

## SEN Information Report

July 2022

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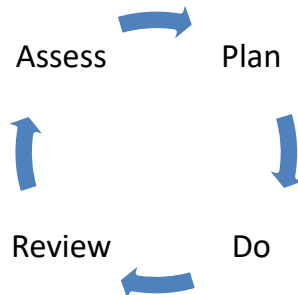
Local Offer Contribution: [Click here](#)

### Whole School Approach:

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High Quality First (or Adaptive) teaching and additional interventions are defined through dialogue across the school, and therefore contribute to the provision we offer EVERY child in our care, and what we offer additionally. We review and record what we offer through provision mapping, Professional Learning (PLMs), Support Staff and Pupil Progress Meetings with class teachers. These discussions embed high expectations for Quality First teaching amongst staff and support a differentiated and personalised approach to teaching and learning across the school.

Underpinning ALL provision in school is the **graduated approach** cycle of:



**Class teachers are responsible for every child in their care; including those with special educational needs.**

#### Assess:

- Formative assessment takes place throughout lessons to enable teachers to adjust pace and correct misconceptions to support the children in moving on and prevent embedding misunderstandings.
- Marking and feedback assess how well children are meeting the learning intentions set for a set of lessons. The majority of this happens within the lesson for the greatest impact.

- Formal assessment weeks take place 3 times annually to support ongoing teacher assessments and check against age related expectations.
- Additional assessments for children needing additional support, including those on the SEND register, take place at allotted times throughout the year (speech sounds or language needs, gaps in phonics or maths skills, a range of assessments for those who find it difficult to meet expectations or need additional behavioural support for example).
- Where a referral to an outside agency has been made they may request assessments to be completed by the school, parents or attend to complete their own assessment.
- Practise for assessments required by the government for formal data (phonics screening, times table tests, SATs for example) take place in relevant classes to ensure familiarity with the format of, and reduce anxiety in, future tests.
- Please see our Marking and Feedback Policy for further information.

**Plan:**

- Assessments that take place within the classroom, whether formal or formative, support the adults in class to identify progress and gaps and ensure planning is targeted to need for all children.
- Those who need additional support within class are planned for by class teachers through Quality First (or Adaptive) Teaching. This utilises personalised learning and creates effective inclusion. It may include additional support and resources within class, 1:1 or group work.
- For those not making progress at Wave 1, Wave 2 support includes planned time limited interventions or “catch up” sessions. A referral to the SENCO may occur, who may then become involved in planning for need in discussion with class adults and parents/carers.
- Children needing ongoing and specific support (Wave 3) are planned for through Assess, Plan, Do, Review cycles, or Additional Needs Plans (ANPs). Where possible children are involved in this process to ensure they have input into their targets and an understanding of what they need to succeed. Parents/Carers are involved in this process through meetings with the class teacher, structured conversations or review meetings with the class teacher and SENCO as appropriate to need.
- Children with support in place from outside agencies are planned for through meetings with school and parents/carers, and discussion with the practitioner from the outside agency. This is then fed back to the SENCO and class teacher so that they are clear on how to effectively support.

- Children Looked After by the Local Authority (CLA) are planned for through PEP and LAC meetings. Their voice is made clear through the Pupil Voice tools embedded in PEP paperwork and through My Voice Matters support by the social worker.
- Please see our Family Friendly One Page SEND Policy, or full SEND Policy for more detail.
- Support is recorded on the Provision Mapping tool by the class teacher at wave 1, the SENCO at wave 2 and 3.

**Do:**

- Interventions are undertaken, based on the above assessment and planning, 1:1 or in small groups targeted to need.
- Interventions may be short term (10 – 12 weeks) or long term (therapeutic or to meet sensory need sensory need for example).
- Practitioners from outside agencies may attend school to provide intervention or train school staff to support need.
- Support activities or resources are sent to parents/carers (where appropriate and following discussion) to ensure that the child receives input from all their learning environments.

**Review:**

- For Wave 1 interventions, review takes place termly by the class teacher and adult providing the support.
- For short term interventions (Wave 2) review takes place by the adult leading the support, in discussion with the class teacher. Pupil Voice will be sought as part of the assessment process within the intervention. Parent/Carer input will be sought through the cycle of meetings and are inherent in the planning process. Where relevant this includes the SENCO as part of the process.
- Review with Outside Agencies takes place at the end of work with a child and includes the parents/carers, or is fed back directly to the SENCO to be discussed with the class teacher/ adult providing support and parents/carers to ensure that support is ongoing where required, or closed where it has been effective.
- Having consulted with children and parents/carers our provision (internal or external) is based on an agreed outcomes approach.

## **SEN Needs:**

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Children and young people's SEN are generally thought of in the following four broad areas of need and support:

### 1. Communication and interaction

- The SEND Code of Practice (p97 – 98) defines this as *“Children and young people with speech, language and communication needs [and] difficulty in communicating with others...The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the aspects...at different times of their lives”*. Children and young people with ASD, including Asperger's Syndrome and Autism are included in this area.
- Additional support may include: speech sound or language support, small group or 1:1 time limited intervention, alternative spaces – reactive or planned, nurture or social skill support, support from outside agencies.

### 2. Cognition and learning

- The SEND Code of Practice (p97 – 98) defines this as: *“children and young people [who] learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD)...through to profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD) affect one or more specific aspects of learning*. Children with a range of conditions such as dyslexia, dyscalculia and Developmental Coordination Disorder (formally Dyspraxia) are included in this area.
- Additional support may include: small group or 1:1 time limited intervention, learning aids and visual resources, sensory support, support from outside agencies.

### 3. Social, emotional and mental health

- The SEND Code of Practice (p97 – 98) defines this as: *“children and young people [who] experience a wide range of social and emotional difficulties which manifest themselves in many ways...withdrawn or isolated [or] displaying challenging, disruptive or disturbing behaviour. ...They] may have disorders such as...attention deficit hyperactive disorder or attachment disorder.”*
- Additional support may include: small group or 1:1 time limited intervention, 1:1 or small group longer term intervention, nurture or therapeutic support, support from outside agencies.

### 4. Sensory and/or physical needs

- The SEND Code of Practice (p97 – 98) defines this as: *“children and young people [who] have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning...Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.*
- Additional support may include: specialist equipment, additional adult support, additional resources, support from outside agencies, 1:1 or small group time limited or longer term intervention.

(**Reference:** SEN Policy June 2022)

As of July 2022, we have 35 children on the SEND Register and 128 receiving additional support across the 4 areas of need, for social and emotional nurture support, or for catch up.

We have internal processes for monitoring quality of provision and assessment of need. These include staff appraisal, assessment, observations, learning walks (which may include the School Improvement Partner or SIP), pupil progress meetings, feedback from external agencies and the Assess, Plan, Do, Review cycle which includes parent/carers feedback as to their child's progress and wellbeing. Pupil Voice is sought through the assessment process of the interventions, APDR and review meetings.

### **Consulting with children, young people and their parents**

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Parent/Carer Meetings	Class Teacher, Parent/Carers	2 x annually
Structured Conversations	Class Teacher and/or SENCO	At least 2 x annually (parent/carers meetings takes this up to 3)
Review Meetings	Class Teacher and/or SENCO	At least 2 x annually (parent/carers meetings takes this up to 3)
PEP and My Voice Matters Meetings (CLA children only)	Carers, Designated Teacher (SENCO), Birth Parents (where appropriate), Social	At least 3 x annually

	Workers, Virtual School Case Worker, additional outside agencies working with the child	
Annual Review Meetings	Parents/Carers, SENCO, Class teacher/ appropriate adult, Local Authority Representative (when able to attend), Outside Agency Caseworker (When able to attend),	1 x annually (EHCP only)
Concern	Speak to the class teacher initially (See SEND Policy documents). Senior Leadership Team members, or other skilled members of our staff are on the gate mornings and at the end of the day. We are always here to listen.	As needed. Please approach us, it's what we're here for.

### Staff development

We are committed to developing the on-going expertise of our staff. We have current expertise in our school:

Level (p68-9 SEND Code of Practice)	Training	Initials
<b>Awareness:</b> basic awareness of a particular type of SEN, appropriate for all staff who will come into contact with a child with that type of SEN	CLASS – ASC, SCLN, Dyslexia, Amazing Me	All Staff
	Assessment and Monitoring	Teaching Staff
	Empowerment Approach Twilight/PLM	All Staff
	Therapeutic Thinking Twilight/PLM	All Staff
<b>Enhanced:</b> how to adapt teaching and learning to meet a particular type of SEN, for adults working directly with the child on a regular basis	CLASS – supporting SEND Transition	SF
	CLASS - Bucket Time (Attention)	HD, SO
	Empowerment Approach Twilight/PLM	All Staff

	Therapeutic Thinking Twilight/PLM	All Staff
<b>Specialist:</b> in-depth training about a particular type of SEN, for adults who will be advising and supporting others	Therapeutic Thinking	HD
	Team Teach	BR, BB, SO, HD
	Drawing and Talking Therapy	SS
	Mental Health and Emotional Wellbeing Conference	HD
	Designated Teacher (CLA) Refresher	HD
	Inclusion Conference	HD

This year, we have put in additional training into Mental Health and Emotional Wellbeing, Behaviour Support, Phonics (Read, Write, Inc), Maths (White Rose), Accurate Assessment and Monitoring for Progress, Policy and Procedures.

### **Staff deployment**

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for life beyond Chantry.

- Chantry currently has at least one TA per class in the mornings to support with learning needs and social emotional skills. Training for all staff, including support staff and administration, is timetabled to ensure that messages of support for all children are consistent across the school.
- We have support staff allocated to particular children who are charged with supporting learning and developing independence. These staff members work with individual children to develop confidence in the classroom, social and emotional skills, and the ability to manage well in an academic environment, leading to good opportunities in the future. In line with research and educational advice, we limit this as much as possible to ensure that children do not become reliant which can impact on development.
- Our Nurture Lead, working 2 days per week, supports vulnerable children, those who need additional support with social skills or emotional regulation difficulties, or reactive emotional difficulties. She has a significant amount of skills and experience, working as a SENCO in another school and previously working in a specialist school.
- During the year 2021 – 2022 we have had a trained nurture support worker allocated for part of her timetable (afternoons, 3 terms of the academic



year). She has skilfully led targeted support groups for challenges such as working memory, friendship difficulties, and emotional regulation. There was also a reactive nurture group available for children who were finding the transition back into school after the pandemic closures (first 2 terms of the academic year).

- Support staff work with identified intervention groups to support progress, fill learning gaps and develop skills to ensure all our children move forward.

### ***Finance (optional, but supports aspects of accountability and transparency)***

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Our notional SEN Budget this year was **£112, 850**. That income was allocated to:

- Support staff additional to quality first provision - interventions, Individual Needs Assistants for example
- Nurture staff
- Commissioned external services – ESBAS, Educational Psychology Service, Music Therapy for example
- Additional teaching resources – sensory cushions, chewies, fiddle learning aids, pencil grips, sensory circuit equipment, writing slopes, laptops, ear defenders, concrete learning aids, Empowerment Approach resources, personalised learning resources for example
- Training – Therapeutic Thinking, Empowerment approach, Mental Health and Emotional Wellbeing, Speech and Language, Phonics Training for example

A full list of the external partners we work with can be found in our contribution to the Local Offer: [click here](#). We use an outcomes-based approach, working as a team with outside agencies, which enables us to hold our partners and ourselves to account.

### **School Partnerships and Transition**

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We work closely with feeder nurseries to ensure that children coming into our school have the best possible experience and provision in place where this is required. We talk to parents/carers and local nurseries to provide:

- Clear communication of need
- Clear communication about what we offer and what this looks like in practice
- Any services available to parents/carers and the school
- Additional time for transition if required – greater number of visits or initial part time timetable for example

Those coming in part way through their education can expect:

- Discussion with parents/carers and outside agencies to ensure an open dialogue about need and support
- A clear expectation that we will empathetically support them, with high expectations and high support



- Discussions with previous educational settings, or future ones should they move on
- Feedback to parents/carers at regular intervals for an agreed period to ensure they are settling

Those moving onto another setting either within year groups or at the end of year 6 can expect:

- All relevant paperwork, correspondence and information to be passed onto the next setting
- Transition discussion where appropriate
- SEND and Safeguarding information to be shared openly between schools to ensure the best possible support is in place
- Transition support for children or a “good goodbye” where this is possible within the time frame, particularly for those children who are Looked After by the Local Authority.

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### **Complaints:**

If you're not happy with how we have supported your child with their Special Educational Needs having discussed it with the class teacher or SENCO please see our Complaints Policy: [Click here](#)

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### **Challenges this year**

Challenges for our school have included:

- Children's anxiety upon returning to school resulting in greater difficulties with managing well, and therefore a higher need for adults to support proactively in class
- Adults needed to support reactively when children are struggling to regulate difficult feelings; stress related behaviour
- COVID absence resulting in interventions not being able to take place or cover needed for classes
- Overload on outside agencies, therefore lack of support available for school
- Parental anxiety with children returning to school

### **We intend to address this through:**

- Continued proactive practice (nurture, alternative spaces, music therapy, Empowerment Approach including teaching about the brain and stress responses, Therapeutic Thinking)

- Continued training for all staff in therapeutic de-escalation, and ACES, attachment and trauma awareness
- Continued training for SENCO in most recent research to ensure evidence based practice in school
- A change to timetabling, provision mapping software and higher accountability for those leading intervention to increase consistency and impact
- Timetabled review meetings with staff leading interventions to record impact, evaluate and plan next steps
- Ensure referrals take place as early as possible for support from outside agencies to minimise delay
- Provide support for parents including: Neuroninja; workshops and coffee mornings (CLASS, ESBAS, EMHPs, Keyworkers, School Nurse e.g.); support from keyworkers or early help; meetings with appropriate school staff; signposting on website

### **Further development**

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Our strategic plans for developing and enhancing SEND provision in our school next year include:

- Developing a whole school focus on Language Skills, training staff to support these effectively through Quality First Teaching, the school environment, and intervention
- Ongoing work to build understanding and skills in supporting ASC, ADHD, and Social Emotional Mental Health challenges
- Developing a Whole School Wellbeing curriculum that incorporates the PSHE, RSHE and Empowerment Approach curriculums as well as additional resources such as Mindfulness and the Neuroninja Programme
- Introducing an Annual SEND Review to receive feedback from all Stakeholders
- Reintroduce workshops and opportunities for parents/carers to come into school and receive information from outside experts, staff within school or other parents/carers to support their child's strengths and needs

In preparing this report we have included staff, parents/carers and children through discussion in Annual Review Meetings, Pupil Voice (including through the School Council) and Support Staff and teacher meetings to gather views, experiences and feedback.

### **Relevant school policies underpinning this SEN Information Report include:**

- SEND Policy
- Behaviour Policy
- Equality Policy
- Accessibility Plan
- Teaching Learning Policy

**Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

**Date presented to/approved by Governing Body:**

**Tuesday 12<sup>th</sup> July**