



SEND INFORMATION REPORT 2022/23

Chauncy School

Chauncy School's SEND Information Report

1) How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

The SEND Code of Practice:0-25 years (2015) states, 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
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

At Chauncy School, as part of the SEND Code of Practice 2015 and defined by the Department for Education, students who are identified as having a special educational need are considered within one or more of the following categories of need:

Cognition and Learning

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)

Social, Emotional and Mental Health Difficulties (SEMH)

- Attention deficit disorder (ADD/ ADHD)
- Attachment Disorder / anxiety related barriers to learning

Communication and Interaction Needs

- Speech, language and communication needs (SCLN)
- Autism (ASD)

Sensory and/or Physical Needs:

- Visual impairment (VI)
- Hearing impairment (HI)
- Multi-sensory impairment (MSI) - sometimes referred to as 'Deafblind'
- Physical disability (PD)

Students are identified as having SEND through a variety of ways, including the following:

- Information shared through liaison with primary/previous school during the transition process
- KS2 information including SATs results and teacher assessments
- Information from CATs (verbal, non-verbal, spatial and quantitative skills)
- Reading/ spelling age data
- Information from parent/carers
- Reports and information from professionals and outside agencies
- Whole school tracking of attainment indicating lack of expected levels of progress
- On-going assessment
- Monitoring of attendance and behaviour records
- Observation of the student indicates that they have additional needs in one or more of the four broad areas of need
- Concerns raised by teachers
- A student asks for help

Students who are identified as having SEND will be included on the school Additional Needs Register. The progress of each student on the register is monitored regularly. A student may be taken off the register if an evaluation shows more than adequate progress has been made and additional provision

is no longer required. Parents will be informed of any changes on a regular basis.

Parents who have any SEND concerns about their child should contact either the SENCo or the Head of Year at school. At Chauncy School, the School SENCo team can be contacted directed by email at senadmin@chauncy.

2) How will school staff support my child?

Every teacher is responsible and accountable for the progress and development of each student in their lessons including those students who access support from teaching assistants or specialist staff. They are trained to teach children with a range of additional learning requirements and are responsible for making the curriculum accessible to all students - 'all teachers are teachers of Special Educational Needs'.

Chauncy School teachers provide High Quality First Teaching which includes:

- Differentiated tasks and resources in the classroom
- Effective feedback and marking
- The use of specific strategies (which may be suggested by the SENCo or staff from external agencies) to support your child's learning
- Tracking students' progress and reporting to parents

Staff are provided with additional information and training to help them support students on the Additional Needs Register.

Students identified as needing additional support to make progress across the curriculum may need one or more of the following interventions:

- Personalised support, based on assessment
- Support from outside agencies (direct working and advice for staff)
- Modified resources
- Targeted interventions from a member of the learning support team
- Additional adult support in the classroom – Teaching assistants can provide support within the classroom to enable students to access the curriculum
- For a very small percentage of students, whose needs are significant and complex and the SEND support required to meet their needs cannot reasonably be provided from the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP), with top up Higher Needs Funding.

The SEND provision at Chauncy is managed by the SENCo, who is responsible for:

- Ensuring the quality of teaching for students with SEND and provision across the school is efficient
- Providing advice and support for teachers and support staff, to ensure that they are aware of student needs and differentiate where appropriate
- Developing and reviewing the school's SEND policy
- Co-ordinating all the support for children with special educational needs and disabilities (SEND)
- Liaising with stakeholders, professionals and outside agencies e.g. Speech and Language

- Therapy, Educational Psychologist
- Updating the school's Additional Needs Register
- Managing the EHCP provision and review process

3) How will parents know how their child is doing?

Close links between home and Chauncy School are encouraged in the following ways:

- Students' progress is continually monitored by classroom teachers. The students will receive three academic reviews each year, these include their current and predicted grades and levels and details such as Effort, Behaviour and Homework
- Parents' Evenings are held annually, where all teachers are available to meet with parents and discuss their child's progress and learning
- Parents are encouraged to directly contact the school to discuss their child's progress at any time when they feel concerned
- The progress of students with an EHCP will be reviewed at an Annual Review meeting organised by the SENCo and attended by parents, teachers and outside agencies involved in the student's education
- The progress of students on the Additional Needs register will be continually monitored by the SENCo
- Regular opportunities for parents to meet with a member of the learning support team are available throughout the year

4) How will the learning and development provision be matched to my child's needs?

The students' needs are addressed through a cycle of Assess, Plan, Do, Review, as outlined in the SEN Code of Practice 2015. Subject teachers are responsible for planning lessons that are accessible and differentiated for every student. Students are entitled to participate in all areas of the curriculum and it is the subject teacher's role to differentiate resources and activities to ensure all students can access the learning.

Teachers and support staff will make reasonable adjustments and may differentiate in one or more of the following ways:

- Appropriate differentiation
- Visual, auditory or kinaesthetic activities
- Small group or 1-1 learning with a TA
- Over-learning topics
- Provide specially targeted texts and resources appropriate for an individual
- Adaptations based on a student's reading age
- Provide additional apparatus or materials
- Personalised and targeted in class support
- Adapt and adjust resources and materials to make them accessible for students with specific learning needs

These adaptations may include strategies suggested by the SENCo and/or external specialists.

5) What support will there be for my child's overall wellbeing?

The overall wellbeing of students is supported in many ways including our:

- We have a robust pastoral support system – including Form Tutors, Pastoral Support Workers and Heads of Year/Learning Co-ordinators
- A school counsellor is available to see identified students for a programme of 6 well-being sessions
- An evaluated Personal, Health, Social and Economic curriculum that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being
- All students in Year 7 complete a transition/well-being programme designed to increase emotional resilience to prepare them for secondary learning
- Access to a supported room for identified students – to promote confidence and social skills
- Social and emotional interventions are delivered to targeted students and groups.
- System of Medical Care Plans which are prepared in consultation with parents/carers to ensure the safety of all students with medical needs in the school
- The school has an anti-bullying policy and holds regular anti-bullying events throughout the year
- BehaviourWatch, an electronic behavior management system, allows us to track student's achievements and any areas of concern and share this information with parents
- The school canteen adopts a healthy eating policy
- A wide range of extra-curricular activities which take place during lunch and after school

6) What specialist services and expertise are available at or accessed by the school?

The SENCo liaises with many specialist services and outside agencies to ensure the provision for our students is appropriate and meets their needs. A student may be identified as needing some additional specialist support from a professional outside the school these include:

- Health – GPs, school nurse, clinical psychologists and psychiatrists (CAMHS), pediatricians, speech & language therapists, occupational therapists
- Children's Services – locality teams, social workers, Child Protection teams, Hertfordshire Educational Psychology Service
- Specialist Teacher Advisors – hearing and visual impairment, physical disabilities, communication and language, SEND Team, behavior support
DSPL3 SEND Targeted Support Services
- Local, specialist organisations supporting young people and their families

7) What training have the staff supporting children and young people with SEND, had or are having?

- As all teachers are teachers of SEND, they will have had appropriate and regular training. SEND training forms part of the continuing professional development of all teachers and TAs and is organised in accordance with the needs of the students
- All staff have access each year to information and training, where appropriate, on the needs of new students joining the school. This can include training from specialist agencies or consultants, as well as from the SENCo or other staff with relevant expertise
- Individual teachers and support staff attend training courses run by outside agencies, e.g. The Visual Impairment team, ASD Advisory service
- TAs receive a range of training as part of their ongoing CPD and to respond to the needs of the individual children they are working with
- All staff, teaching and support, have regular training in Child Protection and safeguarding
- Examples of recent SEND training includes differentiation, ADHD, Trauma, Protective behaviours

8) How will you help me to support my child's learning?

Support for parents to help with their child learning includes:

- Information will be shared on how to access Edulink and Google Classroom to support access to your child's current classwork and independent learning tasks
- The subject teacher or SENCo may also suggest additional ways of supporting your child's learning
- The SEN team run a supported homework club at lunch time.
- During periods of online learning, TAs continue to support students with their remote learning

9) How will I be involved in discussions about and planning for my child's education?

Parents will be involved with the planning of their child's education in the following ways:

- Parents' evenings are held annually where parents can meet with all their child's teachers
- SEND reviews are offered throughout the year, this is an opportunity for the child and their parents to meet with a member of the SEN team to review the student's profile, needs and meetings arranged with outside agencies
- The progress of students with an EHCP will be reviewed at an Annual Review meeting, organised by the SENCo and attended by parents, teachers and outside agencies involved in the student's education
- Parents are able to contact the SEN team or senior management team throughout the year via adm@chauncy.org.uk

10) How will my child be included in activities outside the classroom including school trips?

- All students are entitled to be included in all parts of the school curriculum and we aim for all children to be included on school trips. Appropriate provision and reasonable adjustments will be made where possible
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. Where possible, the TA supporting a particular SEND student within the classroom may attend a school trip

11) How accessible is the school environment?

- The school is on a large site with a mixture of one and two storey buildings. Chauncy School has a specified Accessibility Plan. Our SEND department liaise with colleagues within the school to ensure all efforts are made to achieve accessibility for all students.
- Resources and teaching are differentiated according to individual student needs

12) Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Individual subject teachers, Learning Co-ordinators or Head of Department
- The SENCO
- The Headteacher
- For complaints, please contact the School Governor with responsibility for SEND. His name is Martin Butcher. He can be contacted via Susan Browning clerk to the governors at susan.browning@chauncy.org.uk

13) How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

The school supports students when joining the school in the following ways:

KS2 – KS3 Transition

- The Primary Liaison lead, Claire Matthews, visits catchment primary schools to meet students, gather information from Year 6 teachers
- Where appropriate the SENCO attends transition meetings for students with additional needs
- If a student has identified SEND, previous school records are requested to ensure a full picture of need is shared
- All students in Year 6 who have accepted a place at Chauncy School for Year 7 are invited to an intake day in early July
- Where possible the school arranges regular transition groups and visits for vulnerable Year 6 students to get to know the school site, meet staff with whom they will work and learn about how the school is organised
- Teachers are provided with information about all new students' needs, strengths and background before a new academic year starts, including details of any additional needs and supporting strategies.
- The first day of the new school year in September is for Year 7 and Year 12 students only to give them an opportunity to settle in before the whole school returns
- On-going support from the SEN and Pastoral team continues in the Autumn term

KS3 – KS4 Transition

- Year 9 students have a detailed and well informed transition to KS4 including detailed preparation for option choices and examination courses
- Support staff and teachers liaise to plan appropriate KS 4 courses for students with SEND
- Students with an EHC Plan are supported in their career planning by YC Herts
- At the start of year 10, identified students are tested for examination access arrangements. Students must meet the strict criteria laid out by JCQ when tested, using a range of standardised diagnostic tests. Access support for those who are eligible is put in place immediately and recorded to ensure it reflects normal working practice.
- Students admitted to the school after the start of the academic year are screened on entry to identify any areas of need and to provide information to staff about the student's learning needs
- A student 'buddy' is chosen to support the new student for the first few days settling into school
- Contact is made with the previous school to ensure the effective transfer of information

KS4 – KS5 Transition

- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive and accessible.
- The school offers individual careers advice and support to all students, as well as various year group and whole school careers events. This guidance includes information on the range of

education or training options, including apprenticeships and other vocational pathways. The School's Careers Officer is Karen Gray who can be contacted at karen.gray@chauncy.org.uk.

- Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society. The SEN team liaises closely with local colleges about individual students with SEND. This liaison is arranged in accordance with a student's needs, but typically can include: extra visits or tours, meetings with college support staff; or guidance and advice for college staff on meeting the student's needs

14) How are the school's resources allocated and matched to children's special educational needs?

- The notional school budget is intended to fund provision to support children with SEND. In consultation with the SENCo, Board of Trustees, the Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities
- Student provision, targets and progress are evaluated throughout the year and resources are deployed accordingly to ensure the best possible outcomes for all students
- Students with an EHCP may be given top-up Funding – High Needs Funding (HNF) in Mainstream Schools
- Under the statutory duties laid out in the Children and Families Act (2014) the Local Authority has a legal duty to secure the provision laid out in Section F of any EHCP. Once secured by the Local Authority, the school has a legal responsibility to deploy these resources
- If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the SENCo or a member of the Senior Leadership Team

15) How is the decision made about how much support my child will receive?

- Our provision is arranged to meet the students' needs, within the resources and funding available.
- The SENCo consults with subject teachers, Heads of year, parents, support staff and external agencies to discuss a student's needs and what support would be appropriate
- Student provision, targets and progress are evaluated regularly and resources are deployed accordingly to ensure the best possible outcomes for all students
- SEND reviews are offered throughout the year, this is an opportunity for the child and their parents to meet with a member of the SEND department to review the student's profile, needs and support strategies and plan for the future
- For students with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review

16) How can I find information about the local authority's Local Offer Of services and provision for children and young people with special educational needs and disability?

- The Local Offer is designed to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area
- The Hertfordshire Local Offer can be accessed at:
<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

