

Chadwell Heath Academy (Local SEND Offer)



As part of the [Children and Families Act 2014](#), all schools in Redbridge are required to make available their Local SEND Offer to families which details how they can support children and young people with a special educational need and/or disability (SEND).

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An overview of the school

Chadwell Heath Academy is a comprehensive co-educational and non-selective school. There are six form classes in each year group from Year 7 to Year 11. Including the Sixth Form, there are some 1,240 young people of diverse backgrounds on roll. The Academy is an inclusive and high-achieving school that enables pupils of all abilities to make outstanding progress. The staff have high expectations of the pupils and the modular curriculum provides for regular assessments of effort and attainment. Excellent effort is rewarded and poor effort is addressed through pastoral intervention. The Inclusion Department works closely with subject departments and heads of year to ensure that young people with additional needs receive the support they need to succeed. Inclusion staff work in partnership with classroom teachers in mainstream classrooms, helping to adapt and differentiate the learning process according to the children's various needs and abilities. There is a strong, whole-school emphasis on developing reading comprehension skills and all children are assessed annually in Lower School. The school is able to differentiate the curriculum within the GCSE framework but does not offer any vocational courses at Key Stage 4. There is also a Homework Club, open to all, which is run by Inclusion staff at lunchtimes. There is no special or specific SEND unit.

Identifying children's additional needs

How will the school know if my child needs additional help and how will the school share information with me?

A form requesting information about all new pupils' needs is sent to their previous schools. In some cases, Inclusion staff will visit schools for more information about a child's needs.

Year 6 pupils spend a morning at the Academy. On this morning, they are given a computer-based reading comprehension test and a test of developed abilities (MIDYIS).

For pupils who join the school after the start of Year 7, the Head of Inclusion attends the interview with the Head of Year so that any additional needs will be identified and appropriate provision can be put in place where possible.

The Head of Inclusion meets with each Head of Year at least five times per year to review pupils' progress after the end-of-module assessment. There are regular reading assessment meetings with the Reading co-coordinators to review progress and plan support for pupils who have difficulties in the four key areas of reading comprehension: literal comprehension, vocabulary, inference and analysis.

It may be necessary, having received parent/carer permission, to refer a child to the educational psychologist who will make a detailed assessment of their needs.

If a child is identified as possibly having additional needs that the parent/carer is hitherto unaware of, they will be invited to a meeting with the Head of Inclusion to discuss how their child's needs can best be met.

Dedicated contacts at the school

Who should I contact if I have any questions or concerns about my child's SEND?

If you have any questions or concerns you should contact either Gerry McDonald, the Head of Inclusion or Cherry Hobbs, the Deputy Head of Inclusion.

Involving pupils and parents/carers in planning support

How will the school involve me as a parent and my child in meeting our SEND needs and in general school life?

- Planning and Review meetings
- Advice on how to support learning at home
- Regular contact between home and school, e.g. home / school book, email or text
- Individual pupil/ teacher conversations
- Mentor, e.g. adult or peer mentoring

Each pupil has a diary for noting down their homework and for messages between school and home. This is supplemented by the use of the online homework tool, 'Show my Homework'.

Parents are expected to support their child by developing their reading and supporting their studies at home.

Range of support available to my child

What different kinds of support are available to children with SEND?

Good liaison with primary schools and opportunities to visit the Academy and experience taster lessons.

For pupils with EHC plans, attendance of Inclusion staff at the Year 6 transition review.

Attendance of Inclusion staff at the New Intake evening and, thereafter, at parents evenings.

Differentiation of the curriculum as and when relevant.

Appropriate adaptations to the curriculum and to facilities.

Shared in-class support for pupils with Education Health and Care plans, according to their entitlement.

Small group supported reading at morning Registration/Citizenship period for all pupils in Key Stage 3 whose reading comprehension is assessed as being below average.

Additional small group reading out of the English Reading lesson for weaker readers in Key Stage 3.

Academic mentoring groups in Key Stage 4.

Drop-in Homework Club at lunchtimes – open to all.

Being able to talk to an adult (Inclusion staff are available at certain times to talk to individual pupils by arrangement. However, the school does not have a school counsellor).

To be seen in school by a Careers advisor

For pupils with EHC plans, to be seen regularly in school by Little Heath School Outreach, speech and language, hearing or visual impairment specialists, or such other agencies as are provided for in the EHCP.

For pupils with medical care plans, to be seen by the school nurse initially and subsequently if changes to the plan are needed.

The nurse also holds a weekly lunchtime drop-in session.

Where appropriate, to be referred to and be seen regularly in school by a teacher from New Rush Hall School Outreach.

Assessment and referral for special examination arrangements.

Measuring children's progress

How will the school know how well my child is doing and how will they inform me about this?

All pupils are assessed for effort and attainment in all subjects at the end of each of five modules annually. The Head of Inclusion meets with each year head to review the end-of-module assessment, and to plan future provision for pupils with additional needs.

Upon entry to the school and in each year of Key Stage 3, pupils take an interactive reading test which identifies competence in the four key areas of reading comprehension: literal comprehension, vocabulary, inference and analysis. This helps the school to tailor the reading support to individuals' needs. Year 7 pupils who are receiving additional reading support are given an effort grade for Reading at the end of each module and this is sent home along with effort grades and attainment levels in all subjects.

For pupils with an EHC plan, there is an annual review of the plan and at least one interim review in the course of the year. Reviews are also held for other pupils who have intervention from outside agencies and/or a significant level of support in school. Appointments can also be made to meet Inclusion staff at parents evenings or at other times by arrangement.

Support and training for school staff

Have any staff received specialist training in SEND?

The Inclusion Department provides support and differentiation for pupils who have English as an additional language as well as for pupils with SEN and this is reflected in staff training. The Head of Inclusion is a qualified teacher and has the Open University SEND qualification, Learning For All, and the RSA Diploma in Teaching English across

the Curriculum in Multilingual Schools. The Deputy Head of Inclusion has the Hornsby Diploma in Specific Learning Difficulties, has completed the SEN Diploma module in Language and Communication Needs and has undertaken training in Safeguarding. There are two other mainstream teachers currently working part-time in the Department, both of whom are presently taking the National Award for SEN Co-ordination.

Inclusion staff have a variety of qualifications up to degree level and have experience in many aspects of SEN and EAL. New Inclusion staff attend an in-school Induction programme during their first term in post and there is a weekly Department meeting which includes training provided by both in-school and outreach staff. The Head of Inclusion also helps to provide training and support to new teachers to the school and to trainee teachers.

Accessibility of the school

How is the school accessible to children with SEND?

The school is on two floors and there are lifts which afford access to part of the upper floor. There are ramps at some points where there is a change of level. There are changing facilities for the disabled in the Sports area and toilets for the disabled in the main school and Sports area. There are classrooms where pupils can be taught on a one-to-one basis or in small groups.

Inclusion

How will the school ensure that my child will be included in all activities at school, after school clubs and on school trips?

Through planning, risk assessments and parental support, every effort is made to help pupils benefit from school activities, after-school clubs and school trips. Where possible, additional staffing is provided.

Starting or changing schools (Transitions)

How will the school support my child to change classes and/or move on to a new school when they reach the appropriate stage(s)?

The school supports pupils with SEND as they move up the school. Year 9 pupils are given individual guidance in choosing their option subjects for Key Stage 4 there are Options talks for parents at the Year 9 Parents Evening. The Connexions personal advisor sees pupils during Key Stage 4 and helps the school to inform parents and students of post-16 options. Students who stay on to the Sixth Form continue to have

careers interviews to plan for post-18 education and ensure that any support entitlement is continued.

Support and training for parents/carers

What support and training within the school is available to parents and carers?

There is currently no formal training within the school for parents and carers. However, Inclusion staff are happy to talk to parents or carers about any concerns they may have and, if need be, advise as to where they can find further information.

Further information for families and practitioners

See Chadwell Heath Academy website and School Prospectus.

Who to contact

Contact

Gerry McDonald

Telephone

020 8252 5151

Website

[Chadwell Heath Academy \(on Redbridge i\)](#)

Where to go

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