

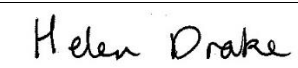




SEND Policy

2022

Date adopted by the governing body	15 th June 2022
Date to be reviewed	June 2024
Signed: Chair of Governors	
Signed: Headteacher	
Signed: Helen Drake, SENCO	

Our vision, values and objectives

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.

Our core values are ‘Confident, Caring and Creative’. These values underpin everything we do. We want to nurture children who are confident individuals who care about others and themselves, think creatively and love learning.

We believe that 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.

Key	<p>SENCO – Special Education Needs Coordinator SLT – Senior Leadership Team (Head Teacher, Deputy Head, SENCO, KS1 and 2 leaders) CLASS – Communication Language Autism Service ESBAS – East Sussex Behaviour Attendance Service SALT – Speech and Language Therapy CAMHS – Children and Adolescent Mental Health Services APDR – Assess, Plan, Do, Review cycle, part of the graduated approach to support ANP – Additional Needs Plan EHCNA – Educational Health Care Assessment. Application for county to look at whether an EHCP is appropriate for a child. EHCP – Education Health Care Plan. An assessment for an EHC plan) may need to be conducted by the local authority when children/young people need more support than can be provided at school by Wave 1 or 2 support, and when Wave 3 support has had limited or no impact on progress. CLA – Children Looked After (by the Local Authority. In foster care for example). PEP – Plan in place for CLA. Reviewed at least 3 times annually. PP – Pupil Premium (entitled to free school meals for example) DSL/DDSL – Designated Safeguarding Lead / Deputy Designated Safeguarding Leads PLM – Professional Learning Meetings/staff meetings</p>
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Involved in creating the policy; how	<p>SENCO – policy creation (in line with practice and legislation), updating and dissemination</p> <p>Parents – accessibility, clarity of process, accuracy.</p> <p>Children - one page policy, accessibility, experience.</p> <p>Staff – accessibility, clarity of process, accuracy.</p> <p>Governors – accessibility, clarity of process, accuracy, sign off for legislation.</p>
Definition of SEND including what it is not, and other factors that may affect progress and attainment	<p>Our policy and practice is based on the SEND Code of Practice: 0 - 25, which states:</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 additional to or different from 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 approach for our children through which children are in class, taking part in lessons with differentiation in place through Quality First Teaching.</p> <p>Interventions may be required for pupils for a number of reasons. These include: English as an Additional language (EAL); Pupil Premium (Free School Meals, CLA e.g.); currently attaining higher than age related expectations; 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>
Our approach to identification	<p>All children have a right to high quality education, and to be included within the school community, learning and activities at their own level.</p> <p><u>Wave 1</u></p> <p>Quality First Teaching (QFT) is the biggest provision at all levels (as outlined in the SEND Code of Practice), and most children will progress at their own level with this in place. This is the entitlement for all pupils. This is known as differentiation and involves a wide range of physical (concrete) resources, booster programmes and high quality teaching strategies to give the best experience for all. This is teacher led. Personalised learning may also be included as part of QFT. This is child led. All staff are responsible for ensuring that Wave 1 is adjusted for those in their class. A one page profile is completed by parents/carers, staff, wider family and support systems at the beginning of every school year to feed into this. The class teacher holds responsibility for evaluating the effectiveness of strategies used, and to inform parents/carers of support in place at meetings throughout the year. These are recorded on a progression map. At Wave 1, parents/carers speak to the class teacher with 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></p> <p>Wave 2 support may be required if QFT and modifications to Wave 1 do not have the expected impact.</p>

	<p>Short term intervention may be used to build skills, knowledge and confidence. These are 6 – 12 weeks long (with the exception of some provisions: Reading Recovery e.g.). These are assessed by staff leading interventions and class teachers to explore whether skills are transferred to the classroom. This is monitored by the SENCO, and evaluated by all parties (including SLT). This ensures impact and explores future targets and support.</p> <p>Class teachers discuss need with parents/carers, and complete a referral form for the SENCO if required. The SENCO is responsible for Wave 2 provision, with support from parents/carers, class teacher and provision leader.</p> <p><u>Wave 3</u></p> <p>At Wave 3 long term interventions provide ongoing and specific support. The SENCO is directly involved. The child has an Assess, Plan, Do, Review (APDR) cycle in place to ensure support and progress are regularly monitored and evaluated with parents/carers, class teachers and provision leaders. They may also have an Additional Needs Plan (ANP) which provides details of need, support and progress over a period of time. This may feed into the referral process for outside agencies such as iSend (CLASS, ESBAS e.g.), CAMHS for social, emotional and mental health difficulties (including ADHD), or Speech and Language Therapy.</p> <p><u>Education Health Care Needs Assessments and Care Plans</u></p> <p>If it's decided that a child needs higher level support than the school can offer without additional funding, then an Education Health Care Needs Assessment (EHCNA) may be sought to explore whether an Education Health Care Plan (EHCP, previously known as a statement) is required. East Sussex County Council (ESCC) Matrix is consulted to explore the threshold before the SENCO applies. Parents/Carers retain the right to apply for this themselves. The school will then provide relevant evidence and paperwork.</p>
<p>Definition of SEND Provision/SEN Support</p>	<p>SEND provision is graduated:</p> <ol style="list-style-type: none"> 1. Monitoring: vulnerable children (due to one of the criteria above, but not currently SEND e.g.). Discussed in Pupil Progress Meetings (PPM) (held 3 times annually), staff meetings (PLM) at least 3 times annually, and in professional discussion between parents/carers, class teachers, support staff and SENCO. Recorded in ongoing class teacher, PPM and, where appropriate, SENCO data. Supported at Wave 1 through QFT. 2. SEN Support: Children recorded on the SEND Register. Parents/Carers of children on the register at the beginning of the academic year are annually informed by letter. This includes the area of SEND, the level at which they are recorded, and the most significant area of need (communication and interaction, cognition and learning, social, emotional and mental health, sensory and/or physical needs). Parents/Carers are invited to discuss this with the SENCO if they wish to, but are aware prior to the letter going out. 3. EHCP: Parents/Carers informed annually as SEN Support. Meetings are held 3 times a year, including an Annual Review for which paperwork is sent to the Local Authority. Transfer Review Meetings take place in years 2 and 5 to ensure information reflects need. If at any point targets no longer reflect the child's progress

	<p>then SENCO holds responsibility for providing new targets for EHCP update.</p> <p>The SEND register may change throughout the academic year as children’s needs change. Referral from class teachers may add children to the Register. Children may be removed from the register if they have made significant progress and barriers can now be managed within Quality First Teaching (QFT). In both these cases a Structured Conversation with the parent/carer will occur with the SENCO (and usually the class teacher). Also see our School’s Accessibility Plan for further information. http://www.chantry.e-sussex.sch.uk/web/policies/436119</p>
<p>Our partnering approach to involving parents/carers</p>	<p>At Chantry we believe that communication with parents/carers means impact on progress. When both school and home work together the best outcomes are achieved for our children.</p> <p>Parents/Carers are invited to complete a one page profile with their children at the beginning of every academic year as we recognise you know them best.</p> <p>Parents/Carers are invited to share concerns with class teachers by email or a requested meeting/phone call about academic, social or emotional development, mental health or safeguarding concerns. These may be referred to the Senior Leadership Team (SLT).</p> <p>Members of SLT and other skilled school staff are present morning and end of day to enable concerns, questions or challenges to be effectively supported. These are referred as appropriate (class teacher, SLT, SENCO, DSL/DDSL). Open dialogue is encouraged as we recognise that the child’s primary carers are most aware of need.</p> <p>Parent/Carer meetings take place at least twice a year for concerns, questions and positive feedback on QFT, additional support and the potential need for SENCO referral.</p> <p>At Wave 2 and 3 (includes those with an EHCP or CLA status) input is sought through the pupil and parent voice to ensure we have an accurate picture.</p> <p>As from 2022 an annual SEND Review will be conducted with all stakeholders. This will enable us to reflect and adapt to ensure best possible practice.</p>
<p>Record keeping, monitoring and data management</p>	<p>Children recorded as “monitored” are targeted in PLM and PPM to explore effectiveness of QFT. This is recorded through paperwork from PPM.</p> <p>Children identified as needing provision “additional to or different from” Quality First Teaching are recorded on the SEND Register. This ensures they are at the forefront of planning and discussion. An ADPR or ANP records discussions with parents/carers of need, progress, in-school intervention, outside support and the impact of these. These are shared with parents/carers. They are included in outside agency referrals.</p> <p>Children at EHCP level, or those who are CLA, meet at least 3 times annually. They are at the forefront of all relevant discussion of provision. This is recorded in Additional Needs (Personal Education– PEP – for CLA) Plans. They are shared with parents/carers, outside agencies including Children’s Services (with parent/carer 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, and is adapted.</p>

	<p>Provision at all levels are recorded through the school provision mapping tool.</p> <p>Reasonable adjustments are listed within the Accessibility and Equalities policies and updated accordingly. http://www.chantry.e-sussex.sch.uk/web/policies/436119</p> <p>We have a SEN Governor who monitors SEND, this is currently Richard Sage.</p>
Supporting transition	<p>Children Moving on within Chantry: Class teachers meet at the end of every year to share knowledge of children. Paperwork and previous information of intervention is available through the provision mapping tool. The one page profile provides an opportunity for parents and wider family to feed into provision. PPM at the end of the academic year includes both previous and future teachers to ensure information sharing.</p> <p>Children coming into Chantry: Chantry holds open days and evenings for prospective parents to ask questions and discuss any concerns. Parent/Carers are able to contact the SENCO/class teachers via phone, email or scheduled meeting. Reception Class staff or SENCO contacts nurseries to explore vulnerability, SEND or otherwise, to ensure best possible knowledge of children coming into Chantry. Visits to nurseries are prioritised by vulnerability and numbers, so we understand need. If outside agencies are involved, or if there are significant concerns from parents and the child hasn't attended a nursery, a transition meeting occurs. This explores need, strengths and areas for support. As the child progresses through their first year at Chantry then face to face feedback, phone calls or emails from the class teacher, will keep you updated. Support from the SENCO is also available should this be required.</p> <p>Moving On: The head teacher, class teacher and SENCO meet with pastoral staff for year 7 and the secondary SENCO to ensure a full picture of need. For children with an EHCP or those who are CLA, review or transition meetings take place to ensure that staff in the secondary setting have full information to support this. Relevant paperwork, including safeguarding, is sent up as a requirement. Children who have managed well in a small nurturing school but are likely to find it challenging in a wider setting may have an APDR or ANP prepared for their secondary setting. They may be added to the SEND Register if at a higher level, with the knowledge that the transition may move them from the "monitor" to the "SEN Support" level once they arrive at secondary to ensure they receive an appropriate level of support. For CLA and EHCP children secondary staff are invited to the final PEP or review meetings to ensure transition is as smooth as possible.</p>
Pupils with medical conditions	Please see our Medical Conditions Policy for details. http://www.chantry.e-sussex.sch.uk/web/policies/436119
Safeguarding	At Chantry we take safeguarding, including bullying, seriously. Follow the links to our policies here: http://www.chantry.e-sussex.sch.uk/web/policies/436119

	<p>Please speak to the class teacher, DDSL (Helen Drake, Sam Sankey) or the DSL (Becky Reed) if you have concerns that these policies have not been followed. Safeguarding Policy, Behaviour and Antibullying Policy, Safe Touch Policy.</p> <p>http://www.chantry.e-sussex.sch.uk/web/policies/436119 http://www.chantry.e-sussex.sch.uk/web/special_educational_needs_and_disability_send_information/305992</p>
Staff training	<p>Staff training takes place regularly in school through Professional Learning Meetings (PLM), online training, Twilight and INSET. Professional Development from outside agencies is available to all staff.</p> <p>One to one time for staff is available from outside agencies such as CLASS and Educational Psychology (parent/carer consent sought if children are named or a specific plan is put in place), groups of pupils with similar need, or a prevalent issue within the class (language or attention difficulties e.g.).</p> <p>Audits of staff skills and confidence, information from the SEND Register, school, county and national information also inform training priorities.</p>
Complaints process	<p>We work hard to ensure that you are happy with provision and will always discuss any concerns you may have. Should we not meet expectations then please speak to the class teacher, SENCO or head teacher. If this does not resolve the issue then please follow our Complaints Policy:</p> <p>http://www.chantry.e-sussex.sch.uk/web/policies/436119</p>
SEN information report	<p>The SEND Information Report is completed in Term 6 of every academic year. It is shared with all Stakeholders via the website and monitored by the Governing Body. http://www.chantry.e-sussex.sch.uk/web/special_educational_needs_and_disability_send_information/305992</p>
Local Offer	<p>Please find a link to the local offer here:</p> <p>https://localoffer.eastsussex.gov.uk/</p>
Reference to statutory legislation	<p>At Chantry our practice is based on the SEND Code of Practice: 0 – 25. Legislation includes:</p> <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
Links to other in-house policies	<p>Equalities policy Behaviour Policy (including the Friendship and Anti-bullying Policy) Safeguarding Policy Safe Touch Policy Teaching and Learning Policy Accessibility Policy Pupils with Medical Conditions RSHE</p> <p>http://www.chantry.e-sussex.sch.uk/web/policies/436119</p>