

# The Chantry School

## SEN/D Information Report 2018-19

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### Introduction

All teachers at The Chantry School endeavour to make sure that young people with SEN/D get the support they need – this means that they do everything they can to meet each young person’s needs through quality first teaching. Also, the school ensures that young people with SEN/D engage in the activities of the school alongside pupils who do not have SEN/D. Heads of Year and the SENCo monitor and support academic progress as well as social emotional well-being and participation in the daily life of the school.

### The purpose of the SEN information report

It is a legal requirement that schools provide an SEN/D information report setting out how the school meets the needs of young people with SEN/D. This report will list and describe the provision that is available to young people at The Chantry School, subject to it being appropriate for the individual. This document will be reviewed and updated annually to ensure it reflects the changing needs and the development of provision at The Chantry School.

This SEN information report seeks to address the following questions, in line with the Special Educational Needs and Disability Code of Practice: 0-25 (Department for Education 2015):

1. **What are the kinds of SEN/D that are provided for at The Chantry School?**
2. **How does The Chantry School identify young people with SEN/D and assess their needs?**
3. **How does The Chantry assess, plan and review young people with SEN/D?**
4. **What arrangements are in place for consulting with both parents/carers and the young people with SEN/D?**
5. **What approach does The Chantry School have for teaching young people with SEN/D?**
6. **How are staff deployed and developed to support young people with SEN/D?**
7. **What intervention is currently provided for pupils with SEN/D?**
8. **What support is in place to improve the social, emotional and mental health development of pupils with SEN/D?**
9. **How does the school enable pupils with SEN/D to engage in school activities alongside pupils who do not have SEN/D?**
10. **What training does the SEN/D department receive?**

### Useful links

The Chantry: SEN/D Policy - <http://www.chantryschool.com/wp-content/uploads/2016/11/SEN/D-Policy-2016.pdf>

The Chantry: Access to education for children with medical needs - <http://www.chantryschool.com/wp-content/uploads/2016/03/Access-to-education-for-children-with-medical-needs-2016.pdf>

Worcestershire’s local offer, which describes what is ‘ordinarily available’ in schools-

[http://www.worcestershire.gov.uk/downloads/file/7316/special\\_educational\\_needs\\_ordinarily\\_available](http://www.worcestershire.gov.uk/downloads/file/7316/special_educational_needs_ordinarily_available)

The SEN Code of Practice -

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/398815/SEN/D\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEN/D_Code_of_Practice_January_2015.pdf)

If you require any further information related to this report, then please do not hesitate to contact The Chantry School’s Special Educational Needs Coordinator (SENCo) using the details below:

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## 1. What are the kinds of SEN that are provided for at The Chantry School?

The Chantry School currently provides support for pupils across these four broad areas of need below. This is not an exhaustive list and we are happy to support young people with SEN/D that is not listed.

Category of Need	Examples of Special Educational Needs
Communication & Interaction	Autistic Spectrum Disorders Speech, language and communication needs
Cognition & Learning	Moderate learning difficulties Specific learning difficulties Dyslexia Dyspraxia Processing difficulties
Social, emotional and mental health	Social skills needs Emotional health difficulties ADHD/ADD Attachment difficulties Mental health difficulties Behavioural needs as a result of SEN Oppositional Defiance Disorder
Physical and or Sensory	Physical disabilities Klinefelter's Syndrome Sensory processing disorder / difficulties Medical needs Physical needs Hearing impairments Visual impairments Auditory processing difficulties

\*It is important to recognise that young people often have needs that cut across all of these areas and their needs may change over time.

### Wave model

The Chantry School uses a wave model to distinguish between differing levels of support. A young person that only requires wave 1 support will not be listed on the SEN register but may be listed on the additional needs register, allowing members of staff to be informed.

Wave Number	Level of support
1	Quality inclusive teaching which takes into account the learning needs of all the pupils in the classroom.
2	Includes specific, additional and time-limited interventions provided for some pupils who need to help accelerate their progress to enable them to work at or above age-related expectations. This often involves work with a targeted group of pupils with similar needs.
3	Targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children/young people to achieve their potential.

## **2. How does The Chantry School identify young people with SEN and assess their needs?**

A pupil is considered to have SEN when they have a learning difficulty or disability which calls for special educational provision to be made for him or her (SEN/D Code of Practice 2015). A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

However, slow progress and low attainment does not necessarily mean that a child/young person has SEN/D and will not automatically lead to a pupil being listed on the SEN register.

Some pupils are placed on The Chantry School's Additional Needs register; this is often when the young person has a need that staff need to be aware of but their barrier can be supported through high quality teaching.

### **Transition between schools**

If a pupil has been identified as having learning difficulties before they arrive at The Chantry, information will be requested from the primary or secondary school they have moved from and contact will be made with the Primary School's or previous schools SENCo to discuss current strategies, appropriate intervention and level of need.

The SENCo will visit each of the primary schools where pupils with SEN/D are identified (with the exception of schools out of Worcestershire, where a phone call may be made instead. These visits will take place before transfer from the Primary phase. In the case of pupils with an Education Health and Care Plan (EHCP), the SENCo will attend the Year 6 Annual Review, when requested.

### **Identification at The Chantry School.**

Continual assessment throughout the school helps to identify pupils who may have SEN. This may be highlighted by pupils seen to be struggling in class by a lack of progress against their targets or as a result of standardised scores from more formal testing. Pupils may be referred by staff, parents and pupils to the SEN department for further assessment of their need (if necessary) and consequently intervention.

Teachers may conclude that the strategies they are currently using with a pupil are not resulting in effective learning; they will then consult with their Head of Department to consider what else could be implemented to support the young person. The SENCo's starting point will always be a review of the strategies being used and the way in which these may be developed. It may lead to the conclusion that the pupil needs support over and above that which is normally available within the classroom situation. This is when a more thorough assessment may be organised with the Learning Support Team.

Alternatively, staff with a pastoral responsibility (year heads, form tutors and learning mentors) may monitor an individual for whom staff have collectively reported concerns about their emotional state or patterns of behaviour; this may result in an assessment from an Educational Psychologist, if appropriate.

### 3. How does The Chantry assess, plan and review young people with SEN?

The Chantry School uses a 'Graduated Response' in line with the new code of practice following the cycle of 'Assess, Plan, Do, Review' in responding to the needs of SEN/D pupils. Provision for SEN/D pupils is reviewed termly with pupils and parents/carers.



Teachers are expected to input assessment data into SIMS, termly, which is then analysed by Heads of Departments and /or the SENCo. The Deputy Headteacher also leads a progress meeting which the SENCo attends to help find ways to support pupils not making expected progress. Baseline assessments are completed before intervention begins to help identify where a pupil is at in their learning. Discussions are also held with parents/carers and the young people through bi-annual SEN Passport meetings and EHCP reviews.

Teachers and TAs are made fully aware of which pupils are on the SEN register and additional needs register. Every pupil on the SEN register has an SEN Passport, which details the specifics of their SEN and identifies strategies to support them in class. The Passports also demonstrate pupil and parent/carer voice twice per year. Both teachers and TAs plan lessons/intervention based on assessment of the pupils needs and gaps in learning. These may be adapted to provide more challenge or more support depending upon the young persons understanding and rate of progress.

Teachers and TAs deliver lessons/ intervention to support the progress of pupils. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, the class teacher will still retain responsibility for the pupil. They work closely with any TAs or specialist member of staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Based on the assessment of need the SENCo may need to refer a pupil to an external professional below:

- Chadsgrove Learning Support Team
- Chadsgrove Autism/Complex Communication Team
- Child and Adolescent Mental Health Service (CAMHS)
- Visual Impairment Team
- Hearing Impairment Team
- Educational Psychologists (EPs)
- Health Professionals
- Speech and Language Therapists
- Occupational Health
- Medical Education Team (MET)
- Social Services
- Early Help / Family Front Door
- Virtual School
- Post Order Support
- Looking Ahead
- Careers Guidance

An SEN register, which is reviewed termly, lists all pupils in the school according to their barrier to learning. Teaching pupils with a need for additional support is recognised as a whole school responsibility. The class/subject teacher remains responsible for working with the child/young person on a daily basis. Central to the work of every subject and every teacher in the School is the planning of learning, with differentiated tasks. The effectiveness in meeting these needs is monitored and evaluated through lesson observations, pupil voice and learning walks. In some classes Teaching Assistants (TAs) facilitate this learning with individuals and groups alongside the teacher in the classroom.

The progress of pupils with SEN is reviewed termly, through data analysis by the head of department and SENCo. The progress made in intervention is measured by the member of staff delivering the sessions and this is reviewed with the pupil and parents/carers in the SEN passport review meeting held twice per year with the SENCo or appropriate member of staff.

#### **4. What arrangements are in place for consulting with both parents/carers and the young people with SEN/D?**

The SENCo (or appropriate member of staff) meets with every pupil on the SEN register and their parents/carers, bi-annually. Letters are sent home inviting parents/carers into school for a 10-15 minute meeting; if parents cannot attend they can return a questionnaire with their views detailed. During the meeting, strengths, difficulties, strategies, intervention and targets are discussed and reviewed with both the pupils and the parents/carers. This information then feeds into the one page pupil profiles, which we call SEN passports. In 2015 research was conducted into whether pupils feel their voices are heard and matter in the Passport Process. The results of this were positive and demonstrated that the process in place is effective.

#### **5. What approach does The Chantry School have for teaching young people with SEN/D?**

All teachers at The Chantry School work hard to make sure that young people with SEN/D get the support they need – this means that they do everything they can to meet each young person's needs through:

- A sound knowledge of each pupils SEN/D, with reference to their SEN Passport.
- Quality-first teaching with appropriate, targeted differentiation in place for pupils with SEN.
- TA support where appropriate to compliment the work of the teacher.
- Access arrangements in place.
- Reduced class sizes in English and maths when appropriate to allow extra time for support within the lesson from the teacher/TA.
- Individualised provision where appropriate through targeted, time-limited intervention programmes.
- Individualised provision through adapted resources.

#### **Curriculum Adaptation**

The school responds to the needs of individual pupils using the resources available within the school making reasonable adaptations to timetables and the curriculum. While there is not an SEN route, the school does offer a an alternative route in Years 10 and 11 that provides pupils with opportunities to accelerate progress in maths and English as well as build up skills and qualifications e.g. First Aid, Food & Hygiene and Finance.

#### **6. How are staff deployed and developed to support young people with SEN/D?**

There are currently six TAs working with our pupils who have SEN/D. Two TAs have dedicated roles in core subject areas, with Mrs Cant attached to maths and Mrs Barnett attached to English.

The majority of TAs are assigned to pupils with EHCPs or high-level needs and therefore support across a range of subjects giving a consistent support for the pupil. For those who do not have an EHCP, core subjects are targeted for support first but the views of teachers, pupils and parents/carers are considered when allocating TA support.

TAs have high expectations of all pupils, and use their knowledge to enable all pupils to achieve the learning objectives set in lessons. Teaching staff plan lessons to make effective use of TAs either to assist individual pupils, take small groups, or assist the whole class.

### **7. What intervention is currently provided for pupils with SEN?**

	<b>What provision is being made for these pupils?</b>	<b>What impact is this provision having?</b>
Pupils on SEN Support, pupils with a statement of SEN or EHC plans.	EnglishType: Touch-Typing Course	Supports pupils who would benefit from using a laptop in their lessons/exams. Improves their ability to touch-type as well as develop literacy skills. Increases the amount of words typed per minute, developing confidence in pupils.
	IT Equipment	This allows pupils to record work more easily, making lesson tasks more accessible.
	Bespoke Spelling / SPaG Intervention	Supports pupils with dyslexia, dyslexic traits, and those who struggle with punctuation and grammar. Pupils increase their knowledge of phonics, spelling, punctuation and grammar. Pupils become more confident. Their application of this to lessons is monitored.
	Fresh start	Fresh Start (FS) supports Y7/8s to catch-up in their literacy. It provides systematic and rigorous rehearsal of phonics so that pupils are at an appropriate level.
	Talk-about Programme: Social Skills	Helps pupils develop social skills in a small group situation. Pupils develop assertiveness, conversational skills, body language etc.
	Reading between the lines: Literacy intervention	Pupils complete the National Literacy Progress unit – reading between the lines, in small groups with TA's. Three, twenty minute sessions a week. Pupils develop their inference skills required for reading, aiding reading comprehension.

	Narrative development	Pupils read books together with the support of a TA and using resources from Blacksheep Press they pick apart the plot, characters and key events to support improved narrative skills.
	Maths intervention	In maths intervention the TA works closely with the pupils' class teacher to find out which areas the pupil needs to work on. Key concepts and methods are then reinforced and rehearsed.
	Handwriting Support	Pupils learn the basic techniques for handwriting in either a group or 1:1. Pupils are prompted in lessons by TA's to improve their handwriting.
	Exam dispensation	Pupils are assessed in-house for their spelling ability through the Vernon Spelling Test, their reading comprehension through the NGRT or accelerated reader (Y7&8) and their writing speed through free writing where words per minute and legibility are assessed. If there is a concern or a low score in any of these scores pupils are put forward for exam dispensation testing, where they may be eligible for a reader/scribe/extra time etc.
	Teaching Assistant Support	Pupils with an EHC plan may have up to 25 hours of TA support in class, depending on their level of need. Pupils who require SEN support also benefit from hours of TA support in lessons.

**8. What support is in place to improve the social, emotional and mental health development of pupils with SEN?**

<b>What provision supports the social, emotional and mental health development of pupils with SEN?</b>	<b>Purpose</b>
Learning Mentors	Provide advice and support, either as a drop in service or planned appointment. The learning mentor works to provide young people with the tools to help them reach their potential. This can include support for anger management, anxiety, low self-esteem etc.
Peer Mentor	The head of year and learning mentor work closely with the SENCo to assign those who need extra support, time, each week to meet with a trained peer mentor.
Social Skills	See table above.

Child and Adolescent Mental Health Services (CAMHS)	School can refer pupils to CAMHS. They offer assessment and treatment when children and young people have emotional, behavioural or mental health difficulties.
Early Help / Family Front Door	Schools can refer families to Early help, to help families if necessary. Sometimes it can help to talk to someone who isn't involved or part of the family.
School Nurse	There is a school nurse attached to the school. Pupils can make appointments to discuss issues pertinent to them.

### **9. How does the school enable pupils with SEN/D to engage in school activities alongside pupils who do not have SEN/D?**

School ensures that all pupils are able to engage with school activities regardless of their SEN/D such as sports clubs, sports teams, drama productions, young enterprise etc. Pupils with complex healthcare needs have an individual healthcare plan to allow staff to plan to include all pupils.

### **10. What training does the SEN department receive?**

The SENCo holds a Masters in Education, specialising in special and inclusive education and holds the National SENCo Award. She is highly motivated in terms of continuing professional development, attending training linked to her role regularly.

### **SENCo CPD from 2015-18**

- Awarded Masters with Merit in Education, specialising in special and inclusive education. Dissertation focussing on pupil voice in the Passport Process.
- National SENCo Award
- SENCo survival course through language for Learning
- Attended SENCo Network meetings organised by Chads Grove Special Schools, teaching alliance.
- Completed Attachment Training
- Attended British Dyslexia Association International Conference
- Completed Building Adolescent Resilience Training
- Certificate of Personal Effectiveness Workshop
- Dyspraxia Awareness Course
- Personality Disorders Training
- Foetal Alcohol Syndrome Training
- Childhood Attachments Training
- Attended Special Needs and Disability Conference (2018)
- Completed Women and Girls on the Autism Spectrum Module
- Completed NASEN Focus on Secondary SEND Online course

The SENCo line manages the Teaching Assistants and through performance management targets TAs work to develop themselves in their role.

## **TA Training 2015-18**

- Handwriting Technique
- Challenge for All – whole staff
- Autism Awareness
- Supporting pupils in PE
- Practical solutions plus: spelling course (JC)
- Dyslexia and auditory processing disorder awareness training
- Self-harm awareness
- Social skills workshop -speech and language therapy team (LP)
- Stuttering workshop (LP)
- Level 2 or 3 Apprenticeship in supporting learners
- Building Adolescent Resilience Training (LP)
- Accelerated reader update (LYF)
- Supporting young people with hearing difficulties Training
- TRS Training for Readers, Scribes, Invigilators and other Adult Helpers in Exams
- Maths refresher course (LF)
- First Aid / Epi Pen training
- Attachment Training
- Dyspraxia Awareness Training
- Memory retrieval
- Mental health and emotional literacy
- Level 3 Diploma in Specialist Support for Teaching and Learning in Schools (LYF/LP)
- Level 2 Certificate in Specialist Support for Teaching and Learning in Schools (DC/JC)

### **In 2017-18 whole staff had the following SEND related training:**

- Raising the profile of SEN learners
- Effective use of TAs
- Dyslexia Training
- Auditory Processing Disorder Training
- Klinefelter's Syndrome Awareness Training