



SEN information report: March 2016

<p>What types of SEN do we provide for?</p>	<p>Chantry Academy has an inclusive philosophy and a broad SEN provision. You can attend Chantry Academy if you live in the area irrespective of any disability and/or special educational need. For young people who are from other areas and neighbouring Local Authorities an individual discussion is advised.</p> <p>Admission arrangements follow Suffolk LA Policy – individual cases are encouraged to arrange an individual meeting with the SENCO by calling 01473 687181 or e-mail admin@chantryacademy.org</p> <p>Should you have a query about admission or transfer arrangements, please contact: Admissions, Southern Area Education Officer - Telephone: 0845 600 0981 or click on the link http://www.suffolk.gov.uk/admissionstoschools</p>
<p>How do we identify and assess pupils with SEN?</p>	<p>The academy identifies students with special educational needs prior to their entry or as quickly as possible after their entry. This is carried out in the following ways:</p> <ol style="list-style-type: none"> 1. Through information gained during visits by the SENCO and the Pastoral team to the primary feeder schools prior to transfer. 2. Using primary school records and Key Stage 2 assessment data. 3. Information from parents or agencies working with a particular child or family (e.g. health professionals, social care, youth support). 4. We aim to screen all students during year 7 for their reading, spelling and receptive language abilities. 5. In the case of students who enter the academy after the beginning of Year 7 - through previous school records and the results of screening tests taken after entry. 6. Through diagnostic tests administered by the SENCO or learning support team. 7. Using departmental assessments against national achievement criteria. 8. When concerns are raised by parents or staff these are investigated either by other internal tests (e.g. Dyslexic tendency testing; Strength and Difficulties Questionnaires - SDQs) or by consultation with an Educational Psychologist, Advisory Teacher or other external agency such as CAMHS. Referrals are arranged by the SENCO or other relevant staff.

<p>Who is our special educational needs coordinator (SENCO) and how can he/she be contacted?</p>	<p>Mrs B Kaliszewski is the SENCO. She can be contacted via the main school office: telephone 01473 687181 or email admin@chantryacademy.org or SENCO@chantryacademy.org</p>
<p>What is our approach to teaching pupils with SEN?</p>	<p>The academy recognises that provision for students with special educational needs is the responsibility of the whole academy. All teachers are teachers of students with special educational needs and therefore Quality First Teaching is fundamental to meet these needs. All students will have individual goals to aim for in each subject. For some students further interventions will need to be put in place. These will be personalised according to the needs of the student and may be either short or long term – there is no one size fits all.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>Provision and interventions used at Chantry Academy include:</p> <ul style="list-style-type: none"> ▶ Smaller supported teaching groups ▶ In-class support ▶ Literacy ▶ Numeracy ▶ Lexia ▶ Speech and Language ▶ Community Inclusive Resource ▶ Cogmed (Working Memory Training) ▶ Nurture Groups ▶ Resilience/Mentoring ▶ Irlen support ▶ Individual Withdrawal Programmes ▶ Alternative curriculum or educational provision at other providers ▶ Learning Curve

	<ul style="list-style-type: none"> ▶ 1:1 mentors, counsellors, support workers ▶ Work with families <p>Other approaches are continually researched and implemented if deemed appropriate for meeting the needs of the individual.</p>
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>The vast majority of students with SEN at Chantry Academy are fully integrated in all lessons and activities with students who do not have SEN. If an individual student requires more intensive support, withdrawal from other parts of the curriculum is kept to a minimum.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<ul style="list-style-type: none"> • The academy recognises that parents play an active and valued role in their children's education and that they have unique strengths, knowledge and experience to contribute to the shared view of their child's needs and how they are being met. • Parents who have concerns about the learning needs of their children, or about the provision their child is receiving are encouraged to contact the academy at any time via 01473 687181 or using email admin@chantryacademy.org • The SENCO and other members of staff from the SEN and Pastoral teams are available at Parents' Evenings in order to review progress and provision. • Parents wishing to see the SENCO to discuss their child may make an appointment to do so at any mutually convenient time during the academic year. • The SENCO will ensure that parents are informed if their child is identified as needing SEN Support and agreement from parents is sought before a student is referred to an outside agency. • Information and feedback resulting from a referral to an outside agency is shared with the parents. • Parents are invited to Review Meetings including Annual Reviews for students with a statement or Education and health care plan (EHC).

<p>How do we consult pupils with SEN and involve them in their education?</p>	<ul style="list-style-type: none"> • The first point of contact for any student is their form tutor who sees them every day for tutor period. The tutor is expected to get to know each student through regular discussion so that any worries or concerns can be address before they become too much of an issue. • Each tutor group has a form representative that feeds into the year council and subsequently the student parliament. All students have regular opportunities to contribute to discussions and decision making that affects their education. • Class teachers routinely engage all students in dialogue about their work and how they can make further progress. • This is complemented by middle and senior leaders who visit classes on a regular basis in order to talk with students about their learning and progress. • Students who require more intensive support may have timetabled withdrawal sessions when they work either 1:1 or in small groups with SEN staff – these sessions provide regular opportunities for discussion about what is working well and how aspects of their education can be improved.
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<ul style="list-style-type: none"> • Regular feedback from in-class support to the SENCO regarding student progress. • Regular meetings between the student and SEN staff to discuss progress towards personal targets and any issues. • Weekly meetings where school staff scrutinise the data to check the progress of all students and to identify students whose progress is a cause for concern. • Meeting at least once per term with parents/carers in order to review progress and through Annual Reviews of students with a statement/EHC. • Subject reports for every student once per year. • Use of GO4Schools – an online tracking system that parents can access in real-time to check the progress, behaviour and attendance of their child.

How do we support pupils moving between different phases of education?

The academy acknowledges that the transfer from one school to another as well as from one year or class to another can be very challenging particularly for a student with SEN. For this reason we have dedicated staff and procedures to support this process:

- To assist with the transfer from year 6 into year 7 our Head of Year 7 remains constant to enable strong relationships and communication with feeder schools to take place. We also have dedicated pastoral staff who complete transition work including a variety of activities designed to prepare students for the change and includes 'walk-ups' and tours of the school in small groups.
- After transfer our pastoral staff continue to support students in lessons;
- In addition, our SENCO and Family & Safeguarding Leader also visit the primary schools prior to transfer to ensure the necessary exchange of information about students and their needs. Other SEN staff may also have met with specific students prior to their start date.
- For students who join the school on a mid-year transfer, our Attendance and Admissions Leader, and/or a Head of Year or Pastoral Manager will meet the student and parent prior to transfer and will discuss with the SENCO any specific needs that need to be addressed. Should the student transferring also have a statement/EHC then the SENCO also meets them prior to transfer to ensure that appropriate support is planned.
- For year 11 students a programme of support is organised by our Careers Advisor including lunch-time drop-ins with post-16 providers, support with applications for courses, taster days and events at Suffolk New College and Suffolk One, Work Club, Industry Day and other IAG events. Pastoral Staff also liaise with Specialist Youth Support Workers from the integrated team who may also meet with specified students with SEN to discuss their next steps and may accompany them on visits or interviews to post-16 providers. Annual reviews for students in year 11 with a Statement/EHC also focus on next steps and the SENCO ensures that a Specialist Youth Support Worker is invited to provide appropriate guidance.
- For year 9 students who are choosing their options for GCSE courses support comes in the form of assemblies, information evenings and discussion with individual teaching staff. Students with SEN discuss the options process and potential choices with key SEN staff and/or the SENCO as well as having a 1:1 discussion with a member of the SLG. Again students with a Statement/EHC will have a Specialist Youth Support Worker in attendance at their Annual Review in year 9 to ensure support for transition is discussed.
- Transition between other years and when class changes are deemed necessary is supported by the SEN and Pastoral teams.

<p>How do we support pupils preparing for adulthood?</p>	<ul style="list-style-type: none"> • Chantry Academy has a VALUED ethos based around developing students who are Versatile, Aspirational, Learned, Understanding, Engaged and Determined. Students regularly focus on these key skills during tutor time and assemblies and are encouraged to demonstrate how their activities both in school, and in their own time, contribute to them being VALUED individuals. • Additionally, all staff ensure that students develop a Spiritual, Moral, Social and Cultural understanding and develop an understanding of the British values of Democracy, The Law, Individual Liberty, and Mutual Respect and Tolerance – all of which help prepare all students for adulthood. • More specifically in KS4, all students are assisted with the application and interview processes required for both work experience (which all year 11 students complete in September) and post-16 education, training or employment.
<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<ul style="list-style-type: none"> • All students at the academy are expected to work together and clear expectations and routines are developed and reinforced around the idea that there should be no barriers to learning. Students are therefore frequently reminded that they should be focused on their learning and not creating disruption to learning of others. • Every student has the support of their tutor and activities in tutor time are aimed at developing key social skills. • Each year group has access to a team of pastoral staff who are available throughout the day in order to support with issues that may arise. • Our 'Understanding Students' (US) student mentors are also available to provide peer support to those students who are having difficulties. • Some students may need greater support with their emotional and social development and we therefore offer the following on a needs lead basis: <ul style="list-style-type: none"> • Nurture group • Behaviour Support Service • 4YP counselling • Pastoral Support Framework • Learning Curve Provision • You 2.0 – small group work aimed at developing resilience • Withdrawal programmes – bespoke to needs of individuals

	<ul style="list-style-type: none"> • Anger management groups • Group workshops on social interactions
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<ul style="list-style-type: none"> • All staff at the academy engage in regular training sessions when Quality First Teaching is addressed. • Regular CPD is provided to other staff at the academy in specific aspects of meeting the needs of SEN students – a programme covering a variety of SEN is offered and staff can sign up to the sessions which best meet their CPD needs. • The learning support team are engaged in an ongoing development whereby the role of support assistant is developed and shared with the wider staff. • External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions. • Peer support and guidance is available daily for all staff at the academy and some of the best training development occurs through professional dialogue with colleagues over the most effective ways of meeting the specific needs of a student. • Relevant Staff including the SENCO can make bids to the academy CPD budget when more specific and specialised CPD is required.
<p>How will we secure specialist expertise?</p>	<ul style="list-style-type: none"> • At Chantry Academy we have a highly experienced SENCO in post who has been working with SEN for a number of years. • We also employ a specialist teacher to work with students with Specific Learning Difficulties two days per week – she liaises with the dyslexia outreach team if appropriate. • We also have support staff who specialise in areas such as Speech and Language, ASD and Nurture and who liaise with appropriate outreach services such as the County Inclusive Resource (CIR) for ASD students.
<p>How will we secure equipment and facilities to</p>	<ul style="list-style-type: none"> • Chantry Academy is a brand new purpose built building which opened in September 2016. It is equipped with accessible toilets/shower rooms and has lifts to enable those with accessibility issues to move between different floors. • Additional funds for supporting students with SEN are provided automatically to the school via the notional SEN

<p>support pupils with SEN?</p>	<p>needs block which is made up of a variety of grants including Pupil Premium.</p> <ul style="list-style-type: none"> • Top-up funding can be applied for by the academy when the costs of meeting the needs of an individual student exceed that provided above. This High Tariff Need (HTN) Funding can be made available to parents as a personal budget for them to commission their own provision for their child under certain conditions. Parents who would like to enquire further about using the personal budget should speak in the first instance to the SENCO.
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<ul style="list-style-type: none"> • Outside agencies may be consulted for students identified as having SEN. These include but are not limited to the Educational Psychology service, the Behaviour Support Service, Specialist Youth Support Workers, Social Services, the specialist advisory teachers, CAMHS, County Inclusive Resource (CIR), Careers advisors, Local offer brokers. • Advice may be sought from outside agencies in the early stages of identification of special educational needs in order to prevent the development of more significant needs. • Students with statements/EHCs may be monitored by outside agencies as appropriate. • The SENCO will request a statutory assessment by the LA if appropriate. • We have staff trained to complete Common Assessment Frameworks (CAFs) with parents in order to try and enlist the most appropriate support for students and their families.
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<ol style="list-style-type: none"> 1. Classes are usually visited on a daily basis by a member of SLT to monitor the quality of learning; 2. Regular feedback from in-class support to the SENCO regarding student progress. 3. Regular meetings between the student and SEN staff to discuss progress towards personal targets and any issues. 4. Weekly review of progress data (via RAP meetings) for all students to identify any areas where progress is slower than expected. 5. Meeting opportunities provided at least once per term with parents/carers in order to review progress and through Annual Reviews of students with a statement/EHC. 6. External reviews organised by the Trust or through OFSTED inspections will also focus on the quality of provision for students on the SEN register.

<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<ul style="list-style-type: none"> • At Chantry Academy, we believe it is right that complaints and matters of concern are, as far as possible, dealt with at the local level. We believe that most concerns and/or complaints can and should be resolved satisfactorily by informal discussions either over the telephone or through a meeting involving the key people involved. • Our Complaints Policy also sets out the procedure to be followed when complaints are made about the conduct of the academy or the actions of any member of staff or of the Academy Local Governing Body. This policy is available via the school website http://www.chantryacademy.org/docs/Chantry_Complaints_Policy_September_2015.pdf
<p>Who can young people and parents contact if they have concerns?</p>	<ul style="list-style-type: none"> • Should any student have a concern their first point of contact should be the form tutor who will determine whether it is an issue that they can deal with or whether it needs to be passed onto somebody else. • If concerns relate to a specific subject then contact should be made directly to the subject teacher or Head of department. Contact details are available via our parent handbook accessible on http://www.chantryacademy.org/docs/P4P%20Parents%20A4.pdf
<p>What support services are available to parents?</p>	<ul style="list-style-type: none"> • At Chantry Academy we have Pastoral managers and other support staff available should a parent need to talk to somebody in order to seek support. These staff are very experienced and understanding – if they are unable to solve problems they will be able to signpost parents to other organisations who may be able to provide support. • For independent support the Special Educational Needs and Disabilities Information Advice and Support Service or SENDIASS (previously Parent Partnership) is a confidential and impartial support and advice service for parents, carers, children and young people (up to 25 years) on issues related to Special Educational Needs and disability. More information about the service can be found at www.suffolk.gov.uk/sendiaass
<p>Where can the LA's local offer be found? How have</p>	<p>Suffolk's Local Offer can be found via http://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page;jsessionid=0E4E18B7C556631722254CB1401262CB?localofferchannel=0</p>

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