



Levels of Support

A visual representation of our SEND Policy

Wave 1, Every child at Chantry receives:

A One Page Profile



All children create a one page profile each year. It records what they feel people appreciate about them, what is important to them and how people can support them. They may seek information from home, from adults in school and/or from peers. ALL staff are responsible for Inclusion. Class teachers are responsible for ensuring teaching is adjusted for the needs of children in their class, and for adapting to need.



Adaptive Teaching

Adaptive Teaching is whole-class and focuses on inclusive, high-quality support for every pupil. It utilises personalised learning and creates effective inclusion for children with SEND needs. Examples include learning aids (visual, auditory or interactive/movement based), pre teaching or additional practise with concepts, vocabulary or resources, or 1:1 and small group support for needs identified by the class teacher.

If parents and carers have concerns they should speak to the class teacher.



Class teacher considers whether intervention is necessary using assessment and is responsible at this level, with support from the SENCO.

Wave 2

If a child does not make good progress or achieve age related levels despite adaptive teaching, they may need specific, time limited, intervention to overcome barriers to learning. Intervention increases monitoring of progress and effectiveness of provision. Gaps may arise due to lack of attendance or difficulties not related to education (bereavement, language barriers, medical difficulties e.g.). These are not necessarily classed as SEND and children may not be added to the SEND Register if these are the case. "Catch up" to reduce gaps in learning, or address misconceptions may be employed. If progress does not improve with intervention then your child may be added to the SEND Register. Pupil Progress Meetings (Head Teacher, SENCO and Class Teacher) may ascertain that your child needs to be added to the SEND Register. Parent meetings with the class teacher will look at concerns and, if needed, meetings with the SENCO will occur.



Class teacher, in consultation with the parent, completes SEN referral form and discusses with the SENCO. SENCO becomes responsible at this level.





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Wave 3

On-going, high level support to address SEND. The child may receive specialist support from outside agencies. They will have an Additional Needs Plan (ANP). School may be considering an Educational Health Needs Assessment (EHCNA) to seek an EHCP (Education Health Care plan).

The SENCO is directly involved with coordinating provision, providing assessments and liaising with outside agencies.

SENCO ensures an individual record is kept and coordinates ANP if needed. An Education Health Care Needs Assessment (EHCNA) may be requested by the SENCO or parents/carers.

At every stage the pupil and parents/carers are involved with and informed of decision making and support.

Key Contacts:

SENCO: Helen Drake

SEND Governor: David Becker