




SEND Policy

2025

Date adopted by the governing body	April 2025
Date to be reviewed	April 2026
Signed: Chair of Governors	
Signed: Headteacher	<i>Becky Reed</i>

Key	<p>SENCO – Special Education Needs Coordinator</p> <p>SLT – Senior Leadership Team (Head Teacher, Deputy Head/SENCO, Key Stage Leaders)</p> <p>CLASS – Communication Language Autism Support Service</p> <p>TASS – Team Around the School and Setting (Attendance and Behaviour)</p> <p>SALT – Speech and Language Therapy</p> <p>CAMHS – Children and Adolescent Mental Health Services (includes ADHD and Mental Health Assessment)</p> <p>APDR – Assess, Plan, Do, Review cycle (part of the graduated approach to support). SEND Register, SEND - Class Teacher meetings.</p> <p>ANP – Additional Needs Plan (part of the graduated approach to support). SEND Register, SENCO meetings.</p> <p>EHCNA – Educational Health Care Needs Assessment. (Application to Local Authority to assess whether an EHCP is appropriate for a child.)</p> <p>EHCP – Education Health Care Plan. (Follows EHCNA, assessment and agreement that an EHCP is appropriate by the Local Authority. School, EP and Children’s Services will be asked for advice. SALT and other agencies may be asked for advice, as relevant.)</p> <p>CLA – Children Looked After (by the Local Authority. In Foster Care for example).</p> <p>PLAC – Post Looked After Children. (Includes adopted and Special Guardianship Order.)</p> <p>PEP – Plan in place for CLA. Reviewed at least 3 times annually.</p> <p>PP – Pupil Premium (entitled to free school meals e.g.)</p> <p>QFT – Quality First Teaching.</p> <p>DSL/DDSL – Designated Safeguarding Lead / Deputy Designated Safeguarding Leads</p> <p>PPM – Pupil Progress Meeting (3 x annually. Involves Head Teacher and Class Teacher, when possible SENCO).</p> <p>PLM – Professional Learning Meetings/staff meetings</p>
-----	--

Our vision, values and objectives	<p>At Chantry our objective is for every child to make the best possible progress, and to ensure they are ready for transition into their next educational setting and the world beyond.</p> <p>Our core values are ‘Confident, Caring and Creative’. These values underpin all we do. We aim to nurture children who care about others and themselves, think creatively, who are confident in their academic abilities and love learning.</p> <p>We believe children who feel better, do better. Positive learning experiences and nurturing relationships support children to make good progress at their own level academically, as well as socially and emotionally.</p>
Involved in creating the policy; how	<p>SENCO – policy creation (in line with practice and legislation), updating and dissemination</p> <p>Parents/Carers – accessibility, clarity of process, accuracy (SEND Review).</p> <p>Children - one page policy (SEND Review).</p> <p>Staff – accessibility, clarity of process, accuracy (SEND Review).</p> <p>Governors – accessibility, clarity of process, accuracy, sign off for legislation.</p>
Definition of SEND	<p>Our policy and practice is based on the SEND Code of Practice: 0 - 25, which states:</p>

<p>including what it is not, and other factors that may affect progress and attainment</p>	<p><i>“High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is <u>additional to or different from</u> this. This is special educational provision under Section 21 of the Children and Families Act 2014.”</i></p> <p>We work hard to provide an inclusive education, where children are in class taking part in lessons with adaptive teaching in place where required.</p> <p>Interventions may be required for: English as an Additional language (EAL); Pupil Premium (Free School Meals, CLA e.g.); gaps in learning; currently attaining lower than age related expectations; life events (bereavement, divorce e.g.); delay but with a positive trajectory (making good progress at their own level). Children that come under these categories do not necessarily have Special Educational Needs and, although they may require intervention, may not be included on the SEND register.</p> <p>Children may also require additional input due to currently attaining higher than age related expectations. These children are also not included on the SEND Register.</p>
<p>Our approach to identification</p>	<p>All children have the right to high quality education, included within the school community, learning and taking part in activities at their own level.</p> <p><u>Wave 1</u> Quality First Teaching (QFT) is the biggest provision at all levels (as outlined in the SEND Code of Practice). This is the entitlement for all pupils, and most children progress at their own level within this. Some children require additional scaffolds. This is “adaptive teaching”. It provides a wide range of physical (manipulable) or visual resources, pre-teaching, “keep up not catch up” interventions, as well as other teaching strategies and class based interventions. These are planned for and resourced by the class teacher. Class teachers, with the support of the SENCO and consultation with outside agencies, also hold responsibility for evaluating the effectiveness of strategies, and informing parents/carers of support in place in meetings throughout the year. Interventions are recorded on a progression map. At Wave 1, parents/carers speak to the class teacher with queries or concerns. The SENCO may support this process, and outside agencies may be employed to provide training and guidance for staff to ensure effective strategies within the classroom.</p> <p><u>Wave 2</u> Wave 2 support may be required if QFT, adaptive teaching and interventions do not have the level of expected impact. Further short term interventions may be employed. Class teachers and those leading interventions complete assessments to ensure skills are transferred to the classroom. This is supported and evaluated alongside SLT, including the SENCO, through Pupil Progress Meetings (PPM). This ensures impact and explores future targets and support. Class teachers discuss need with parents/carers, and the SENCO if required. The SENCO is responsible for Wave 2 provision, with support</p>

	<p>from parents/carers, class teacher and provision leader. The child may have an Assess, Plan, Do, Review (APDR) cycle in place to ensure support and progress are regularly monitored and evaluated.</p> <p>Wave 3 At Wave 3 long term interventions provide ongoing and specific support. The SENCO is directly involved. Children may have an APDR or an Additional Needs Plan (ANP) which provides greater detail of needs, support and progress over time. It may feed into the referral process for outside agencies such as iSend (CLASS e.g.), CAMHS for social, emotional and mental health difficulties (including ADHD), or Speech and Language Therapy if appropriate. NB: Thresholds for referral are set by the agencies. School can only report what they directly observe in school, not what is being experienced at home. If school is not observing the level of need then parents/carers need to seek support from their GP (Designated Medical Officer guidelines).</p> <p><u>Education Health Care Needs Assessments, (EHCNA) and Education Health Care Plans(EHCP)</u> If a child needs a higher of level support than the school can offer within allocated funding, then an Education Health Care Needs Assessment (EHCNA) may be sought to explore an Education Health Care Plan (EHCP). East Sussex County Council (ESCC) Matrix is consulted to explore threshold before the SENCO is able to apply https://www.eastsussexmatrix.co.uk/. Parents/Carers retain the right to apply themselves (please see the school website for support available from outside agencies). The school provides evidence and paperwork as requested.</p>
<p>Our partnering approach to involving parents/carers</p>	<p>At Chantry, communication with parents/carers is key. When school and home work together the best outcomes are achieved for our children. Parents/Carers are invited to discuss needs with class teachers via email or a scheduled meeting/phone call about academic, social or emotional development, and mental health. These may then be referred to the SENCO.</p> <p>Members of SLT and other skilled staff are present morning and end of day to enable concerns, questions or challenges to be effectively supported. Open dialogue is encouraged. Parents and Carers know their children best.</p> <p>For all children, parent/carer meetings take place minimum twice a year. At Wave 2 and 3 where children have an ADPR or ANP, there are three meetings per year.</p> <p>A SEND Review is conducted with all stakeholders every two years. This enables us to reflect and respond to ensure best possible practice within school.</p>
<p>Record keeping, monitoring and data management</p>	<p>Children not meeting Age Related Expectations are discussed in PPM to explore effectiveness of QFT, and any further support that may impact on progress.</p> <p>Children identified as needing provision “additional to or different from” are recorded on the SEND Register. They are at the forefront of planning and discussion. An ADPR or ANP records discussions with parents/carers around need, progress, in-school intervention, outside</p>

	<p>agency support, and their impact. Parent/Carer consent is sought wherever children are named in discussion.</p> <p>Children with an EHCP, or who are CLA, meet at least three times annually. They are at the forefront of all discussion around provision. This is recorded in Additional Needs Plans (or Personal Education Plans – PEP – for CLA), which are shared with parents/carers, outside agencies including Children’s Services (with parent/carers knowledge or permission), local authority, and the Virtual School for CLA. For children with an EHCP, one meeting is recorded through Annual Review to ensure provision remains relevant. Transfer review meetings take place at the end of every Key Stage (years 2 and 6). All provision is recorded on the provision mapping tool.</p>
Supporting transition	<p>Transition to the Next Year Group: PPM at the end of the academic year includes both current and future teachers to ensure information is passed on in detail, with a holistic view of the child as well as their academic needs. Both teachers then meet again at the end of the school year to share knowledge, paperwork and previous interventions (also available through provision mapping). A one page profile is completed by every child, and they look back at their previous versions each year to see their progress.</p> <p>Children coming into Chantry: Chantry holds open days (including on a Saturday) and evenings to show around and share information with prospective parents/carers to address questions and concerns. Parent/Carers can contact the SENCO via phone, email or scheduled meeting for additional support. Reception staff or the SENCO contact nurseries to ensure best possible knowledge of the children joining us. Visits to nurseries are prioritised by vulnerability and numbers, so we have a clear picture of need. Where outside agencies are involved, or if there are significant concerns from parents where the child hasn’t attended nursery, a transition meeting occurs. “Stay and Play” sessions and coffee mornings support children and parents/carers in becoming familiar with the adults they will work with regularly and the classroom space so that they can feel confident in September. As children progress through reception, face to face feedback, phone calls or emails from the class teacher and/or SENCO when appropriate keep are available.</p> <p>Moving on to Secondary Settings: The head teacher, year 6 class teacher and SENCO meet with pastoral staff for year 7 and the secondary SENCO to ensure a full picture of need is passed on. Children with an EHCP or those who are CLA are highlighted in and discussed in detail in review and transition meetings to ensure secondary staff have full information. Relevant paperwork, including safeguarding, is sent up as a requirement. Children who managed well in a small nurturing school but may find it challenging in a larger setting with greater transitions between classes may be added to the SEND Register. This ensures they are highlighted for additional discussion and support.</p>

Pupils with medical conditions	Please see our Medical Conditions Policy for details.
Safeguarding	At Chantry, keeping children safe – emotionally and physically - is key. Please see policies here: https://www.chantry.e-sussex.sch.uk/web/policies/436119 Please speak to the class teacher, DSL (Helen Drake) or DDSLs (Becky Reed, Eve Maynard, Nikki Vaughan) if you have concerns about any of our children or where you feel policies have not been followed.
Staff training	Staff training takes place weekly in school through Professional Learning Meetings (PLM) and Support Staff Meetings. Other training throughout the year includes statutory online training, Twilight sessions and INSET. Professional Development from outside agencies is available to all staff. One to one support is available from outside agencies such as CLASS and Educational Psychology to explore whole class, group or individual needs (parent/carer consent required where children are named or a specific plan is developed). Audits of staff skills and confidence, information from the SEND Register, school, county and DCAT, and national information also informs training priorities.
Complaints process	We work hard to ensure that you are happy with provision and will always discuss any concerns you may have. Should we not meet expectation then please speak to the class teacher, SENCO or head teacher. If this does not resolve the issue then please follow our Complaints Policy: https://www.chantry.e-sussex.sch.uk/web/policies/436119
SEN information report	The SEND Information Report is completed in Term 6 of every academic year, monitored by the Governing Body and shared with all Stakeholders via the website: https://www.chantry.e-sussex.sch.uk/web/special_educational_needs_and_disability_send_information/305992
Local Offer	Please find a link to the local offer here: https://localoffer.eastsussex.gov.uk/
Reference to statutory legislation	At Chantry practice is based on the SEND Code of Practice: 0 – 25. Legislation includes: <ul style="list-style-type: none"> - Section 21 of the Children and Families Act 2014 - Equality Act 2010 - Special Educational Needs and Disability Regulations 2014
Other in-house policies the SEND Policy links to	<ul style="list-style-type: none"> - Equalities - Behaviour (including AntiBullying) - Child Protection and Safeguarding - Safe Touch - Teaching and Learning - Accessibility - Pupils with Medical Conditions - Wellbeing

SEN(D) Governor	David Becker
SENCO	Helen Drake

Date of policy	April 2025
Review date	April 2026