



**COLNE VALLEY**  
HIGH SCHOOL

# SEND

# Information Report

<b>Approved by:</b>			
<b>Responsible department:</b>			
<b>Last review date:</b>	November 2024	<b>Last reviewed by:</b>	
<b>Last updated:</b>		<b>Last updated by:</b>	
<b>Next review due:</b>	November 2025		

At Colne Valley High School we believe that every child and young person has the right to expect to receive a full and enriching education, to enable them to achieve their potential. This is so they can make a successful and happy transition into adulthood, whether this is accessing employment, further education or training. The SEND Code of Practice (2014) makes it clear that each and every teacher is a teacher of students with special educational needs. High quality teaching, scaffolded for individual students, is therefore the first step in responding to students who have or may have SEND. We regularly and carefully review the quality of teaching for all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable students, and their knowledge of the SEND most frequently encountered.

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

<https://www.legislation.gov.uk/ukpga/2014/6/part/3>

- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, Special Educational Needs Co-ordinators (SENCOs) and the SEN information report.

<http://www.legislation.gov.uk/uksi/2014/1530/contents/made>

Admission arrangements for prospective students with special educational needs and / or disabilities can be found within our Admissions Policy.

The following information is designed to give parents and young people an overview of the approach to SEND and is presented in the form of questions which are most frequently asked. There is also information available on Kirklees' SEN Local Offer via the following link - [www.kirkleeslocaloffer.org.uk](http://www.kirkleeslocaloffer.org.uk).

## **Safeguarding**

This Policy relates to our Safeguarding Policy.

## **Who should I talk to if I think that my child needs extra support?**

### School Details:

School: Colne Valley High School

Head of School: Miss Emma Rollins

SEND Department Line Manager: Miss Heidi Fairbrother

SEND Co-ordinator: Mr James Summers

Assistant SEND Co-ordinator Miss Kim Mackie

Governor with responsibility for SEND: Ms Diane McConnell

Contact Address: Gillroyd Lane, Linthwaite, Huddersfield, HD75SP

Telephone: 01484 848680

Email (SEND Admin): [twilkins@thecvhs.co.uk](mailto:twilkins@thecvhs.co.uk)

Email (SEND CO): [jsummers@thecvhs.co.uk](mailto:jsummers@thecvhs.co.uk)

Email (Assistant SEND CO): [kmackie@thecvhs.co.uk](mailto:kmackie@thecvhs.co.uk)

If your child attends school you should start by talking to your child's form tutor or individual subject teacher, or the Special Educational Needs / Disabilities Coordinator (SEND CO).

Contacting Achievement CO, Form Tutor or Subject Teacher:

[initialsurname@thecvhs.co.uk](mailto:initialsurname@thecvhs.co.uk)

## **What is SEND?**

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. This means that they have a much greater difficulty in learning than the majority of others of the same age, or they may have a disability which means that they cannot make full use of facilities provided.

At present the school provides for children who have a diverse range of needs. The 'broad areas of need' catered for include:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and / or Physical Needs.

Within these 'broad areas' students on roll at Colne Valley High School display more specific special needs, which include:

- Attention Deficit Disorder (ADD)
- Attention Deficit Hyperactive Disorder (ADHD)
- Auditory Processing Difficulty (APD)
- Autistic Spectrum Condition (ASC)
- Sensory Impairment (hearing and visual)
- Literacy and Numeracy Difficulties

- Physical Disability
- Social, Emotional and Behavioural Difficulties
- Specific Learning Difficulties (Dyslexia, Dyspraxia, Dyscalculia and Dysgraphia)
- Speech, Language and Communication Needs (SLCN)

#### SEND population at Colne Valley High School September 2024

Criteria	Data
Total Number of students on roll inn years 7 to 11	1,436
% of students with EHCP's	3%
% of students identified as SEND Support	12%
% of school population with SEND provision	15%

#### SEND per year group at Colne Valley High School - September 2024

<b>SEND student number per year group</b>			
<b>Year</b>	<b>SEN - K</b>	<b>SEN EHCP</b>	<b>Overall</b>
<b>7</b>	<b>45</b>	<b>7</b>	<b>52</b>
<b>8</b>	<b>37</b>	<b>8</b>	<b>45</b>
<b>9</b>	<b>20</b>	<b>9</b>	<b>29</b>
<b>10</b>	<b>33</b>	<b>7</b>	<b>40</b>
<b>11</b>	<b>32</b>	<b>10</b>	<b>42</b>
<b>Total</b>	<b>167</b>	<b>41</b>	<b>208</b>

#### **How do we identify that a student has additional needs?**

The earlier that students are identified as having additional needs, the earlier that we can work to support these needs, and this is why we have a SENDCO who maintains links with our partner primary schools to work with the primary teachers of students who have expressed a wish to come to us in Year 7. We engage in an extensive period of transition work which means that we have a very good understanding of all students coming to us, even before they start in September, allowing us to put in intervention where needed before the start of term.

On entry to the Academy each student's abilities are assessed and we continue to monitor these as the child progresses through the Academy. Assessment data will include records from primary schools and discussions with primary school teachers, information from parents, performance in KS2 SATS, cognitive ability tests taken at the start of Year 7, reading and spelling age tests, reports from external agencies such as Speech and Language, evidence from form tutors and subject teacher observations and assessments.

#### **How are parents and young people consulted and involved?**

The roles of parents and young people are vital in the ethos of Colne Valley High School and a key component of the SEND Code of Practice. We work in close partnership with our parents and families to ensure they are fully informed about all

matters relating to SEND and their views are considered at all stages. Parents are fully informed of planned Intervention Programmes; parental consent is always sought before withdrawing students from mainstream classes.

To enable parents to be fully involved in their children's education, and for children to have a say in their education, strategies and practices are in place to ensure clear lines of communication exist between home and school and with the students themselves:

Academic progress is logged, and reported to parents, three times over the academic year through CF1, 2 and 3 data drops. Progress is judged against the targets set. Parents have the opportunity to comment on their child's reports and, if necessary, they can arrange to meet with the SEND Co-ordinator, Form Tutor, or Achievement Co-ordinator to discuss any concerns that they have regarding progress, attainment, etc.

The Pupil Planner provides teachers and parents with the opportunity to communicate freely on a day-to-day basis, so ensuring that information is shared with relevant personnel without delay.

Email is also an effective channel of communication between school and parents, with many parents raising concerns (as and when they arise) with relevant members of staff; for example, SEND Co-ordinator, Achievement Co-ordinators, Heads of Departments, etc.

Appointments at Parents Evenings provide the ideal opportunity for parents to consult with and discuss their children's learning / progress / achievements with subject staff, Heads of Departments, Achievement Co-ordinator, SEND Co-ordinator, SLT.

Students with EHC Plans are actively involved in the Annual Review Process. Prior to the Annual Review Meeting students with EHC Plans meet with their mentor to discuss support provision and also to review learning / achievements from the perspective of the student. The 'Student Report' generated from this meeting is an important part of the documentation presented at the Annual Review Meeting.

Students with EHC Plans are encouraged to attend the Annual Review Meeting, contributing to the discussions by sharing the information on their "Annual Review – student Report". In addition, students hear the input and discussions from parents and (where applicable) Support Agency Personnel. Students are fully involved and consulted in discussions regarding their learning and achievements; "Student Voice" is acknowledged and valued at Colne Valley High. SEND Students' comments in particular, enable the SEND Co-ordinator to monitor and evaluate the effectiveness of support, as well as helping to tailor learning support to meet the pupil's specific needs.

### **How do we support students with additional needs?**

High quality teaching, scaffolded for individual students, is the first step in responding to students who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching, so we regularly

check our standards of teaching within the classroom. In addition to this we have HLTA's who provide small group intervention outside the classroom and Support for Learning Assistants (SFL's) who are deployed in a variety of ways to support SEND. This may involve working with individual students or small groups in the classroom or as part of an intervention programme. Students are screened for examination arrangements so that we can apply for additional support, for example, extra time, use of a scribe, or use of a reader or laptop. Most of our students follow a traditional curriculum, however a small number of learners have access to a bespoke curriculum to match their individual needs, interests and abilities. This group of students still follow a mainstream timetable, but this may include accessing the Aspire to learn centre and or the Bridge curriculum for additional reading, writing, literacy comprehension, numeracy, intervention Sulp groups (social use of language programme) and emotional literacy programme.

The school's dedicated wellbeing team and full-time qualified Counsellors provide high quality and skilled personalised emotional support for students, parents and staff. The school has a dedicated Aspire Hub and Sensory space. The sensory room provides a sensory soothing environment and emotional support for students who need time in the school day to ground and re-energise ready for their next lesson. The Aspire Hub provides a workspace where students returning from long term absences have the opportunity to catch up on missed work and or complete classroom work in a smaller, less crowded and more predictable space. Staff within the hub work closely with subject teachers to enable students to integrate back into class quickly, minimising any lost learning time. In addition, the school have a qualified emotional literacy support assistant in the hub who supports students with their emotional resilience and literacy. School engages the support of outside agencies to help deliver targeted intervention. Agencies such as Educational Psychologist service, Social and emotional outreach team, Hearing Impaired Services, Complex communications and interaction outreach team, cognition and learning outreach team, CAMHS, Kirklees Keep in Mind, Targeted Youth Support, EAL Support (English as an additional language), Occupational, speech and language and Sensory Therapy Services are available.

### **The Graduated Approach**

The SEND Code of Practice 2015 involves a graduated response to meeting students' needs. The Special Educational Needs Co-ordinators and teachers review the approaches adopted and students and parents will be at the centre of this process with full involvement at each and every stage.

- Normal class provision with quality responsive teaching including scaffolding and modelling is the first stage.
- Additional Support: Where support additional to that of normal class provision is required in order for a child to catch up with peers, the child will be given Additional Support. This will usually involve the child working on an accelerated learning intervention programme for a set period of time and may include additional classroom support with a Support for Learning Assistant. Sometimes it is felt that advice from an external professional is needed.



- Education, Health and Care Plans: Where concerns remain despite sustained intervention, the Academy will consider requesting an Education, Health and Care Plan (EHC Plan). The EHC Plan sets out the student's strengths and needs and details the provision for the student in the areas of education, health and social care.

### **How do we support students at transition times?**

The Achievement Co-ordinator is responsible for Year 7 transition, which includes visiting our partner primary schools along with the SENCO so there is a smooth transition from Year 6 to Year 7. We have additional transition days for those students who are identified as needing extra support; if they are feeling nervous or vulnerable.

#### Transition from KS3 (Year 9) to KS4 (Year 10)

All students moving from KS3 (Year 9) to KS4 (Year 10) are subject to the school's in-house Transition Programme. Special Assemblies and Tutorial Sessions are held for Year 9 students, explaining procedures, etc. regarding KS4 Curriculum Option Choices and KS4 Routes of Study.

A Parents Evening (Year 9 Guided Choices) is held in late January for Year 9 students and their parents, the purpose of which is to inform and advise parents and students of KS4 Curriculum Routes and Option Choices.

Note. Careers Service personnel are in attendance to offer advice, help, and support.

Prior to the Year 9 'Guided Choices Parents' Evening' all Year 9 students with EHC Plans will have had their Annual Review Meeting. The SEND Co-ordinator arranges Year 9 students' Annual Reviews prior to the 'Guided Choices' Evening so that all possible options are discussed fully with parents and the students. Careers Service Personnel and External Agency Personnel (where applicable) attend the Year 9 Annual / Transition Reviews.

The SEND Coordinator will also support transition onwards to further education and training. We have excellent links with local Post 16 provisions and give students the opportunity to attend taster days and workshops. Where applicable (and necessary) Year 11 students with EHC Plans are supported by members of the school's Aspire Team, visiting Post 16 provision/Open Days, etc. We also have a Careers Advisor who works with parents and students to advise on suitable progression routes at all levels and who attends all review meetings for our students with EHC plans from Year 9 onwards.

Year 11 students with EHC Plans and their parents receive advice, guidance, and support over and above that given to their Year 11 peers. Year 11 students with EHC Plans' Annual Reviews are held in the Autumn Term. The timing of Year 11 Annual Reviews enables discussions regarding Post 16 Options to commence relatively early in Year 11. Parents, Careers Service Personnel, and External Agency Personnel are all involved in Year 11 Reviews; the pupil's Transition Plan is updated. In most cases, Post-16 destinations are decided and confirmed early in the Summer Term.

### **How do we make sure that staff have the expertise and training to support students with SEND?**

All new teaching staff receive training on SEND as part of their induction programme which takes place from September to March. In addition, we have weekly whole school CPD which predominantly focuses on Teaching and Learning with a regular SEND focus. Our Support for Learning Assistants have weekly training after school. A weekly SEND Bulletin is produced in which we feature a 'SEND Spotlight' that covers information on identified students, teaching and learning strategies and routines. All staff have access to the additional needs register and receive a SEND guide which documents information containing advice on how to address the pupils' needs in the classroom, and specific learning strategies which subject teachers can refer to when planning and delivering lessons for special needs pupils. This advice / guidance continues to prove to be of benefit in raising the knowledge and awareness of staff with regard to special needs. All SEND students have a Pupil Passport which includes area of need, strategies, parental views, student views and current data. This is readily available to all staff and parents.

### **How do we check that students are making progress?**

Three times throughout the academic year, teachers complete summative assessment data for all students. However, department areas are constantly using other forms of assessments to track the progress of all students. Parents receive a 'Creating Futures' report which clearly indicates whether or not students are making progress towards their targets. The SENCO analyses these reports to assess the effectiveness of interventions and to identify students who may need further support. Students with EHC Plans will have regular reviews including an annual review where progress is reported to the Local Authority.

### **How accessible is the environment at the Academy?**

Every effort is made to give equal access to all students and we work closely with parents, students and outside agencies to meet individual needs. Many, but not all, parts of the school are accessible to wheelchairs. Students have use of laptops to record information and the use of 'dyslexia friendly' fonts and backgrounds for resources. The Learning Support Unit has the use of an exam approved reading pen to which any pupil can have access for lessons, and ClaroRead programme which changes text into audible speech.

SEND pupils are actively encouraged take part in all school activities, both curricular and noncurricular. Disability does not exclude SEND pupils from taking part in activities alongside peers who do not have SEND. In cases where a pupil's disability could place him / her at significant risk if he / she were to engage in certain activities with peers, the advice and guidance of 'specialists' are sought and the views and opinions of parents / carers and the pupils themselves are considered before decisions are made.



### **Which other services may be involved in supporting students?**

Specialist support may be put in place, depending on individual needs and in consultation with students and parents. These may include educational psychology, Complex Communications and interaction outreach team, sensory service for hearing or visual impairment, social and emotional outreach, cognition and learning outreach team, physiotherapy support, OT services, school nurse, and links with specialist provision establishments.

### **How do we deal with concerns of parents about the provision made at school?**

Any complaints or concerns about provision made at the Academy should be addressed using the Academy Complaints to the Principal, SENCO or Achievement Co-ordinator. We always strive to work with parents to ensure that they are satisfied with the level of provision and quality of teaching.

If you wish to discuss provision at the school, please contact:

- Phone: 01484 848680
- Email: [cvhs@thecvhs.co.uk](mailto:cvhs@thecvhs.co.uk)
- Ask for: CVHS SENDCO: Mr James Summers

Or contact the Local Authority directly

- Phone: 01484 221000 or 01484 456888
- [Senact@kirklees.gov.uk](mailto:Senact@kirklees.gov.uk)