

# Special Educational Needs and Disability (SEND) Policy 2024-25

The Chantry School



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### The SEN Department contacts

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

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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 pupils with SEND get the support they need. This means that they do everything they can to meet pupils' SEND through Quality First Teaching (QFT). The school will also ensure that pupils 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 (academic progress is monitored closely by Heads of Departments and class teachers too) 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 on progress in the classroom and in any intervention classes 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 them (SEND Code of Practice 2015).

A pupil has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age, or
- have 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 or mainstream post-16 settings.

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

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.

### **Four Broad Areas of 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, emotional and mental health difficulties
4. Sensory and/or physical needs

More detail as to the above needs can be found in the SEND Code of Practice 2015: Chapter 6 (page 97-98).

### **Transition Arrangements:**

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 or previous school to learn about the pupil moving to the school, ascertaining strengths and interests, difficulties, external services involved, strategies that help and intervention taking place.

The SENCo or member of the SEND team will request a virtual meeting or phone call with each of the primary schools where pupils with SEND are identified. These meetings 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 or send an appropriate member of staff. On occasion it is appropriate to attend a Year 5 Annual Review if a more enhanced plan of transition support is required.

*Please note the arrangements above are the same for pupils out of catchment, the only difference being that attendance at EHCP Annual Review meetings will likely be virtual.*

### **Information Sharing in School:**

The SENCo will communicate all relevant information to staff through the schools SEND register, additional needs register and briefing updates.

- In September on the training day the SENCo shares an overview of information with teaching staff and Teaching Assistants (TAs), raising awareness of pupils with SEND, educating them on needs that they might be new to and reminding staff of key processes and responsibilities
- Electronic and hard copies of one-page profiles (Passports) for each pupil on the SEN register are provided to staff. These detail the pupil's strengths, difficulties, external service involvement, strategies and pupil/parent carer voice in Years 8-11. Staff are also provided with EHCPs electronically

- Staff have the opportunity to attend a drop-in with the SENCo on a half termly basis for advice, which will use a graduated response, and they can refer a pupil to the SENCo if they have concerns, using the SEND Team Referral form
- Y7 Passport Review Meetings are prioritised early on in the Autumn Term, to allow the SENCo to hear the voice of the pupil and their parents/carers, deepening knowledge of them as an individual
- When appropriate, pupil specific briefings are organised to help aid understanding of a pupils' needs and or introduce a different approach to support
- Training to develop staff understanding and knowledge of SEND is delivered and linked to performance management arrangements. For the last two years staff have been able to choose to attend an SEN Pathway of training (this has involved different staff each year), which included the following training sessions; SEN Overview; Autistic Spectrum Disorder; Dyslexia; Speech; Communication and Language; Anxiety and Trauma and Emotion Coaching

### **Levels of Support:**

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 considers the learning needs of all pupils in the classroom, through making reasonable adjustments and following advice in the SEN passports.

**Wave 2:** Includes specific, additional and time-limited interventions. These are provided for some pupils who need additional help to 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 pupils to achieve their potential. This may include a bespoke timetable and ongoing intervention throughout their schooling. This wave likely includes substantial TA support in the classroom.

### **Graduated Response:**

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 pupils. Provision for pupils with SEN is reviewed termly with pupils and parents/carers. This link is useful in explaining the kind of support available in Worcestershire- [The SEND Graduated Response | Worcestershire County Council](#)

The class teacher remains responsible for working with the pupil 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 in the classroom. The effectiveness of meeting the needs of pupils is monitored and evaluated through lesson observations, drop-ins, pupil voice and the individual's progress.

Where the interventions involve group or one-to-one delivery 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 assess and plan (where appropriate) the impact of support and interventions and how they can be linked/applied to classroom teaching. In such interventions, targets are set and reviewed by the member of staff delivering the intervention and the details of this are uploaded to Provision Map/Intervention logs, so that this can be viewed widely.

### **Deployment of Teaching Assistants:**

There are currently sixteen TAs assigned to classes/interventions. 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 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. Teaching staff are given guidance on best practice for deployment of TAs.

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 celebrate the achievement of pupils with SEND, discuss pupil concerns, strategies and progress with the SENCo. Continued professional development (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 pupils they work with. Information from the meeting is circulated to the appropriate staff on a need-to-know basis.

### **SEND Staff list 2024-25:**

Dolly Cant	Teaching Assistant
Zoe Cawley	Teaching Assistant
Sophia Dimmock	Teaching Assistant
Megan Evans-Davis	Teaching Assistant
Angie Griffiths	Teaching Assistant
Leanne Jinks	Teaching Assistant
Karen Kirby	Teaching Assistant
Caroline Gurney	Teaching Assistant
Clare Jennings	Teaching Assistant
Dympna McDonnell	Teaching Assistant
Becky Powell	Teaching Assistant
Sara Smith	Teaching Assistant
Tom Stevenson	Teaching Assistant
Sylwia Trojanowska	Teaching Assistant
Lynne Willetts	Teaching Assistant
Karen Riches-Jackson	Communication Professional

Rachel Winfield	SEN Administrator
Melissa Powell	Assistant Special Educational Needs Coordinator (SENCo)
Ruth Robinson	Special Educational Needs Coordinator (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
- Melissa Powell (Access Arrangement Testing)
- Send Pathways (Dyslexia Testing)
- Complex Communication Needs/Autism Team
- Child and Adolescent Mental Health Service (CAMHS)
- CAMHS Consultation, Advice, Supervision and Teaching (CAST)
- Umbrella Pathway
- Visual Impairment Team
- Hearing Impairment Team
- Physical Disability Team
- Educational Psychologists (EPs)
- Speech and Language Therapists
- Occupational Therapist Team
- Medical Education Team (MET)
- Pathways Provision
- Social Services
- Early Help
- Reach4Wellbeing
- Virtual School
- Post Order Support
- Careers Guidance
- School Nurse
- Community Paediatrician
- GP
- WEST – Wellbeing, Emotional Support Team

Pupils have access to independent careers guidance at The Chantry School. Careers guidance is an integral part of the Personal, Social, Health and Economic Education (PSHE) sessions run from Years 7-11, and it includes visits from outside speakers, colleges and businesses to prepare pupils for transition to post 16 education. Those pupils with an EHCP will actively plan, from Year 9 onwards, their transition to post 16, working on targets that support preparation for adulthood. 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
- 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

## **Accessibility:**

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 the sports centre:

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



In the Humanities block:

- Lift designed for independent user access
- Disabled toilet

In the Music block and near Reception:

- Disabled toilet.

Only the upper floor of the science block and the drama studio/ IT3 is inaccessible to pupils with a wheelchair and those pupils' 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 adjustments/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 Key Stage 4 (if needed in a specific cohort), which provides pupils with opportunities to accelerate progress in maths and English as well as build up life skills and qualifications. In some cases, Alternative Provision is accessed to support SEND needs.

### **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 school's 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.