

SEN Information Report

July 2023

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SEND Governor: *David Becker*

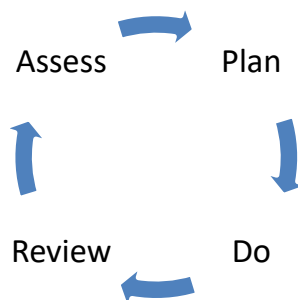
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Local Offer Contribution: <https://localoffer.eastsussex.gov.uk/>

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 wave 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. In future years the Helen Arkell Spelling Test will be used alongside this to support any children with Dyslexic Traits.

- 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 (well over a third 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.

We have internal processes for monitoring quality of provision and assessment of need. These include staff appraisal, observations, learning walks (including our

Alliance Partner and, 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 their child'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. Please approach us, it's what we're here for.

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
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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 currently has at least one TA per class in the mornings to support with learning needs and social emotional skills. Training for all staff, including support staff and administration, is timetabled to ensure consistency across the school. With a new KS2 team in place this support is ongoing.
- Support staff allocated to particular children are charged with supporting learning and developing independence and social/emotional skills. They

work with individual children to develop confidence and the ability to manage well in academic environments and beyond, leading to good opportunities in the future. In line with research and educational advice we limit this as the child develops their skills to ensure they do not become reliant, which can impact on development.

- Our Nurture Lead, working 2 days per week until the end of term 5, supported vulnerable children, those who need additional support with social skills or emotional regulation difficulties, or reactive emotional difficulties. She has a significant amount of skills and experience, working as a SENCO in another school and previously working in a specialist school.
- At the end of academic year 2022 – 2023 we appointed a nurture support worker fully allocated for nurture support and targeted intervention work. She is Thrive trained (previous method of emotional support at Chantry), and has accessed all appropriate Empowerment Approach and Therapeutic Thinking training in recent years. She has also worked 1:1 with an ASC child, moving through the school them so she has experience of every age group. We are excited for her to begin work across the school in September.
- Support staff work with identified individuals or intervention groups to support progress, fill learning gaps and develop skills to ensure all our children make progress.

Finance

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

- Support staff additional to Wave 1 provision - interventions, Individual Needs Assistants, physical resources, training for example
- Nurture staff
- Commissioned external services – ESBAS, Educational Psychology Service, CLASS, Music Therapy for example
- Additional teaching resources – sensory cushions, chewies, fiddle learning aids, pencil grips, sensory circuit equipment, writing slopes, laptops, ear defenders, concrete learning aids, Empowerment Approach resources, personalised learning resources for example
- Training – Therapeutic Thinking, Empowerment approach, Mental Health and Emotional Wellbeing, Dyslexia, Phonics Training for example

A full list of the external partners we work with can be found in our contribution to the Local Offer: [click here](#). 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 this is 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
- Any 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

Those coming in part way through their education can expect:

- Discussion with parents/carers (and outside agencies where relevant) 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, and future ones as they move on
- Feedback to parents/carers at regular intervals for an agreed period to ensure they are settling

Those moving onto another setting either within year groups or at the end of year 6 can expect:

- All relevant paperwork, correspondence and information to be passed onto the next setting
- Transition discussion (where appropriate)
- SEND and Safeguarding information to be shared openly between schools to ensure the best possible support is in place
- Transition support for children or a “good goodbye” where this is possible within the time frame, particularly for those children who are Looked After by the Local Authority.

Complaints:

If you're not happy with how we have supported your child in any Special Educational Needs, after having discussed it with the class teacher or SENCO, please see our Complaints Policy: [Click here](#)

Challenges this year

Challenges for our school have included:

- Children's anxiety has reduced following the return to school after COVID for the majority of children. For some children a higher level of proactive support remains necessary, and adults are required in class to support this, impacting on consistency of intervention.
- Adults continue to be needed to support reactively when children are struggling to regulate difficult feelings; stress related behaviour
- Overload on outside agencies, therefore lack of support available for school.
- Parental anxiety remains high following, but not necessarily because of, COVID. Social factors, and in some cases medical issues, have impacted.

- There is not yet a full return to parents/carers highlighting the importance of consistent education in school following COVID.
- Attendance remains low due to the above two factors. Gaps in learning arise which not only impact on attainment but emotional and social development, and self-esteem when the child feels they are unable to do their best work. This increases the need for intervention to accelerate progress and address gaps.
- The cost of living crisis has impacted on a significant proportion of families. Stress naturally increases under these circumstances, impacting on children and their ability to manage well.
- Our highly skilled and much loved Nurture teacher left us at the end of Term 5.
- A new team of staff means that additional training has been required to inform and embed consistent practice rather than move forward.

We intend to address this through:

- Continued proactive practice (nurture, alternative spaces, full time nurture lead, music therapy, Empowerment Approach, Therapeutic Thinking).
- A newly appointed but long standing and experienced member of staff has been appointed 5 days a week to support need.
- Continued training for all staff in Therapeutic and Empowerment based practice, including a targeted training programme to address gaps for new staff to move the whole team forward.
- Increased availability, and changes to timetabling, for those leading intervention to increase consistency and impact.
- Timetabled review meetings (linked to appraisal timetable) with those leading intervention to record impact, evaluate and plan next steps.
- Ensure referrals for early intervention to outside agencies, when required.
- Continued training for SENCO in most recent research to ensure evidence based practice in school.
- Continued support for parents including: Workshops and coffee mornings (CLASS, EMHPs, Keyworkers, iGo, Foodbanks e.g.); support from keyworkers or early help; meetings with appropriate school staff; signposting on website

Further development

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

- Developing a whole school focus on Language Skills (Oracy), training staff to support these effectively through Wave 1 Teaching, the school environment, and interventions.
- Ongoing work building understanding and skills to support the four areas of need, focusing on those relevant to our intake.
- Continuing development of the whole school Wellbeing Curriculum, incorporating PSHE, RSE, Mental Health and Empowerment Approach. Continue to build this based on pupil voice and the Healthy Schools survey completed annually by years 5 and 6.
- Continuing the Annual SEND Review to increase and respond to meaningful feedback from all Stakeholders.

- Continue to increase workshops and opportunities for parents/carers to come into school and receive information from outside experts, staff within school or other parents/carers to support their child's strengths and needs.
- Increase all subject leader's knowledge of how to support children across the curriculum, then disseminated to staff for embedding.

Relevant school policies underpinning this SEN Information Report include:

- SEND Policy
- Behaviour Policy
- Equality Policy
- Accessibility Plan
- Teaching Learning Policy
- Feedback and Marking Policy
- Safeguarding Policy
- Wellbeing Curriculum Policy

Legislative Acts taken into account when compiling this report include:

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

Date presented to/approved by Governing Body:

04th October 2023