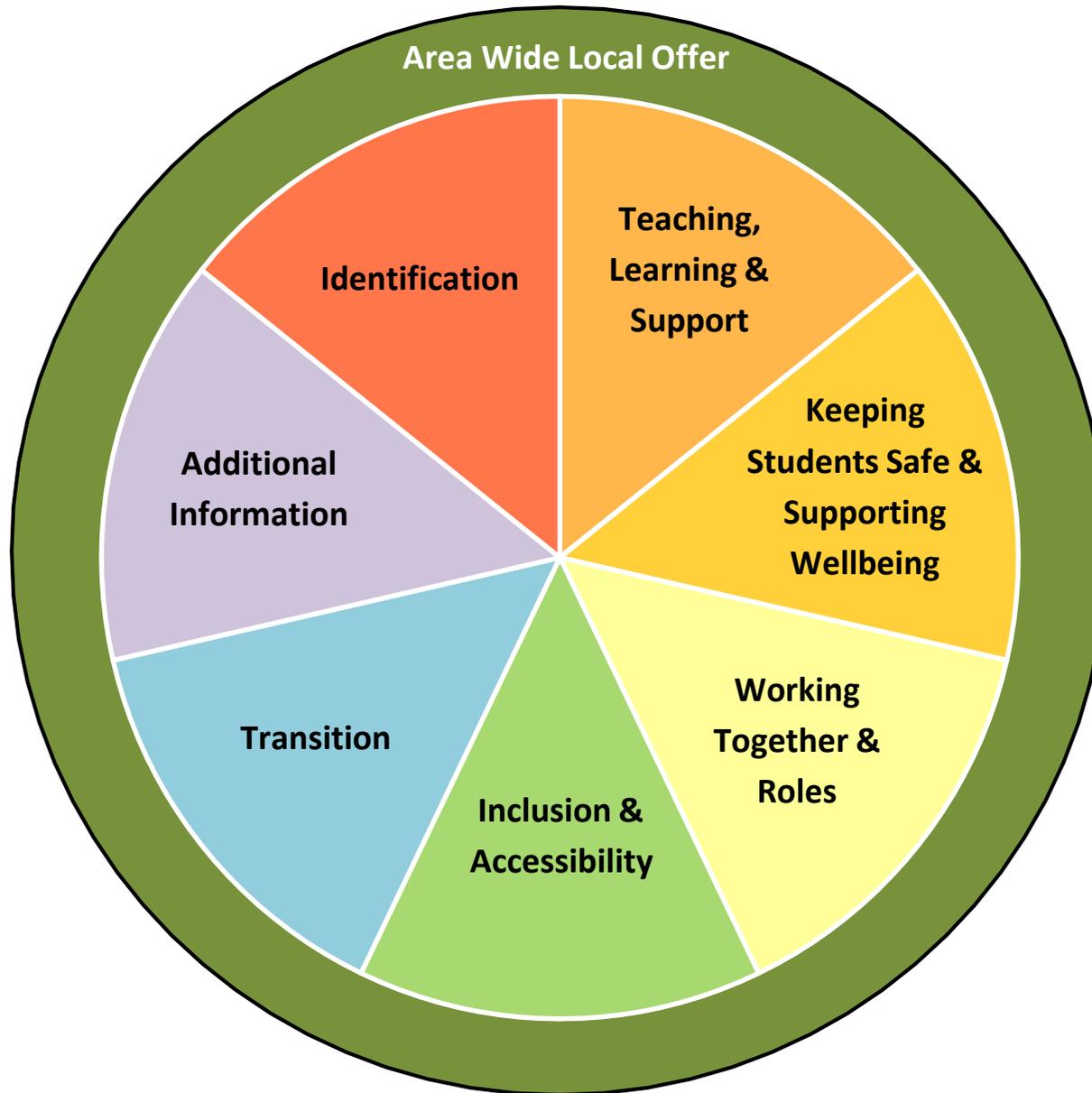


Our Local Offer for Special Educational Needs and/or Disability

Please click the relevant words on the wheel to be taken to the corresponding section.



Please see the following page for information on this setting's age range and setting type



Our Local Offer for Special Educational Needs and/or Disability

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Name of Setting	Holmes Chapel Comprehensive School
Type of Setting <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary <input checked="" type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input checked="" type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input style="width: 100px; height: 15px;" type="text"/>
Specific Age range	11-18
Number of places	1223
Which types of special educational need do you cater for? (IRR)	<div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. </div> <div style="width: 45%;"> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in </div> </div> <div style="border: 1px solid gray; height: 150px; margin-top: 10px;"></div>

Each section provides answers to questions from the Parent/Carer's Point of View. The questions have been developed using examples from Pathfinder authorities, such as the SE7 Pathfinder Partnership, in conjunction with questions from Cheshire East parent carers.

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).



Our Local Offer for Special Educational Needs and/or Disability



Questions from the Parent/Carer's Point of View:

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Identification

How will you know if my child or young person needs extra help? *(IRR)*

At Holmes Chapel Comprehensive School (HCCS), we are committed to the early identification of students with SEND. Our dedicated Transition Manager works with our partner primary schools to collate information on the specific needs of students with SEND. Our Transition Manager also collaborates with all of the relevant outside agencies and with parents, 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.

Before entry into year 7 we have committed to a literacy screening programme which is administered on Year 6 pastoral day. This enables us to identify students who may need additional support with their literacy, so that we can intervene with these students from the moment that they enter our school.

We closely monitor the academic performance of all of our students via progress data which is reported termly. This allows us to target underperformance and to provide students with the right support to achieve their potential. Our pastoral team 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.

What should I do if I think my child or young person needs extra help?

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;

SENDCo – Lisa Gallimore – lisa.gallimore@hccs.info

Deputy SENCo – Clair Bailey – clair.bailey@hccs.info

Transition manager – Louise Guy – louise.guy@hccs.info

Where can I find the setting/school's SEND policy and other related documents? *(IRR)*

The schools SEND policy and other relevant policies can be found on the **school website**. *(IRR)*



Our Local Offer for Special Educational Needs and/or Disability



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Teaching, Learning and Support

How will you teach and support my child or young person with SEND? *(IRR)*

How will you teach and support my child or young person with SEND? *(IRR)*

The school teaches pupils with SEND in accordance with the Cheshire East Area Wide Local Offer. Holmes Chapel Comprehensive School is committed to ensuring full entitlement and access for students with SEND, to high quality education within a broad, balanced and relevant curriculum. We will maintain a standard whereby all staff within our school are aware of the importance of identifying and providing for those pupils who have special educational needs.

How will the curriculum and learning environment be matched to my child or young person's needs? *(IRR)*

All staff are dedicated to ensuring that the curriculum for students with SEND is tailored appropriately to meet their individual needs. We educate students with SEND, wherever possible, alongside their peers in the classroom, using a differentiated curriculum that provides a variety of learning opportunities for all students. The Learning Support team produce 'Strategy sheets' for each student with SEND, to outline specific strategies to be used by their teachers to support and plan for their individual needs. Students with complex needs also have a 'SEN support plan' which provides further information on the student's strengths, difficulties and interests as well as targets for improvement. Both of these documents are produced in conjunction with the student and their parents, to ensure that they are highly personalised. These documents are reviewed and amended on a continuous basis to ensure that they remain relevant.

We recognise that some students require an alternative curriculum which is tailored to suit their individual needs, in order for them to make progress academically, socially and emotionally. Provision mapping and timetabling of support for children and young people with SEND is completed by the SENDCO in consultation with Curriculum Leaders and the Senior Leadership Team.

We provide alternative curriculum pathways for identified students which may include provision out lined in the whole school provision map such as:

- ✓ IDL Literacy intervention
- ✓ Social Skills intervention
- ✓ SEMH intervention
- ✓ IDL Numeracy intervention



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Teaching, Learning and Support

- ✓ Anger/Anxiety management
- ✓ Reduced Curriculum Options at KS4 to study alternative curriculum and to receive additional literacy and numeracy support
- ✓ Additional equipment or resources may be needed to support specific needs.

The SENDCO and Learning Support Team will liaise with parents, children and young people and the appropriate outside agencies to make sure that reasonable adjustment are made to make sure that children and young people are fully included and supported.

Pupils are assessed for exams access arrangements where a need is identified. Applications for exams access arrangements must meet the strict criteria laid down by the JCQ which is subject change annually. The ultimate decision on whether an exam access arrangement is granted for a student lies with the JCQ exam board, based on the evidence submitted by the specialist teacher.

How are the setting, school, or college's resources allocated and matched to children or young people's needs?

The management of the SEND budget is the responsibility of our Senior leadership team in collaboration with the SENDCO, and regular discussion and monitoring takes place to ensure that resources are allocated appropriately. We use performance data, and careful provision mapping, to make decisions on the best strategy to implement for each student, to ensure that they are able to make progress academically, emotionally and socially.

- ✓ Element 2 Funding is used to provide additional support and resources to support the needs of pupils with SEND. These Interventions include, additional TA Support in class, Lunch and Break Safe Haven, additional literacy and numeracy support, social skills support, mentoring and equipment such as laptops and E readers, reduced class sizes, increased core curriculum time etc.
- ✓ Element 3 Funding is used to support individual pupils as required or as part of their educational, Health and Social Care Plan in order to meet the objectives set out in these plans.
- ✓ Additional Funding can be secured by making an application for an Education, Health and Care plan (EHCP) to the Local Authority or by making an application for Additional School Support to the LA in exceptional circumstances if a pupil requires support and funding that is above Element 2 Funding. Evidence of actions taken to support the needs of individual pupils as well as advice sought and implemented from outside agencies will be needed to make such applications.



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Teaching, Learning and Support

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? *(IRR)*

For students entering our school, transition information collated by our Transition Manager, as well as prior attainment data will inform the level and nature of the support provided for students with SEND. The decision on the provision that is necessary to meet a student's needs, will rest with the SENDCO.

The SENDCO will continuously monitor the progress of students with SEND, both academically and socially and emotionally in conjunction with other members of our Learning Intervention team. The SENDCO will use academic progress data as well as feedback from parents, staff and outside agencies, to measure their progress. The support and provision provided will be determined by their level of need and will be decided by the SENDCO.

Students with complex needs who are in receipt of element 3 funding, will receive the support and provision as outlined on their Education and Health Care plan (EHCP) or Statement of SEND. These students will have an annual review to review their progress and to adapt provisions where necessary in light of their progress.

How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*

We are committed to ensuring that the necessary equipment and facilities are in place for all of our students. We regularly review our Disability Access plan, to ensure that we continue to develop the learning environment to ensure that it is fully accessible for students with SEND. We seek advice from Occupational therapists and other relevant external agencies for individual students, to ensure that we have professional advice on the equipment and facilities we require. We use our SEND budget to procure equipment to support students with SEND where necessary.

How will you and I know how my child or young person is doing and how will you help me to support their learning? *(IRR)*

Each student's progress within each subject is assessed by their classroom teacher continuously via internal assessments of their working at 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 SENDCO or Deputy SENDCO is present at each parents evening to discuss the progress of students with SEND.



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Teaching, Learning and Support

The Learning intervention team within school comprises of the Learning Support Team, the Student Services team (Heads of House), and the Learning Intervention managers. 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 Learning Intervention Manager for their son/daughters year group, subject teacher, head of house, SENDCO or 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

How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)*

Students with SEND jointly create their 'SEND Strategy sheet' and their School Focused Plan in conjunction with the SENDCO/Deputy SENDCO and parents.

Every student with SEND, whatever their level of need, takes part in a yearly review meeting with a member of the Learning Support team, to allow them an opportunity to review and refine their Strategy sheet, and to express any concerns that they may have about their education. Those students with SEND who receive additional provision outside of the classroom, are asked to complete an impact review to analyse the effectiveness of the intervention they receive. This is used to inform future planning and to measure the effectiveness of interventions. An annual review of a student's Statement or Education and Health Care plan, is used to evaluate the progress that is being made against set objectives. As part of this process, the student is asked to reflect upon their progress and on the support that they receive. Students are encouraged to express any concerns they may have and to put their ideas forward. This helps to inform our planning for the following academic year.



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Teaching, Learning and Support

How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? *(IRR)*

The school SENDCO, in collaboration with the rest of the Learning Support team and Learning Intervention team, undertake regular monitoring of pupil progress which allows us to assess the effectiveness of provision for students with SEND. Every intervention that we offer is assessed individually alongside the usual data tracking processes. Because of the nature of some of the interventions that we offer, e.g. social skills, academic quantitative data is replaced with qualitative data, which includes a student's own reflection on their progress as well as observed progress by teachers, parents and support staff. This data is consolidated into an intervention impact form produced by the student and the teacher.



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Keeping Students Safe and Supporting Their Wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

Pupil safety is of the utmost importance. Information about pupils with SEND or vulnerable students is communicated to relevant school staff via their linked documents on our central student data base. These documents outline any areas which could pose a risk to the pupil.

Where risks are identified, measures are taken to limit these, these measures include;

- ✓ supervising students at the beginning and end of the day
- ✓ a highly supervised break and lunch area is provided
- ✓ staff on duty during unstructured times
- ✓ access to Heads of House in students services, at any point during the day

What pastoral support is available to support my child or young person's overall well-being?

All students can access their Form tutor at least once per day. In addition to this, we have four Heads of House (non-teaching staff) who are responsible for the behaviour, achievement and well-being of each student within their house. These members of staff are available to support students at any time of the day, and have at their disposal the option to refer students to the school nurse, a confidential school counsellor or outside agencies where necessary. Heads of House are available for students to report bullying issues to, and to provide help and support to those suffering from bullying. Bullying is always thoroughly investigated by Heads of House with action taken immediately. The school's policy for bullying can be found on the [school website](#).

The Heads of House maintain close communication with parents, Learning Support and the SENDCO to ensure that the needs of each student in their care are fully understood and communicated effectively.

There are a number of social and emotional based interventions designed to support students with social, emotional and mental health issues.

These include a Year 7 nurture group, social skills groups, SEMH groups

We provide a number of mentoring programs for students who need some extra support. The form this mentoring takes is dependent on the needs of the student.



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Keeping Students Safe and Supporting Their Wellbeing

How will the setting, school or college manage my child or young person's medicine or personal care needs?

Administration of Medicines is covered by our medical policy which is available on the **school website**. We have a dedicated member of staff responsible for managing the storage of medicines and medical information. This member of staff coordinates individual Health care plans for students, and ensures that all members of staff have access to the right information and that it is centrally stored within our school database. Where a student's medical needs have a profound effect on their education and/or are at risk within school, a meeting is arranged with the relevant members of staff to ensure that we are equipped with the right information to support the student, and training is organised where necessary.

We have four members of staff within our Learning Support team, trained to provide personal care and in manual lifting and handling. We have two physio rooms fitted with self-cleaning toilets to provide maximum independence for students where possible.

In the event of a medical emergency, the school would follow the medical policy and the individual health care plan for the student, and utilise one of our many trained First Aiders to deal with the emergency, who are always on call.

What support is available to assist with my child or young person's emotional and social development? **(IRR)**

Where there are concerns about the emotional and social development of a child or young person, we would discuss these with parents and the child or young person. Children and young people may be referred to an appropriate outside agency, such as the Child and Adolescent Mental Health service (CAMHS) where necessary.

As a Learning Intervention team, where necessary, we offer one to one and/or small group intervention to target specific emotional or social difficulties, and this intervention is tailored to the needs of each individual in consultation with all relevant members of staff, outside agencies, parents and the student themselves. These interventions include a Year 7 nurture group, SEMH and self-esteem sessions.



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Keeping Students Safe and Supporting Their Wellbeing

What support is there for behaviour, avoiding exclusions and increasing attendance?

There are a number of actions that HCCS take to support and promote positive behaviour and to avoid exclusions.

All staff implement the school's Behaviour policy, which is a whole school approach to managing behaviour. Most behaviour in school is managed and dealt with by the classroom teacher with support from subject or curriculum Leaders where necessary. For children or young people who require further behaviour intervention, our Heads of House intervene. We seek advice from outside agencies where appropriate to help support children and young people at risk of permanent exclusion. A wide variety of strategies are implemented where appropriate. These can include the following;

- ✓ mentoring
- ✓ report cards
- ✓ reward systems
- ✓ modified timetables
- ✓ social skills support
- ✓ timeout cards

In term of increasing attendance there are a number of actions HCCS takes to support and promote good attendance:

- ✓ Children and young people are rewarded for good attendance throughout the year.
- ✓ We have a first day calling system to support good attendance and the safety of children and young people. The absence line number is Absence Line: 01477 410500 or alternatively email **attendance@hccs.info**.
- ✓ Attendance is reported termly to parents via reports and if there are concerns about attendance then letters are sent home to parents to highlight concerns.
- ✓ Meetings and individual strategies and plans are used to support children and young people who have difficulties maintaining good attendance. Parents are encouraged to contact Heads of House to discuss any concerns they may have.
- ✓ HCCS liaise with outside agencies to support good attendance as necessary.



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Working Together & Roles

What is the role of my child or young person's class teacher?

Students will have a variety of different teachers throughout their school life. All students will have a Form Tutor with whom they will have contact with Monday-Thursday during tutor periods.

The role of a subject teacher is to:

- ✓ Ensure that all students have access to a broad, balanced and relevant curriculum in which they can thrive and make progress.
- ✓ Ensure that all differentiation is met through the School's Quality First Teaching approach.
- ✓ Monitor student progress.
- ✓ Implement any additional support (catch-up sessions).
- ✓ Ensure that all Learning Support Assistants are aware of the level of support needed for a particular subject.
- ✓ Ensure that they are aware of any students with SEND and the strategies that are implemented to meet their needs.

Who else has a role in my child or young person's education?

- ✓ A child or young person has a Head of House is responsible for looking after pastoral needs. Each House has a Senior Leadership Link.
- ✓ Children or young people with SEND may have additional TA support in class and/or receive targeted interventions from the Learning Support Faculty.
- ✓ The SENDCO will manage provision for students with SEND to ensure that their needs are met.
- ✓ The Learning Intervention managers for Years 7 and 8, Years 9 and 10, Year 11 and 6th form, are responsible for ensuring that the learning needs of our students are met. They ensure that academic progress is carefully monitored, and appropriate interventions are put in place where necessary.

How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

- ✓ Every student with SEND has a strategy sheet which is produced in conjunction with parents and the students themselves. This document outlines the specific needs of the student and how best to differentiate for them in the classroom. These are updated on a continuous basis in response to changing needs.
- ✓ Students with complex SEND have a 'SEN support plan' which further details the needs of the student, their areas of strength and



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Working Together & Roles

difficulty, personal objectives and outside agency involvement. This is again produced in conjunction with parents and students. These are updated on a continuous basis in response to changing needs and are formally reviewed at least twice a year.

- ✓ The SENDCO ensures that all SEND documents including EHCPs are stored centrally, and are attached to a student's profile.
- ✓ The SENDCO ensures that any changing or emerging needs are communicated via meetings, staff briefings and via email where necessary.
- ✓ The SENDCO collects feedback on the progress of students with SEND from subject teachers on an ongoing basis.
- ✓ The SENDCO provides regular training, support and advice to all staff, on the specific needs of students with SEND, and on differentiation strategies within the classroom.

What expertise is available in the setting, school or college in relation to SEND? *(IRR)*

We are committed to delivering high quality Continuous Professional Development to staff on all aspects of SEND. This is built into our CPD calendar.

Our highly skilled Learning support department include staff who have specialisms in the following areas;

- ✓ Speech Language and Communication
- ✓ Physiotherapy and personal care
- ✓ Dyslexia and Literacy
- ✓ Autism spectrum condition
- ✓ Attention deficit (hyperactivity) disorder

This is not an exhaustive list, and appropriate training is undertaken where necessary to ensure that our knowledge remains up to date and appropriate to the needs of our students.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)*

The school rely on the expertise of external agencies to provide support and guidance where necessary. Currently Holmes Chapel Comprehensive School accesses support from;

- ✓ The Educational Psychology service
- ✓ Child and Adolescent Mental Health Services (CAMHS)



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- ✓ CEAT (Cheshire East Autism Team)
- ✓ School Nurse
- ✓ Cheshire East Youth Support Services
- ✓ Children's Services including Social Workers, Family Support Workers, ChECS - Cheshire East Children's Consultation Service and the SCiES Team (Safeguarding children in Education and Settings)
- ✓ Occupational Therapy
- ✓ Speech and Language Team (SALT)
- ✓ Hearing and Visual Impairment Specialist Teaching Teams
- ✓ Youth Offending Team

A referral to an outside agency would always be made in consultation with, and with consent from parents. Outside agency support from agencies not listed above would be sought where necessary.

Who would be my first point of contact if I want to discuss something?

The first point of contact is dependent on the topic for discussion;

- ✓ To discuss behaviour, achievement or wellbeing, a student's Head of House would be your first point of contact;
Moreton House: Joanne.moyes@hccs.info
Tatton House: Caroline.morgan@hccs.info
Capesthorpe house: anne.bentley@hccs.info
Arley House: emily.bagshaw@hccs.info
- ✓ To discuss academic progress, the relevant Learning Intervention Manager would be the first point of contact;
Years 7 and 8: heather.hughes@hccs.info
Years 9 and 10: Nathalie.gosset@hccs.info
Year 11: Brian.gallagher@hccs.info@hccs.info
6th form: joanne.camm@hccs.info



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Working Together & Roles

Who is the SEN Coordinator and how can I contact them? *(IRR)*

The school SENDCO is Emma Warrington who is contactable on 01477 410500 or by email lisa.gallimore@hccs.info. Alternatively the Deputy SENDCO, Clair Bailey is available via the same number or by email at clair.bailey@hccs.info

What roles do have your governors have? And what does the SEN governor do?

Our governors are fully involved in the admissions procedure for students with SEND, and are always involved in any changes to policy and practise within the Learning Support Department. Our SEND governor is consistently involved in the monitoring, evaluation and review of the SEND policy and The annual development plan for Learning Support.

How will my child or young person be supported to have a voice in the setting, school or college? *(IRR)*

- ✓ Pupil's views are sought as part of our student voice scheme.
- ✓ Children and young people are encouraged to attend meetings which discuss their progress and plan for their future especially Annual Review meetings for Statements or Education, Health and Social Care Plans.
- ✓ Children and young people may have mentors and keyworkers with whom they are encouraged to express their concerns and views.

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Parents have the opportunity to join the board of governors when vacancies arise; they are displayed under the vacancies section on the school website.

What help and support is available for the family through the setting, school or college? *(IRR)*

In terms of providing help to families to complete required paper work and forms or in sourcing information and guidance, parents can contact the following people;

For support in matters relating to SEND;



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Working Together & Roles

SENDCO – Lisa Gallimore email lisa.gallimore@hccs.info

Deputy SENDCO – Clair Bailey email clair.bailey@hccs.info

Transition Manager – Louise Guy email louise.guy@hccs.info for year 6 and year 7 transition

For help and guidance with careers or transfer to college post 16, parents can contact our careers advisor Emma Jackson on 01477689500 or via email emma.jackson@hccs.info

Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? (IRR)

We ensure that all pupils are able to attend enrichment opportunities such as after school clubs and school trips wherever possible. We work creatively and flexibly to make the relevant adaptations to enable pupils with SEND to attend. This may mean that additional Teaching assistant support is provided and alternative travel is arranged, as well as additional risk assessment procedures where necessary.

The school also has two fully accessible minibuses that are used for the transportation of students with Physical Disabilities.



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Inclusion & Accessibility

Is the building fully wheelchair accessible?

Details (if required)

There are only three rooms within the school that are not accessible by wheelchair

Are disabled changing and toilet facilities available?

Details (if required)

We have two physio rooms within the school as well as disabled toileting facilities in each block

Do you have parking areas for pick up and drop offs?

Details (if required)

Do you have disabled parking spaces for students (post-16 settings)?

Details (if required)

Transition

Who should I contact about my child/young person joining your setting, school or college? *(IRR)*

Information, including the admissions policy, can be found on the **school website**. This details the admissions requirements and entitlements for students with SEND.

The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage



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Transition

compared to other pupils.

- ✓ Contact Mrs Kerry Colls on 01477 689500 or email kerry.colls@hccs.info to discuss mid-year transfers or general admissions.

How can parents arrange a visit to your setting, school or college? What is involved?

- ✓ The school has an Open Evening each year. Parents, carers and young people can visit the school and talk to staff representing each faculty. Details of the Open Evening are published on the school's website.
- ✓ There is also a Sixth Form Open Evening.
- ✓ Parents can also arrange individual tours of the school throughout the year. This can be done by contacting reception

How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) **(IRR)**

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

- ✓ There are a 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.
- ✓ **Mrs Louise Guy is our Transition Manager within Learning Support. Mrs Guy works with our partner primary schools to collate information on identified students with SEND.**
- ✓ Where necessary, Mrs Guy organises separate SEND transition events for students with SEND on top of the ones provided 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.
- ✓ Contact Mrs Kerry Colls on 01477 689500 or email kerry.colls@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 below;



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Transition

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.
- ✓ Some students are selected in Year 9 to take part in an alternative curriculum at KS4, which is designed to develop work and life based skills as well as support literacy and numeracy difficulties.
- ✓ During the summer term, the SENDCO will liaise with the local colleges/6th form centres to discuss transition needs for students with SEND and to provide the necessary information on each student's individual needs.
- ✓ Young people with a Statements or Education, Health and Care Plans will have a transition focus as a part of their Annual Review from Year 9. This will be supported by Cheshire East Youth Support Services.

Additional Information

What other support services are there who might help me and my family? *(IRR)*

Where a parent wishes to access another support service, the school are more than happy to support them or point them in the right direction.

The Cheshire East Information, Advice and Support (formally known as parent partnership) are a service designed to support parents and offer advice and guidance. This service can be accessed through the Cheshire East website at www.cheshireeast.gov.uk/ceias.

Some additional useful websites are listed below:-



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Additional Information

www.cheshireeast.gov.uk

www.councilfordisabledchildren.org.uk

www.dyslexiaaction.org.uk

www.bdadyslexia.org.uk – British Dyslexia Association

When was the above information updated, and when will it be reviewed?

This document was updated in March 2021, and will be reviewed in March 2022

Where can I find the Cheshire East Local Offer? *(IRR)*

From 1st September 2014, the Cheshire East Local Offer can be found at www.cheshireeast.gov.uk/localoffer

What can I do if I am not happy with a decision or what is happening? *(IRR)*

Parents can give feedback to the school through a number of ways;

- ✓ Contact can be made with reception on 01477 410500, who will direct the call to the relevant member of staff
- ✓ Emailing admin@hccs.info with your request will allow it then to be forwarded on to the appropriate member of staff
- ✓ Feedback can also be given at parent's evenings

If you wish to make a formal complaint, this needs to be undertaken in conjunction with the school's complaints policy which is available on the **school website**. All complaints need to be in writing. We will address all complaints objectively in line with policy and standard procedure.