

Special Educational Needs and Disabilities (SEND) Information Report

Bishop Chavasse School



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Kent SEND Information Report

Dear parents and carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

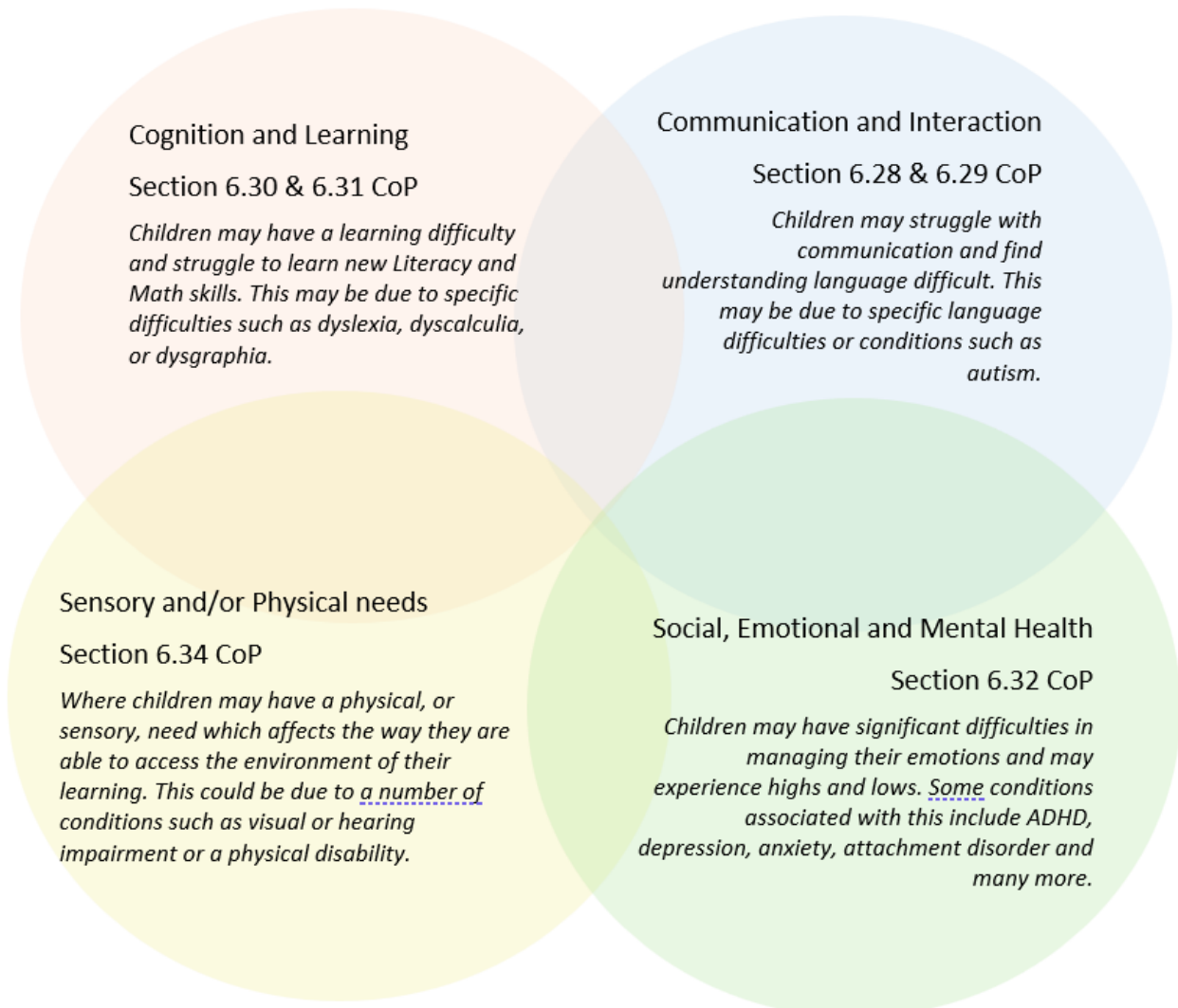
You can find our SEND policy on our website:

<https://www.bishopchavasseschool.org.uk/page/?title=Inclusion+and+SEND&pid=56>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a wholistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years ([link below](#)).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

2. Which staff will support my child, and what are their key responsibilities?



At Bishop Chavasse School all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

Mrs Abdullah: Special Educational Needs Co-Ordinator

Mrs Ley: Behaviour and Inclusion Mentor

Mrs Heather Kemp: Play Therapist

Our Special Educational Needs Co-ordinator, or SENCO

Our named SENCO is Mrs Abdullah.

They have 5 years' experience in this role and have worked as an assistant clinical psychologist, an Autism Outreach Worker, a teacher of pupils who have ASD within a special school and mainstream teacher. They are a qualified teacher.

They achieved the National Award in Special Educational Needs Co-ordination in 2020 and a degree in Psychology.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

External training completed by all staff includes:

Autism Education Trust

Dyslexia and Literacy difficulties

Nurture UK

Adaptive Teaching

External Training completed by some staff includes:

Speech and Language

Pathological Demand Avoidance

Intensive Interactions

Precision Teaching

Teaching assistants (TAs)

We have a team of 18 TAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have number of teaching assistants who are trained to deliver interventions.

In the last academic year, TAs have been trained in Zones of Regulation, Nurture UK, Autism Education Trust Training, Drawing and Talking Therapy, Speech and Language, Sensory Circuits, BEAM.

External agencies

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists
- Therapeutic practitioners
- Behaviour coaches
- Safeguarding services
- School Liaison Officer
- School nurses
- SEND Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisations



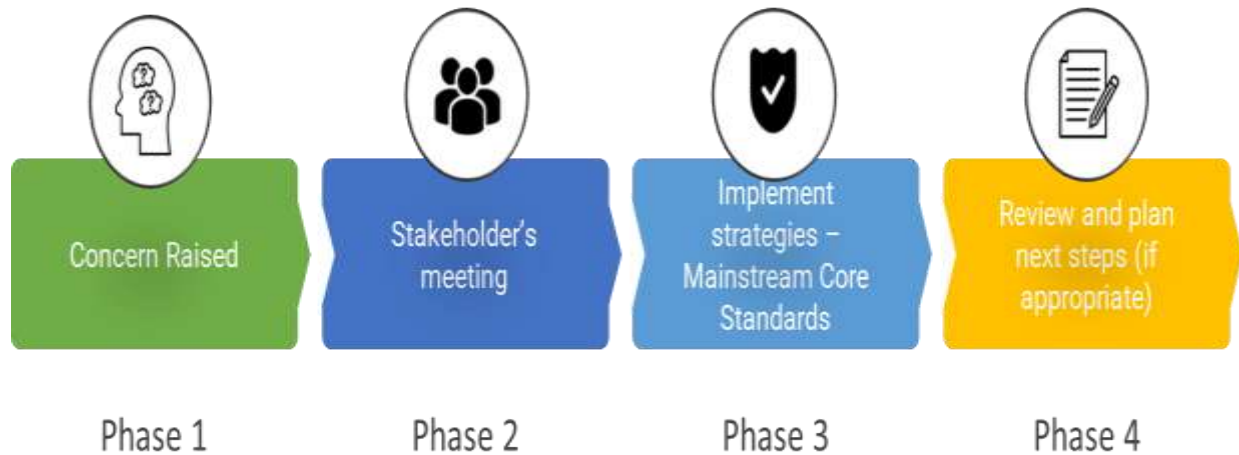
3. What should I do if I think my child has SEND?



<p>Phase 1</p>	<p>If you think your child might have SEND, raise your concern with the school so that the SENCO is aware.</p> <p>The class teacher can be emailed through the school office: office@bishopchavasseschool.org.uk</p>
<p>Phase 2</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.</p>
<p>Phase 3</p>	<p>We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf. This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.</p>
<p>Phase 4</p>	<p>If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.</p>

4. What happens if the school identifies a need?

The same process is followed if a concern is raised by the school.



All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially. If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

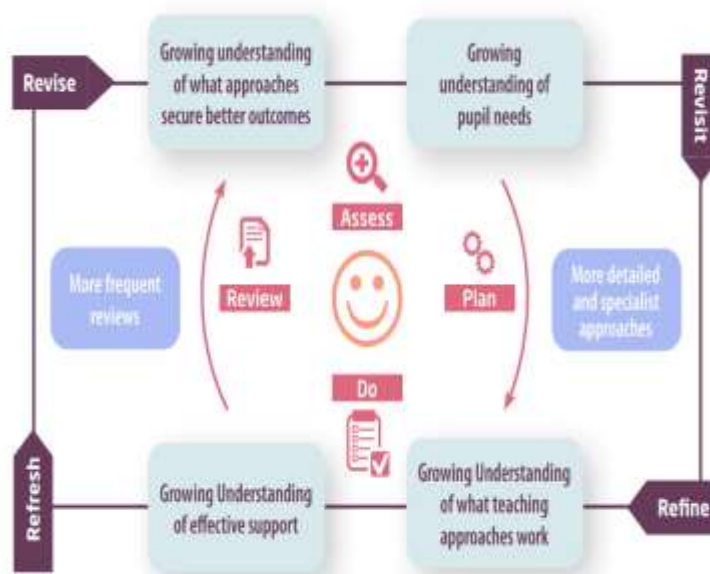
If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

5. How will the school measure my child's progress?

We monitor pupil's progress through continual monitoring during lessons as well alongside more formal assessments at set times throughout the year.

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

6. How will I be involved in decisions made about my child's education?

If your child has an EHCP or Personalised Plan, we will provide termly updated Personalised Plans on your child's progress as well as an end of year report.

A member of staff who knows your child well will meet you three times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So, we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

If you have concerns that arise between these meetings, please contact the class teacher or SENDCo via email.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey








8. How will the school adapt its teaching for my child?

Your child's teacher/s is/are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

-  > Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
-  > Adapting our resources and staffing
-  > Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
-  > Teaching assistants or support staff will support pupils appropriately depending on their presentation of need
-  > Scaffolding lesson materials

We may also provide the following interventions:

Targeted intervention groups for maths, phonics, reading and writing, fine motor skills (clever fingers, handwriting intervention), gross motor skills (BEAM), touch typing, sensory circuits, Nurture UK, Zones of Regulation, Talking and Drawing Therapy, Play Therapy, Cool Connections, Growth Mindset, lego therapy, precision teaching.

These interventions are part of our contribution to Kent County Council's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6-12 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)



10. How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

The needs of most pupils are met through our allocated school budget, however, some pupils are allocated High Needs Funding. This is applied for by the SENDCo and Head Teacher. Changes at County level mean that High Needs Funding in this form will cease at the end of the 2024-2025 academic year.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?



The expectation is that all schools provide an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum. Wherever possible, adaptations will be made to ensure our setting is inclusive, taking into consideration the individual needs of pupils.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip to Heatree.

All pupils are encouraged to take part in extra-curricular days including sports day, school trips, church collective worships and workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?



At Bishop Chavasse CE Primary School, we can make provision for every kind of frequently occurring special educational need without an Education, Health and Care (EHC) Plan, for instance dyslexia, dyspraxia, speech and language, autism, learning difficulties and behaviour difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care Plan with the following kinds of special educational need: speech and language needs; communication and interaction needs, including autism; social emotional and mental health; cognition and learning, including Down Syndrome; physical needs, including visual impairment.

Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs. The same applies to our oversubscription criteria. No pupil with a disability or SEN is discriminated against. For further information about our admissions arrangements, please see [download.asp](https://www.bishopchavasseschool.org.uk/download.asp) ([bishopchavasseschool.org.uk](https://www.bishopchavasseschool.org.uk))

13. How does the school support pupils with disabilities?

A person is disabled under the Equality Act 2010 if they have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Our school site is well equipped to support pupils who have a disability and we ensure pupils with disabilities are included in by making reasonable adjustments to our provision. We seek support from STLS, Occupational Therapy, Physiotherapy and the Specialist Teaching and Learning Services for visual impairments, hearing impairments and physical disabilities and endeavor to secure any necessary equipment and technology to support pupils to fully access the curriculum.

Please see our school accessibility plan for more information [download.asp](https://www.bishopchavassschool.org.uk/download.asp) ([bishopchavassschool.org.uk](https://www.bishopchavassschool.org.uk))

14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Our school is working towards obtaining the Nurture UK award and approaches are embedded throughout the school
- Pupils who are offered roles throughout the school, such as head pupils, school council members and peer mentors are inclusive of pupils who have SEND
- We provide extra pastoral support for listening to the views of pupils with SEND
- Interventions and support provided by our Behaviour and Inclusion Mentor
- We run a nurture group for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by having a robust Behaviour Policy and early identification and intervention where cases of bullying may occur.
- Pupils complete surveys on wellbeing
- We follow a broad, progressive RHSE curriculum that supports pupils with their social and emotional development throughout the school.

15. What support is in place for looked-after and previously looked-after children with SEND?



Mrs Abdullah is the designated teacher for looked-after children and previously looked-after children here.

Mrs Abdullah ensures that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning. This forms a key component of our Nurture UK Training.

Pupils who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

We understand that pupils who have SEND may require additional support at times of transition.

Between years

To help pupils with SEND be prepared for a new school year we:



- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term
- Some pupils will have social stories or other aids to support transition
- Pupil profiles are written and shared with next year's teacher

Between schools

When your child is moving in to our school, the Early Years Team and SENDCo work closely with preschools and nurseries so that appropriate information is shared and provision is in place. We have a carefully considered and effective transition programme in place for our Early Years pupils.

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENCO of the secondary school will meet with our SENCO. They will discuss the needs of all the pupils who are receiving SEND support.

Pupils will be prepared for the transition by:

- Practising with a secondary school timetable
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Supporting transition events organised by the Specialist Teaching and Learning Service for pupils who have SEMH needs or Communication & Interaction needs



17. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Kent County Council's local offer found at:

<https://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-send-local-offer>

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

<https://www.kids.org.uk/sendias-home/>

Local charities that offer information and support to families of pupils with SEND, as well as further information on available support are located in the school SEND padlet which can be found on the SEND page of the school website:

<https://www.bishopchavasseschool.org.uk/page/?title=Inclusion+and+SEND&pid=56>

National charities that offer information and support to families of pupils with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

18. What should I do if I have a complaint about my child's SEND support?

In the first instance, complaints about SEND provision in our school should be made to the class teacher or SENDCo. Following this, complaints will be referred to the senior leadership team and may then be referred to the school's complaints policy.

<https://www.bishopchavasseschool.org.uk/attachments/download.asp?file=129&type=pdf>

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. In Kent, Global Mediation is the independent service commissioned to provide a trained mediator to facilitate a discussion.

<https://www.globalmediation.co.uk/service/special-educational-needs-disability/>

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*

- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*



20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages