

Special Educational Needs and Disability (SEND) Policy 2021-22

The Chantry School

September 2021



Approved by:

FGB

Date: 16th September 2021

Last reviewed on:

September 2021

Next review due by:

September 2022

Special Educational Needs and Disability (SEND) Policy 2021-22

The school's Special Educational Needs Coordinator (SENCo) is Miss Ruth Robinson.

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The Governors responsible for SEND are Jen Harrison and Laura Jackson

This policy pays due regard to the following legislation: Equality Act 2010, Children and Families Act 2014 and The SEND Code of Practice 2015.

All teachers at The Chantry School use their best endeavours to make sure that young people with SEND get the support they need – this means that they do everything they can to meet young people's SEND through quality first teaching. The school will also ensure that young people with SEND engage in the activities of the school alongside pupils who do not have SEND. The Pastoral Team and the SENCo will monitor academic progress as well as emotional well-being and participation in the daily life of the school.

The school will inform parents/carers when they are making substantial special educational provision for a pupil and review the provision through the SEND passport process termly. Pupils and parents/carers will be given the opportunity to attend a meeting to review the provisions in place, share their views and reflect progress in subjects/intervention with the SENCo or another appropriate member of staff.

Identification and monitoring

A pupil is considered to have special educational needs when they have a learning difficulty or disability which calls for special educational provision to be made for him or her (SEND 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 settings.

However, slow progress and low attainment do not necessarily mean that a child/young person has SEND and should not automatically lead to a pupil being recorded as having SEND.

SEND and provision can be considered as falling under four broad areas. Some pupils' needs can span two or more areas:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and/or physical

More detail as to the above needs can be found in the SEND Code of Practice 2015: Chapter 6 (page 94-97).

If a pupil has been identified as having SEND before they arrive at The Chantry School, information will be requested from the primary or secondary school they have moved from. 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 request a visit or virtual meeting with each of the primary schools where pupils with SEN/D are identified. 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, or even an Y5 Annual Review if a more enhanced plan of transition support is required.

The SENCo will communicate all relevant information to staff through the schools SEND register, additional needs register and briefing updates. Pupils' SEND passports (one-page profiles) and recommendations made by specialists will be shared with all staff to keep them informed and updated. At times meetings are held to help convey an individual's needs to their teachers to ensure commonality of approach and the sharing of successful teaching strategies.

The needs of pupils are met using three levels of intervention described as 'Waves of Support', which support access to the curriculum.

Wave 1: Quality First Teaching which is inclusive and takes into account the learning needs of all pupils in the classroom.

Wave 2: Includes specific, additional and time-limited interventions. These are provided for some pupils who need to help accelerate their progress. It often involves teachers or TAs working with a targeted group of pupils with similar needs.

Wave 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. This may include a bespoke timetable and ongoing intervention throughout their schooling.

The school uses a 'Graduated Response' in line with the SEND code of practice following the cycle of 'Assess, Plan, Do, Review' in responding to the needs of SEND pupils. Provision for SEND pupils will be reviewed termly with pupils and parents/carers.

The SEND register, which is regularly updated, lists all pupils in the school according to their need. Teaching pupils with SEND is recognised as a whole school responsibility, requiring a whole school response. Some pupils may be recorded as having an 'additional need', their needs can usually be catered for through Wave 1 intervention.

Continual assessment throughout the school will identify pupils who have individual needs. This may be highlighted by pupils seen to be struggling by a lack of progress against their targets within the curriculum or as a result of standardised assessments organised by the SENCo or whole school testing such as progress assessments.

Alternatively, staff with a pastoral responsibility may monitor an individual for whom staff have collectively reported concerns about their emotional state or patterns of behaviour and then work together with the SENCO to find ways to support the individual, considering any onward referrals to external services.

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, to include all learners. The effectiveness in meeting these needs are monitored and evaluated through lesson observations, drop ins, pupil voice and progress meetings. Teaching Assistants (TAs) complement this learning with individuals and groups alongside the teacher in the classroom.

Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They should work closely with any TAs or specialist staff involved, to plan as well as assess (where appropriate) the impact of support and interventions and how they can be linked/applied to classroom teaching.

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.

In KS3 The school also monitors the progress of SEND pupils using results from assessments such as maths and English progress checks and the New Group Reading Test (NGRT).

Deployment of Teaching Assistants

There are currently nine TAs working with our pupils who have SEND. The majority of TAs are assigned to pupils with EHCPs or pupils with high level needs and therefore support across a range of subjects. We reduce dependency through providing a mix of TA support rather than one TA to one child. Core subjects are targeted for support first, but the views of pupils and parents/carers are considered when allocating the 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 should plan lessons to make effective use of TAs either to assist individual pupils, take small groups, or assist the whole class.

At present we have TAs trained to deliver a range of support / intervention programmes. Further information about these interventions can be found on the SEND information report on the school website.

TAs meet fortnightly as a team, to discuss pupils, strategies and progress with the SENCo. CPD also features as an agenda item to ensure the SENCO/TAs can share learning from courses/training they have attended, with an aim of it impacting positively on the young people they work with. Information from the meeting is circulated to the appropriate staff on a need to know basis. The SENCo also meets weekly with the pastoral team to ensure all are informed of specific pupils.

SEND Staff list 2021- 22

Dolly Cant	Maths Specialist Teaching Assistant
Zoe Cawley	Teaching Assistant
Nicola Davies	Teaching Assistant
Lynne Fouweather	Teaching Assistant

Angie Griffiths	Teaching Assistant
Dympna McDonnell	Teaching Assistant
Sue Palmer	Teaching Assistant
Melissa Powell	Teaching Assistant
Chloe Wilson	Teaching Assistant

Cheryl Phillips	Admin support
Roz Shipley	Assistant to the SENCo

Links with outside agencies

The Chantry School has collaborative partnerships with many different agencies. This means that a plan can be developed to meet your child's needs, both in and out of school.

Listed below are some of the outside agencies with whom we work collaboratively:

- Chadsgrove Learning Support Team
- Access Arrangements Testing Service
- Chadsgrove Autism/Complex Communication Team
- Child and Adolescent Mental Health Service (CAMHS)
- Umbrella Pathway
- CAMHS Consultation, Advice, Supervision and Teaching (CAST)
- Visual Impairment Team
- Hearing Impairment Team
- Educational Psychologists (EPs)
- Speech and Language Therapists
- Occupational Therapist Team
- Medical Education Team (MET)
- Social Services
- Early Help
- Reach4Wellbeing
- Virtual School
- Post Order Support
- Careers Guidance
- School Nurse
- Community Paediatrician
- GP

Pupils have access to independent careers guidance at The Chantry School. Careers guidance is an integral part of the PSHE sessions run from Years 7-11 and include links with outside speakers, colleges and businesses to prepare young people for transition to post 16 education. Those pupils with an EHCP will actively plan, from Year 9 onwards, their transition to post 16. Pupil and parental/carer contributions will be central to development of the plan.

Equality

Our core values are built around providing a secure, collaborative and purposeful learning culture, where all pupils and staff are valued, cared for, listened to and challenged to be the best they can be. We are, therefore, equally ambitious for our disabled pupils and staff. We are proud of the rich diversity of our school community and it is this diversity which is at the heart of our Disability Equality Scheme. Our response to the needs of our disabled pupils is a vital part of personalising learning for all and the 2001 Equality Act.

The National Curriculum Inclusion Statement reminds us that all teachers are required to follow three inclusive principles:

- Setting suitable learning challenges, enabling all young people to experience success and achieve as high a standard as possible through appropriate differentiation.
- Responding to pupils' diverse learning needs by:
 - creating effective learning environments;
 - securing their motivation and concentration;
 - providing equality of opportunity through teaching approaches;
 - using appropriate assessment approaches;
 - Setting targets for learning.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school has had an Accessibility Plan in place since 2007 and this is reviewed yearly as part of the Disability Equality Scheme. The school has the following facilities:

In the Main Building

- Lift designed for independent user access.
- Ramps
- Availability of 'Evac' Chairs for use in emergency.
- Rise and fall benches in Science and Design specialist rooms.
- Rise and fall tables in the new library resource area.
- Adapted disabled toilets.
- Rise and fall sink in DT Food
- Rise and fall cooker in DT Food
- Spare wheelchairs.
- Shower facilities.
- Hoist in medical room/ disabled toilet.

In Sports centre

- Adapted bathroom shower area with tracking/hoists
- Disabled toilet

In the humanities block

- Lift designed for independent user access.

Only the upper floor of the science block and the drama studio/ IT3 is inaccessible to pupils with a wheel chair and those pupil's timetables are adapted accordingly to ensure no disadvantage.

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 a specific pathway for those with SEND, the school does offer an alternative route in Years 10 and 11 (if needed in that specific cohort) that provides pupils with opportunities to accelerate progress in maths and English as well as build up life skills and qualifications such as First Aid, Food & Hygiene and Finance.

Medical Conditions

The school acknowledges the duty of the Children and Families Act 2014 to support pupils with medical conditions. Individual Health Care Plans (IHCPs) will be drawn up in line with the schools medical policy and the latest guidelines. These will be reviewed by school annually and updated as and when school receives updates from parents/carers and health professionals.