

SEND Information Report



**CHILWELL
SCHOOL**

Approved by:

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1. Aims

Our SEND Information Report aims to explain the processes of assessment and support that we use to ensure all our students make the best possible progress during their time in our care. We aim to provide every child with access to a broad and balanced education and aid their capacity to access the National Curriculum.

Our vision, values and broader aims:

- Any pupil with special educational needs should have their needs met as far as provision allows. Our inclusive ethos means we make every possible effort to make reasonable adjustments to our curriculum and teaching to ensure students with additional needs can achieve the best outcomes in our mainstream setting.
- The special educational needs of pupils will normally be met in mainstream lessons. However, there may be occasions when more individual provision is required according to an individual pupil's needs.
- Parents and carers play a vital role in supporting education and will be kept informed and involved regarding any additional provision that is put in place to support their child.
- Pupils with SEND should be offered access to a broad education. Guidance will be offered when it is thought appropriate to reduce the curriculum to satisfy the needs of individuals.

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 SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) 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 SENCO

The SENCO is Mrs Ann Lawrence

The SENCO will:

- Work with the headteacher and 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 headteacher 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 SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school
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4.3 The Headteacher

The Headteacher will:

- Work with the SENCO and 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 SEN and/or a disability

4.4 Class teachers

Each 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 SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow the SEND policy

5. Chilwell School - SEN information report

5.1 The kinds of SEND that are provided for

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

- Communication and interaction, for example, autistic spectrum conditions (ASC), speech and language difficulties
- Cognition and learning, for example, dyslexia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and multiple learning difficulties
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5.2 Identifying pupils with SEN and assessing their needs

We assess each pupil's current skills and levels of attainment on entry, which will build on the information provided by previous settings.. Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

To identify and assess the needs of students with SEND, the school uses the following information.

- Liaison with primary schools/previous school.
- Whole school tracking and assessment by classroom teachers.
- Literacy (spelling and reading) testing for all upon transition to Year 7.
- Use of SATs data from end of KS2.
- Assessment during interventions including Boxall profiling.
- Reports from professionals.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teacher will consult with the SENCO regarding any concerns so that further investigation of needs can be carried out. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments or identification of need
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

Secure transition plays an important role in ensuring students make good progress and become confident, independent learners. We have strong links with our local family of schools and the family of SENCOs share information to ensure transition of students to secondary stage is successful. Our robust, 3 day transition package ensures all new students get the chance to familiarise themselves with staff, the building and our working day. For students with complex SEND needs, transition may need to begin before the summer term, as we appreciate it may take longer for some students to adjust. We aim to help them adapt to their new educational environment by working closely with staff from their junior setting.

We also have a careers advisor who helps students to make choices and decisions about the next stage in their lives. Again, this involves planning for the next transition and may involve trips to colleges or support for interviews.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality First Teaching is our first step in responding to pupils who have SEND. All staff are trained in how to differentiate to accommodate different learning styles and needs. The Learning Support faculty liaise with staff on how to differentiate and make reasonable adjustments to support individual pupils in more complex cases.

The Learning Support faculty also provide the following interventions:

- Support in class across the curriculum for children with complex needs.
- Key stage 3 Nurture group for lower ability/socially vulnerable pupils who may find the transition to secondary more difficult
- Interventions to develop basic literacy skills
- Interventions aimed at encouraging pupils towards independent learning
- Individual support for pupils with physical difficulties who need practical help Pupils with sensory difficulties are supported
- Individualised support packages for pupils with speech, language and communication conditions such as autism.
- A staffed ARNA room for students who suffer from extreme anxiety
- A sensory room (The Hub)
- Social skills support for students with autism
- BIO (By Invitation Only) Club, providing break and lunchtime structured support
- "Time out" to pupils experiencing emotional and/or behavioural difficulties including internal exclusions.
- One to one mentoring from trained Learning Support staff
- Language immersion support for students who require support to learn English as a second language
- Paired Reading (Reading Buddies) with older pupils
- Accelerated reading package to support students with reading ages below ARE
- KS3 and KS4 homework club for students with SEND needs who require additional support

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Using recommended assistive technology such as i-translate, voice to text and other aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, focused teaching of key vocabulary, reading instructions aloud, etc.
- Ensure appropriate access arrangements for exams and written tests are in place and become the students' normal way of working, in line with examination board regulations
- Our Accessibility Policy also indicates ways in which we can adapt our environment to accommodate students' physical needs.

5.8 Additional support for learning

We currently have six teaching assistants who are trained to deliver interventions such as EAL support, Reading Recovery programmes and numeracy packages

Teaching assistants will support pupils on a 1:1 basis where there are severe or multiple needs which prevent the student from being able to access the curriculum. This would be in line with local authority agreed support, as cited in the child's EHCP.

Teaching assistants will support pupils in small groups where an area of need is identified that cannot take place in a mainstream classroom setting, or where students require a more bespoke package of targeted support

We work with the following agencies to provide support for pupils with SEND:

- Healthy Families Team
- Primary Mental Health Team
- Educational Psychologists
- CAMHS
- Communication & Interaction Team

- Cognition & Learning Team
- Sensory & Physical Team
- Family Service

5.9 Expertise and training of staff

Our SENCO has 21 years' experience as a secondary English teacher and is currently completing the NASENCO award with Nottingham Trent University. She is registered with the British Psychological Society as an educational psychometric tester.

Our assistant SENCO has experience of teaching at both primary and secondary level and is a specialist SEN teacher.

Learning Support is managed by Mrs Morris who is a specialist in social, emotional and mental health and family support.

The Learning Support Faculty

SENCO	Ann Lawrence a.lawrence@chilwellschool.co.uk Tel: 0115 9252698 ext 108
Learning Support Manager	Debbie Morris (specialist in SEMH support)
Assistant SENCO	Karen Head (Primary trained)
HLTA – EAL / Pupil Premium / Cognition and Learning	Kathryn Croash
Inclusion Manager	Charlie Kelvey
Behaviour Manager	Gary Taylor
Behaviour Support	Emmanuel Chiweshe
Teaching Assistants	Vanessa Chapman
	Sean Simpson
	Kaye-Louise Henshall
	Jessica Wild
	Sarah Haithcock
EAL interpreter	Marie Hanna
Administration / Autism (specialist) support	Emma Wilde
Attendance Officer / LAC / PP mentor	Abbie Drury

5.10 Securing equipment and facilities

How do we allocate resources?

The SENCO, Assistant SENCO and Learning Support Manager are responsible for the day to day management of the SEND department. This involves allocating resources and support.

There are a team of Learning Support staff who support pupils in many different ways according to their individual needs. This could be being part of the Nurture Group, coming along to the BIO club, having additional literacy support or for older pupils having Study Skills sessions and being assessed for exam arrangements.

Support and resources are allocated proportionate to those on the SEND Register. Further resources are allocated across the whole school and this is readjusted annually in line with our analysis of the current cohort needs.

Additional funding is discussed both at the Chilwell Family of Schools meetings and additional support from external agencies is discussed termly with support agencies. Again as a parent/carer you will be consulted and your full consent will be gained before this happens.

Additional resources are allocated for those with medical needs.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each half term
- Using pupil questionnaires and encouraging students to 'voice' their views on provision
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in activities week and any other out of school activities that take place, including residential trips

All pupils are encouraged to take part in sports day/school plays/special workshops, Discovery Days

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

We have lifts which can help disabled students to access the first floor of the building. Lifts are also positioned carefully to allow access to Learning support and there is also a disabled lift in the sixth form building. Our *Accessibility Policy* (available on the school website) outlines further information on how we aim to make our working environment accessible to all students with additional needs.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Strong pastoral support teams
- Individual mentoring sessions for students with SEMH needs
- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to take part in extra-curricular clubs to promote teamwork/building friendships and BIO club is available to students with SEND, providing structured support for students during less structured times in the school day.
- We have a zero tolerance approach to bullying.

5.14 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENCO (a.lawrence@chilwellschool.co.uk) in the first instance. If you are still not satisfied that your complaint has been dealt with, please contact Assistant Head l.goodhead@chilwellschool.co.uk. For further information, please refer to the school's **Complaints Policy**.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

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

Additional Support for parents

We know that understanding complex processes and systems within an education environment can be quite confusing for parents/carers. While we will strive to make this as simple and clear as possible for you we would recommend that parents/carers also speak with a parent support agency who will support you with paperwork and also in meetings.

Nottinghamshire Parent Partnership can be contacted on www.ppsnotts.org.uk or on 0115 804 1740

Additional useful information can be found at:-

- British Dyslexia Association www.bdadyslexia.org.uk
- National Autistic Society www.autism.org.uk
- Young Minds www.youngminds.org.uk
- Special Needs Jungle www.specialneedsjungle.com

5.16 Contact details for raising concerns

Any queries regarding SEND support should be referred to

a.lawrence@chilwellschool.co.uk and d.morris@chilwellschool.co.uk

5.17 The local authority local offer

Our local authority's local offer is published here: www.nottinghamshire.SENDdlocaloffer.org.uk

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs Ann Lawrence **every year**. 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 the following policies available on the school website:

Accessibility Plan

Behaviour Policy

Single Equality Policy

School Medical Policy

Safeguarding Policy

SEND Policy