

Bishop Chavasse Church of England Primary School



SEND Policy and Information Report

Next review September 2025

This document meets the statutory requirements of Schedule 1 regulation 51.

This document will help you to understand:

- Bishop Chavasse School's principles for teaching pupils with special educational needs.
- The SEND Register at Bishop Chavasse.
- The identification and assessment of pupils with special educational needs.
- How we seek to ensure that all pupil's needs are met.
- How we track achievement of pupils with SEND.
- What provision is available at transition points.
- How accessible the school is and how the school arranges equipment or facilities which pupils require.
- How all pupils are included in activities with other pupils, including school trips.
- FAQs

Bishop Chavasse School's principles for teaching pupils with Special Educational Needs and Disabilities

The objectives of the school in making provision for students with Special Educational Needs and Disabilities (SEND) are to combine the principles of the Special Educational Needs and Disabilities Code of Practice (DfE 2014) with the school's distinctive mission as a Church of England School.

Bishop Chavasse is a school where excellence is the aim for all, and where we seek to maximise the personal and academic achievement of students whatever their starting point. It follows that Bishop Chavasse seeks to enable every child to access the curriculum and to benefit as fully as possible from it. We believe that teachers should use appropriate assessment to set targets which are personalised and deliberately ambitious. Potential areas of difficulty should be identified early so that targeted support can be put in place. Lessons should be planned to address potential areas of difficulty and to remove barriers to learning. In most cases, such planning and adaptations will enable students with SEND to be able to study a full curriculum (SEN Code of Practice, 2014). However, we do acknowledge that some pupils will require additional support for at least some of their schooling at Bishop Chavasse to enable such achievement and to access the whole curriculum.

We understand that co-operative partnerships with parents play a key role in enabling children and young people with SEND to achieve to their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children's education. Every child is an individual and the relationship between the school and parents is important in ensuring that we are able to meet the needs of your child as best as we can. That does mean that there will be times that we will need to solve problems together as a team. Open communication between home and school is key to a successful parent/carer-school partnership.

Young people with SEND often have a unique knowledge of their own needs and their views about what sort of support they would like will be ascertained so that they can make the most of their education. They will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition process.

Ultimately, we want all pupils to experience success, become confident independent learners and individuals who live fulfilling lives and make a successful transition on to their secondary education and adulthood.

The SEND register at Bishop Chavasse

For some children, SEND can be identified at an early age. However, for other children, difficulties become more evident as they develop. All those who work with children should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns expressed by children themselves (SEND Code of Practice 2014).

The SEND registers in schools have changed nationally as a result of the SEND Code of Practice 2014. The categories of School Action and School Action Plus are no longer used; instead they have been replaced by a single level of SEND support.

Definition of SEND:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

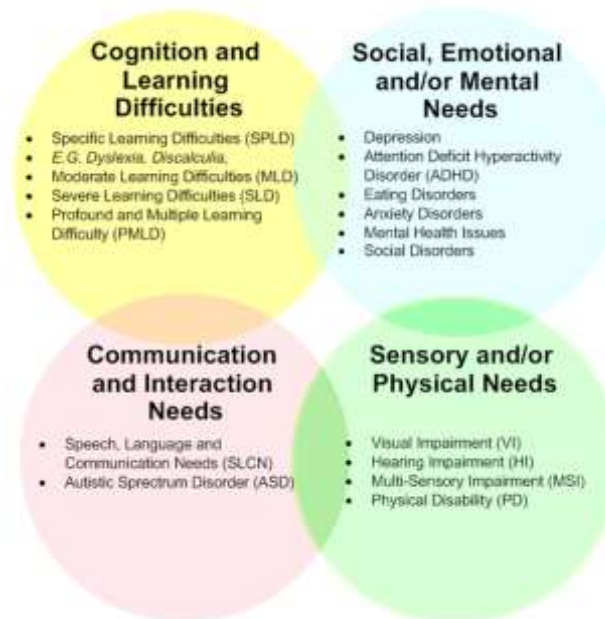
A child of compulsory school age has a learning difficulty if they:

- a. Have a significantly greater difficulty in learning than the majority of others the same age; or
- b. Have 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 (*SEND Code of Practice 2014, p. 4*).

Definition of disability

Many children and young people who have SEN may also 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 provides a relatively low threshold and includes more children than many realise: long-term is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’ (*SEND Code of Practice 2014, p5*).

In addition there have also been changes made to the categories of need, which are now:

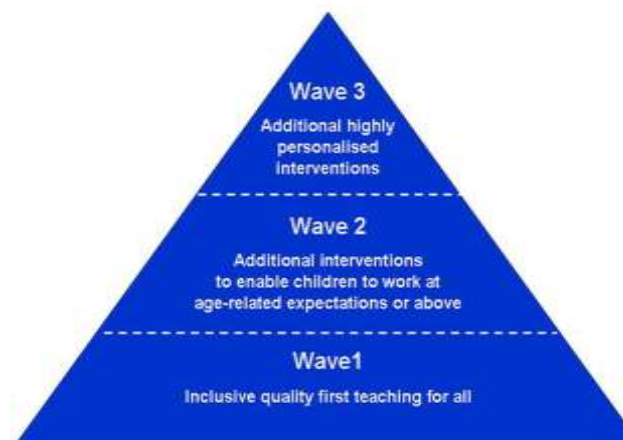


The specific objectives of our SEND policy at Bishop Chavasse School are as follows:

- To identify students with SEND and ensure that their needs are met.
- To ensure that students with SEND are supported to participate in all activities of the school.
- To ensure that all learners make the best possible progress.
- To ensure parents are fully informed of their child’s special educational needs and that there is effective communication between parents and school.
- To ensure that learners express their views and are fully involved in decisions which affect their education.
- To promote effective partnership and involve outside agencies when appropriate.

How we ensure that we meet all pupils’ needs – The Waves of Intervention Model explained

We approach SEND through a ‘Graduated Response’ to SEND support using the ‘Wave of Intervention Model’ illustrated below:



Wave 1: Pupils with learning needs that do not meet SEND requirements. This group will have their needs met by Quality First Teaching and will continue to be monitored by class teachers.

Wave 2: Single category of SEN support including pupils with support identified on Class Provision Maps or Personalised Plans. Monitored by the class teacher and overseen by the SENDCo.

Wave 3: Pupils who have an Education Health and Care Plan (EHCP), formerly Statement of Special Educational Needs. Monitored by the class teacher with a higher level of supervision from the SENDCo.

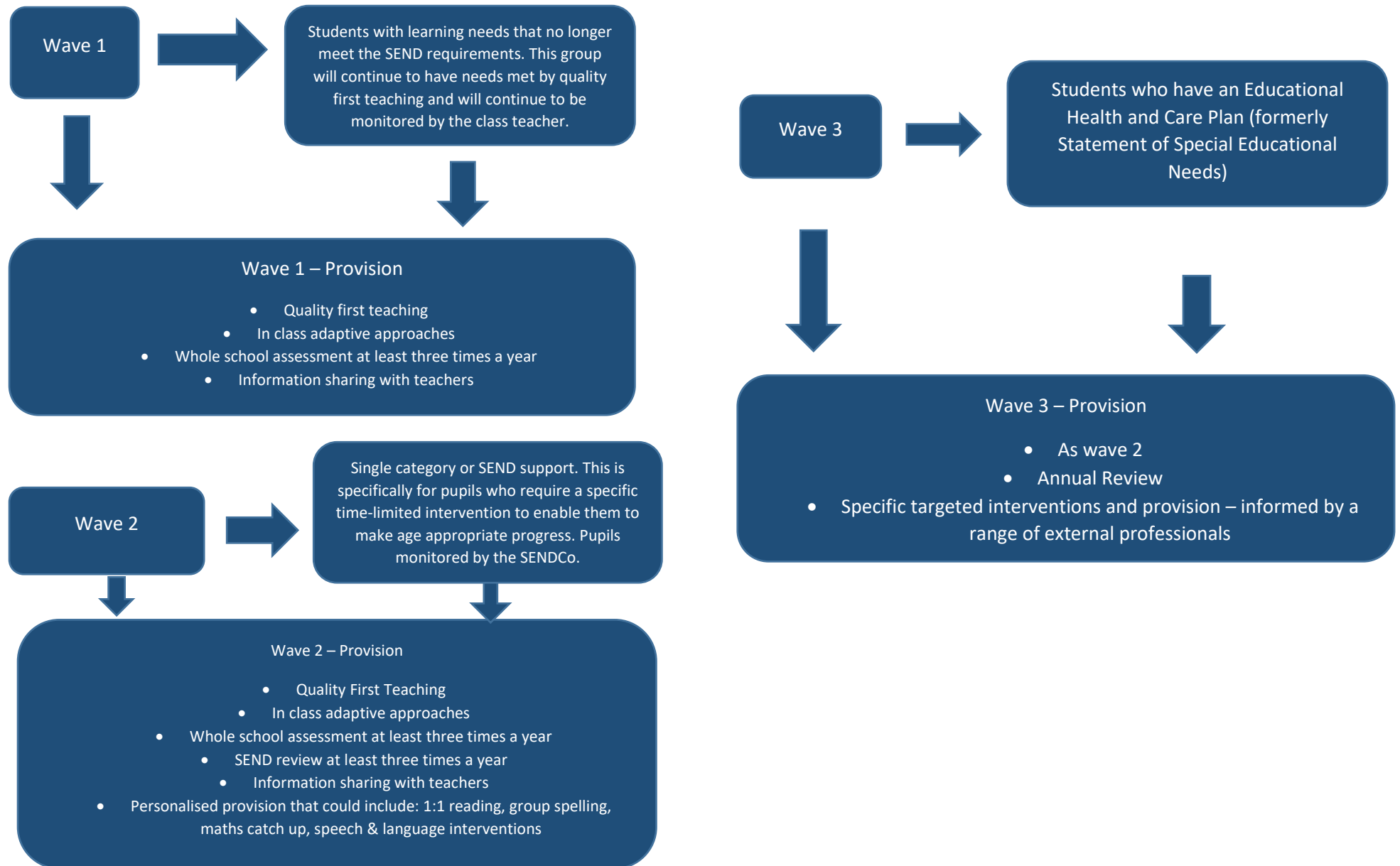
We believe that SEND needs should primarily be met by 'Quality Teaching'. This is described as high-quality teaching that is adapted and personalised in order to meet the individual needs of the majority of pupils within the classroom. Some pupils will need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.

Schools must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching and is compromised by anything less (SEND Code of Practice 2014). At times it may be that pupils' needs exceed our capabilities as a mainstream school, at which point we must declare this to parents and pupils to ensure the correct alternative provision can be sought.

We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. This approach seeks to educate pupils with SEND within the classroom alongside their peers wherever possible.

We aim to make reasonable adjustments to meet the needs of all pupils. This may include adapting the curriculum slightly and offering some support outside of the mainstream classroom. However, this is done on an individual basis in order to overcome barriers to learning so that the whole curriculum can be assessed.

Teaching and Learning Provisions



SEND provision is regarded as a whole school matter and all our teachers are teachers of pupils with special educational needs and disabilities. We aim to support our teachers by providing them with information about students with SEN and advice on strategies for support. Ongoing training is provided through Continuing Professional Development (CPD) sessions as well as additional training provided through external agencies and professionals. This training ensures staff have the required knowledge to allow them to adapt their teaching in order to better meet the needs of all pupils.

It is also sometimes necessary to secure external provision for pupils in Wave 2 and 3. We currently access a range of professionals in order to meet the needs of our pupils including:

- Speech & Language Therapists
- Occupational Therapists (who also provide access to specialist equipment not usually present in school)
- Specialist Teaching and Learning Service
- Educational Psychologist
- Specialist Nurses
- Child and Young Person Mental Health Service (CYPMHS)
- Play Therapists

Accessibility Plan and learning environment

We consult with the local authority, specialist professionals and parents for guidance regarding the equipment and facilities that are required to meet the needs of our pupils. This is reviewed regularly and the recommended provision is planned for and implemented.

The identification and assessment of pupils with special educational needs

Students are identified as potentially requiring learning support in a number of ways:

- Information from Early Years feeder setting (childminders, nurseries, preschools).
- Existing EHCP on arrival at Bishop Chavasse School.
- The outcomes of KS1 or KS2 tests.
- Information provided by parent/ carer.

- Referral by teaching staff.
- Information from external agencies, including the health services or social services.

It can be a common misconception to assume that slow progress and low attainment mean that a child has SEND. This is not necessarily the case and should not automatically lead to a student being recorded as having SEND. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties (SEND Code of Practice 2014).

In line with the SEND Code of Practice 2014, the SEND register will be reviewed regularly, at least six times a year. It may be at these points that pupils are moved onto or off of the register and we would inform parents of such decisions in writing. If these decisions are made it will be in partnership with parents.

Exam access arrangements

The assessment of pupil's needs in relation to the completion of external examinations is an important factor in ensuring all pupils have a fair chance in line with the Equalities Act 2010. Pupils who have an identified need may have recommendations from external professionals regarding appropriate access arrangements or alternatively, they are entitled to arrangements being made to simulate their normal learning adaptations.

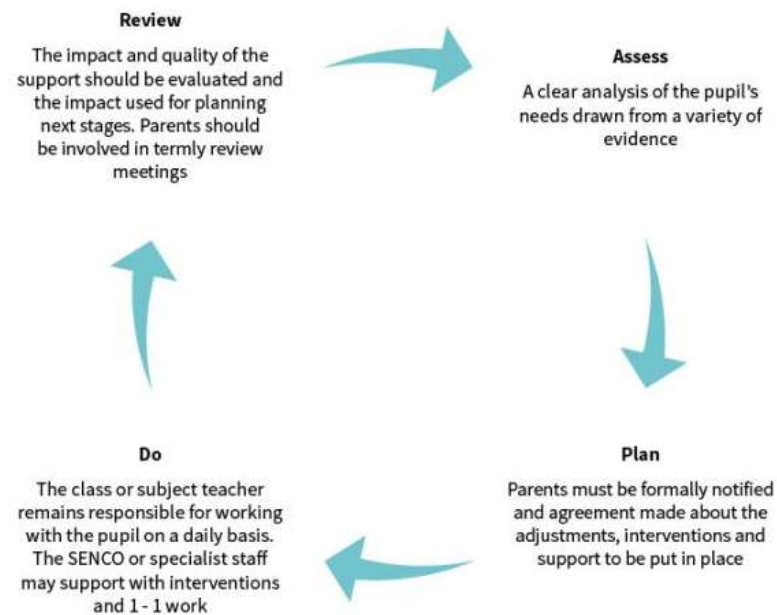
Appropriate access arrangements differ for different types of exam and could include:

- Extra time to complete an exam (usually 25%)
- Movement breaks at set times throughout the exam
- A reader who will read the questions aloud to the pupil without providing further support to answer the questions
- A scribe who can write responses onto the paper exactly as the pupil says them

How we track achievement of pupils with SEND

The progress of pupils with special educational needs is kept under regular review. Whole school assessments are completed on at least three occasions in each year and the systematic analysis of the achievement of different groups in the school includes that of students with different levels of special educational needs.

In addition, the SENDCo keeps the progress of pupils with SEND under intense review. This is achieved by regularly reviewing assessment data and reporting form class teachers and monitoring the impact of support and interventions.



The assessment and reporting process

Parents of pupils who are included on the SEND register (wave 2 and 3) will be invited to a Pupil Progress meeting with the SENDCo three times a year at the end of each long term. These are held in addition to Parent Consultation evenings held with the class teacher, although the SENDCo will also be available during these evenings for all parents to speak to without making an appointment. The Pupil Progress meetings will be arranged via email and the review will examine the provision in place and include an opportunity to set Specific Measurable Achievable Realistic Timely (SMART) targets. These targets will be set in agreement with the teacher, parents, SENDCo and, where possible, the pupil.

Pupils with an EHCP will have an Annual Review in place of one of the Pupil Progress meetings. During the academic year the Annual Review will address how well the SMART target outcomes identified in the EHCP have been met, along with setting of new outcomes where previous ones have been successfully achieved. These outcomes for each area of need are detailed in Provision Plans which are the working documents for each academic year.

What provision is made for pupils with SEND at Key transition points?

Early Years settings to Reception	All	<ul style="list-style-type: none"> - Transition meetings between Early Years Teachers and parents. - Visits to Early Years settings by our Early Years teachers. - Transition evenings for parents. - Thorough transition programme for pupils including story mornings and picnics.
	Wave 2	<ul style="list-style-type: none"> - Meetings between SENDCo and Early Years Lead of Bishop Chavasse School and the SEN leads from Early Years settings. - Communication for the Specialist Teaching and Learning Service.
	Wave 3	Consultation with the Local Authority.
Key Stages 1 & 2	All	<ul style="list-style-type: none"> - Transition meetings between current class teacher and new class teacher. - Standard transition booklet. - Transition visits to meet the teacher and see the new classroom.
	Wave 2	<ul style="list-style-type: none"> - Additional time with the new class teacher. - 'All about me' sheet completed with the pupil.
	Wave 3	<ul style="list-style-type: none"> - Personalised social story. - Additional support and guidance from SENDCo as necessary.

Moving on from Year 6	All	<ul style="list-style-type: none"> - Transition paperwork between Bishop Chavasse School and the new secondary school. - Transition arrangements made by Secondary schools.
	Wave 2	<ul style="list-style-type: none"> - Meeting with SENDCo of new school setting to discuss needs. - All SEN files transferred to new school. - Specialist Teaching and Learning Service support.
	Wave 3	<ul style="list-style-type: none"> - SENDCo of secondary school will be invited to final annual review meeting. - Consultation with the Local Authority regarding school placement.

How accessible is the school and how does the school arrange equipment or facilities students need?

Bishop Chavasse School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to taking positive action in the spirit of the Equality Act 2010 with regard to disability and to developing a culture of inclusion, support and awareness within the school. The school recognises and values parents' knowledge of their child's disability and its effect on their ability to carry out everyday activities and respects the parents and child's right to confidentiality. The school's Accessibility Plan shows how steps are taken to prevent a disabled pupil from being disadvantaged at the start of transition from their home or Early Years setting. This involves a member of the school Early Years Foundation Stage (EYFS) team and/ or the SENDCo attending the feeder setting before the pupil starts at Bishop Chavasse as well as completing home visits within the first two weeks of the September Term. Issues involving accessibility to the curriculum, such as, enlarged text, assisted listening devices, laptops and specialist chairs are addressed and reviewed through the pupil's time at Bishop Chavasse. If a student requires specialist equipment the SENDCo will liaise with a member of Occupational Therapy or the relevant Specialist Teaching Service.

Bishop Chavasse will ensure that arrangements are in place to support pupils with medical conditions. In doing so, we ensure that such children can access the same opportunities at school as any other child wherever possible. Our school's 'Supporting pupils with medical needs' policy should be read in conjunction with this document. Where required, the SENDCo works closely with Specialist Nurses in order to support pupils with medical needs looking at issues such as, Individual Health Care Plans, accessibility to all areas of the curriculum and exam access arrangements. The SENDCo ensure staff are trained appropriately as and when required.

How are pupils included in activities with other pupils, including school trips?

At Bishop Chavasse we believe that every young person should experience the world beyond the classroom as an essential part of learning and personal development. As a school, we are committed to all students participating in physical activities, extra-curricular activities and school trips. When planning a trip, all trips are open to all pupils. The member of staff planning the activity/ trip will have a good understanding of the needs of all pupils and will complete a full risk assessment. Some pupils will have an individual risk assessment completed and in these cases we will work closely with parents/ carers to understand what provision is required particularly for future residential trips. Planning for some trips may require at least one conversation with parents/ carers and the trip organiser in order to understand and talk through what the issues may be and how the pupil's needs can be met through making reasonable adjustments where necessary and possible. Provision could involve making appropriate staffing arrangements, having a key adult to support with personal care, adapting arrangements for eating and dietary requirements, liaising with travel companies if a pupil has a physical disability and any necessary staff training such as how to administer and an EpiPen.

Through careful planning and reasonable adjustments, pupils with SEND engage in the activities of the school together with those who do not have SEND and are encouraged to participate fully in the life of the school and in wider community activities such as our services at St Stephen's Church.

Occasionally, a risk assessment may deem it necessary to invite a parent/ carer to join us on a school trip. This is likely to be the case where there is a risk to the pupil and will help to ensure safeguarding of the pupil and others on the school trip, for example, if there is a risk of them fleeing, or harming themselves or others.

Please refer to the school's Accessibility Plan, Educational Visits Policy and Supporting Pupils with Medical Needs Policy for further details.

How is the SEND provision evaluated?

The Head of School and Executive Head teacher have strategic responsibility for overseeing, monitoring, evaluating and reviewing SEND provision and for keeping the Local Governing Body fully informed. The Head of School and Executive Head teacher work closely with the SENDCO, Mrs Abdullah, in doing so.

The success of the SEND policy is measured in a number of ways:

- The Senior Leadership Team (SLT) and Subject Leads monitor the quality of classroom practice and how it relates to pupils with SEND.

- Assessment results of individual pupils are monitored by the class teacher and SENDCo.
- The Governor of SEND regularly monitors practice.
- Registration onto the Kent Inclusion Leadership Programme accessed by the SENDCo, Head of School and Executive Head Teacher.
- Parents, as partners in the development of SEND provision are consulted and are able to contribute their views on the evaluation of SEND provision.
- Regular in-year reviews with parents/ carers of pupils who have an EHCP or are on the SEND register.

Admissions Arrangements

Admissions arrangements make no reference to ability or to special educational need; the admissions policy has due regard for the guidance in the SEND Code of Practice which is written in accordance with the SEN and Disability Act 2001. According to legislation, it is the responsibility of the Local Authority (West Kent) to provide places for children with EHC Plans. There is a statutory consultation process which the Local Authority is required to undertake which the school of the parent's choice, prior to amendment of the EHC Plan. This takes place when a pupil with an EHC Plan enters or leaves the school, including naming which Secondary School the pupil will attend. Bishop Chavasse School co-operates fully, as the law requires, with this process. We respond to consultations according to whether Bishop Chavasse School can effectively meet the needs of the pupil and whether their placement would have an adverse effect on other pupil's welfare or education which 'reasonable adjustments' on the part of the school cannot address.

How to Communicate regarding SEN

If, as a parent, you need to discuss your child's needs or have any questions about Special Educational Needs or exam access arrangements then you should communicate these through the class teacher in the first instance. The class teacher will then liaise with the SENCo. For those on the SEND register, parents should contact the SENCO, Mrs Abdullah on the following email address:

sendco@bishopchavasseschool.org.uk

Complaints

Complaints about the School's SEND policy should be addressed in the first instance to the Head of School. Complaints about the day to day implementation of the policy should be addressed to the SENDCo. Any such complaints will be fully investigated and a response given within ten days of receipt of the complaint. If the complaint cannot be satisfactorily addressed, the Head of School will inform parents to whom they can take their concerns. This will depend on the individual nature of the complaint.

FAQs

Who is the person to talk to about my child's difficulties with learning, special educational needs or disability?

If your child is not at Wave 2 or 3, you should speak to their class teacher in the first instance. The class teacher will then seek advice from the SENDCo as to how to proceed. If your child is at wave 2 or 3 (holds a Personalised Plan or EHCP), you should contact the SENDCo.

How can you support your child at home?

There are many ways you can support your child at home:

- Reading together is an excellent way to support your child's learning.
- Helping with revision of spellings, key vocabulary and times tables.
- Offer somewhere quiet to complete homework.
- Help your child with organisation and encourage independence with packing their school reading book, reading log and homework on the correct days. Checklists are a good starting point.
- For children who have speech sound difficulties (unclear speech) or language difficulties there are fantastic resources available to support with this development here:

<https://www.kentcht.nhs.uk/childrens-therapies-the-pod/>