



## Special Educational Needs Information Report 2017



### CHANTRY COMMUNITY PRIMARY SCHOOL

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Head: Mrs Rebecca Reed BA (Hons) Ed



#### 1. About this report

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs (SEN) Information Report every year. This report explains how our school meets the needs of children with SEN. It will be shown on our school website and in the 'local offer' on [www.eastsussex.gov.uk](http://www.eastsussex.gov.uk)

In the report, we explain how we meet our duties towards pupils with special educational needs and disabilities, as well as the kinds of support available for them and their parents and carers. It therefore functions as our SEND policy in order to avoid replicating information, and provide one document with all the details you may need.

For more information on the law and guidance we follow, see

[www.eastsussex.gov.uk/localoffer](http://www.eastsussex.gov.uk/localoffer)

We review this report every year and like to involve pupils, parents and carers by gathering their input. If you want to give us your views about the report, please contact the school office.

Signed: Anthony Thomas      Chair of Governors

Date: 19.09.17

#### 2. Who do I contact about my child's special educational needs?

If you are thinking of applying for a place, contact East Sussex County Council for admissions. For information about us and how we support Special Educational Needs and Disabilities (SEND) or to make an appointment to view the school please contact the Head teacher or SENCO on 01424 211696 or by email on: [school@chantry.e-sussex.sch.uk](mailto:school@chantry.e-sussex.sch.uk).

If your child is already at the school, your first point of contact at school is your child's class teacher. School phone number 01424 211696.

The Special Educational Needs Coordinator (SENCO) is responsible for managing and co-ordinating the support for children with special educational needs, including those who have Education Health and Care Plans (EHCP). The SENCO also provides professional guidance to school staff and works closely with parents and carers and other services that provide for children in the school.

The SENCO at Chantry (Helen Drake) is currently on maternity leave, and Mrs Sam Sankey is covering the role at this time. She can be contacted via the school phone number or by email at [senco@chantry.e-sussex.sch.uk](mailto:senco@chantry.e-sussex.sch.uk)

### 3. Which children does the school provide for?

We are a maintained Primary School, admitting pupils from age 4 to 11.

We are an inclusive school. This means we provide for children with all types of special educational needs. If you want a place for a child who has an Education Health and Care plan, contact your Assessment and Planning Officer at East Sussex County Council. If you want a place for any other child with special educational needs, you should apply as normal and your application will be considered in the same way as applications from children without special educational needs.

- Chantry admissions policy [http://www.chantry.e-sussex.sch.uk/website/school\\_policies\\_funding\\_reports/37286](http://www.chantry.e-sussex.sch.uk/website/school_policies_funding_reports/37286)
- [school admissions - East Sussex.gov.uk](http://www.east-sussex.gov.uk/school-admissions)
- Contact Information for Families for admissions advice 0345 60 80 192

### 4. Summary of how the school meets the needs of children with SEN and disabilities

High quality teaching and additional interventions are defined through our annual dialogue across the school, and contribute to our provision management. This helps us to regularly review and record what we offer every child in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a priority to discuss aspirations with all our learners.

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



All teachers are responsible for every child in their care, including those with special educational needs.

**Assess:** Our children are assessed throughout the academic year for maths and English to measure progress and look for gaps in learning. We analyse the assessments to ensure that children not making progress receive support to move them forward, if this is needed. Pupil progress meetings between the teachers, core subject leaders, SENCO and other members of the Senior Leadership Team (SLT) support this process. Assessment for learning occurs in each lesson to inform planning and ensure that the children are receiving the input they need to challenge them at the right level. Self-selection of tasks is encouraged in some lessons to allow the children to consolidate learning and set their level of challenge in line

with our ethos of encouraging a Growth Mindset in our learners. All adults working within the classroom feed into this process as part of the team working towards our children reaching their full potential. Discussion with parents and carers also supports our knowledge of the children through informal meetings, parent consultations, Structured Conversations and Annual Review Meetings as appropriate.

**Plan:** Teachers plan lessons based on assessment of the children's needs and gaps in learning. These may be adapted as the week progresses to provide more challenge or more support depending upon the children's understanding and rate of development.

**Do:** Class teachers deliver lessons with the support of teaching assistants. A range of support is provided for children, including those with additional needs. This may include adult support to focus, rephrase or prompt; visual cues or physical resources to aid access and understanding of the lesson; and in some cases pre-learning of concepts or vocabulary may be provided. Experienced and qualified Teaching Assistants (Level 3) may also deliver lessons if a teacher is not present. This is always informed by the teacher's planning and resources.

Additional interventions may also be used to support children with specific difficulties. These take place outside of the classroom, usually in the afternoons to prevent time being taken from key lessons such as phonics, English or maths. They include Speech and Language input; additional phonics, writing or maths support; handwriting or fine motor skills work; reading and comprehension input and in some cases emotional development support.

**Review:** Planning is reviewed daily by the teacher based on their assessments of children in lessons and feedback from other adults in class. SLT (including SENCO) and core subject leaders work alongside teachers to support planning if need arises. Pupil Progress Meetings take place with core subject leaders, the SENCO and other members of SLT to closely monitor individual children's development and look at levels of support as appropriate. This enables us to review practice and adapt to individual needs as they arise.

If the child is looked after by the local authority (CLA) they will have a Care Plan including a Personal Education Plan (PEP) and a Health plan. We will co-ordinate these plans with the SEN support plan and will involve parents where appropriate, foster carers, social workers and the Virtual School in discussions.

## 5. How does the school identify children's special educational needs

We aim to identify children's special educational needs or disabilities (SEND) as early as possible, so that the child achieves the best possible outcomes.

A pupil has SEND where their learning difficulty or disability calls for special educational provision. That is provision which is **different from or additional to** that normally available to pupils of the same age.

Children may have one or more broad areas of special educational need:

- **Communication and interaction** – including speech and language difficulties and those on the autistic spectrum
- **Cognition and learning** – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

- **Social, emotional and mental health difficulties** – including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.
- **Sensory and/or physical needs**- including visual and hearing needs, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect a child's learning.

We assess each pupil's skills and level of attainment when they start at the school. We continually assess each child's progress. If a child is making less than the progress we would expect for their age or individual circumstances, we will explore whether they have special educational needs.

Early identification of SEND is essential in providing the right support for children to enable them to fulfil their potential. At Chantry we do this in a range of ways. In June the SENCO speaks to every nursery from which the children are joining us, to explore any issues that may need to be raised. If needed the SENCO will accompany the class teacher on any nursery visits so more in-depth discussion can take place, and observations of the child in an educational setting will take place if appropriate. This enables us to plan ahead for any arising need. Following this we look at information provided by the parents and carers, and transition meetings may be arranged to further look at provision for the following September. Transition meetings with outside agencies may also take place to support the child's move into school where there are higher level needs. The SENCO works in the Reception class once a week so that she has strong relationships with the children and builds an understanding of any need from the beginning of their time with us. Speech sound assessments take place early in the first term so that support can be put in place quickly as this can impact on English attainment and also behaviour later in life. Language assessments take place in terms 3 to 4 to enable children to reach further maturity before we look at this area of development.

The SENCO has an open door policy for parents and carers should they have any questions or concerns with regard to SEND.

Thrive whole class assessments take place for classes with a high level of need at the beginning of each year to explore what areas may need targeting. Classes may receive regular work with the SENCO and Thrive practitioner throughout the year, or support with strategies or planning for specific lessons if the need is not as great.

The SENCO leads the appraisal process for Teaching Assistants and the review cycle provides an opportunity for discussion around pupils with potential or identified SEND, looking at what works well and has impact and what needs to be adapted in the future to improve provision.

Regular Pupil Progress Meetings take place with class teachers and senior leadership to monitor where progress may have slowed or is significantly behind their peers to explore reasons for this and look at whether any further assessments or additional support may be needed.

Staff meeting time is given throughout the year to discuss SEND and any children that staff have questions or concerns around.

For children where challenging behaviour interrupts learning or social and emotional development we work closely with parents to explore any possible underlying reasons for this. We may look at challenges they have faced in the past or are currently facing, or whether there are additional needs as yet unexplored. These may be communication needs (including speech and language difficulties or autism for example) or undiagnosed learning difficulties which may be impacting on behaviour. For emotional and mental health difficulties we have a variety of support available from Family Key Workers, who support a broad range of need, to the Thrive programme where assessments are taken regularly and a programme of 1:1 support is put in place. Outside Agency support from ESBAS may also be sought. We

may also make use of a Play Therapist to undertake more therapeutic work where this is appropriate.

At Chantry we know that a number of factors can impact on children's well-being and lead to challenging behaviour at different times. This may be changes in circumstances at home, loss and bereavement or traumatic incidents. We work hard to support our children who find the school environment difficult and adopt a flexible but consistent whole school approach to enable them to develop and work towards reaching their full potential.

Identifying and assessing SEND for children whose first language is not English requires particular care and it's important to look closely at all aspects of a child's performance across different areas of learning and development. This enables us to establish whether lack of progress is impacted by a currently limited ability to access the curriculum in the English language, or if it arises from SEN or disability.

Assessment takes place all the time in classrooms and around the school. All adults working with children observe them when they are working for how they are achieving, what helps them learn effectively and any barriers they are facing. Some of these may be more evident in unstructured times and feedback is given regularly by staff working with children in clubs, at playtimes and at lunchtimes about their development outside of lessons. Regular formal assessments take place to explore whether children are achieving at Age Related Expectations (ARE), above ARE or below ARE. These are reported to parents during parents' evenings and in the written report at the end of year. Please see our assessment policy for further information on this.

## **6. How does the school teach and support children with SEN?**

We monitor the quality of provision and assessment of need regularly in school. This includes observations of whole class teaching to look at quality first teaching, Teaching Assistants and how they support in the classroom, and interventions. This is a supportive method to ensure the highest quality provision for our children through feedback and discussion.

Teachers also take part in Lesson Studies. This allows them to work as a team, planning, teaching and observing individual children in lessons to look in detail at gaps, resource needs and other barriers that may prevent children reaching their potential. Ideas are then explored as to what worked well and what could be adapted to further support that child's development. The children are interviewed to gather their input and views so that a whole picture can be built around the child's needs.

Teaching Assistant Appraisals include targets around raising attainment for our vulnerable pupils, tracking progress and ensuring interventions take place regularly and to a high standard. Targets are then reviewed for impact later in the year. Training opportunities are explored during this time to ensure that staff have the confidence to manage and support our children within school. Their input is taken into account with regard to the effectiveness of the intervention, and adaptations may be made based on this discussion, observations and data to maximise the impact. This year they include the move of LanguageLink assessments to later in the year (except for those with a specific need) so that the children have more time for their language to develop and mature. This enables more time to be focused on those with speech difficulties which may impact on their developing phonics and therefore reading and writing, or impact on social development potentially leading to behaviour difficulties due to frustration and difficult relationships with others.

Audits are undertaken for all staff during the year to further explore future training opportunities. Regular Support Staff meetings, which incorporate training sessions, enable in house support to be put in place quickly where need arises. Training for all members of

staff took place this year to ensure they had an understanding of one area of SEND not encountered recently at Chantry to ensure consistent strategies were in place across the school. This has been very effective.

Additional training and support has been targeted to one of our high need year groups to ensure that high quality teaching is in place to meet all needs within the class.

Pupil Progress Meetings take place throughout the year by core subject leaders and other members of the Senior Leadership Team (SLT). This ensures that children who are falling behind or have stopped making progress can immediately be picked up and interventions be put in place where appropriate.

Data is analysed by members of the SLT including the SENCO to look at vulnerable groups within school, the impact of interventions on progress and where changes need to be made.

## 7. How will the curriculum and learning environment be matched to my child's/young person's needs?


All pupils will have access to a broad and balanced curriculum suitable for all our pupils. We set high expectations for all pupils, encouraging them to be the best that they can be.

Teachers try to take into account the ideas and interests of the children when planning work to ensure the children feel ownership of their learning.

We adjust the curriculum for children with SEND to make sure that they can access subjects at their own level and make progress. This is called differentiation. In some lessons children are encouraged to self-select the level of work they work from. This enables children to challenge themselves if they feel confident in an area, and enables children who are less confident to have a practise before moving forward with more difficult tasks. All classes are taught about the importance of a Growth Mindset, the skills that an effective learner uses, and how to build resilience for times when things don't go your way.

This year we have laid out a new set of Chantry Values that all teachers will work on to develop positive learning behaviours, social and emotional development and a strong sense of independence and responsibility in our children.

### Our Chantry Values

	<b>Confident</b> <ul style="list-style-type: none"><li>• <b>Aspirational:</b> we look to the future and aim high</li><li>• <b>Independent:</b> we think for ourselves, taking responsibility for our own learning</li><li>• <b>Resilient:</b> we never give up and learn from our mistakes</li></ul>
	<b>Caring</b> <ul style="list-style-type: none"><li>• <b>Respectful:</b> we care for and appreciate ourselves, others and the environment</li><li>• <b>Kind:</b> we are thoughtful towards others and their feelings</li><li>• <b>Honest:</b> we are truthful to ourselves and others - even when it's difficult</li></ul>
	<b>Creative</b> <ul style="list-style-type: none"><li>• <b>Passionate:</b> we look for what lights us up</li><li>• <b>Inspiring:</b> we are proud to share our ideas and be positive role models</li><li>• <b>Unique:</b> we are not afraid to be different</li></ul>

We look at the child's level of achievement and see what support they need to make good progress and reach their potential. We use our Assessment policy to do this

[http://www.chantry.e-sussex.sch.uk/website/school\\_policies\\_funding\\_reports/37286](http://www.chantry.e-sussex.sch.uk/website/school_policies_funding_reports/37286) .

We talk with children and parents and carers as part of the SEN support cycle.



The over-arching curriculum we work from in school can be found here:

<http://www.chantry.e-sussex.sch.uk/website/curriculum/191693>

Individual termly curriculum information can be found here:

<http://www.chantry.e-sussex.sch.uk/website/home/6401> and then by clicking on your child's year group.

## **8. How are parents and carers and carers involved in reviewing children's progress and planning support?**

At Chantry we believe very strongly that children develop best when all the groups in their life work together. When children know that school and home are working as a team for their best interests it shows them that education is important and that those around want to help them reach their potential. When parents and carers share information with the school it enables us to understand the child in a more holistic way, to think creatively and in a targeted way about the support we provide. By working alongside the school, parents can feel empowered by the help provided, with more information being available about the best ways to support and strategies they can use at home to help their child be the best that they can be.

This may include Structured Conversations (longer parent/carers meetings) which take place twice a year, usually with both the class teacher and SENCO, to look at progress and set targets.

Pupil and parent voice are an integrated part of the cycle when putting together a School Based Plan (SBP) or an Additional Needs Plan (ANP), which may later be used to provide evidence for an Education, Health and Care Plan (EHCP). Annual Review Meetings take place for those who hold an EHCP to explore whether this will stay in place or is no longer needed, will remain at the same level or need adaptation. Again the class teacher, SENCO and any adults who work with the child for a significant period of time are likely to be present for these. We may also hold Person Centred Meetings where the child and the people they consider to be important meet to discuss what works well and what happens next to continue to build on progress. This will usually take place at the beginning of a cycle and be used as the Annual Review Meeting the following academic year. Structured Conversations will then make up the other two review meetings throughout the year.

For Looked After Children (CLA/LAC), PEP and LAC meetings will also take place throughout the year, with opportunities for both children and parents and carers to significantly feed into the process. The SENCO and designated CLA Teacher will attend these. On occasion the class teacher may also be present but not always.

Children at the SEND Support level of SEND have their progress and support tracked on a provision map. This highlights the support they are having, how regularly and for how long it is in place.

Although reviews are set to take place 3 times a year, this may be increased under specific circumstances. For example, if significant progress takes place we may meet earlier and more often than planned in order to keep targets relevant and celebrate the success the child is achieving. Equally if an incident occurs that may prevent the child from making progress for a short period of time, or if there are changes in needs or circumstances, this may mean we need to meet more regularly to ensure the provision matches the need. If parents have concerns or questions, they may request a meeting, and if appropriate we can then set up an appointment with the class teacher or SENCO to look at progress and discuss further ideas on how to help their child at home.

Where outside agencies are involved, parents and carers may be invited to meetings at different times. This is to ensure accurate information for targeting need during the intervention by the professional, information for the parent about how to help during the

intervention for the parents at home and us in school, and for how to continue and extend this support once the intervention is complete.

## **9. How are children involved in reviewing their progress and planning support?**

At Chantry we believe that where possible children should have a say in their education. By gathering the child's input we are able to see where the child's priorities are and the path they may wish to take. The ownership a child feels from taking part in the process means they are more likely to continue to try their best with any commitments that are laid out in the process, and therefore make better progress. This feeds into a more positive view of themselves and school, meaning that more progress may occur. We try and involve our children in a number of ways:

- Children are at the centre of our Person Centred Planning Meetings. They have input as to who attends them, the refreshments that will be available, and the music to be played during the recording ideas task. They feed in heavily to the process, sharing their opinions and ideas at every step.
- Children at SEN Plus who are unlikely to need a School Based Plan (SBP) in the near future work with an adult who knows them well and they feel safe with to share ideas about their aspirations, their strengths, their challenges and what they feel has helped them and can help them further in the future. This is collated into a pupil passport that is shared with all adults working in class, visiting supply teachers and, where challenges are not limited to learning, staff working at play and lunch times.
- Children at SEN Plus who are working towards or already have a SBP work with a trusted adult to record their thoughts and feelings, opinions and ideas to feed into the Plan. They have the opportunity to talk about what they feel helps them, any challenges and what may add to these. They also have the opportunity to share their aspirations for the future, both in the long term and more visible future. From this we create the Pupil Passport, but more detail is also gathered to give us a fuller picture of children at this level.
- Looked After Children have PEP and LAC meetings throughout the year and their input is sort both at home and at school at least three times a year to ensure we are supporting them the best we can.
- In class children work individually and in pairs to say how well they felt they achieved tasks or how confident they were. This enables the teacher to adapt planning and target those children who are less confident for further support or intervention if needed. This applies to all children at Chantry.
- Children enjoy their learning more when they are included at each stage of the process. Teachers work with the class at the beginning of topics to explore what they want to find out about during the learning Journey and adapt some areas of learning to this.

	Who's involved?	How often?
Self-assessment	Pupil, class teacher	2 x a week (as appropriate)
What do we know, what do we want to know?	Pupils, class teacher	At the beginning of new topics
School Council	School Council, Mrs Lindfield (Head of School Council), class, class teacher,	3 x a year (minimum)



Pupil Voice (including Pupil passports)	Pupil, class teacher/other trusted adult	Once a year for SEN Plus 3 x year SBP, EHCP, CLA	
SEN support review meetings	Pupil, parents and carers, class teacher supported by SENCO	At least 3 x a year	
Annual reviews (statements and EHC plans only)	Pupil, parents and carers, SENCO, class teacher, support services, local authority.	Once a year	
In some cases Annual Reviews include a Person Centred Review	Pupil, parents and carers, SENCO, class teacher, support services, local authority.	Once a year	
Structured Conversations	Parents and carers, SENCO, class teacher (information may be gathered from pupils)	At least 2 x a year	

#### **10. How will the school prepare and support my child to transfer to a new school/ college or the next stage of education and life?**

At Chantry we firmly believe that our responsibility for our children's development doesn't end when they leave us at year 6. We work hard with children, parents and carers, and secondary settings to ensure that they have the best possible start in their new school, and the best life opportunities as they develop.

The SENCO meets with parents of SEND children in year 5 to discuss their wishes, concerns and questions about secondary schools and transfers. We do not advise where their children should attend at secondary level, but begin a dialogue and open discussion about what the parents may wish to consider when looking at their child's next steps. We work closely with secondary schools to ensure that our most vulnerable children have additional transition days to make new friends and get used to their new surroundings before they move up. Meetings take place with the SENCO and often the class teacher from secondary schools where our vulnerable children will be attending. This is in order to ensure they are fully aware of any needs, but also the personalities and strengths of the children moving up to them.

For children in year 6 with EHC plans in place the secondary schools are invited to attend the final reviews or person centred planning meetings so that they are able to meet the child, parents or carers, and those adults in school or from outside agencies that have worked closely with the child.

All paperwork is passed up to the secondary school with the child so that they can see the support that has been in place, any assessments completed and any important correspondence.

In the past we have often been available to secondary settings for conversations once the children are in year 7 to give further information about support provided, what worked well and any other questions the school may have.

Where we feel a child has been well supported in a smaller primary school, but may struggle in a larger setting we may also send up a School Based Plan to support the secondary setting in beginning an EHC Plan quickly and with the necessary information to hand should this become necessary.

For children with EHC Plans, these remain in place until the secondary setting completes an Annual review meeting with the children and parents.

For children with social, emotional or mental health difficulties we work with any outside services supporting them to enable them to remain in place for the transition period where possible. This is to ensure they have familiar support during the time of change as this can cause significant anxiety and further difficulties.

Children who move to other schools at times other than the end of year 6 are also given support where needed, and reasonable to the time frame available. We have created books of memories and goodbye parties for Looked After Children to ensure they have a positive end and a "good goodbye". We are fully aware that this often hasn't happened during periods of change in their life. We send all relevant information (for example reports, assessments. Minutes from meeting with parents/carers, programmes of study they have followed during their time with us) onto the school promptly, and where necessary have had additional phone and email conversations to clarify support provided, progress, and relevant holistic information about the child and their needs.

## **11. What training do school staff have?**

When we plan support for a child, we think about the knowledge and skills their teachers and support staff will need. If necessary, we organise training for specific staff members or allocate time in a staff meeting or an INSET training day for all staff.

Our School Development Plan is reviewed annually to look at how we achieved the targets set for the year, and what needs to be prioritised for the following academic year. These priorities may be based on trends such as where children are with their academic work, any changes or significant increases in areas of need for SEND, or on the results of staff skills audits. It also takes into account changes in government priority, guidelines or legislations.

### **Training provided to our staff for SEND:**

All our teachers are fully qualified teachers, although at times we may take on student teachers who work closely with them in their training. Staff attend weekly meetings to support knowledge and skills development. This may take the form of expert teachers within the school delivering training or feeding back from professional development they have received outside of school. Sharing of good practice, whether in teaching and learning, behaviour management or effective feedback, enables staff to learn from within the team and build consistency of approach across the school.

The SENCO may deliver training based on need within the school gathered either from current challenges or successes, or based on staff audits. The Thrive Approach is an area often revisited to ensure that all have a growing understanding of managing a range of needs and challenges for some of our most vulnerable pupils. Specific need may also be targeted. The SENCO led Tourette's training for all members of staff, and in the past we have had training on Dyslexia, the Autistic Spectrum and Asperger's and ADHD. The focus of these meetings change with the needs of our children.

Outside agencies may attend staff meetings to deliver specific information about a given area. There is also time given within the year to look at work and expectations from across the school. This year for example we have had training from the sensory service for those with hearing difficulties. This allows all teachers to have an idea of the progression of children throughout their time at Chantry.

In line with government guidelines, our SENCO has completed the National Award in Special Educational Needs Co-ordination. This was completed in July 2012. During the year the SENCO attends conferences (for SEND and Looked After Children for example), breakfast briefings, twilight briefings, network meetings or training days for new legislation or up to date research. She also conducts her own research and meets with outside agencies

regularly to develop the depth and breadth of knowledge required to support the range of need within our school.

Our teaching assistants, sometimes including other support staff alongside to ensure consistency of approach and joined up thinking, have monthly meetings. These meetings often reflect training received by the teachers as it is important that all staff coming into contact with the children have an understanding of the needs, challenges and strengths of our children with SEND. Support Staff also complete audits so that we have an understanding of the training needed. Additional training that has taken place this year includes effective feedback and marking, effectiveness supporting children's progress in reading, and positive behaviour management and restorative practice.

Other specialist staff work with children to provide interventions. Specialists within the school (those with high skills and knowledge for maths, sensory and physical, reading recovery or Speech and Language for example) may work alongside other teachers and teaching assistants to train or model good practice them. Outside agencies also work with adults in the school providing programmes of study for them to follow, modelling and training how to deliver them effectively.

We also have a wide range of specific training available to us from outside agencies:

<http://www.torfield-saxonmount.com/>

[East Sussex County Council training for schools- czone.eastsussex.gov.uk](http://EastSussexCountyCounciltrainingforschools-czone.eastsussex.gov.uk)

[Inclusion Development Programme- idponline.org.uk](http://InclusionDevelopmentProgramme-idponline.org.uk)

[Advanced training materials- advanced-training.org.uk](http://Advancedtrainingmaterials-advanced-training.org.uk)

## **12. How does the school measure how well it teaches and supports children with SEN?**

We regularly review the quality of teaching for all pupils to make sure no-one under achieves. This is done through observation and lesson study work with the teachers and teaching assistants. We look at whether our teaching and programmes of support have made a difference through observations, data and discussion with those leading intervention. We use information systems to monitor the progress and development of all pupils such as pupil progress meetings between the class teacher and members of SLT, and careful monitoring of data. This helps us to develop the use of interventions that are effective and to remove or adapt those that are less so.

We complete an annual self-evaluation of our SEN provision and use this to develop an action plan to further improve our SEN provision. Information from data for some interventions is used to judge impact. This may be taken from the class data to see how the interventions are transferring into day to day lessons, or directly from the interventions themselves depending on the type of support.

A parent questionnaire is sent out every year to parents and carers. This covers a range of areas within school life including SEND support and provision. The results are summarised and fed back to staff, governors and the parents and carers. This feedback helps to inform where changes can be made to improve the school and is fed into the school development plan.

We also invite parents and carers to provide feedback at meetings (including parent consultations and Structured Conversations or Person Centred Meetings), through attending parent coffee mornings and events, and through the Ofsted parent view website <https://parentview.ofsted.gov.uk/> . We have also recently set up a Facebook page for parents

to receive information and interact with us. Please contact the school office if you would like to find out more about or join us on social media.

### **13. How accessible is the school and how does the school arrange equipment or facilities children need?**

The school works within the guidelines “(including all the protected characteristics) covered under the Equality Act, 2010 (Faith and Religion, Age, Sex and Sexual Orientation). See Appendix A: Key Legislation. However, it goes far beyond these strands to include sexuality, religion & faith, age and every aspect which has the potential to discriminate against or to devalue any individuals within our community such as against those with special educational needs or potential language barriers. We are further committed to the development of cohesive communities both within our physical boundaries and within our local, national and global environments.”

Chantry CP School Equality and Accessibility Policy and Plan (link below)

Adaptations have been made to the school premises to ensure disability access and facilities for parents, pupils, staff and visitors to Chantry. These include slopes for access into the grounds, ramps for access to different areas of the school building, and disabled toilets within the school.

Adaptations can also be made for those with hearing or visual difficulties. This may include 1:1 meetings rather than large groups to enable lip reading or another adult to interpret, or alternative methods of communication between home and school. Important pieces of information (play scripts, power points, leaflets for example) can also be sent home in advance where requested to ensure that full information is accessible to those who need it. Discussions with the school would take place in order to ensure both parties are aware of the needs to be met and options that can be provided to support.

<https://czone.eastsussex.gov.uk/supportingchildren/equality/Pages/theequalityduty.aspx>

Before entry to Chantry, the parents of children with Special Educational Needs and disabilities may be invited to attend a transition meeting to discuss strengths, areas of challenge and support or resources that may be needed to ensure that child has access to the school and the learning. Outside agencies and nurseries already working with the family may also attend so a full picture can be gathered by the SENCO (and the class teacher where appropriate). Where possible, additional resources will be put into place before the child begins at Chantry, and always as soon as can be achieved.

Meetings with Mrs Roadway to explore and meet any medical requirements, and to ensure that any Health and Safety needs can be met also take place before the child begins school with us at Chantry. If your child has a severe medical need please ensure you make an appointment in good time to ensure that training or systems are in place for your child and there is no delay in admission for health and safety reasons.

We have a Governor who is responsible for ensuring that the Equalities Policy and Action Plan is carried out. Please follow the link below for more information.

[http://www.chantry.e-sussex.sch.uk/website/school\\_policies\\_funding\\_reports/37286](http://www.chantry.e-sussex.sch.uk/website/school_policies_funding_reports/37286)

### **14. How will my child/young person be included in activities with other children, including school trips?**

At Chantry we are committed to all children having access to Physical Education, school trips and extracurricular activities and work hard to make adaptations or provide additional

equipment should they be needed. Through careful planning and reasonable adjustments, pupils with SEN/D engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in any wider community activity.

Additional measures may be included in a Risk Assessment through discussion with parents, adults regularly working with the child in school and the child themselves.

In some circumstances (some children with high anxiety, specific needs) we may invite parents to school trips although this is usually not necessary and may not always be in the best interests of the child. In some cases provision may mean that the child attends sections of trips, particularly those of a residential nature, due to high level of need. This will always be discussed with parents and carers prior to the trip.

Please see our Disability Access Plan and Equality Policy for further information.

[http://www.chantry.e-sussex.sch.uk/website/school\\_policies\\_funding\\_reports/37286](http://www.chantry.e-sussex.sch.uk/website/school_policies_funding_reports/37286)

### **15. What support will there be for my child's/young person's overall well-being and their emotional, mental and social development?**

Children with emotional, social and mental health difficulties are now consistently one of our biggest groups of SEND children, and therefore high on our agenda at Chantry. Children who are not safe and happy find learning extremely difficult and may exhibit challenging behaviour in response to their needs. We understand that many things can cause a child to have an "interruption" in their development, that this can happen at any time and that they may need support for this. Children with bereavement, parental separation or trauma and challenges past, recent or current may need additional input for a short period or over a longer term.

Most children can be supported through our use of the Thrive Programme as a whole school ethos and may not need additional group or 1:1 support. This is available however for children who have a specific need, and this may begin from Reception age. When they move into Key Stage 2 we may look into different support, for example mentoring, or the use of a trusted key adult and dedicated time to support need. In some cases work will be based on assessments from Thrive assessments. Depending on the needs of the child, the SENCO as Thrive practitioner may still lead this work. Parents and carers will always have their permission sought if any small group or 1:1 work is needed and, as a child's primary educator and the people who know them best, they are fully part of the assessment process. Progress is reviewed throughout the year and informs where changes need to be made and how long the Thrive intervention will continue.

Whole class assessments take place for key classes towards the end of term 1 so that any classes who are vulnerable or have high numbers of children with needs can be supported as a whole group. This enables children to work together to develop an understanding of themselves and the others they spend their time with in school, fostering a sense of teamwork, respect and empathy as they move through the school. Whole class assessments are part of our round of assessments and permission is not sought from home to complete these. For those classes who receive support reviews of the assessments take place to look at progress and impact and to assess for how long the intervention needs to take place.

In some cases children may need a deeper approach to support their needs. In this case we may look into the possibility of 1:1 or small group counselling work by an outside Play Therapy practitioner. This approach will always be discussed with the parent/carer before any action is taken.



As part of our support of all children in school we place a high focus on anti-bullying and friendship work. Anti-bullying week in November is high profile and children and parents are invited to look at and suggest changes to our policy. There are parent workshops each year based around the focus for the week, cyber bullying and how to keep your child safe. We also provide information for building resilience and approaches for the child when someone is unkind to them and prevent this from becoming bullying. Gender, race, homophobic and disablist bullying are raised as part of the work on diversity covered throughout the week, and further explored in PSHE throughout the year. This year additional targeted work has been completed in upper KS2 with regard to Islamophobic, gender based and racist stereotyping and bullying.

In order to support children and families who experience challenges with social, emotional or mental health difficulties we may work with other services to support children. Agencies may include Education Support, Behaviour & Attendance Service (ESBAS), Child and Adolescent Mental Health Services (CAMHS), or Early Help services such as Family Skills Key Workers. We are able to refer two families at a time for Level 2 (low level) support which helps prevent challenges escalating and can provide signposting so the correct support can be put in place by other agencies. Please speak to the SENCO or Headteacher if you feel this may be something that would be beneficial.

Please see our websites for our policies on Behaviour and anti-bullying, Safeguarding and Supporting pupils with medical conditions.

[http://www.chantry.e-sussex.sch.uk/website/school\\_policies\\_funding\\_reports/37286](http://www.chantry.e-sussex.sch.uk/website/school_policies_funding_reports/37286)

## **16. What specialist services does the school use to support children and their families?**

We access a range of outside agencies depending on the changing needs of our children. Local authority agencies we work alongside include ESBAS, the Speech and Language Team, Family Key Worker Team, CLASS, Educational Psychologists and Occupational Therapists. We may also buy in additional support such as counselling and therapy services. In the past we have also received support from Torfield school for children on the Autistic Spectrum, and the Early Years team for children who need additional input when they first arrive with us from nursery.

Depending on the child's level and type of need we will work with parents and carers to explore whether outside agency support is needed. Parent / carer permission is sought before outside agencies are asked to step in, and the decision to do this is usually discussed with you in a structured conversation or person centred meeting before the decision is taken to refer.

<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/search-for-services/>  
<https://new.eastsussex.gov.uk/childrenandfamilies/specialneeds/health-services/>

## **17. Where can I get information, advice and support?**

**The offer on the internet**

[www.eastsussex.gov.uk/localoffer](http://www.eastsussex.gov.uk/localoffer)



**Parent information Contact at school**

<https://new.eastsussex.gov.uk/childrenandfamilies/familysupport/parent-information-contacts/about/>

Parent Information Contact: Nikki Vaughan

Contact via the school office to find out when she is available

**SEND information, advice and support service**

Impartial advice and help for children and young people with special educational needs and disabilities and their parents and carers and carers.

Telephone: 01273 337711

<https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/send-information-advice-support-service/>

**18. What do I do if I am not happy or if I want to complain?**

In the event of parents and carers being unhappy with anything within school or wishing to make a complaint they should first contact the class teacher if it relates to a class based matter, or a member of the Senior Leadership Team (SLT) if it relates to other elements of school. Please make an appointment with Ms Drake (Mrs Jackson while Ms Drake is on maternity leave) or with the Head teacher, Mrs Reed if the matter is very serious.

We work hard to resolve issues by working with parents, carers and children in the school. If these avenues aren't able to do this then the Governors of the school or outside agencies such as County Council may be contacted.

Please see our Complaints Policy for more information. (Link below)

[http://www.chantry.e-sussex.sch.uk/website/school\\_policies\\_funding\\_reports/37286](http://www.chantry.e-sussex.sch.uk/website/school_policies_funding_reports/37286)