



**CHESTERTON  
COMMUNITY COLLEGE**

**Chesterton Community College  
Special Educational Needs and  
Disability (SEND) Policy  
Updated June 2017**

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# Chesterton Community College

## Special Educational Needs and Disability (SEND) Policy

### Introduction

This policy complies with the legal requirements set out in Part 3 of the Children and Families Act (2014) and the Special Educational Needs and Disabilities Code of Practice 0-25 (2014) and has been written with reference to the Schools SEN Information Report Regulations (2014), the Equality Act (2010), the Teachers' Standards (2012) and the Governors' Handbook (2015).

This policy should be read together with the Special Educational Needs and Disability (SEND) Information on the College website, our Accessibility Statement, our policy for Supporting Students at School with Medical Needs, our Equality Objectives and our Teaching and Learning Policy. This information forms Chesterton Community College's contribution to the Local Authority's Local Offer. The local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care and can be found here: <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer/>

This Special Educational Needs and Disabilities (SEND) Policy was created by the Special Educational Needs Coordinator (SENCO) in liaison with the member of the Senior Leadership Team with responsibility for SEND (Lucy Scott), the SEN Specialist and the SEN Governor. It has been discussed at the Teaching and Learning Committee of the Governing Body and approved by the Full Governing Body before publication on the website.

Our SENCO has completed the NASENCo award to comply with clause 64 of the Children and Families Act (2014)

As well as complying with legislation, this policy reflects important aspects of our College ethos, in particular, using our best efforts to work together to support all students to realise their potential. Teachers, students, parents and carers are consulted and involved when necessary and appropriate of our SEND provision.

### Definitions: what do we mean by special educational needs and/ or a disability (SEND)?

At Chesterton, we use the definitions for special educational needs and for disability from the SEND Code of Practice (2014):

*'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.'*

*'Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is **'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'**. This definition*

*includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.'*

Some students will have additional needs which may have an effect on their progress and attainment in school but which do not mean they have special educational needs or disabilities (SEND). Examples of these include:

- having English as an additional language (EAL)
- receiving the Pupil Premium Grant (PPG)
- being a Looked After Child
- being the child of a Serviceman or Servicewoman

Poor behaviour, including attendance and punctuality, is no longer identified as a need, but as a response to an underlying need which the school will seek to identify and address.

### **Aims of this policy:**

The aims of our special educational needs and disability policy and practice are:

- to ensure that every student in our care realises their potential
- to ensure that children and young people with SEND are able to participate fully whenever possible in the activities of the school alongside students who do not have SEND
- to use our best endeavours to secure special educational provision for students for whom this is required, that is "additional to and different from" that provided to all students through Quality First Teaching and within the differentiated curriculum
- to work in partnership with parents, carers and students by requesting, monitoring and responding to their views
- to ensure a high level of staff expertise to meet student needs, through well-targeted continuing professional development
- to make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all
- to support students with medical conditions to achieve full inclusion in all school activities by meeting their medical needs in consultation with health and social care professionals
- to work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

### **Admission to Chesterton Community College of students with known special educational needs and/ or disabilities**

Children with special educational needs but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of students at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHCP **unless** the school would be unsuitable for the age, ability, aptitude or SEN of the child or young person or, the

attendance of the child or young person there would be incompatible with the efficient education of others or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that has been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs can be better met in specialist provision.

### **Identifying SEND: how do we know when a student at Chesterton may need additional or different teaching and support?**

We know students may need additional support for their special educational needs if:

- it is clear that a student is not making expected levels of progress under SEND guidelines  
All students have individual targets set in line with national outcomes. Parents are informed of these via the reporting system and also at events such as parents' evenings. Students' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These students are then discussed in termly progress meetings that are undertaken between the subject teacher and an appropriate member of staff, and, if appropriate, the student themselves. Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated or adapted teaching being provided to the student, and if required, provision to the teacher of additional strategies to further support the success of the student. Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- observation of the student indicates that they have additional needs in one or more of the four broad areas of need: communication and interaction; cognition and learning; social, emotional and mental health; sensory/physical
- screening, such as that completed on entry or as a result of a concern being raised about gaps in knowledge and/or skills
- concerns are raised by parents/carers, external agencies, teachers, or the student's previous school, regarding a student's level of progress or inclusion
- a student asks for help.

### **Our SEND provision: how do we meet the needs of students at Chesterton with special educational needs and/ or disabilities?**

At Chesterton we believe that high quality teaching, appropriately differentiated or adapted for the diverse needs of all learners, is the first step in responding to possible special educational needs. Teachers plan using students' achievement levels, differentiating tasks to ensure progress for every student in the classroom. This is in accordance with the Teacher's Standards (2012) which state that it is every teacher's responsibility to "adapt teaching to respond to the strengths and needs of *all* pupils" and with the SEN Code of Practice (2014): "teachers are responsible and accountable for

the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff”.

When it appears that a student may need additional or different support, we follow the approach outlined in the SEN Code of Practice (2014) which recommends a four-stage cycle of action, known as ‘Assess – Plan – Do – Review’, in which the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable the student to learn more easily. These adaptations may include strategies suggested by the SENCO and/or external specialists and, if appropriate, provision of specialised equipment or resources.

During their time at school, students are able to enter and exit this cycle of action, according to their needs and progress. So if, at a review stage, a student has made sufficient progress in their specific area of need that they no longer require provision that is different from or additional to normal high quality teaching, they will, following discussion with the student and parents or carers, if necessary, no longer be categorised as having SEN support and will return to having their progress monitored within the mainstream of students without SEN. If, at a review stage, a student has not made expected progress, despite the school having taken action to identify, assess and meet the SEN needs of the student, the school and/ or the parents, carers and student may request an Education, Health and Care Plan needs assessment by the Local Authority. This may be the case for a very small number of students, whose needs are significant and complex and the SEN support required to meet their needs cannot reasonably be provided from within the school’s own resources. If this assessment leads to the student having an Education, Health and Care Plan (EHCP, formerly known as a Statement of Special Educational Need), the Local Authority must review the plan at least once a year. Schools have a duty to cooperate in this process and so we hold the review meetings and complete the appropriate paperwork in school.

### **Assess-Plan-Do-Review**

**Assess:** Data on the student held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the student’s needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes. Where appropriate, advice may also be sought at this stage from external support services, including health and social services and community and voluntary organisations.

**Plan:** If assessment indicates that additional and/or different support is required, then the views of all involved, including the parents or carers and the student, will be obtained and appropriate evidence-based interventions identified. In addition, the school will involve external agencies, as appropriate, for advice on meeting the needs of students with SEND and in further supporting their families. Resources, strategies and approaches will also be discussed with the student and parents or carers at this stage and they will be directed to the SEND Information pages on the College website which contain advice, including links to a number of useful sites and organisations, for parents and students to help them with supporting their learning at school and at home.

**Do:** SEN support will be recorded on an individual plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents’ aspirations for their child. This plan will be implemented by the class/subject teachers with advice from the SENCO. Parents and the student will also be consulted on the actions they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment. The contents of this plan are shared with all relevant subject teachers and tutors, so everyone who teaches the student is aware of their needs. We comply with the Data Protection and Freedom of Information Act.

**Review:** Progress towards these outcomes will be tracked and reviewed regularly with the parents and the student; information is shared termly through feedback regarding EHCP/ Statement of SEN and support reviews but also through the school reporting system and parents' evenings. Parents can email and/or arrange an appointment with the form tutor, a subject teacher, the SENCO or progress support workers who are working with their child whenever they feel concerned or have information they would like to share which might be relevant to their child's success.

### **Accessibility and Inclusion: how do we meet the needs of our students with disabilities?**

In accordance with our duties under the Equality Act (2010), we make reasonable adjustments (such as auxiliary aids and services) for students with a disability (including sensory impairments and long-term health conditions) to help them overcome any disadvantage experienced in school and increase their access to the taught curriculum.

Where appropriate, students with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the Head of House, school nurse and parents or carers and, if appropriate, the student themselves. Staff who volunteer to administer and supervise medications will complete formal training and be verified by the school nurse as being competent. All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within 'Supporting students at school with medical conditions (DfE) 2014' and identified in the school Medicine Administration Policy.

Risk assessments are carried out and procedures are put in place to enable all students to participate in all school activities and the school ensures it has sufficient staff expertise to ensure that no student with SEND is excluded from any school provided activity.

In the last three years the school environment has been adapted in the following ways:

- a disabled parking spot has been marked next to the school reception;
- all steps have been edged with yellow so that they are easier for those with visual impairments to negotiate;
- ramps have replaced the two steps into school;
- one toilet has been adapted for disabled use;
- a medical room has been provided in order to enable a safe place for insulin testing/injections;
- an inclusion room has been developed to improve inclusion in the mainstream classrooms for vulnerable students.

Our Accessibility Statement describes the actions the school has taken to increase access to the environment, the curriculum and to printed information and can be viewed on the school website.

### **Funding: how are the school's resources allocated and matched to children's special educational needs?**

The school receives funding to respond to the needs of students with SEND from a number of sources including:

- a proportion of the funds allocated per student to the school to provide for their education called the Age Weighted Student Unit;

- the Notional SEN budget which is a fund devolved to schools to support them to meet the needs of students with SEND;
- additional educational needs funding from the Local Authorities High Needs SEN Funding allocation (only available for those students with the most complex needs).

This funding is then used to provide the equipment and facilities to support students with special educational needs and disabilities. The range of support offered is identified on the provision maps which are available to view on the school website. These target the four broad areas of need: communication and interaction, cognition and learning, social, emotional and mental health, sensory and/or physical.

For students with SEN but without an Education Health and Care Plan or Statement of Special Educational Need, the decision regarding the support provided will be taken at joint meetings with the SENCO, class teacher and parent.

For students with an Education Health and Care Plan or Statement of Special Educational Need, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

For some students with an Education, Health and Care Plan, funding can be made available to parents or carers as a personal budget for them to commission their own provision for their child under certain conditions.

If parents wish to discuss the options available for their child, at a time other than at the joint review meetings or parents' evenings, they are welcome to make an appointment to see the form tutor/subject teacher, SENCO or a member of the Senior Leadership Team.

### **Training: what training do our teachers receive in providing support for students with special educational needs and/or disabilities?**

Our SENCO has completed the NASENCo award to comply with clause 64 of the Children and Families Act (2014) and additionally holds an MEd (SEND).

Our SEND Governor attends Local Authority briefings and training sessions with specific relevance to SEND issues as well as some national events organised by the National Association for Special Educational Needs (NASEN).

The school have regular termly continuing professional development (CPD) sessions for both teaching and support staff which focus on the school's priorities and the needs of the students.

In the last two years awareness training has also been provided to all staff on the following:

- Dyslexia and literacy difficulties
- Autism Spectrum Disorder
- Visual/hearing impairment
- Attention deficit hyperactivity disorder (ADHD)
- Social, emotional and mental health difficulties
- Speech, language and communication difficulties
- Quality First Teaching



- Dyspraxia
- Supporting students with learning difficulties
- Supporting students with exam access arrangements
- Working memory and processing difficulties

The school has regular visits from SEN specialist teachers who provide advice to staff support the success and progress of individual students and the NHS Speech and Language Therapist visits to assess and plan support for targeted students.

### **Transitions: how do we support students with SEND when joining our school and when moving on to the next stage after leaving Chesterton at 16?**

A number of strategies are in place to enable effective transition into Chesterton:

- a planned introduction programme is delivered in the summer term to support transfer for students starting school in September
- parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine
- the SENCO meets with all new parents of students who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry
- if students are transferring from another setting during the school year, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns

### **To help with moving on to the next stage after Chesterton we:**

- include a focus on preparing for adulthood, including employment, independent living and participation in society in all reviews of Education, Health and Care Plans (EHCP) or Statements of Special Educational Need from at least Year 9 onwards
- follow the guidance in 'Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff (April 2014)' to secure independent careers guidance for all Year 8-13 students to cover information on the full range of education or training options, including apprenticeships and other vocational pathways
- encourage parents, carers and students to use the website of the National Careers Service which offers information and professional advice about education, training and work to people of all ages (<https://nationalcareersservice.direct.gov.uk>) and to examine options identified in the local offer published by the local authority which sets out details of SEN provision (including the full range of post-16 options) and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.

### **Well-being: what support do we offer to students with SEND for their overall well-being?**

Students with special educational needs and/ or disabilities may need additional support for their general well-being in school. We offer a wide variety of pastoral support for students including:

- a pastoral House system with vertical tutoring and targeted tutor time/ mentoring program

- an evaluated Personal, Social, Health and Economic (PHSE) curriculum which aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being (details available on the College website)
- small group evidence-led interventions to support student's well-being for targeted students and groups
- alternative small group opportunities within the school for students who find outside class times difficult, to develop their social interaction skills
- an inclusion area to support students with severe difficulties in the area of social, emotional and mental health (SEMH)

The school has gained Healthy School status which evidences the work undertaken within the school to support students' well-being and mental health.

We also have a mental health governor who supports the SENCO in overseeing the provision of mental health in the school.

### **Working together: how do we work with parents and carers of children with special educational needs and/ or disabilities?**

Parents should be aware of and feel involved in the provision of support for their child with special educational needs and disabilities at Chesterton. Our 'Assess-Plan-Do-Review' model of action includes consultation with parents and carers and students when necessary and appropriate.

If parents have any concerns at all about their child's learning and/or well-being in school they should contact their child's form tutor in the first instance or a subject teacher if the issue is specific to a particular subject. This may result in a referral to the SENCO.

Parents and carers may also contact the SENCO (Lynsey Rooker [lrooker@chesterton.cambs.sch.uk](mailto:lrooker@chesterton.cambs.sch.uk)), the SEN Governor (Lucy Lewis [SENGovernor@chesterton.cambs.sch.uk](mailto:SENGovernor@chesterton.cambs.sch.uk)) or the Head Teacher (Lucy Scott [lscott@chesterton.cambs.sch.uk](mailto:lscott@chesterton.cambs.sch.uk)) directly by email to arrange a meeting, when appropriate.

Our College website has a SEND Information section giving advice, information and links to support parents, carers and students.

The school offers termly meetings for parents and carers of children and young people with SEND. All are consulted to raise issues of concern and to ensure the school provision is responsive to student and family needs.

In Cambridgeshire, the Parent Partnership Service (SENDIASS) offers independent advice and support to parents and carers of all children and young people with SEND: <http://www.cambridgeshire.gov.uk/pps>.

The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process. A FAQ factsheet on Independent Supporters is located here: <http://www.coreassets.com/what-we-do/independent-support-service/>

If parents or carers remain dissatisfied after speaking and/or meeting informally with relevant members of staff, a formal complaint may be made by completing the Formal

Complaint Form in the school's Complaints Procedure available on the website or from the school office.

Parents who are unhappy with the Local Authority or school responses to their child's SEND may also seek mediation from the regional mediation services:  
<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/resolving-disputes-and-mediation/>

Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authority's decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here:

<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

### **Monitoring and Evaluation of SEND provision: How do we know that we are meeting the needs of our students with SEND?**

In addition to the individual cycle of action (Assess-Plan-Do-Review), SEN provision and the progress and attainment of students with special educational needs and/or disabilities is monitored and evaluated in a number of ways, including:

- classroom observation by the senior leadership team, the SENCO, governors and external verifiers;
- ongoing assessment of progress made by students with SEND;
- work sampling and scrutiny of planning to ensure effective matching of work to student need;
- teacher meetings with the SENCO to provide advice and guidance on meeting the needs of students with SEND;
- student and parent feedback on the quality and effectiveness of interventions provided;
- analysis of the attendance and behaviour records of students with SEND;
- monitoring of funding and training/ continuing professional development (CPD).

### **SEND FAQ s**

#### **1. Who are the best people to talk to in Chesterton Community College about difficulties with learning and Special Educational Needs or disability (SEND)?**

To discuss any aspect of a student's learning, your first port of call will always be the **form tutor**. The form tutor's role is central in caring for students and monitoring their progress both academically and socially, encouraging involvement, commitment, and high standards of work and behaviour.

It may also be appropriate and helpful for you to talk to a specific **subject teacher**. Subject teachers are responsible for meeting the needs of all students by using a variety of teaching styles and providing appropriately differentiated tasks. They participate in appropriate training and take an active part in the assessment, target setting and review of students with SEND. They work in partnership with the SENCO, teaching assistants and progress support workers, as well as students, parents and outside agencies.

Responsibility for the day-to-day operation of the school's SEND policy lies with the **Special Educational Needs Coordinator** or SENCO. The SENCO coordinates the provision made for students with SEND as specified in their Statements of Special Educational Needs or Education, Health and Care Plans by means of Annual Reviews and liaising with teachers and external agencies. The SENCO also:

- fulfils statutory obligations and oversees the records for students with Statements of SEN or Education, Health and Care Plans
- maintains the register of students with Additional Needs and ensures that teachers know the names of the students with SEND, the reason for their inclusion on the register and the most effective strategies to support those students
- promotes and develops a whole-school approach to SEND
- contributes to the in-service training of staff and others, as appropriate
- develops effective ways of overcoming barriers to learning and sustaining effective teaching
- ensures special exam arrangements are in place to support those students with special needs, according to the criteria set out by the Joint Council for Qualifications
- coordinates the work of the Progress Support Workers
- uses evidence-based strategies to support students with SEND and ensures other staff do the same
- summarises the key points of the students' Statements of Special Educational Needs or Education, Health and Care Plans for teaching staff, Progress Support Workers, to ensure they take account of those key points when teaching

## **2. What are the criteria for how a child's needs are identified?**

The SEND Code of Practice (6.28-6.35) identifies four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical

If a student has a specific difficulty under one of the four areas of need, he or she will be flagged up on the College's reporting system (CRS). A student can also be added to the additional needs register if, despite receiving an individualised programme and/or concentrated support, the student:

- continues to make little or no progress in specific areas over a long period
- continues working at levels substantially below that expected of children of a similar age; despite additional support
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme

- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service; has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning

### 3. What are the different types of support available for children with SEND at Chesterton Community College?

“High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.”

*Special Educational Needs Code of Practice 6.37*

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

This page sets out the many different ways in which students who have or may have special educational needs are supported in school at Chesterton.

- **Excellent targeted classroom teaching by subject teachers, also known as ‘Quality First Teaching’**

All students should be getting this in school as part of excellent classroom practice. It means that:

- ✓ all teachers have the highest possible expectations for all students in their class
- ✓ all teaching is based on building on what each student already knows, can do and can understand
- ✓ different ways of teaching are in place so that every student is fully involved in learning in class. This may involve things like using more practical learning
- ✓ all teachers carefully check on every student’s progress. This enables them to identify any gaps or difficulties in understanding or learning which may be overcome with extra support to help them make the best possible progress
- ✓ specific strategies (suggested by the SEN specialist or outside professionals) are in place to support the learning of each student to meet their special educational needs as required

- **Targeted group work**

This type of support is available for any student who has specific gaps in their understanding of a particular subject or area of learning. Students are:

- ✓ taught in small groups, also known as Intervention groups, either in the classroom or elsewhere, which are run by a teacher or a Progress Support Worker who has been trained to run an Intervention group;
- ✓ supported to work towards specific targets which will enable them to make progress.

- **Specialist support involving professionals from outside the school**

This type of support is available for any student who has been identified by the SEN specialist or SENCO (sometimes as a result of parents, carers or students themselves sharing information or raising concerns) as having specific barriers to learning that cannot be overcome through Quality First teaching and Intervention groups alone, meaning that they require additional specialist support in school. This specialist support will come from a professional from outside the school, such as the Sensory Service (for students with a hearing or visual need) or the Speech and Language Therapy (SALT) Service. The processes by which this level of support is obtained in school are as follows:

- ✓ parents or carers will be asked to come to a meeting to discuss the student’s progress and help plan possible ways forward

- ✓ parents or carers may be asked to give permission for the school to refer the student to a specialist professional such as a Speech and Language Therapist or an Educational Psychologist. This will help the school and parents, carers and the students themselves understand the student's particular needs better and be able to support them more effectively
- ✓ the specialist professional will work with the student to understand their needs and make recommendations, which may include:
  - making changes to the way the student is supported in class such as giving some individual support or changing some aspects of teaching to support them better
  - support for setting better targets based on the outside professional's specific expertise
  - a group run by school staff under the guidance of the outside professional such as a social skills group
  - group or individual work with the outside professional
- ✓ the school may suggest that the student needs some agreed individual support in school. The school will tell the student and their parents or carers how the support will be used and what strategies will be put in place.

- **Specified Individual Support**

This type of support is available for students whose learning needs are severe, complex and lifelong. It is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means the student will have been identified by the Local Authority as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school. Usually the student will also need specialist support in school from a professional from outside the school such as the Sensory Service (for students with a hearing or visual need) or the Speech and Language Therapy (SALT) Service or the Locality Team. The processes by which this level of support is obtained in school are as follows:

- ✓ the school or a parent or carer can request that the Local Authority carries out a statutory assessment of the student's needs. This is a legal process which sets out the amount of support that will be provided;
- ✓ after the school has sent in the request to the Local Authority (together with all relevant information about the student, including some from the parents or carers and the student themselves), they will decide whether they think the student's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask parents and carers and all professionals involved with the student to write a report outlining the student's needs. If they do not think the student needs a statutory assessment, they will ask the school to continue with the support interventions;
- ✓ after the reports have all been sent in, the Local Authority will decide if the student's needs are severe, complex and lifelong and whether they need further support in school to make good progress. If this is the case they will write an Education Health and Care Plan (this used to be called a Statement of Special Educational Needs). If this is not the case, they will ask the school to continue with the support interventions and also set up a meeting in school to ensure a plan is in place to enable the student to make as much progress as possible;
- ✓ the Statement or EHC Plan will outline the funding of individual or small group support the student will receive from the Local Authority and how the support should be used

and what strategies must be put in place. It will also set long and short term goals for the student;

- ✓ the additional funding may be used to support the student with whole class learning, run individual programmes or run small groups which the student attends.

#### **4. How can I let the school know I am concerned about my child's progress in school?**

1. In the first instance if you have concerns about your child's progress you should speak to your child's form tutor. The form tutor will pass on any concerns to the Special Educational Needs Coordinator (SENCO).
2. If having spoken to the tutor and feel that your concerns are not being managed and that your child is still not making progress, you should speak to the SENCO.
3. If you are still not happy you can speak to the school SEND Governor or Head Teacher.

#### **5. How will the school let me know if they have any concerns about my child's learning in school?**

If your child is identified as not making progress, the school will arrange a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have;
- plan any additional support your child may receive;
- discuss with you any referrals to outside professionals to support your child's learning

#### **6. Who are the other people providing services to students with special educational needs and/or disabilities in Chesterton?**

- Educational Psychology Service
- Sensory Support Service for children with visual or hearing needs
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).
- School Nurse
- Occupational Therapy
- Locality team- A team of professional workers to support the school
- Early intervention family worker
- Romsey Mill- To help with year 6-7 transition
- (Child and Adolescent Mental Health Service (CAMHS))
- Counsellor
- School Listener
- Young Carers
- Centre 33



**7. How are the teachers in Chesterton helped to work with students with Special Educational Needs and/or disabilities (SEND) and what training do they have?**

- The SENCO role includes support for teachers in planning for children with SEND
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole-school training on SEND issues such as Autism Spectrum Disorder (ASD) and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of individual students in their class, for example, from the sensory support service or Educational Psychology department

## **8. How is teaching at Chesterton adapted for students with Special Educational Needs and/or Disabilities?**

- Subject teachers plan lessons according to the specific needs of all students in their class, and will ensure that an individual student's needs are met.
- Specially trained support staff can adapt the teacher's planning to support the needs of an individual student where necessary.
- Specific resources and strategies will be used to support students with SEND individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet individual student's learning needs. The SENCO provides plans to support class teachers to support individual students.
- Recorded on Chesterton Reporting System

## **9. How do we measure the progress of students with Special Educational Needs and/or disabilities at Chesterton?**

- Progress is continually monitored by form tutors and subject teachers.
- Progress is reviewed formally every term and a level of 1 - 9/ predicted grade will be given in all subjects.
- At the beginning of year 7 and year 9 all students are assessed using the CAT4 test. This gives a baseline of ability and tracks all progress made. All new students who arrive at the school, at a different time than year 7 and 9, will also undertake the CAT4 test to ensure that we have accurate data for all students and any learning difficulty may be identified.
- Progress of students with a statement of SEND or Education, Health and Care Plan is formally reviewed at an Annual Review in consultation with all those involved in the student's education.
- The SENCO will also check that students with special educational needs and/or disabilities are making good progress within any individual work and in any group that they take part in.

## **10. What support do we have at Chesterton for you as a parent of a child with a special educational need and/or disability?**

- The form tutor is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used
- The SENCO is available to meet with you to discuss your child's progress or any concerns or worries you may have and offer support strategies you can use at home with your child
- All information from outside professionals will be reviewed by the SENCO and discussed with you face to face or, where this is not possible, in a report
- Information available in school or sent out by Parentmail

## **11. How do we support students with special educational needs and/or disabilities when they are leaving Chesterton or moving on to another class?**

We recognise that transitions can be difficult for a student with SEND and take steps to ensure that any transition is as smooth as possible.

- When a student is moving to another school or further education establishment we:
  - ✓ contact the school SENCO and ensure they know about any special arrangements or support that needs to be made for the student
  - ✓ make sure that all records about the student are passed on as soon as possible
- When moving classes in school we:
  - ✓ pass information on to the new class teacher in advance and, in most cases, a planning meeting will take place with the new teacher.
- When a student is moving from primary to secondary school:
  - ✓ the SENCO attends a meeting with the SENCO of their primary school (and the specialist session for students with an autistic spectrum disorder, when appropriate).
  - ✓ the student learns about aspects of transition to help them to understand the changes ahead.
  - ✓ where possible, the student visits their new school on several occasions and, in some cases, staff from the new school visit the student in Chesterton.

## **12. Will my child be eligible for special considerations in class tests and examinations at Chesterton if they are diagnosed with a specific learning difficulty?**

- Please see our Assessing for Access Arrangements policy ([link under Exam Support](#)).