

The Chantry School

SEN/D Information Report 2021-22

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, as well as putting into place additional strategies and interventions when required. The school also ensures that young people with SEN/D engage in the activities of the school alongside pupils who do not have SEN/D. The pastoral team 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 SEND 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 SEND 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 – updates can be found linked to the document):

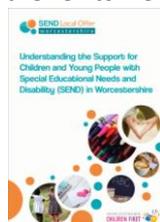
1. [What are the kinds of SEN/D that are provided for at The Chantry School?](#)
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Useful links

The Chantry: SEN/D Policy – [SEN Policy 2021-22](#)

The Chantry: Access to education for children with medical needs – [Access to Education 2020-21](#)

[Worcestershire’s Local Offer](#) - Information about provision families can expect to be available across education, health and social care for children and young people who have Special Educational Need (SEN) or are disabled, including those who do not have Education, Health and Care (EHC) plans. You can find out about resources, services, support, activities and events here.



[The SEN Code of Practice](#) – Legal documentation around SEND

[SEN Support in Mainstream Video](#)

[Understanding the Graduated Response Video](#) - A tool to ensure children and young people across the County with Special Educational Needs reach their full potential.

[SENDIASS](#)- SEND Information, Advice and Support Service covering Herefordshire and Worcestershire.

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 SEND 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 SEND
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 SEND register but may be listed on the additional needs register, allowing members of staff to be informed.

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

2. How does The Chantry School identify young people with SEND 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 settings.

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 SEND 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 Quality First Teaching.

Transition between schools

If a pupil has been identified as having SEND 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 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.

Identification at The Chantry School.

Continual assessment throughout the school helps to identify pupils who may have SEND. 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/carers or via the pupil themselves to the SEND department for further assessment of their need (if necessary) and consequently intervention/support will start, if required.

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 or relevant service.

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 or Community Paediatrician if appropriate.

3. How does The Chantry School implement the graduated response for those who have or may have SEN/D?

The Chantry School uses a 'Graduated Response' in line with the 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 in school, alongside parents/carers and the young person.



Teachers are expected to input assessment data into SIMS, termly, which is then analysed by Heads of Departments, Heads of Year or the SENCo. The Deputy Head also leads a progress meeting which the SENCo attends. The above forms part of the **assess** phase. Following this a **plan** is determined in consultation with parents/carers and the young person. A baseline measure is taken and targets are set prior to the intervention beginning (the '**do**' phase). Discussions are held to **review** progress with parents/carers and the young people through termly SEN Passport meetings and EHCP reviews.

Teachers and TAs are made fully aware of which pupils are on the SEND register as well as the additional needs register. Every pupil on the SEND register has an SEND Passport, which details the specifics of their SEND and identifies strategies to support them in class. The Passports also help to demonstrate pupil and parent/carer voice each term. Both teachers and TAs plan lessons/intervention based on assessment of the pupil's 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 as well as assess (where appropriate) the impact of support/interventions and how they can be linked/applied to classroom teaching. Based on the assessment or progress of a young person the SENCo may need to refer a pupil to an external professional below:

- 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

A SEND register, which is reviewed termly, lists all pupils in the school according to their need. Teaching pupils with SEND is recognised as a whole school responsibility and is identified as such in the teaching standards. 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 is monitored and evaluated through lesson observations, drop ins, pupil voice and learning walks. In some classes TAs help to facilitate this learning with individuals and groups alongside the teacher in the classroom.

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 SEND register and their parents/carers, termly. Letters are sent home inviting parents/carers into school for a 15-20 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 SEND passports. In 2015 Post Graduate 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 SEND Passport.
- Quality-first teaching with appropriate, targeted differentiation in place for pupils with SEND or emerging SEND.
- TA support where appropriate to complement the work of the teacher.
- Access arrangements in place.
- Reduced class sizes in English, maths and science 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 and assistive technology.

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.

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

There are currently ten TAs working with our pupils who have SEN/D. Two TAs have dedicated roles in core subject areas, with Mrs Cant mainly attached to maths and Mrs Barnett attached to English. Mrs Barnett is also a qualified teacher, spending most of her time teaching classes.

The majority of TAs are assigned to pupils with EHCPs or high-level needs and therefore support across a range of subjects. To reduce dependence often a mixture of TAs work with pupils. 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 SEND?

	What provision is being made for these pupils?	What impact is this provision having?
Pupils on SEN Support, those with an EHC plan and those with emerging SEND.	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	Laptops/iPads allow pupils to record work more easily, making lesson tasks more accessible. Reading pens increase independence when accessing reading material.
	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.
	Carol Grey – Social Stories	Supports pupils to understand, interpret different scenarios and situations and looks for solutions for difficult situations.

	<p>David Nash Intervention</p> <p>Speaking and Listening Intervention</p> <p>Oral to Written Narrative</p> <p>Reading between the lines: Literacy intervention</p> <p>Rapid Reader Plus</p> <p>Narrative development</p> <p>Maths intervention</p> <p>Handwriting Support</p> <p>Exam dispensation</p>	<p>Helps to develop inference and narrative skills for young people with communication difficulties.</p> <p>Helps to develop verbal and written narrative skills. It also improves attention, listening, receptive and expressive language skills.</p> <p>This supports young people to move from oral to written narrative.</p> <p>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.</p> <p>To support KS3 pupils with weak reading and vocabulary. It develops word reading, comprehension/inference skills and vocabulary.</p> <p>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.</p> <p>In maths intervention the TA works closely with the pupil's class teacher to find out which areas the pupil needs to work on. Key concepts and methods are then reinforced and rehearsed.</p> <p>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.</p> <p>Pupils can be 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 low score in any of these tests, or if substantial evidence from teachers, TAs, professional reports that pupils require access arrangements, they are put forward for</p>
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	Teaching Assistant Support	<p>exam dispensation testing, where they may be eligible for a reader/scribe/extra time etc.</p> <p>Pupils with an EHC plan may have up to 25 hours of TA support in class, depending on their level of need. Some pupils also require supervision and support at social times. Pupils who require SEN support but do not have an EHCP can benefit from TA support in lessons, usually focusing on the core.</p>
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8. What support is in place to improve the social, emotional and mental health development of pupils with SEND?

What provision supports the social, emotional and mental health development of pupils with SEN?	Purpose
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 7 and Learning Mentors work closely with the SENCo to assign those who need extra support in Y7, a trained peer mentor.
Mentor Link	To provide a weekly opportunity to talk to a designated mentor who is not school or home.
Social Skills/social stories	See table above.
Resilience Programme	A programme aimed at equipping young people with the skills to help develop their emotional intelligence, resilience and problem solving.
Emotional Literacy	To help young people develop self-confidence, boost self-esteem, social and emotional development, and encouraging emotional self-management over impulse reactions.
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.
CAMHS CAST	This service offers consultation, advice, supervision and training. Often a meeting is held in school with parents/carers, SENCo/HOY and our link mental health clinician to work together to support the young person and signpost to services that might be able to help further.

Early Help	Schools can refer families to Early help, to help families if necessary. Sometimes it can help to talk to someone who is not involved or part of the family.
Reach4Wellbeing	This service provides short-term group programmes for children and young people age 5-18 experiencing mild to moderate anxiety and low mood.
School Nurse	There is a school nurse attached to the school. Pupils can make appointments to discuss issues pertinent to them.
Kooth	Kooth is an online mental wellbeing community that offers, free, safe and anonymous support for young people.

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 SEND 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, regularly attending training linked to her role.

SENCo CPD from 2015-21

- 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
- Trauma informed schools training (2019)
- Emotion coaching training (2019)
- Foetal Alcohol Syndrome online workshop (2020)
- Attachment training online workshop (2020)
- 'Special interests' online workshop (2020)
- The Transition Back to School Webinar for Designated Teachers (2020)
- St Richards Bereavement Training (2020)
- Student's Mental health: The Return to School Post-COVID-19 (2020)

- Chadsgrove School Support Services- Return to School in September (2020)
- Trauma Informed (Covid 19) 2020
- SENCo Leadership Programme (2021)
- Anxiety and Emotionally based School avoidance (2021)
- The Ripple Effect -supporting our children looked after and previously looked after (2021)
- Self-Harm (2021)
- Level 2 Certificate in Understanding Autism (2021)

The SENCo line manages the Teaching Assistants and through performance management targets TAs work to develop themselves in their role. In our fortnightly TA meetings, CPD is included as a set agenda item.

TA Training 2015-21

- 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
- Pathological Demand Avoidance training (DM)
- 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
- First Aid / Epi Pen training
- Attachment Training
- Dyspraxia Awareness Training
- Memory retrieval
- Emotion coaching training
- Mental health and emotional literacy
- Level 3 Diploma in Specialist Support for Teaching and Learning in Schools
- Level 2 Certificate in Specialist Support for Teaching and Learning in Schools
- Bereavement training
- Wellbeing for education return Covid-19, supporting resilience and wellbeing of students and staff (2021) RSP