

SEND Policy and Information Report

Chailey School



humanities



LANGUAGE COLLEGES

Approved by:

Head Teacher

Chair of Governors

Last reviewed on: June 2022

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Contents

| | |
|--|----|
| 1. Aims..... | 2 |
| 2. Legislation and guidance | 2 |
| 3. Definitions | 2 |
| 4. Roles and responsibilities | 3 |
| 5. SEND information report..... | 4 |
| 6. Monitoring arrangements | 10 |
| 7. Links with other policies and documents | 10 |

1. Aims

Our SEND policy and information report aims to:

Set out how our school will support and make provision for pupils with special educational needs and Disabilities (SEND)

Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

2. Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and Responsibilities

4.1 The SENDCO

The SENDCO is **Louise Thompson**

They will:

- Work with the Head teacher and the SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Head teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Head Teacher

The Head Teacher will:

- Work with the SENDCO and the SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND Information Report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision to students with a range of needs, including:

Communication and Interaction, this includes pupils with Autistic Spectrum Condition, Asperger's Syndrome and Speech Language and Communication Needs

Cognition and Learning, this includes pupils with moderate learning difficulties, severe learning difficulties. This also includes children with specific learning difficulties such as Dyslexia, Dyscalculia and Dyspraxia

Social, Emotional and Mental Health difficulties. These may manifest themselves in pupils becoming withdrawn or isolated or displaying challenging, disruptive or disturbing behaviour; this category of need also includes pupils who may have conditions such as Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder

Sensory and/or Physical Needs, this includes pupils with Visual Impairment, Hearing Impairment, Multi-Sensory Impairment and Physical Disability.

5.2 Identifying pupils with SEND and assessing their needs

We aim to identify children's special educational needs and disabilities (SEND) as early as possible, so that they have the best possible experience of school. Over the course of transition for pupils joining in Year 7, we will visit the child at their primary school to meet and observe the child in lessons, and liaise with school staff. There may also be dialogue with parents and carers, as appropriate. Information from the child's previous school is used towards our assessment of the child's needs. We will assess each pupil's current skills and level of attainment on entry to the school. Assessments may vary for pupils joining the school at any time other than at the beginning of Year 7.

Class teachers will make regular assessments of progress for all pupils and identify and provide support to those pupils making less than expected progress through the school's progress tracking systems, which includes Faculty Leaders and Key Stage Directors. Less than expected progress is identified as:

- significantly slower than that of their peers
- Failing to match or better the child's previous rate of progress
- Failing to close the attainment gap between the child and their peers
- Widening the gap

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness.

In identifying a child as needing SEND support, the class teacher, working with the SENDCO, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data.

Slow progress and low attainment do not necessarily mean that a child has SEND. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

Difficulties related solely to limitations in English as an additional language are not SEND. Persistent disruptive or withdrawn behaviour does not necessarily mean that a child has SEND.

We are alert to emerging difficulties and respond early. For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop.

Where it is decided to provide a pupil with SEND support, the decision will be recorded in school records and we will formally notify parents. We are required to make available to the Local Authority the data on the levels and types of SEND within the school. This data collected through the School Census, is also required to produce the national SEND information report. This information is presented anonymously to protect the child's privacy.

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. If, despite taking relevant and purposeful action to identify, assess and meet the SEND of the child, they have not made expected progress, consideration will be given to requesting an Education, Health and Care assessment. This request can be made by School or by parents.

In considering whether an EHC Needs Assessment is necessary, the Local Authority will consider the evidence of the action already being taken by the school to meet the child's SEND. An EHC Needs Assessment will not always lead to an EHC Plan.

The purpose of an EHC Plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care and, as they get older and prepare them for adulthood. The EHC Plan also specifies the arrangements for setting shorter term targets at school level.

5.3 Consulting and involving pupils and parents

We recognise that parents know their children best and listen and understand when parents express concerns about their child's development. We also listen and address any concerns raised by children themselves. We are alert to emerging difficulties and respond early when we can, keeping parents/carers informed of observations and concerns as they arise. This may be through the usual channels of parent consultation evenings or telephone or email contact, or we may invite parents to attend a meeting for a longer discussion.

We are committed to involving children with SEND in decisions about their learning. We will:

- Have regard to the views, wishes and feelings of children.
- Provide children with the information and support necessary to enable full participation in decision making.
- Support children to support their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

5.4 Assessing and reviewing pupils' progress towards outcomes

We record evidence of pupil progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEND support provided. We record details of additional or different provision made under SEND support in class. This forms part of regular discussions with parents about the child's progress, expected outcomes from the support and planned next steps.

SEND support takes the form of a four-part cycle: Assess, Plan, Do and Review. Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

Clear dates for reviewing progress are agreed and the parent, pupil and teaching staff will be clear about how they will help the pupil reach the expected outcomes. The effectiveness of the support

and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

Reviewing an EHC plan

EHC plans are used to actively monitor children's' progress towards their outcomes and longer term aspirations. They must be reviewed as a minimum every 12 months.

Reviews will be undertaken in partnership with the child/young person and their parents, and will take account of their views, wishes and feelings. The review will focus on the child/young person's progress towards achieving the outcomes specified in the EHC plan. The review will also consider whether these outcomes and supporting targets remain appropriate.

We invite Parents to meet with a school representative for every Annual Review, whereby the feedback from all teachers will be discussed. Where relevant, the Local Authority SEND officer and/or a health service representative and/or a Local Authority social care representative will also be invited to the review meeting.

Before the meeting we will give notice to all parties at least two weeks before the meeting and seek advice and information about the child.

Where a child is looked after by the Local Authority, where possible, we will endeavour to synchronise EHC plan reviews with social care reviews.

5.5 Supporting pupils moving between phases and preparing for adulthood

The great majority of children with SEN or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. Our SEND support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life.

We recognise that transitions can be difficult for all children and especially those with SEND and take steps to ensure that any transitions are as smooth as possible.

If a child is joining Chailey at the beginning of Year 7:

- All Year 5 children will usually be invited to visit Chailey for curriculum days and some pupils will also be invited to attend additional programmes of lessons, performances and taster sessions, which may be intended for an identified group of pupils, such as more able learners. Transition days take place for all new students towards the end of the Year 6 summer term.
- Year 6 teachers and the SENDCO or Year 7 Student Support Manager/Transition Manager will discuss the specific needs of a child and either member of staff will visit all primary schools where pupils are attending Chailey to meet and talk with pupils. Additional visits may be arranged where a pupil with a higher level of need and a vulnerable transition group will support this.
- If a child has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education.

If a child is moving to or from another school:

- we will contact the school SENDCO or other relevant staff regarding any special arrangements or support that need to be made for the child.
- we will make sure that all records about the child are passed on as soon as possible.

5.6 Our approach to teaching pupils with SEND

At Chailey, we set high expectations for all pupils whatever their prior attainment. We use assessment to set targets which are deliberately ambitious. We deliver high quality teaching that is differentiated and follow the Quality First Teaching Approach. Some children/young people need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it.

5.7 Adaptations to the curriculum and learning environment

All pupils have access to a broad and balanced curriculum. In the details of the curriculum provided in each year, we include details of how the curriculum is adapted or made accessible for pupils with SEND. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. We do what is necessary to enable children to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or special educational provision for a child with SEND.

5.8 Additional support for learning

Teachers and Teaching Assistants are monitored and supported to ensure that the additional teaching they are providing is of a good standard, in line with the school's performance management procedures. The class teacher will receive information on all pupils with SEND needs and will set appropriate targets based on their current work, prior attainment data and other available information.

When necessary, the school will seek support from outside agencies. This will be discussed with parents and a referral made upon receipt of parental permission.

5.9 Expertise and training of staff

All teachers and support staff have wide areas of expertise, and all staff undergo a programme of Continuing Professional Development (CPD) training throughout the school year. This rolling programme of training and support, part of the school's Development Plan, is based on the needs of pupils at Chailey School and also takes account of staff experience and training needs. Staff are trained in areas of their specific expertise. In addition to this, teaching assistants meet regularly with the SENDCO to discuss strategies for supporting pupils with SEND.

External courses which staff have attended and incorporated into their work to Chailey, include Personalised Learning for Reading, ASC training, social skills/social stories, Dyslexia awareness, behaviour management, speech and language and the use of the literacy programme Lexia. This is offered to a wide range of pupils and is led by a trained teaching assistant, as a result of their training.

Trained first aiders are available in school and Chailey School has a medical room for administering first aid. If a child needs medication to be administered in school parents are asked to provide details of this on a form. The school nurse is available for advice and will write a health plan when a child has specific medical needs. Where a child has significant medical needs there will also be a discussion between the class teacher, SENDCO, school nurse and parents.

5.10 Access around the school, equipment and facilities

Health and Safety audits are conducted to ensure that the school provides a safe environment for all pupils.

The school hall, school office, library and medical room are on ground level. All upstairs classrooms have access via a lift. The school site is fully wheelchair accessible with wide corridors and doorways. Outside areas can be accessed via a ramp.

We encourage parents to discuss any concerns with us so that we can ensure that all children have access to all areas of the school and are included.

We take appropriate steps to ensure pupils with disabilities are treated equally favourably as other pupils, and we provide facilities to assist access to the school by disabled pupils. We are

committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships.

Full details can be found in the school Accessibility Policy, the Equality Policy and the Inclusion Policy, as well as the Health & Safety Policy, all of which are available on our website.

5.11 Evaluating the effectiveness of SEND provision

The individual needs of all pupils are discussed by the SENDCo, parents and carers. The provision to meet their needs are tailored to the child and provided in a variety of ways. The progress of a child is highlighted throughout the year, through one formal report, two shorter progress sheets and two parents' evenings. It may also be appropriate to have a more detailed conversation with the SENDCo during these evenings to discuss provision. We may on occasions contact other professionals for additional advice or support.

We regularly and carefully review pupil progress and the quality of teaching and learning for all pupils. We measure the impact that teaching, interventions and additional resources have had upon learning. We record evidence of pupil support and progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEND support provided. This is also part of our Assess, Plan, Do, Review process.

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All pupils are included in activities outside the classroom, including outdoor learning within school time, school trips and outside visits, such as to sixth-form colleges. Chailey clubs are available to all students, and, where appropriate suitable adjustments are made as needed to accommodate pupils who are vulnerable for any reason.

Risk assessments are carried out for school visits including residential trips and reasonable adjustments made where required. A suitable number of adults accompany the pupils with a higher level of support provided for some pupils if needed. Any special arrangements are made in full consultation with parents.

No pupil is ever excluded from taking part in activities because of their SEN or disability.

5.13 Support for improving emotional and social development

All school staff who come into contact with children have responsibility towards ensuring that they feel safe and secure at Chailey School. All staff take children's and parental concerns about well-being seriously. The class teacher and adults in the classroom are kept well informed of any particular need, preference or individual circumstances which is relevant to their learning or overall well-being. This is circulated to all staff via the Student Passport, which is a working document and frequently updated.

Chailey School has a system of sanctions and rewards for behaviour management for all children (please refer to the school Behaviour Policy for more information, which is available on our website). Reasonable adjustments are made, where appropriate, to meet the student's needs. Additional Behaviour Management Plans or Risk Assessments may be used where needed, to support individual children who are experiencing particular difficulties. Chailey School also participates in events such as Anti-Bullying week and Schools' ASC Awareness week, and we have a whole-school focus on increasing independence and responsibility as part of the school's ethos.

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

Where appropriate, we have access to a range of outside services for additional support. We work in partnership with a range of statutory and non-statutory services in East Sussex, such as ASC

support from the CLASS team, language support from the Integrated Services Team, as well as Occupational Therapy and the Sensory Support Team who support children with a visual or hearing impairment.

Records of involvement of specialists are kept and shared by the agencies with parents and the SENDCO, after which the Student Passport will be updated and distributed to all relevant staff.

Some of our staff have undertaken specialist training. These include:

- an ASC specialist teaching assistant;
- a Dyslexia-trained teaching assistant;
- a Dyslexia specialist teacher and
- a speech and language-trained teaching assistant.

5.15 Complaints about SEND provision

We encourage parents and carers to communicate with us early on if there are any issues or concerns arising. We hold weekly SEND appointments for this reason (bookable by calling reception). If there is not a member of staff available to talk with you immediately we will arrange an appointment to meet as soon as possible. If there are any disagreements with parents/carers about SEND support for their child, we will work with them to try to resolve these.

In the event that a parent/carer is unhappy about how concerns are being addressed, a formal complaint can be made as set out in our Complaints Policy. Details about this are available from the School Office or on our website.

5.16 Contact details of support services for parents of pupils with SEND

Communication between school and home is of vital importance to the success of each pupil we support. In school, the form tutor is the first point of contact for parents. If there is a concern to be raised over a particular lesson or subject, please contact the class teacher directly, using the 'Contact Us' section of the school website. Parents are also welcome to directly contact the SENDCO@chaileyschool.org email address regarding matters surrounding SEND.

SENDCO: Ms. Louise Thompson – lthompson@chaileyschool.org

Special Educational Needs Governor: [Mrs Rachel Buckenham](#)

Further information on the following areas can be found via the links to the East Sussex County Council website, as provided:

- [Admissions and transport](#)
- [The SEND Team](#)
- [Information for families](#)

Government guidance about SEND:

- <https://www.gov.uk/government/publications/special-educational-needs-and-disabilities-SEND-reform-letters>
- <https://www.gov.uk/government/publications/SEND-and-disability-support-changes-information-for-young-people>
- <https://www.gov.uk/government/publications/SEND-guide-for-schools-and-alternative-provision-settings>
- <https://www.gov.uk/government/publications/SEND-managing-changes-to-legislation-from-september-2014>

5.17 Contact details for raising concerns

If you have any questions about this policy please contact Louise Thompson, the SENDCO (as above) or Helen Key, the Headteacher on 01273 890407.

This policy sets out our approach to supporting children with special educational needs (SEND). For more information about how we support children with SEND please also see our website.

5.18 The local authority local offer

Within this document you will find our contribution to the Local Offer.

The local authority's local offer can be found on the East Sussex County Council website.

<https://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer>

This offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.

6. Monitoring arrangements

This policy and information report will be reviewed by Louise Thompson, SENDCO. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

Statutory policies for schools

Schools are required to have the following policies in place (DofE advice published February 2014):

Accessibility Plan

Admission Arrangements

Behaviour Principles written statement

Child Protection policy and procedures

Complaints procedures

Early Years Foundation Stage

Equality Information and Objectives statement

Data Protection

Health and Safety

Home-school agreement document

Published School Information

School Behaviour

Sex Education

Supporting pupils with medical conditions

Relevant but non-statutory policies include:

Anti-bullying

Pupil Premium

Teaching and Learning

Listed below are the regulations and legislation that are relevant to this policy.

Legislation

The following sections of the Children and Families Act 2014:

- Co-operating generally: governing body functions: Section 29
- Children with special educational needs but no EHC plan: Section 29
- Children with SEND in maintained nurseries and mainstream schools: Section 35
- Using best endeavours to secure special educational provision: Section 63
- SEND Co-ordinators: Section 64
- Informing parents and young people: Section 65

- SEND information report: Section 65
- Duty to support pupils with medical conditions: Section 100

Equality Act 2010
Education Act 1996
Data Protection Act 1998

Regulations

The Special Educational Needs and Disability Regulations 2014