Group

- To ensure smooth and positive transition into Secondary School.
- To develop Literacy and Numeracy skills.
- To provide a flexible and preventative intervention responsive to the particular needs of the Year 7 students attending, working at/below level 3.
- To develop social skills.
- To provide on-going assessment and support for KS3 age students showing signs of emotional stress and social difficulties with the aim of enabling the student to access the curriculum and participate fully in school life – including use of the Boxall Profile.
- To provide a secure and reliable environment for students. This enables children to learn by re-experiencing primary nurture from caring adults who actively work towards their successful integration into their mainstream class.
- To help students to learn to behave appropriately, use their curiosity constructively, improve their self-esteem and develop confidence through close and trusting relationships with adults.
- To develop responsibility for themselves and others.
- To work in partnership with subject teachers and parents to enable consistency of approach, both at home and at school.

Description

Nurture Groups are a unique, preventative resource based on well documented psychological theory and research. Nurture at CHS has a home-like area, an area set aside for experiential play and an area for more formal learning.

- Students will attend for a maximum period of up to two terms prior to re-integration – planning for reintegration or further assessment is essential.
- There will be 8 – 10 students in the Nurture Group at any one time.
- The students will be on the register of their mainstream tutor group and they will join their peers for Technology, PE, PSHCE and tutor time.
- The students will spend lunchtime and playtimes with other students in the school. Some students may need extra support at these times.
- In partnership with subject staff, students will have access to some specialised teaching.

Staff

The Nurture Group will be staffed by a full time experienced teacher, and a full-time experienced teaching assistant, who work as a team.

- In the absence of the Nurture Group Teacher the teaching assistant will take the lead in the provision.
- In the absence of the teaching assistant appropriate members of teaching staff will be asked to support in the provision.

Planning, preparation and liaison

The Nurture Group staff will use the time the students are in their mainstream lessons to:

- Observe and assess students in class.
- Share information and ideas with school staff.
- Meet and work with parents.
- Plan and prepare lessons and resources.
- Maintain records.
- Attend case discussions.
- Meet with other professionals.
- Attend INSET.

Curriculum

The Nurture Group provides a modified curriculum that is suited to the student's needs.

Each lesson/session offers the security of a consistent and familiar structure.

Circle Time activities will focus on:-

- Thought for the week.
- Turn taking.
- Watching and listening.
- Using expressive language.
- Learning from others.
- Trying something new.
- Developing a positive attitude to participation.
- Forming positive relationships.
- Using agreed codes of behaviour.
- Initiating activities with other students.
- Learning to respond to sanctions.
- Considering the rights and needs of themselves and others.

The students will have differentiated access English, Maths, Science, ICT, History, Geography, Art, Drama, Music and RE to meet their developmental needs.

Referral

The following types of students are considered for inclusion in the Nurture Group:-

- Those who are working at/below level 3.
- Those who appear to be emotionally insecure, which could present itself as lack of self-acceptance, low self-worth or a lack of trust.
- Children who are withdrawn and unresponsive.
- Students with poor social skills, who cannot share or are demanding or unco-operative.
- Those with a poor attention span.
- Students who demonstrate immature behaviour.
- Students who find change upsetting.
- Students who appear to have difficulty integrating in their main classes.
- Students who have short-term emotional difficulties who require extra support.

Referral Procedures

A variety of assessment procedures are used to inform referrals. These include The Boxall Profile, academic assessments and an observation made by one of the Nurture Group Staff. Formal assessment by an Educational Psychologist is not a pre-requisite for admission, but consultation and discussion of relevant factors may be necessary. Parents are kept fully informed by the relevant staff about the outcomes of these assessments and meetings.

All referrals will be made in consultation with parents, with all relevant Records of Pupil Progress.

All referrals will be discussed at a meeting with the SENCO, Nurture Group Team in collaboration with parents and the feeder Primary School.

Entry/Admission criteria

Parental agreement is necessary.

A placement in the Nurture Group will be considered for students who are underachieving for social, emotional or behavioural reasons. This will include:

- Students working at or below level 3 in both Literacy and Numeracy.
- Students, who are very restless, cannot listen, behave impulsively or aggressively.
- Students who are withdrawn and unresponsive and who have difficulty relating to others.
- Students whose known history suggests they may be at risk.
- Students whose results of the assessments indicate their suitability for placement in the Nurture Group.

The balance of the group will need to be considered at all times.

Review/Assessment

- The Nurture Group will use a modified school report.
- The Nurture Group will record assessments in line with the rest of the school.
- Each student is monitored and reviewed on a regular basis. Consultations with the Educational Psychologist and other professionals take place as appropriate.
- Termly reviews with parents will take place.
-

Exit/integration criteria

Most students will start reintegration into their mainstream class after 2 terms.

Re-integration will be planned with the SENCO, Nurture Group Teacher, Form Tutor and Parents.

Where integration is not considered appropriate an alternative action plan will be agreed. This may involve assessment at the next stage of the Code of Practice.

Some students may remain in the Nurture Room for extended periods of time if they have significant learning needs.

Parental links

We recognise the importance of involving parents/carers of a student in their education.

- The Nurture Group works in partnership with parents - all students attending require resources beyond those usually provided by the school.
- Reviews will take place each term concerning the progress of the students.
- We will keep parents/carers informed of their child's progress and provide them with support and advice.
- Appointments with the Nurture Group Staff can be made.
- The Head Teacher of the school will be responsible for dealing with any complaints from parents concerning the Nurture Group. Complaints which remain unresolved will be referred through the school's normal procedures.

Role of the SENCO

The SENCO has overall responsibility for the functioning of the Nurture Group within the school. She is responsible for:

- The operational management of the Nurture Group including the arrangements in the case of absence of the Nurture Group staff or closure of the Nurture Group.
- Oversight of the curriculum planning and monitoring of work within the Nurture Group.
- To line manage and ensure that the Nurture Group teacher participates in the school's agreed appraisal procedure.
- Ensuring the Health and Safety procedures are followed in accordance with the school's policy.
- To be involved in formal reviews as outlined in the Code of Practice.
- To be involved with selection and reintegration.

Role of the Nurture Group Teacher

The Nurture Group Teacher is responsible for the day-today management of the Nurture Group. This includes:

- Maintaining the Nurture Group principles – to provide a carefully routine day where there is a balance of learning and teaching, affection and structure within a home-like atmosphere.
- Working toward the aims of the Nurture Group.
- Being involved with selection and reintegration.
- Attending formal reviews.
- Organising and planning the activities and curriculum in order to meet the needs of the students.
- Keeping records of individual student's progress.
- To liaise with the student's subject teacher and SENCO and to attend regular reviews under the Code of Practice.
- Co-ordinating the work of the teaching assistant.
- Liaising with parents, school staff and other Key professional workers.
- Actively working in partnership with parents in the development of their children.
- Helping students to manage successfully in a wide range of situations.
- Participating in INSET and delivering INSET where appropriate.
- Contributing to schools' policies and procedures – particularly in relation to SEN and nurture.
- To observe children in the classroom, playground and at lunchtimes in terms of managing less structured sessions, helping children manage successfully.

Role of the TA

The TA works in partnership with the Nurture Group Teacher.

This role is to:

- Assist the Nurture Teacher in necessary tasks.
- Work towards the aims of the Nurture group.
- Work with individual and small groups of students.
- Participate in INSET.
- Assist Nurture teacher in planning and assessment.
- Liaise with relevant parents, school staff and other Key professional workers.
- Actively work in partnership with parents in the development of their children.

Impact

It is intended that the Nurture Group will have a positive impact on the whole school and wider community. This will be enhanced by building relationships with parents through regular liaison and visits.

LAC

Cottingham High School believes that in partnership with East Riding of Yorkshire as Corporate Parents we have a special duty to safeguard and promote the education of Looked After Children.

AIM

To provide a safe and secure environment, where education is valued and there is a belief in the abilities and potential of all children.

To support our looked after children and give them access to every opportunity to achieve to their potential and enjoy learning.

To fulfil our schools' role as corporate parents to promote and support the education of our Looked After Children, by asking the question, **'Would this be good enough for my child?'**

IN PURSUIT OF THIS POLICY WE WILL

- Nominate a Designated teacher for Looked After Children who will act as their advocate and co-ordinate support for them.
- Nominate a school governor to ensure that the needs of Looked After Children in the school are taken into account at a school management level and to support the Designated Teacher.
- Support the Designated teacher in carrying out their role by making time available and ensuring that they attend training on Looked After Children.

The Designated teacher will:

- Maintain an up to date record of all Looked After Children who are on the school roll. This will include:

- Status i.e. care order or accommodated.
 - Type of Placement i.e. Foster, respite, residential.
 - Name of Social Worker, area office, telephone number.
 - Daily contact and numbers e.g. name of parent or carer or key worker in children's home.
 - SEN Code of Practice – School Action/School Action Plus where appropriate
 - Child Protection information when appropriate.
 - Baseline information and all test results.
 - Attendance figures
 - Exclusions
 - Reports
- Ensure that there is a Personal Education Plan for each child/young person to include appropriate targets and above information. This must be compatible with the child's/young person's Care Plan and where applicable include any other school plan, e.g. Statement of Special Education Need, and associated plans, Transition Plan, Pastoral Support Programme.
 - Ensure that someone attends Children's Services Reviews on each child/young person and/or always prepares a written report which promotes the continuity and stability of their education.
 - Liaise with the Education Welfare Service for Looked After Children with regard to the performance, attendance and attainment of Looked After Children. This is termly.
 - Ensure that if/when the child transfers school all relevant information is forwarded to the receiving school as a matter of priority.
 - Ensure that systems are in place to identify and prioritise when Looked After Children are underachieving and have early interventions to improve this in line with existing school policy. Progress data/tracking used to identify possible intervention by DoL and key worker. This should be followed up following each assessment window.
 - Ensure that systems are in place to keep staff up to date and informed about Looked After Children where and when appropriate.
 - Ensure that Looked After Children, along with all children are listened to and have equal opportunity to pastoral support in school, through provision of main key worker funded through the PEP process.
 - Ensure that they keep the school up to date with current legislation and its implication for the school in respect of Looked After Children.

- Complete checklist of appropriate provision.
- Report to the Governing body annually on the performance of the looked after children who are on the roll of the school.

All governors and staff will:

- Support the local authority in its statutory duty to promote the educational achievement of looked after children

Access to the Curriculum

Departmental schemes of work identify a range of teaching strategies and place emphasis on the notion of differentiation. When GCSE courses are inappropriate, Departments follow Alternative schemes of accreditation. Links with Colleges of Further Education have been established as have a number of vocationally based courses.

The Learning Support Department resource base has a wide range of graded reading and listening materials and has developed many of its own resources. A range of IT and other equipment is used as an aid to learning. Each Department has resources designed to meet the needs of children with SEN.

The school makes flexible use of withdrawal, in-class support, T.A.s and Intensive Specialists Services to meet individual needs within the framework of the National Curriculum.

Integration Arrangements

All students are fully integrated into the social life of the school. School visits and social activities are open to all students.

Evaluating Success

The effectiveness of the implementation of this Policy will be evaluated by monitoring the progress of individual children in the light of the stated aims and objectives. Progress will be identified by teaching staff, support staff, parents, students and outside agencies by means of on-going assessment, objective measurements, reviews, movement between Stages and progress through National Curriculum levels.

Complaints

Complaints will be dealt with under the school's normal complaints procedure as described in the school's prospectus.

SEN in service training for staff

Within the framework of the school's Staff Development Policy, teaching staff and teaching support staff are encouraged to attend SEN in-service training events arranged both externally and by the Learning Support Department.

Staff who draw up programmes of behaviour management for students with an EHC plan for Emotional and Behavioural Difficulties will be given appropriate support and advice.

Partnership with Parents/Carers

The school attaches great importance to working with parents/carers in the best interests of the child. Parental reinforcement of work in school, under the guidance of the SENCO, is seen as a key factor in achieving progress. All parents/carers of Year 7 students on the register are invited to meet the SENCO, and discuss L.S. practice and policy.

Parents/carers are welcomed into the school to discuss SEN matters just as they are encouraged to be fully involved with all aspects of their child's education.

Parents/carers will be kept informed about entry onto the SEN Register and the date and outcome of Reviews. As far as practical, the school will involve all those with parental responsibility.

Contact may be meetings, letter or telephone call.

External Support Services

The school has a well-established programme of contact with staff, students and parents of feeder Primary Schools. Information about students with SEN is collected during the year preceding entry, sometimes earlier, by the Head of House, the SENCO and the SLT.

The school has access to the full range of Support Services, Health and Social Services. The following services are currently involved with the school:

- YFS (Youth and Family Support)
- IPASS
- **Educational Inclusion Service**
- **ISSS (Integrated Sensory Support Service)**
- Social Services
- Paediatric Occupational Therapist

- Paediatric Physiotherapist

The school currently has links with Northcott Special School and uses the services of other specialist institutions as the need arises.

The **YFS** is involved with students from Y9 onwards and detailed advice is given to parents/carers and students before decisions are made at the age of 16.

The school establishes links with Further Education institutions when appropriate. Links within the consortium are well established and include joint training throughout the SEN teams. Regular meetings take place between the SENCO forum and advice and information is shared regarding students involved in Diploma courses and college links at the various consortium schools. This support continues for the growing number of SEN students returning for studies in KS5 who are working throughout the consortium.

Links with the health services are conducted through the named link persons in the respective organisations.

Links with voluntary organisations are developed as appropriate.

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Anti-Bullying Policy

Students and staff at Cottingham High School seek to create a climate in school whereby bullying behaviours are not accepted by any member of the school community.

We seek to provide a caring, friendly and safe environment for all our students so they can learn in a relaxed and secure atmosphere. Our policy involves all students, staff and parents in working towards the elimination of any form of bullying.

1) School definition of bullying behaviour

Bullying behaviour is the wilful, conscious desire to hurt, threaten, or frighten someone. Bullying can be **PHYSICAL** and/or **VERBAL**. Other forms of bullying behaviour include intimidation, extortion, or other behaviours which cause **ANXIETY** or **DISTRESS**. If one of these forms of behaviour happens once, it is an incident. If the same behaviour is repeated, without equivalent provocation, then it is bullying behaviour.

The school will not tolerate any form of bullying. Bullying can take place between students; students and staff; adults and students; and adults and adults.

Bullying, by its nature, is ultimately determined by the response of the recipient and not the intention of the person/s who have caused the offence. Individuals have different levels of sensitivity, and investigations into whether conduct should reasonably be considered to have the effect of violating the recipients' dignity must take into account the recipients' perceptions.

1b) Our aims

- To use all staff, parents and students as a positive resource in preventing bullying behaviour.
- To use the curriculum as an intrinsic vehicle to raise awareness of the school's policy and as a means of educating students to the school's expectations.
- To give guidance and support to victims and to give help and on-going support to victims.
- To use peer pressure against bullying behaviour
- To make the unacceptable nature of the bullying behaviour and the consequences of any repetition clear to the bully and his/her parents.
- To give guidance and support to those engaging in bullying behaviour to change their behaviour
- To seek the involvement of outside agencies if/when necessary
- To endeavour to patrol all accessible areas of the school at break, lunchtimes, between lessons and at the end of the day to combat bullying behaviour.

2a) Students – Expectations and Guidance

The following expectations apply to all students:

- Come to lessons ready to learn, stay focused and work to the best of your ability
- Follow instructions at the first time of asking
- Take full responsibility for your actions
- Show respect for students, staff and other members of the community
- Arrive on time, in correct uniform and with the right equipment
- Treat resources and the school environment with care and respect

These standards and expectations are the backbone of our behaviour policy (see Behaviour Policy). Students participate in activities which discourage bullying behaviours and are encouraged to speak up when they see or hear bullying behaviour.

Students make an annual pledge to stand up to bullying behaviour, these are signed and displayed in their form room.

Students can report bullying to any member of staff, Peer Mentor or email via a dedicated reportbullying@cottinghamhigh.net address.

2b) Staff – Expectations and Guidance

- Expectation to enforce the standards and expectations of the school.
- Provide students with a framework of behaviour which supports the whole school Behaviour Policy.
- Provide a safe learning environment
- Watch for early stages of distress in students – deterioration in work, spurious illness, isolation, and desire to remain with adults, erratic attendance, and internal truancy. Whilst this behaviour may be symptomatic of other problems, it may also be the early stages of bullying.
- Listen carefully to students' concerns and record all incidents as per the agreed policy (see below).
- Pastoral staff offer the victim and bully behaviour support and help by putting our school procedure into operation.
- Be positive role models for students. They should model a calm and polite manner with each other and towards students.

2c) Parents/ Carer expectations

We expect that parents/carers will understand, and be engaged, in everything that is being done to make sure their child enjoys, and is safe, at school.

Wherever possible the school offers advice to parents in order to help ensure their child is safe online, including advice regarding sexual exploitation and radicalisation.

3a) Response to Incidents of Bullying

The bullied student should record the events in writing on the Bullying Incident Record Sheet, preferably with their Head of Year.

- The member of staff should assess the nature of the problem and take appropriate action. Available strategies are:
 - contacting parents
 - a round robin should be sent to staff to identify any patterns
 - applying appropriate sanctions
 - constructing arrangements to discourage future incidents of bullying behaviour
 - arranging further counselling for either the bullied student or the bully as appropriate. It may be at this stage that a formal referral is made to the Anti Bullying Co-ordinator for further intervention and support. In practice, Pastoral Staff should be considering a referral if there is a second occasion of bullying.
 - Support plan passed to pastoral staff

In all cases

- Submit the Bullying Incident Sheet to the Anti-Bullying Co-ordinator who will send copies to Head of Year.
- All incidents will be recorded on a database. If this is not the first incident of bullying behaviour which the student has experienced, they should go through the bullying questionnaire with a member of staff to ascertain any patterns and implement any appropriate strategies.

3b) Action to prevent, discourage or alleviate bullying behaviour

- We provide restorative practice.
- We provide victim support and education
- We provide support plans
- We provide perpetrator education
- We include discussion of bullying behaviour in our PSHCE programme – as part of the teaching programme and in assemblies.
- The School Council acts as a forum for consultation with students about bullying behaviour.
- We use anti-bullying questionnaires to assess patterns of bullying.
- We create safe spaces so that vulnerable children can have a haven during lunchtime and breaks e.g. The Peer Mentor room, Lunch Bunch Club
- The Anti-Bullying Campaign involves the students in promoting anti-bullying through discussion and poster campaigns.
- We work with outside agencies when appropriate to support either bullied students or bullies.
- The Anti-Bullying Co-ordinator will review the bullying database regularly and take appropriate action.
- The Anti-Bullying Co-ordinator will meet individually with those involved, both after the initial incident and also to make sure that there has been no further issues/incidents. These meetings will be logged and notes be kept on a database. Parents will also be contacted after every follow up meeting with students for feedback.
- Student interviews to ascertain student perception
- The Peer Mentoring scheme aims to prevent bullying, by using older students to befriend and mentor younger and/or potentially vulnerable students.

- Duty Staff wear bright blue duty jackets to ensure students can clearly see who to approach if they need support.
- Students are also taught about how to stay safe online (see E-safety Policy for details)

3b) Monitoring the impact of the action to prevent, discourage or alleviate bullying behaviour

- Student questions are used to help identify how students feel about this topic. It is important that students feel safe, and to highlight areas where this may not be the case
- Parent questionnaires
- Analyse bullying logs to identify target areas and inform whole school Development Plan.
- Student panels with SLT.

3c) Role of the Anti-Bullying Co-ordinator

- Write a half termly review of all recorded bullying incidents for SLT.
- Be a point of contact for all HOY if assistance or advice is required.
- Investigate incidents of bullying.
- Do follow up meetings with all students involved in incidents of bullying (after 1, 2 and 6 weeks) and follow up with phone calls to parents.
- Assist in Anti-Bullying policy reviews.
- Link with SLT over Anti-Bullying week activities and others through the year.

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Accessibility Plan

"A person has a disability if he or she has a physical or mental impairment that has a substantial long term adverse effect on his or her ability to carry out day to day activities."

The Disability Discrimination Act 1995 (DDA) definition

Introduction

The DDA was extended to include education by the SEN and Disability Act 2001 (SENDA). The Governing Body of Cottingham High School & Sixth Form College recognizes the following duties that this places upon them;

- Not to treat disabled students or staff less favorably for a reason related to their disability
- To make reasonable adjustments for disabled students, so that they are not at a substantial disadvantage

In considering what is reasonable the school will take account of;

- School budget situation
- The practicalities of making an adjustment
- Health and Safety factors
- The interest of other students
- The need to maintain academic standards

The DDA places three specific requirements on the Governing Body;

- To increase the extent to which disabled students can participate in the school curriculum

- To improve the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services
- To improve the delivery of information that is provided in writing for students and adults who are not disabled, to disabled students, parents/carers and visitors

The overall aim of Cottingham High School & Sixth Form College's Accessibility Plan is to increase the accessibility to education for disabled students. The Accessibility Plan can be found at Appendix 1. The priorities identified in the Accessibility Plan are recorded under the three requirements detailed above.

The Accessibility Plan should be read in conjunction with the following supporting policies:

- Anti-Bullying Policy
- Behaviour Policy – The practice of 'reasonable adjustment' is integral to the Behaviour policy. The school behaviour policy, however, covers all students; a disability therefore does not preclude a student from sanctions or exclusions.
- Inclusion, Equality and Diversity Policy
- Educational Visits Policy
- SEN Policy
- Fair Access Policy

Availability of the Accessibility Plan

This plan will be made available on the school's website and from the school reception.

The Governing Body will review and report on the Plan annually. This will be done through liaison with the Learning Support Manager, the Site Manager and the HR & Support Services Manager

Previous Adaptations made to the school

Developing Access to the Physical Environment of the School

- All buildings have external ramp access or internal access to ground floor classrooms
- Where appropriate hand rails have been added to assist with stairs
- Markings on internal staircase steps
- Increased number of disabled toilets
- Intimate care policy in place
- Staff training so that students with medical needs could gain access to the education e.g As required -2013-14 epilepsy, diabetes – 2014-15 epipen training, evac chair training
- Personalized fire plan for disabled students and staff - (PEEP)
- Three designated parking bays for people with a disability
- Lift access in the two main teaching blocks
- Physiotherapy room on site
- Locker provisions

Improving the delivery of information to pupils

- Hearing loop fitted in 2 classrooms
- Relevant training and advice has been sought from external agencies, when required
- Seating audit within classrooms for HIVIS by HLTA

Appendix 1: Cottingham High School and Sixth Form College Accessibility Plan 2014/17

Improving Access to the Curriculum

Objective	Strategy	Timescale
To continue to ensure that the curriculum offered is inclusive for all students.	Learning Support department to work in partnership with students with disabilities, their parents/carers, the Pastoral Teams and where appropriate, external support services, to plan and support a personalised curriculum that meets the needs and interests of the student.	Ongoing
To continue to improve the range of skills and experience available within the school so that the school is better able to assess and provide for the needs of pupils with disabilities and learning difficulties.	Continue to release staff to attend specialist training. Full programme of TA training using NASEN materials	Ongoing, subject to funding
Ascertain disabilities of pupils to enable adaptations to be made prior to the students arriving.	Continue liaison with Primary Schools and consultation with parents.	Ongoing
Continue to develop a greater awareness of and confidence in dealing with pupils with LN & D and SEN amongst staff.	Communicate relevant information to staff to ensure awareness of the student's needs and strategies when working with them.	Ongoing

<p>To develop and accelerate literacy initiatives within KS3</p>	<p>Individualized reading interventions through mentors and TAs Whole school literacy initiatives developed by literacy coordinator Aspects of faculty development plans Use of catch-up funding</p>	<p>Ongoing</p>
<p>To develop and accelerate numeracy initiatives within KS3</p>	<p>Appointment of numeracy coordinator to promote whole school</p>	<p>Sept 2014</p>
<p>To create and extend a Foundation Learner pathway for students with particular needs to ensure an appropriate and valuable school experience</p>	<p>Continued development of Nurture Group provision in KS3 Creation of personalized curriculum path for KS4 students with access to key subject areas and vocationally based subjects</p>	<p>Sept 2015</p>
<p>To extend range of alternative learning packages for students with BESD to ensure an appropriate and valuable school and vocational experience</p>	<p>Development of Shackleton provision to facilitate vocational experiences for individual students alongside small group provision in English and Maths.</p>	<p>Sept 2014 + Ongoing</p>

Developing Access to the Physical Environment of the school

Objective	Strategy	Timescale
As a place of employment CHS will strive to meet the needs of all staff to support their full inclusion into the workplace.	Working in partnership with the employee, Occupational Health and appropriate external support services, reasonable, necessary adjustments will be undertaken to enable full access to all areas of the school.	Ongoing
To enable parents/carers and visitors to use the school site and access the full range of activities put on by the school.	Parents/carers and visitors will be asked to inform the school of any adjustments needed. The school will then ensure these adjustments are met, where reasonably possible.	Ongoing
All subjects able to be delivered in ground floor rooms where possible.	Specialist timetabling. Head of departments to ensure this is possible.	Ongoing
Adequate disabled bay parking around the school site.	Staff to liaise with Site Manager on an individual basis and adaptations will be made. Additional disabled parking bays for staff and visitors.	November 2014

Improving Delivery of Information

Objective	Strategy	Timescale
To continue to co-ordinate special exam arrangements.	The Learning Support team to lead on this, ensuring appropriate access and support for public exams.	Ongoing
Notices and information about school events to be displayed on the schools website.	To improve the layout of the website.	Ongoing
Look at alternative ways of providing information e.g. audio versions.	Advice from associations with disability.	Ongoing and as required
Increase awareness of the importance of good communication systems.	Training and briefing sessions. Advice from associations with disability.	Ongoing and as required
Improved signage.	Audit signage for people with visibility impairments and other disabilities and improve appropriately.	January 2015

SEN Information

We have 1103 students on roll

There are currently 134 students on the SEN register

12 of these students have a statement

For details about how we identify, access and provide for students with SEND, please click on the link to the SEN policy.

If you need to talk about your child there are different people you can speak to.

Paul Grimes – SENCO
Ian Wilkinson – Behaviour Safety and Families
Jonathan Rogers – Behaviour Safety and Families

Or you can speak to your child's Head of Year

If you have a complaint about SEND provision in school you can contact Paul Grimes or Simon Trays, the school's SEN Governor.

The school provides a variety of interventions for students with SEND

There are HLTAs for the 3 main areas of difficulty

Cognition and Learning – Gail Atkinson
Speech, Language and Communication – Maureen Murray

Disability – Vicky Marshall

This team lead on a variety of intervention including

- Reading Challenge
- Reading Mentors
- Spelling
- Group Reading

- Comic Book Conversations
- Social Skills
- Circle of Friends
- Social Stories

- Laptop Provision
- Support with Hearing and Visual Impairments
- Physiotherapy
- Sport for the Disabled

The school will provide dyslexia testing on request and has a specialist dyslexia teacher, Sandra Gore, in school, twice a week

For students entering Year 7, with social and emotional difficulties and/or working at Level 3 below, the school provides a Nurture Class, led by a qualified Primary Nurture teacher. She supports students with a stepped transition into secondary school.

For information on Catch-up in Year 7 for Maths and English (available for students working at or below Level 3), click on the link

<http://www.cottinghamhigh.net/parents/year-7-catch-up>

In Years 8 and 9, extra literacy is available for students making insufficient progress. For some students there are individualised 1:1 programmes.

In KS4 our students with SEND can follow an individualised Foundation Learning Pathway if, in consultation with parents and the student, it is felt a full menu of GCSE options is not appropriate. Currently the pathway includes core subjects as well as time at local colleges and a number of Vocational Qualifications.

Support can continue, if required, into 6th Form. Students can attend "Access All Areas", a taster course with elements of work experience, run at our Consortium partner's school at Hessle. We offer a variety of Level 2 and 3 courses in the 6th Form.

Students on the SEND register will be identified and made known to staff through SIMS, the school's database. This highlights to staff the students with specialised needs whom they support.

More detailed information is then provided through the confidential SEN file. This includes information regarding medical needs, special exam arrangements, as well as Multi-Educational Plan drawn up for each student in consultation with the parents and student. This indicates areas of need, and the strategies teachers may use to overcome barriers to learning.

The school will inform parents/carers through the reporting process 5 times a year, or through the SENCO. Parents/carers are, of course, welcome to contact school if they have any concerns.

Support is allocated according to need

For information regarding other organisational and people who work with the school, please refer to the school's SEN policy.

There is a continued drive within the school to provide Quality First Teaching for all students, and training is focussed on supporting teachers to provide targeted provision with aspirational values, learning walks, lesson observations and the focus on progress helps to ensure that students with barriers to learning are appropriately supported.

Parents can contact the school directly through the SENCO, or FISH, the Local Authority Family Advisory Service at fish@eastriding.gov.uk

For further information regarding the school's physical environment please refer to the school's SEN policy.

The school provides a peer mentoring service for students facing social or bullying issues. A supervised Homework Club runs every lunchtime. The 'Lunch-Bunch' supports vulnerable students over lunchtime at parental or student request

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