



Holmes Chapel Comprehensive School

SEND Information Report 26 - 27

Key Information:

Holmes Chapel Comprehensive school is a mainstream Secondary provision with a post 16 provision catering for students from 11 - 18 years of age.

SENDCo - Mrs C Bailey

clair.bailey@hccs.info

Deputy SENDCo and Exam Assessor - Ms M Walker

megan.walker@hccs.info

Assistant Head link - Mrs J Glover

joanne.glover@hccs.info

Local Authority local offer can be found [here](#)

HCCS SEND policy can be found [here](#)

Types of need catered for:

Communication & Interaction

Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.

Cognition & Learning

Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia Moderate learning difficulties Severe learning difficulties Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Social, Emotional & Mental Health

These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: Mental health difficulties such as anxiety, depression or an eating disorder Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

Sensory & Physical Needs

Pupils with these needs have a disability that hinders n a accessing the educational facilities generally provided P pupils may have: A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

Resource provision

A resource provision for 14 students from across Cheshire East with EHCP's for SEMH. Students at HCCS have a wide range of needs but demonstrate capacity for accessing the mainstream curriculum with our inclusive approach and support.

How will HCCS know if my child / young person needs extra help? How do you identify?

At Holmes Chapel Comprehensive School (HCCS), we are committed to the early identification of students with SEND. Our dedicated SEN leadership team works with our partner primary schools to collate information on the specific needs of students with SEND.

The team also collaborates with all of the relevant outside agencies and with parents/carers, to ensure that a full picture of need is established. This ensures that we have the right information so that the best possible provision, intervention and support can be put in place from the start of a student's time in our school.

For students in year 6 who join us in September as a year 7, there are a variety of ways we can ascertain if extra help is required and that also gives us a more holistic view of each student's learning styles.

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| <ul style="list-style-type: none"> • Parents/Carers are informed if their child will be accessing targeted support and invited to meet with the SEN leadership team if they choose to discuss in further detail the support that will be offered and advice to help at home. • The Heads of Year will also closely monitor the academic performance of all of our students via progress data which is reported termly. This allows us to target underperformance students and to provide them with the right support to achieve their potential. | <ul style="list-style-type: none"> • At the end of year 9 we screen students in regards to access arrangements in preparation for their exams in KS4. • Our student managers monitor the social and emotional well-being of our students and pick up concerns raised by staff, parents and the students themselves. This allows us to help students to develop within a supporting and caring environment. |
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What should I do if I think my child had SEND?

If you have any concerns about you child or young person and you think that they may need some extra help then you can contact the following people; sen@hccs.info

SEN Director Jo Glover joanne.glover@hccs.info	SENDCo Clair Bailey clair.bailey@hccs.info
Deputy SENCo & Year 7 Lead Megan Walker megan.walker@hccs.info	Year 8 Lead Lynne Hyde lynne.hyde@hccs.info
Year 9 Lead Kathryn Smart Kathryn.smart@hccs.info	KS4 & 5 Lead Thomas Nickson thomas.nickson@hccs.info

How will the school know if my child needs SEND support?

Primary School Transition & Early Identification • The SEN leadership team collaborates with feeder primary schools to collect detailed information on pupils' specific needs before they start Year 7. • Year 6 students participate in transition events (such as curriculum and pastoral days).	Wellbeing & Pastoral Tracking • Welfare Managers monitor students' social and emotional well-being. • Staff, parents, or students themselves can raise social, emotional, or mental health concerns directly with the pastoral team.
Continuous Data & Academic Progress Monitoring • Termly progress data is closely monitored by Heads of Year to identify underperforming students and provide targeted academic support. • Continuous classroom assessments by subject teachers track ongoing working levels and performance.	Key Screenings & External Collaboration • Students are screened at the end of Year 9 for exam access arrangements in preparation for Key Stage 4. • The school collaborates directly with external agencies and parents/carers to build a complete picture of a student's individual needs

How will the school measure my child's progress?

Each student's progress within each subject is assessed by their classroom teacher continuously via internal assessments of their working level or grade. This information is used to produce a termly interim report, which is sent home to parents. Each year group has an annual parents' evening for parents/carers to discuss their child's progress in more detail, and to discuss how they can be further supported at home.

The Director of SEND, SENDCO or Deputy SENDCO are present at each parents evening to discuss the progress of students with SEND.

The Progress team within school comprises the Learning Support Team, Assistant Headteachers with year group responsibility, Welfare Managers and the Head of Year. This team of people are responsible for monitoring, evaluating and reviewing the progress of learners within their respective areas. This team of people collaborate and communicate concerns regarding the progress of identified learners, and decide on the best form of action to take to ensure that each student has the support necessary to achieve their full potential.

Parents with concerns throughout the course of the academic year are welcome to contact the Head of Year, subject teacher, SENDCO or a keyworker. Parents are invited to attend numerous events throughout the year which are designed to support parents to support their children at home.

This includes the following events;

Year 11 Intervention evening	Year 11 exam protocol evening	Year 6 parent induction evening
Year 9 options evening	Year group information evenings	Parents evening

How we support students in the transition process.

For children and young people joining us in Year 7 from Primary School:

- There are two transition events for each student joining our school; curriculum day and pastoral day. These days are designed to facilitate a smooth transition by introducing students to our curriculum and to our pastoral support systems.
- Where necessary, there will be separate SEND transition events for students with SEND in addition to the 2 transition days for all students.

For children and young people joining us within an academic year from other schools/ educational establishments:

- Individual transition plans will be made for pupils dependent on need with the information provided from the previous school
- If your child has an EHCP - you will need to contact the local authority Cheshire East to ask for our school to be consulted
- Contact Mrs Sarah Hilditch on 01477 410500 or email admissions@hccs.info to discuss mid-year transfers or general admissions.
- Contact Learning Support if you would like to find out more about our support for students with SEND, using the relevant email addresses as supplied – sen@hccs.info.

For young people transferring from KS4 to KS5:

- The Connexions Team at HCCS supports students in their preparation for transition Post 16, you need to contact Emma Jackson on 01477410500 or emma.jackson@hccs.info
- All students take part in work experience in the summer term of Year 10.
- Identified students attend college or work experience placements in year 10 and 11 to help them prepare for post 16 transitions.
- Learning Support has a KS4 & 5 Lead TA to support transitions into KS5.
- Young people with an Education, Health and Care Plans will have a transition focus as a part of their Annual Review from Year 9. This may be supported by Cheshire East Youth Support Services.

How we adapt the curriculum and learning environment to support students with SEND Holmes Chapel Comprehensive School adapts the curriculum and learning environment for pupils with SEN using high-standard adaptive teaching, individualized strategy plans, specific interventions	
High Standard Adaptive Teaching: ● Pupils are educated alongside their peers in the classroom using an adapted curriculum approach tailored to individual needs. ● Differentiation is met through adaptive teaching strategies implemented by subject teachers	Personalized Support Documents: ● Strategy Sheets: Produced jointly with students and parents to outline specific classroom strategies for teachers. ● SEN Learning Plans: Developed for pupils with complex needs, detailing their strengths, difficulties, interests, targets, and outside agency involvement.
Alternative Pathways & Interventions: Identified students access specific programs such as: ● Literacy support ('That Reading Thing' and IDL Literacy). ● IDL Numeracy support. ● Social Skills, ELSA sessions and SEMH interventions. ● Anger/Anxiety management ● Bespoke tailored curriculum options at Key Stage 4 for extra literacy/numeracy support. ● Additional equipment or resources may be needed to support specific needs.	Learning Environment & Resource Adaptations ● Classroom & Staffing Support: Additional Teaching Assistant (TA) support is provided through 'Drop-In's' during lessons ● Adaptive Technology & Resources: Equipment such as laptops, E-readers, and specialised learning resources may be provided using allocated SEND funding. ● Safe Spaces: Students have access to dedicated quiet or supervised areas during unstructured times or throughout the day ● Equal Access Adaptations: All pupils are encouraged and enabled to attend extra-curricular clubs and school trips. Adaptations are made creatively and flexibly so students with SEND are included alongside their peers.
Physical Accessibility: ● Accessibility across almost the entire building, with only three rooms not accessible by wheelchair. ● Two physio rooms with self-cleaning toilets and manual lifting/handling equipment ● Disabled toileting facilities in every block ● Accessible minibuses for transporting students with physical disabilities on school trips. ● Dedicated disabled parking spaces.	Exam Access Arrangements: Assessments are conducted for access arrangements based on identified need and strict JCQ criteria.
	Equal Access Adaptations: All pupils are encouraged and enabled to attend extra-curricular clubs and school trips. Adaptations are made creatively and flexibly so students with SEND are included alongside their peers.
The Bridge: This provision supports the learning of students who have EBSA and struggle to access school and lessons. The aim of this provision is to 'bridge the gap' between home and school giving the students the support they need to enable them to access mainstream lessons.	The Learning Zone: This is a school led provision that is run by a primary teacher. Our aim is to narrow the gaps for those students who join us in year 7 with significant gaps in their literacy and numeracy which in turn make it difficult for them to access the secondary curriculum.

How you evaluate the effectiveness of our provision for pupils with SEN

Data Tracking & Progress Monitoring

- **Academic Data:** Assistant headteachers, SENDCO, Learning Support team, and Heads of Year conduct regular monitoring of pupil progress using internal subject assessments and termly data tracking.
- **Individual Intervention Assessments:** Every intervention provided to a student is assessed individually alongside standard progress data to measure its specific impact.
- **Boxall Profiling:** For non-academic or social/emotional interventions (such as social skills groups), quantitative academic data is replaced with qualitative profiling tools like Boxall profiles.
- **Observational Feedback:** Progress is actively observed and evaluated by classroom teachers, support staff, and parents.

Student & Parent Feedback

- **Student Reflection:** Students reflect on their own progress and express their views on the support they receive during review sessions.
- **Annual Reviews:** For pupils with Education, Health and Care Plans (EHCPs) or Statements, formal annual review meetings are held to evaluate progress against set objectives and adapt provision accordingly.
- **Strategy Sheet & SEN Learning Plan Reviews:** Individual strategy sheets and SEN Learning Plans are updated on a continuous basis and formally reviewed (at least twice a year for complex plans) to ensure strategies remain relevant and effective.

What training and expertise our staff have to support students with SEN and how we secure specialist expertise

Staff Training

- **Continuous Professional Development:** All staff receive regular, high-quality CPD on SEND aspects, which is built into the school's central CPD calendar.
- **Specialist Learning Support Team:** The Learning Support Department includes staff specialized in areas the 4 areas of need
 - Speech, Language, and Communication
 - Dyslexia and Literacy
 - Autism Spectrum Condition (ASC)
 - Attention Deficit Hyperactivity Disorder (ADHD)
 - Social, Emotional, and Mental Health (SEMH)
 - Transition Support
- **Staff-Wide Guidance:** The SEND leadership team provides ongoing advice, regular training, and updated student strategy sheets

External Specialist Expertise

- **Targeted Referrals:** When internal support needs to be supplemented, the school accesses external specialist services (always with parental consent).
- **Partner External Agencies:** The school routinely secures guidance, interventions, and assessments from:
 - Educational Psychology Service
 - Child and Adolescent Mental Health Services (CAMHS)
 - Cheshire East Autism Team (CEAT)
 - Speech and Language Therapy (SALT) and Occupational Therapy (OT)
 - Hearing and Visual Impairment Specialist Teaching Teams
 - School Nurse & Children's Services (Social Workers, CHECS, SCIES Safeguarding Team)
 - Cheshire East Youth Support Services & Youth Offending Team

to classroom teachers to ensure inclusion of all students in all lessons.	
Pastoral Support for students with SEN Holmes Chapel Comprehensive School uses several measures to address student safety and well-being.	
Access to Welfare Staff: Welfare Managers in both Upper and Lower School hubs, as well as in Learning Support, are available during the day for students to report incidents.	Investigation: All reported incidents are thoroughly investigated, and action is taken in line with school policy.
Form Tutors & Hub / Learning Support Staff: Daily contact with Form Tutors and dedicated hub / learning support staff provides students with consistent points of contact to share concerns.	Supervised Unstructured Times: Dedicated staff supervision is provided at the beginning and end of the school day, as well as during break and lunch times.
<u>Quiet Spaces</u> Students who have a requirement to access a designated safe space / area as detailed in their EHCP or SEN Learning Plan are issued with a pass. If a student is experiencing difficulties in school or is particularly vulnerable then this can be referred to the SLT and a decision will be made with regards to issuing a pass for them to access an agreed safe space when they need to. Available spaces in school are: The Lower and Upper School Hubs The Bridge There is always supervision in place at unstructured times, across break and lunch.	Whole-School Behaviour Policy: Implemented by all staff to set clear expectations and manage behavior consistently across the school.
SEMH & Social Skills Interventions: Small group or 1:1 interventions are offered by the Learning Support team to support social skills, emotional development, and positive peer relationships when identified.	External Advice & Counselling: Welfare Managers can refer students to the school nurse, a confidential school counsellor, or external agencies when additional support is needed. We also work closely and collaboratively with many external agencies

Co-Created Learning Documents: Strategy Sheets and SEN Learning Plans are created jointly with the student, SENDCO/Deputy SENDCO, and parents, ensuring student input drives their support strategies.	Student Voice: Pupils' perspectives are gathered and integrated into school planning.
	Keyworker Relationships: Pupils may be assigned a dedicated keyworker with whom they can build trust and express concerns on a 1:1 basis.