

SEN Information Report

June 2024

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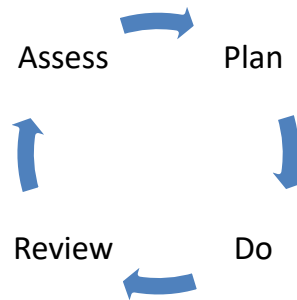
SEND Governor: David Becker

Local Offer Contribution: <https://localoffer.eastsussex.gov.uk/>

Whole School Approach:

Quality First (Wave 1) Teaching and additional interventions are applied through dialogue across the school and contribute to the provision we offer EVERY child in our care, as well what is additionally offered to individuals' children. We review and record what we offer through provision mapping, Professional Learning (PLMs), Support Staff Appraisals, and Pupil Progress Meetings with class teachers. These discussions ensure high expectations for Wave 1 teaching 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 ensure teachers adjust pace and correct misconceptions, supporting the children to move on and prevent embedding misunderstandings.
- Marking and feedback assess how well children are meeting 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.
- Further 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,

assessments for those who find it difficult to meet expectations or need additional emotional support for example).

- When referral to an outside agency is made, they may request assessments to be completed by the school or parents/carers or meet the child to complete their own assessment (this may be in school or off site).
- Practise for government required (Statutory) assessments (formal data capture) (phonics screening, times table tests, SATs for example) take place in year specific classes to ensure familiarity with testing formats, reducing 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 adults in class to identify progress and gaps, and ensure planning is targeted to meet need for all children.
- Those who need additional support within class are planned for by class teachers through Wave 1 Teaching (SEN Support). This utilises personalised learning and creates effective inclusion. It may include additional support and resources within class, 1:1 or group work, or pre-teaching language and concepts.
- For those not making progress at Wave 1, Wave 2 (Targeted) support includes planned, time limited interventions to teach specific skills and concepts. These may be completed by the adults linked to a child's class, additional adults in school, outside agencies or volunteers. A referral to/discussion with the SENCO may occur if progress does not increase. The SENCO may then become involved in the planning process, liaising with class adults and sometimes parents/carers. If there are several areas of ongoing need, or progress is limited even after intervention children may be added to the SEN Register for increased monitoring. Children then have an Assess, Plan, Do, Review (ADPR) cycle or an Additional Needs Plan (ANP) in place.
- At Wave 2 (and Wave 1 at times) outside agencies may be involved. Due to changes in structure, this may involve them sharing strategies with the school rather than directly working with a child. On occasion practitioners may work directly with the child or family to support assessment, with information then fed back to the SENCO and class teacher so they can provide effective provision.
- Children requiring support at Wave 3 (Enhanced Support) are planned for through ANPs, and in some cases EHCPs. Where possible children are involved in this process to ensure they have input into their targets and 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. Outside agencies may also join these meetings.

- Children Looked After by the Local Authority (CLA) are planned for through PEP and My Voice Matters (MVM) meetings. Their voice is made clear through the Pupil Voice tools embedded in PEP paperwork and through support from the social worker, Virtual School and carers.
- 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, and by the SENCO at Waves 2 and 3.

Do:

- Wave 1 interventions are embedded in class teaching. Some provisions (Nurture or Speech and Language for example) are also planned with the SENCO and/or Nurture Lead.
- Interventions, as laid out in **Assess**, are completed in class, 1:1 or in small groups.
- Interventions may be short term (8 – 12 weeks) or long term (therapeutic or sensory and physical need for example).
- Practitioners from outside agencies may attend school to provide training/modelling and resources for school staff. Some group work may still occur. On occasion the practitioner may work directly with a child or family.
- Support activities/resources may be sent to parents/carers for children to receive input from all their learning environments. These are discussed during review meetings and how the parents can support at home is logged in the paperwork, with actions for the SENCO to provide resources if appropriate.

Review:

- For Wave 1 interventions, the class teacher and adult providing intervention review progress and next steps. These are added to the school provision mapping tool for tracking and evidence of support (if required at a later date). Where relevant these are logged on APDR paperwork. Interventions are closed, further interventions with new targets are planned, or discussion with the SENCO takes place if progress does not reflect the level of support.
- For Wave 2 interventions, the class teacher and adult providing intervention reviews progress and plans next steps. Pupil Voice is sought as part of the assessment process. Parent/Carer voice is sought through the review cycle. When relevant this includes the SENCO.
- Review with outside agencies takes place at the end of a piece work. They may provide opening and closing (and in some cases, interim) reports. This may include parents/carers and relevant adults in school. When this is

not possible, feedback is provided directly to the SENCO (and often parents/carers) to be discussed with appropriate adults in school, so support is ongoing, adapted, or closed where no longer needed.

- Having consulted with children and parents/carers our Waves 1, 2 and 3 provision (internal or external), is based on an agreed outcomes approach.

SEN Needs:

Special Educational Needs are generally thought of in four broad areas:

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 with ASC, 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 (such as Talkabout and Zones of Regulation), or 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.
- At Chantry we follow British Psychological Society advice that it is not necessary or effective for children to be assessed for Dyslexia until at least year 6. Support known to be effective in supporting Dyslexia will be applied if traits are present (buff books and paper, overlays when relevant, not copying from the board or recording unnecessary information for example). All classes use visual timetables, visual and concrete resourcing, uncluttered buff backgrounds for presentations. Ongoing training is in place to ensure consistency.
- In year 3, all children are assessed again using LanguageLink, and in future years the Helen Arkell Spelling Test will be used alongside this to

support any children who may exhibit Dyslexic Traits. This way targeted intervention can be put in place quickly at the beginning of KS2.

- Additional support may include small group or 1:1-time limited intervention, learning aids and visual resources, reduced load (no expectation of writing the date and learning intention for example), sensory support, and consultation 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”* Children with a range of presentations such as withdrawn or isolated [or] displaying challenging, disruptive or disturbing behaviour, disorders such as attention deficit hyperactive disorder or attachment disorder are included in this area.
- Additional support may include small group or 1:1 intervention (short term or longer term), nurture or therapeutic support (Nurture Groups, Music Therapy, Zones of Regulation, alternative spaces and safe adults for example), or 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.* Children with vision impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI), some children with a physical disability (PD) who require additional ongoing support and equipment to access all the opportunities available to their peers are included in this area.
- Additional support may include: specialist equipment, additional adult support, additional resources, support from outside agencies, and 1:1 or small group time limited or longer-term intervention. Emotional support may also be provided if their disability and/or challenge due to their needs impacts on their ability to manage well, social skill development, or regulation.

(Reference: SEN Code of Practice, SEND Policy)”

As of June 2024, we have 33 children on the SEND Register. 79 pupils (38% of children) received additional support from the Nurture Lead for Speech and Language, Talkabout, Sensory Circuits, Zones of Regulation and Nurture Groups for example – some children received multiple provisions. Other support was provided through Worry Tree Anxiety Group, Music Therapy, Switch On Group (Years R and 1), Time to Talk (Year 5) and “Catch Up” teaching (Years 2, 3 and 4), among other interventions.

Class adults and volunteers provided additional Wave 1 support through additional phonics, maths, reading and writing (including motor skills) interventions.

Catch Up teachers were employed across years 2, 3 and 4 to support gaps from COVID. These closed at Easter.

We have internal processes for monitoring quality of provision and assessment of need. These include appraisal, observations, learning walks (sometimes with our Alliance Partner or, following our transition to academy status, a member of the DCAT team), pupil progress meetings, feedback from outside agencies and the Assess, Plan, Do, Review (APDR) cycle (which includes parent/carer feedback as to children's progress and wellbeing). Pupil Voice is sought through the review process and as part of monitoring.

Consulting with children, young people and their parents

Involving parents and learners is central to our approach. This is done 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
Review Meetings	Class Teacher and/or SENCO	3 x annually
PEP and My Voice Matters Meetings (CLA children only)	Carers, Birth Parents (where appropriate), Designated Teacher (SENCO), Social Workers, Virtual School Case Worker, outside agencies (when appropriate)	At least 4 x annually
Annual Review Meetings	Parents/Carers, SENCO, Class teacher/ appropriate adult, Local Authority Representative (when able to attend), outside agencies (when appropriate)	1 x annually (EHCP only)
Concerns	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. Parents/Carers are welcomed in approaching us for clarity, questions or support.

Staff development

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

Level (p68-9 SEND Code of Practice)	Training	Adults
Awareness: awareness of the 4 categories of Need, appropriate for all staff who come into contact with children demonstrating these needs	SENCO/ Nurture Lead – behaviour, adaptive teaching	All Staff
	Sensory Service	All relevant staff
	Head Teacher, SLT, Subject Leaders - Assessment and Monitoring	All Staff
Enhanced: how to adapt teaching and learning to meet a particular type of SEN, for adults working directly with the child on a regular basis	Educational Psychologist	Teaching Staff
	CLASS – 1:1 supervision, Dyslexia	Teaching Staff
	Behaviour and Meeting Need Support (TASS)	Targeted Staff
	TASS – ensuring young children are ready to learn.	Targeted Staff
Specialist: in-depth training about a particular type of SEN, for adults who will be advising and supporting others	Mental Health and Emotional Wellbeing Conference	SENCO
	Inclusion Conference	SENCO
	ASC development and Support (outside training)	Targeted Staff

This year, we have focused resources for Wellbeing and Behaviour Support (training, outside agency support and full time Nurture Lead employment), Phonics development (Read, Write, Inc), Maths (Curriculum Development), and Oracy (Language intervention prioritised, training, Jane Branson – specialist in Oracy and impacting on writing).

Staff deployment

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

- Chantry has at least one member of support staff per class every morning to maximise progress academically and, where required, social emotional skills. We invest heavily in additional support staff to work with identified classes, individuals, or to provide intervention.
- Training for all staff, including support staff and administration, is timetabled to ensure consistency. With changes to staffing this support remains ongoing.
- Support staff allocated to individual children enable development of knowledge and skills and provide opportunities to build independence and social/emotional awareness. They develop confidence and the ability to manage well in academic environments and beyond, leading to positive opportunities in the future. In line with research and educational advice we reduce this as children develop to ensure they do not become reliant, impacting on development and the ability to achieve well later on.
- Our full time Nurture Lead supports children across the 4 areas of need. Many of these children do not require a level of support appropriate for the SEND Register. They may require “light touch” or short-term support – however this helps prevent escalation into greater levels of difficulty and dysregulation. She has been heavily employed in classes with a higher level of SEND need, especially those in which social and emotional difficulties are impactful. In 2023 – 2024 Speech and Language intervention has been consistent for the first time since the pandemic in line with our focus on Oracy. With communication being the underlying reason for a high percentage of those exhibiting difficult and dangerous behaviours (both at primary level and later in life), it is hoped this will have a significant impact in the future.

Finance

Our notional SEN Budget this year was **£121, 151**. This was allocated to:

- Support staff additional to Wave 1 provision including interventions, Individual Needs Assistants, physical resources and training
- Nurture staff
- Commissioned external services – ESBAS, Educational Psychology Service, CLASS, Music Therapy, Level 2 Key worker for example.
- Additional resources including sensory cushions, chewies, fiddle learning aids, pencil grips, sensory equipment, writing slopes, laptops, ear defenders, concrete learning aids, personalised learning resources (buff paper, adapted texts), laptops
- Software Licenses such as Speech and LanguageLink
- Training and support for all staff

A full list of the external partners we work with can be found in the Local Offer: <https://localoffer.eastsussex.gov.uk/>. 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

We work closely with feeder nurseries to ensure that children coming into our school have the best possible experience and provision in place where 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
- Services available to parents/carers and the school
- Additional time for transition if required – greater number of visits or initial part time timetable (shorter days, not reduced number of days) for example

For those coming in part way through their education we provide, where relevant and possible:

- Discussion and visit to the school for parents/carers (and children).
- Meetings with outside agencies related to the child/family to ensure 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 when they arrive, and future placements when they move on
- Feedback to parents/carers as needed to support transition as required

For those moving onto other settings, either within year groups or at the end of year 6, we:

- Pass all relevant paperwork, correspondence and information to the next setting
- Are available for transition meetings (where required)
- Provide detailed SEND and Safeguarding information to ensure the best possible support is in place
- Ensure a “good goodbye” for Children Looked After by the Local Authority, or have other vulnerabilities, as they may not have experienced this and change and uncertainty may be a traumatic event for them.

Complaints:

If you feel your child has not been adequately supported with Special Educational Needs or Disabilities, after first having discussed this with the class teacher or SENCO, please see our Complaints Policy: <http://www.chantry.e-sussex.sch.uk/web/policies/436119>

Challenges this year

Challenges for our school have included:

- Anxiety is reducing after COVID for the majority of children and parents, and distress leading to difficult and dangerous behaviour is far less common. For some families, anxiety remains at a higher level (not necessarily linked to COVID but relationship, social, economic or mental health factors). Proactive support therefore remains necessary for some children and families and requires ongoing investment.
- In classes with high levels of need, additional adults are required for support. This was further exacerbated by changes in staffing and staff absence. As described above, this at times necessarily impacted on interventions.
- Restructuring of outside agencies means significantly reduced support available for schools. 1:1 work is rare, and most support is provided to staff to implement, rather than with children themselves.
- Overwhelm of services means that some families are likely to wait up to 5 years for a diagnosis. Whilst at Chantry we meet need not diagnosis, other services may not be accessible until a confirmed diagnosis is in place. This impacts on progress and wellbeing.
- Attendance is increasing and positive strategies from the Attendance Team in school means we have reducing persistent absence. However, where children do not attend consistently, gaps in learning develop impacting on attainment, emotional social development and wellbeing as children feel unable to do their best work. Relationships can shift due to inconsistent attendance, meaning the child's sense of "belonging" becomes uncertain. This increases the need for intervention.
- The cost-of-living crisis has impacted on a significant proportion of our families. Stress naturally increases under these circumstances.
- Changes in staffing means additional training is needed to inform and embed consistent practice, rather than consistently moving forward.
- As highlighted by Ofsted, there is a potential lack of understanding of the school's behaviour policy. This needs addressing so all members of the school community are working together to provide effective education for all children.

This year we have supported, and will continue to address these challenges, through:

- Parent workshops – A workshop in association with the Mental Health team in Term 3 was attended by 8 parents for Anxiety Support. A further workshop for "Sleep, Food and Mood" is planned for Term 6. The themes for this were based on Parent/Carer feedback.
- A coffee morning led by the SENCO on Behaviour and Routine (Level 2 Keyworker also present to provide information and complete referrals where required) took place in Term 2 with 5 parents in attendance. A coffee morning with iGo and a Food Bank representative took place in Term 3. A further coffee morning was planned in term 5 for further exploration on behaviour, but unfortunately needed to be postponed. One Parent/Carer arrived to attend this. A coffee morning for parents/and carers to gain an understanding of our Behaviour and Anti-Bullying Policies is planned early in 2024 – 2025 to ensure that all members of the Chantry community understand why we support behaviour as we do, and the research and evidence behind this.

- Class teachers and members of SLT are available for discussion on the gates, by phone, through emails and meetings – we have an open-door policy and seek to support anxieties and difficulties as quickly as possible.
- Our Secretary, Nikki Vaughan, is also our Parent Contact. She has excellent relationships with parent/carers and is available for them to discuss any difficulties that arise. She will be available during the Term 5 MHST coffee morning as our Parent Link.
- Our Level 2 Keyworker is flexible and supportive and has provided support through drop ins and phone calls to many parents not on her caseload through signposting and an empathetic ear. She is also available for targeted short-term work with families. The school provides signposting to CLASS+ (the parenting division of CLASS) and Amaze. There are regular workshops available at the Children’s Centre in Sidley, and clubs offered. These are signposted through Facebook and email.
- Discussion around support for 2024 – 2025 is in process, and greater resources have been allocated to support need, including a new appointment. Support staff and teachers have been carefully allocated to classes based on need and experience. We continue to invest in a 5 day a week nurture led to provide targeted interventions.
- We provide a lunchtime club (The Reflection Room), two when possible> These cater to different areas and levels of need. One of these is willingly led by staff giving up all or part of their lunch hour to ensure children feel safe, settled and ready to learn. This has a significant impact on some children’s arousal levels and their ability to access the classroom in the afternoon. We also have duty teachers inside rather than out at playtime to support need for those who find playtimes overwhelming and over stimulating.
- We believe that discussion and supervision with experts supports improvement. Teachers discuss children with needs, with parental consent, to ensure we have the best possible information. This will then be embedded in practice.
- We work closely with outside agencies to ensure we get the best possible outcomes for our children.
- We complete paperwork holistically, and in a timely way to ensure our children have the best possibility of being assessed by relevant agencies. As legal paperwork, we can only record what we observe in school.
- Attendance is an ongoing challenge, and we are passionate about supporting families with this. We have been recognised as progressive in the way we support attendance, with our headteacher leading presentations in both the Academy and for East Sussex conferences.

Further development

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

1. Continuing development of Language Skills (Oracy), and training staff to support these effectively through Wave 1 Teaching, the school environment, and interventions.

2. Ongoing work building understanding and skills to support the four areas of need, ensuring that effective Wave 1 support is in place in all classrooms.
3. Using the SEND Review to respond to meaningful feedback from all Stakeholders.
4. Continue to provide workshops and opportunities for parents/carers to and receive information from outside experts, staff within school and other parents/carers to develop their child's strengths and support needs.
5. Increase all stakeholder's knowledge of and investment in providing the best possible education for all children at Chantry, as well as an understanding of the research and evidence behind our policy and practice.

Relevant school policies underpinning this SEN Information Report include:

6. SEND Policy
7. Behaviour Policy
8. Equality Policy
9. Accessibility Plan
10. Teaching Learning Policy
11. Feedback and Marking Policy
12. Safeguarding Policy
13. Wellbeing Curriculum Policy

Legislative Acts considered when compiling this report include:

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

Date presented to/approved by Governing Body June 2024