

SEND Information Report 2022- 2023





CHESSWOOD JUNIOR SCHOOL

SEN Information Report and Local Offer 2022 - 2023



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School Vision

At Chesswood Junior School we inspire our whole school community to enjoy their learning adventure and have fun along the way. We ignite a passion for learning throughout the school community, securing excellence, empathy and equity in all that we do.

School Mission

We will strive to achieve the highest standards of academic achievement and behaviour within a vibrant, exciting learning environment so that all children leave this school with confidence and the ability to take advantage of future opportunities.

1. RACI – Responsible, Accountable, Consulted, Informed

11 January 2023		Policy - RACI Report	
SEN Information Report			
ID: SEN	Area: School	Level: Special Educational Needs	
Document Type: Policy		Basis: No Legal Basis	
Background:			
Authorisation			
Approval Authority: Responsible Governors		Approval date: 31/01/2023	
Approval Guide: 2	Governor assigned to the area would read, understand and approve/amend/approve document, as appropriate. The full governing body would ratify on the recommendation of approval by the governor/s with area responsibility.		
Life Span			
Live date: 10/01/2023		Days: 365	
Term of Review: 2 Spring		End by: 10/01/2024	
RACI - Responsibility, Accountability, Consultation, Informed			
Accountable Governor:			
Responsible Governors:			
Senior leader Accountability:	Andrew JOLLEY		
Leadership Accountability:	Vanessa RADCLIFFE		
Operational Leadership:	Andrew JOLLEY		
Consulted:	Whole School Community		
Consultation Details:	Meeting Face to Face, School Newsletter		
Informed:	Governors, Whole School Community		
Informed Details:	School Newsletter, Website		
Storage and Communication			
System Location:	I:\Finance\Financial Monitoring\Benchmarking\2019-20		
Hard Copy Storage:	Head Teacher's Office, PPA Office, Staff Room		
Web Publication			
Web Site Location:	Website Requirement:	Yes	
https://www.chesswood.w-sussex.sch.uk/page/?title=School+Finance&pid=1442&action=saved			
School Web Path:	https://www.chesswood.w-sussex.sch.uk/page/?title=SEN+Information+Report+%26amp%3B+Local+Offer&pid=161		



2. Policy Impact and Audit

11 January 2023

Policy - RACI Report

Equality Impact Assessment

Age Impact:	Limited	Age Impact Type:	Neutral
Disability Impact:	High	Disab Impact Type:	Positive
Disadvantaged Impact:	Moderate	Disadv Impact Type:	Positive
Faith Impact:	Limited	Faith Impact Type:	Neutral
Gender Impact:	Limited	Gender Impact Type:	Neutral
Marital Status Impact:	Limited	MS Impact Type:	Neutral
Maternity Impact:	Limited	Maternity Impact Type:	Neutral
Race Impact:	Limited	Race Impact Type:	Neutral
SEN Impact:	High	SEN Impact Type:	Positive
Sexual Orientation Impact:	Limited	SO Impact Type:	Neutral

Policy Audit



3. Compliance

The SEND Information Report conforms to the legislation and guidance as follows:

- Section 6 of the Special educational needs and disability code of practice 2014
www.gov.uk/government/publications/send-code-of-practice-0-to-25
- Regulation 51 and schedule 1 to the Special Needs and Disability regulations 2014 where appropriate
http://www.legislation.gov.uk/ukxi/2014/1530/pdfs/ukxi_20141530_en.pdf
- Paragraph 3 of schedule 10 to the Equality Act 2010
<https://www.legislation.gov.uk/ukpga/2010/15/schedule/10>
- Section 69 of the Children's and Families Act 2014
<https://www.legislation.gov.uk/ukpga/2014/6/section/69>
- The guidance from the SE7 Pathfinder project based on information that parents have said they would like to know.

The following points are those required to be included by Schedule 1 Regulation 51 along with additional information requested through the SE7 Pathfinder project. The detailed responses can be found within this report.

1. The kinds of special educational needs for which provision is made at school.
2. Information in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.

SE7 additional questions:

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

3. Information about schools policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans including:
 - (a) how the school evaluates effectiveness of its provision for such pupils;
 - (b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;

SE7 additional questions:

How will both you and I know how my child/ young person is doing and how will you help me to support my child/young person's learning?

- (c) the school's approach to teaching pupils with special educational needs;

SE7 additional questions:

How will school staff support my child/ young person?

How will the curriculum be matched to my child/young person's needs?

- (d) how the school adapts the curriculum and learning environment for pupils with special educational needs;

- (e) additional support for learning that is available to pupils with special educational needs;

SE7 additional questions:

How is the decision made about what type and how much of support my child/young person will receive?

How are the school's resources allocated and matched to children's/ young people's special educational needs?

- (f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs;

SE7 additional questions:

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



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(g) support is available for improving the emotional and social development of pupils with special educational needs;

SE7 additional questions:

What support will there be from my child's overall well-being?

4. In relation to mainstream schools and maintain nursery schools, the name and contact details of the SEN coordinator.
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured.

SE7 additional questions:

What specialist services and expertise are available for access by this school?

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

6. Information about how the equipment and facilities to support children and young people with special educational needs will be secured.

SE7 additional questions:

How accessible is the school environment (indoors and outdoors)?

7. The arrangements for consulting parents of children with special educational needs about and involving them in their education.

SE7 additional questions:

How are parents involved in the school? How can I be involved?

Who can I contact further information?

8. The arrangements for consulting young people with special educational needs about and involving them in their education.
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.
10. How the governing body involves other bodies including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and supporting the families are such pupils.
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.
12. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

SE7 additional questions:

How will the school prepare and support my child/ young person to join the school transfer to a new setting or the next stage of education in life?

13. Information on where the local authority's local offer is published.



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4. Policy Links

Policy/Guidance/ Poster	<u>System Link</u>
	<u>School Website Link</u>
SEN Policy	<u>Y:\School Level\Policies\Special Educational Needs - Statutory\Current Policy and SEN Information Report</u>
	<u>https://www.chesswood.w-sussex.sch.uk/page/?title=Compliance&pid=1706</u>
Accessibility Plan	<u>Y:\School Level\Policies\Accessibility Plan - Statutory</u>
	<u>https://www.chesswood.w-sussex.sch.uk/page/?title=Compliance&pid=1706</u>
Child Protection Policy	<u>Y:\School Level\Policies\Child Protection and Safeguarding - Statutory\Policy and posters - Current</u>
	<u>https://www.chesswood.w-sussex.sch.uk/page/?title=Compliance&pid=1706</u>
Complaints Policy	<u>Y:\School Level\Policies\Complaints - Statutory</u>
	<u>https://www.chesswood.w-sussex.sch.uk/page/?title=Compliance&pid=1706</u>



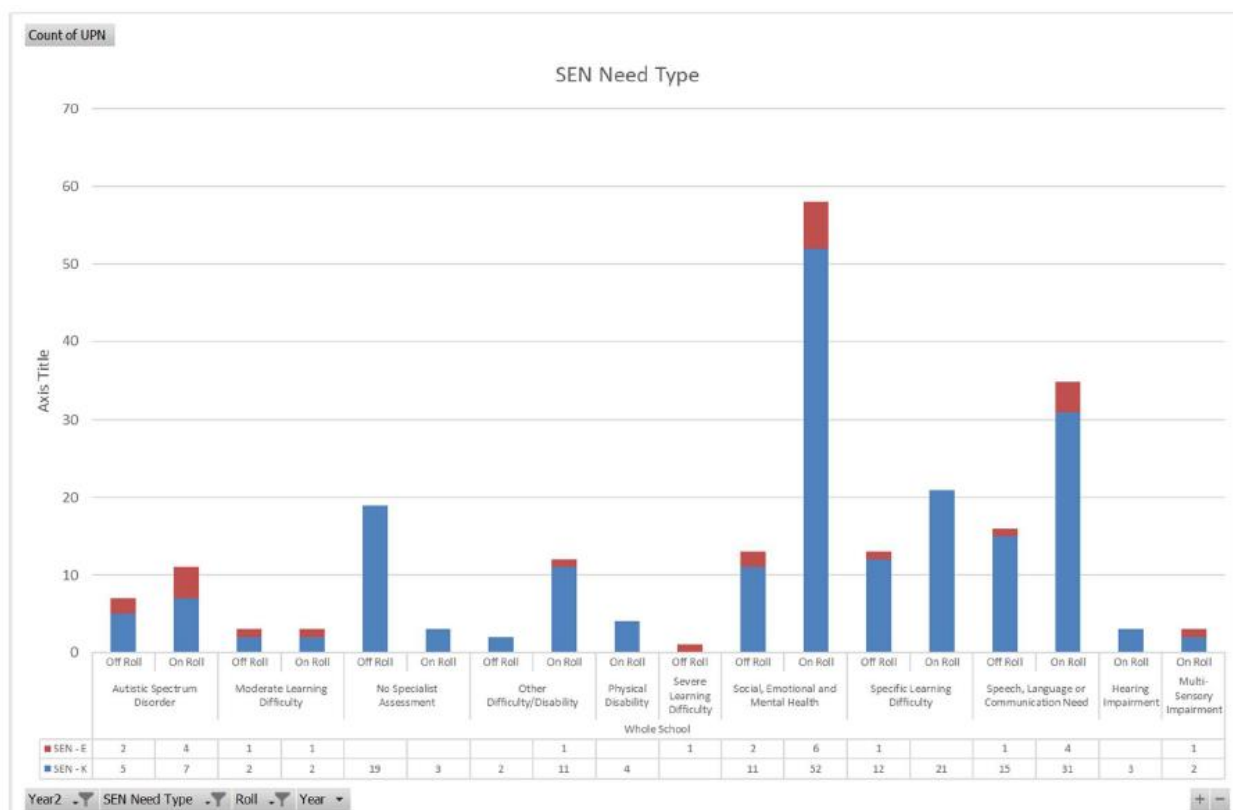
5. School Context

5.1. Introduction

Chesswood Junior School is a maintained mainstream school.

We value the support from the whole school community and, as such, our initial Local Offer and SEN Information Report (2014-2015) was developed by an SEN Working Party that included parents, the Inclusion Team, SEN Governor and has also been supported by SENDIASS (Parent Partnership).

We cater for a wide range of special educational needs as can be seen by the following chart that identifies all primary area of needs from 2021-2022 Context Report. This chart shows the changing trends over time with 'off roll' pupils representing previous cohorts since 2014 and 'on roll' representing current pupils. Of significance is the increase in SEMH (social, emotional, and mental health) needs within school. This is now the most common need in school followed by Speech, language, and communication, then Specific learning difficulties (most commonly dyslexia). Of note is also the increase in children with a diagnosis of autism.





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5.2. Context

Outcome Colour Guide						
	Outstanding		Good		Concern	
					Significant Concern	
						Serious and significant Concern
	A benefit to school		Broadly in line with expectations, no concerns		This aspect should be kept under review and may require action	
					This aspect requires sustained close attention and action	
						This aspect requires relentless attention and significant mitigating action to reduce the serious negative impact

IDSr (inspection data summary report)
Ofsted 2020 – based on data from
academic year 2020-21, partially
updated

School Level Data 2021/22

School Size, Finance & Class organisation

Core Conclusion

Chesswood Junior School sustains a deserved reputation for inclusion and high quality practice. Pupil numbers are overwhelmingly optimised therefore there is little that can be done further to increase pupil numbers. On that basis, revenue will fall significantly as will economies of scale at a time when significant need is increasing. It is critical that both, expenditure and staffing structure are optimised, especially as we, now more than ever need to accelerate children's progress post COVID. Despite the likely disruption posed by school reorganisation, long term 3+ year financial planning is critical to ensure smooth transition with lower pupil numbers.

Planning and managing finance to sustain school effectiveness is the highest current priority for school leaders and governors. Meeting individual severe and complex need whilst possible is placing an unsustainable strain on meeting moderate need and providing sufficient capacity in wider areas of the school.

Securing the optimum class size for teachers (30) is not possible at the present time due to wider context of too many school places in Worthing. Financially, 32 children per class enables significant additional TA support to be funded and there is an opportunity to achieve this through school reorganisation. Classes of 33 are highly likely to lead to negative outcomes for all given the very high level of SEN need per class and reduced direct support in the classrooms. Admission limits will be required beyond PAN number as we reduce to 4 FOE, rather than the planned 5.

Key Data

Pupil numbers currently 600 falling by @90 in the next 4 years. Although school reorganisation is likely to adjust this for 2024. Forms of entry will reduce to 4 – 32 children per class.

Multiples of 30 are not met – opportunity costs highest now -£450,000 reducing to £240K.

Gross revenue @ £3,200,000. Per pupil funding @£5500.

£384K planned savings have been made in future budgets between 2022 – 2025. the TA support team initially will be reduced by a disproportionate number @180 hours by September 2023 (20%).



Staffing costs increasing to 87%

Revenue from all sources for SEN, Disad and EAL is £884K; expenditure is currently £250K in excess of that revenue (22%) £1,139,000

Admissions and Transitions – After day 1 Year 3

Core Conclusion

Although overall stability remains high, the pupil exchange rate is exceptionally high reflecting a transient local population and that remains a significant challenge. Although there is a net loss in that exchange, pupil numbers at Chesswood are optimised as very few off roll with a reason that Chesswood could reasonably influence.

Key Data

The current Y6 cohort has changed by 36% - 36 leavers and 24 joiners. It appears we can expect 35-40% change in year groups as a sustained trend. Cumulatively, across the school, pupil exchange is 200+

At this time, there is a net loss of pupils in each year group – the current year 6 far exceeding others at -12. Other year groups -1-3.

In Year admissions are variable across the year groups – these have increased significantly (more than doubled (@12 to 25-33) since 2015

When including children admitted D1Y3 and beyond the number transferring from Downsbrook is small but a significant proportion – 20 children currently on roll accounts for £100,000 (£400K over Y3-6) per year.

Of the 124 children removed from cohorts 2017 to 2022, the influence school could have over the decisions taken for children to move away from Chesswood is minimal (85 – 77%). Children and families are therefore not leaving to any significant degree due to Chesswood school effectiveness.

Gender

Core Conclusion

Achievement outcomes between boys and girls are aligning (RWM combined) following a period of girls outperforming boys – the causal factor of this are uncertain. The result is significant disparities in gender proportions should not impact outcomes to the same degree as previous years.

Achievement Risk and Hazard

Core Conclusion

Achievement hazard is higher than it has been previously as a result of both contextual risks and achievement risks increasing, most likely as a result of COVID. Considerable additional support is currently embedded however this is due to reduce significantly from September 2022, at which point, without any other change – increased revenue or reduced need; Chesswood Junior School will face very significant challenges that, despite embedded effective practice could undermine academic and pastoral outcomes considerably. This is compounded by the current school re-organisation process that inevitably will divert leader and governor attention away from meeting rising need effectively.

Contextual Risk

Most classes have 20-30% (7-10 children) with high+ risk. There are approximately 13



children with exceptionally high context issues in each year group but there are 18 in the current Year 3.

Academic Risk

there is clear evidence of disproportionately high academic risk for children on roll compared to those now off roll; this is increasing. On roll moderate + risk = 61% compared to 40% off roll.

Achievement Hazard

The difference in the High+ groups has lessened and is broadly in line, comparing on and off roll. However, Very High+ hazard has a notable increased difference (10%) on roll. Currently that is 150 children; each a great distance outside of the normal achievement hazard expectations.

Special Educational Needs

Core Conclusion

Strategically this is one of the highest priority areas and is inextricably linked with finance, personnel (staff structure) and school effectiveness. SEN expenditure exceeds revenue, yet remains insufficient. There is direct reduced expenditure in other areas of the school to ensure the school budget balances. As this disproportionate expenditure is sustained there are and will be negative outcomes. However, with planned SEN expenditure reduction to balance the budget in the next financial year that will also inevitably lead to multiple negative consequences. Rock and hard place...

Key data

There are now 180 children registered with SEN. 29% of the school population

There are 18 EHCPs and a further 5 currently being assessed and 15 currently planned

Boys remain dominant in SEN registration 33% v 25%. Boys are 5 times more likely to secure an EHCP. Girls once well below boys registration have demonstrated a significant increase by 10% to 25%.

The most prevalent core need has switched from 'speech, language or communication need' (31 children) to Social emotional and mental health (52 children – doubling from the previous year).

- Despite significant increases in TA hours we remain over 200 hours per week away from full TA support due to
 - o Insufficient revenue for high need children
 - o Falling roll
 - o Significantly increased SEN need

TA hours are planned to reduce initially by 64 hours in September 2022; then by a further 100+ by September 23.

Children Looked After

Core Conclusion

Provision in this area is outstanding. There is sufficient support due to staff structure arrangements. School and families consistently work in close positive partnership. Not dissimilar to the SEN standards – the reputation at Chesswood for this most vulnerable group is promoted strongly by word of mouth and social media inevitably leading to high numbers than one might expect.



Key data

The number of currently children in care = 2, however the number that have been in care and or are subject to formal care procedures e.g. adoption, =13. This is an increase on previous years.

Overwhelmingly, children subject to care and adoptions arrangements, present notably greater need. Although the group numbers are small and caution is needed with proportions:

- CLA are almost three times more likely to have special educational needs and are far more likely to have an EHCP 20% against 3% for the children that are not/have not been in care.
- Challenging behaviour is far more likely to be experienced – High+ risk 5/15
- Significant + friendship issues 7 times more likely
- Contextual risk High+ as a result of care arrangements a very high score is included automatically but other factors increase the context risk e.g. friends, SEN, behaviour. Academic risk and achievement hazard similarly presents a disproportionate outcome.

Friendships

This is the third year this data has been available and it is strikingly adverse for less able and more vulnerable children.

Consistent stable friendships are thought to be an essential part of children's readiness to learn. It is thought that the direct impact of significant or exceptional issues has on children and the indirect impact on others through negative behaviours could be an area, if tackled, that would lead to:

- Happier children throughout Chesswood – reduced indirect impact
- Improved academic performance as a result of:
- Less lesson time disruption resulting from friendship issues
- Increased professional time focussed on learning support rather than friendship issues
- Individuals currently experiencing friendship difficulties
- remaining emotionally regulated a greater proportion of time.
- Are able to focus on learning tasks with higher engagement and sustainability

Friendships between children are overwhelmingly stable and positive within school @80%

There are a small minority of children @6% (36 children) where there are significant or exceptional issues.

Behaviour

Core Conclusion

Management of high+ behaviour continues to be a priority and practice is being fine-tuned and improved all of the time. Embedded practice for general behaviour and regulation is highly successful and is optimising the best in children. The ability to sustain 1to1 support rather than exclude or not accept the school admission application given the significant centralisation of available resources reducing support available for children with lower need remains a significant operational and strategic issue.

Key Data

There is broad consistency between teacher and deputy head teacher judgement for low/good+ behaviour @90% good behaviour. There are currently 27 children thought to present



a high or extremely high risk for behaviour. 11 have one to one (there are currently 17 1to1 arrangements. Of the extremely high-risk behaviour children only 1 does not have 1to1. 24 of the 27 children currently engage with the high support or nurture playground, reducing risks on the main playgrounds significantly.

there is a sustained direct relationship between achievement and behaviour challenges. The lower the achievement the higher the behaviour challenge.

Homework

Core Conclusion

A clear intervention plan, urgently enacted is required to halt the reduction in homework submission, whether this is children completing homework with families, as would be expected or completing with paid staff outside of school hours as families are not able or willing to undertake their role in the learning process.

Key Data

4% never submit homework; 17% submitted rarely or never. A quarter (23%), sometimes submit their homework. Approximately half currently submit homework 'mostly+'

The proportion of PP that NEVER submit homework is 6x greater than those off roll.

There continues to be a stark correlation between lowest RWM target setting and lowest submission of homework. The lower the target to lower the homework submission – this is the inverse of what is required to accelerate learning. Children with targets 'above ARE' submit homework mostly 100%. Children 'below ARE' submit mostly 45%.

Medical and First Aid

Core Conclusion

Maintaining school administration hours given the underlying increase in medical frequency and safeguarding is a core strategic intent of head teacher. It also off sets the significant reduction in TA time.

Key Data

There are currently 38 health care plans and 2 have been closed.

Approximately 27% of the school population visit the medical team frequently or very frequently this is a @156 children. Visits are in inverse proportion to age – there is a clear reduction as children progress through school for children visiting the medical team.

Pupil premium are more likely to visit very frequently – 2X

Safeguarding

Core Conclusion

Staff capacity and structure plays a critical role in responding to children's safeguarding and child protection. It would be extremely difficult to overstate the need for sufficient capacity to be maintained to meet basic needs whether a child is currently registered and enduring harm at the present time or whether the harm has now ceased and a child is rebuilding their future. Given the inevitable staffing reductions elsewhere in school, this team and its response capacity must be the highest priority to sustain.

Key Data

There are currently 117 active cases with the pastoral team

Safeguarding and child protection work, overwhelmingly led by pastoral team members continues to represent a large minority of children and accounts for a significant amount (the majority) of professional time within the team either directly or managing secondary



effects e.g. social and emotional regulation.

82 children (13%+) on roll are currently or have been subject to the highest form of child protection and concern and/or intervention (level 4). A very significant increase in child protection work undertaken by the pastoral team. @25% of children have been subject to some formal external safeguarding including Early Help.

Approximately 38% of pupil premium children have been referred, placed or received intervention at Level 4, the highest safeguarding threshold. 6+X greater than non-pupil premium children.

There is a direct correlation between academic risk/ RWM target estimates and safeguarding thresholds. The lower the academic estimate the higher the safeguarding risk (this does not imply a causal relationship).

Socio Economic

Core Conclusion

Put simply, the contextual data, research and the resulting staffing organisation and support for the most challenging and disadvantaged children is of critical importance; if we are to reduce the risks that would derail children's lives at a later stage. A greater motivation to address contextual risks through early intervention would be hard to find. Managing need for this group is critical to school effectiveness and judgements of that effectiveness.

Key Data

The proportion of current FSM is 20% (121) a notable further increase compared with the recent years. FSM has doubled since 2015.

There are currently 133 pupil premium children (increased by 9 from last year) and a further 14 children in receipt of pupil premium plus – 147 overall – our largest number ever. 25%. It is evident that, by far, the greatest risk group in school are children registered for pupil premium. Pupil premium children have very significant academic and pastoral risks facing them compared to non-pupil premium children.

Once registered on the PP registration the following risks increase comparing on and off roll

- Attendance – Persistent absence three times as likely **Consistent Trend**
- Homework – @3x as likely to submit homework less than 'Mostly' a an increase from last year. **Consistent Trend**
- Behaviour – Pupil premium children present more than 4X the risk with 'extremely high risk' being almost entirely pupil premium. Moderate + risk 7x. **Consistent Trend**
- Play supervision 3x proportion of non PP. Both PP and NON PP have increased use of play supervision however proportions continue to be significantly different – **increasing trend**
- Friendships – more than 3X as likely to have minor+ friendship issues. @ five times more likely to have significant+ issues. **Consistent Trend**
- Medical and first aid – There is a broad increase for children on roll. However, pupil premium are more likely to visit frequently+. At "Very Frequently" there is a clear increase for PP @2x. **Increasing trend**
- SEN registration has increased for all children. The proportion of PP children is almost twice that of non PP. EHCP almost 3x PP. Securing essential progress given the likely secondary issues is then exceptionally challenging. **Consistent Trend**
- Pastoral Team Support 3x PP. There is a significant increase in children supported – this may be a recording issue from historical data. **Reducing trend**
- Safeguarding - @5 times more likely to require some form of external safeguarding. Non PP safeguarding has fallen significantly as a proportion. **Increasing trend**
- Contextual Risk in excess of 80% of pupil premium children have a high+ contextual



risk. This compares with 13% for non PP. **Consistent Trend**

- Academic risk (High+) has increased for all pupils. PP children (52%) is more than non PP (32%) **Consistent Trend**
- RWM estimates have reduced post covid for all children. PP estimates are notably lower than Non PP with 52% BELOW compared to 33%. **Consistent Trend**

Ethnicity

Core Conclusion

Ensuring governors and staff membership reflects our ethnic diversity continues to be important. Equally, ensuring ethnic diversity is secured in school involvement and representation e.g. junior governor board; is a critical equality aspect.

Chesswood continues to be a highly inclusive school and is very proud of its diversity.

Key Data

There are 153 children registered within an ethnic minority group. This represents 25% of the school population currently.

There are 12 ethnic minority groups recorded. The largest among these are Any other white background – typically European; 'any other Asian background' - Filipino Community which had been consistently the largest is now second.

First Language

Core Conclusion

Provision for EAL support is exceptionally good however it is not sufficient and has regularly been disrupted to provide flexible cover for SEN. This has now ceased to ensure EAL registered children are provided with sustained intervention and support. As class sizes increase, wider need remains high and there is a planned reduction in TAs ; the impact on high need EAL child progress is likely to be considerable.

Key Data

There are 125 children (21%) whose first language is not English

35 languages spoken

Tagalog/Filipino is the most prevalent (20), followed by a significant change in recent years with Eastern European languages increasing Polish (14), Lithuanian (6).

Currently there are 34 children on the EAL register and a further 22 being monitored.

It is unlikely that the current provision for EAL in terms of time is adequate @25 hours.

Progress data (teacher judgement) through the EAL groups suggests most children do not make progress and remain at their initial language level.

Religion

Core Conclusion

The school community embraces differences and actively promotes inclusion. A focus on understanding different religions rather than a core focus on worship for one is a core strategy. The strategy seeks to ensure children develop core knowledge and understanding of similarities and differences between their beliefs and other religions – inclusion, respect and understanding.

Key Data

The proportion of children with a declared religion (@40%) continues to be notably less than children with 'no religion' 47% and falling.

The largest religion is Christianity (in all forms) at 30%. Other major religions account for @8%



5.3. SEN Strategy

We are an inclusive school. As such, inclusive practice is at the centre of Chesswood – we seek to encourage all members of the school community to actively engage, challenge and support provision for Special Educational Needs.

The team around our pupils with SEND is highly valued at Chesswood and parents are consulted regularly so they and staff can work together to support the pupils in accelerating their progress. We also value our external agency support and have termly review meetings with a range of external agencies to quality assure our provision and seek further support if and when necessary.

Good practice for pupils with SEND is often good practice for all. Where possible we create an environment which supports our pupils' SEND through quality first provision- examples being whole school use of visual timetables, dyslexia friendly approach to teaching spellings for all and Regulation Rainbow approach to support pupils with emotional regulation needs.

Where necessary, staff are supported by the Inclusion Team to deliver interventions to either groups or individuals if their need is more bespoke.

We see SEND provision in Chesswood as a journey we take with the child and their family to discover what will make a difference for them and help them to be happy, resilient and successful members of the Chesswood community.

All pupils with SEND will be challenged with high expectations for achievement, making the same, or better, progress as those with no SEND to ensure gaps close with their chronological age expected levels. Within year, pupils with SEND will demonstrate that they are closing the gap within their standardised scores or through evidence in other assessment, in their books and/or in their social, emotional and academic development and engagement. By using targeted intervention programmes and regular assessment we will ensure that provision for each child will be real, relevant and engaging.

Transition for all pupils, but especially those with SEN, will be a positive and a fully informed process. Our strong links with all feeder schools allow interventions to start pre-transfer enabling pupils to become familiar with working practice and remove barriers of anxiety that can occur during transition

Pupils who have SEND are seen as the responsibility of the whole school and as such are a high priority for all staff within school. With this in mind, we will prioritise their



needs where we can in order to provide them with an inclusive, broad and balanced curriculum.

Chesswood takes pride in the implementation of the Special Educational Needs Code of Practice. To read in full please follow this link:

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

5.4. SEN Principles

- A child with special educational needs will have their needs met comprehensively using the assess, plan, do, review learning model.
- The views of each child will be listened to carefully, respected and wherever appropriate will underpin their future provision.
- Parents have a vital role to play in supporting their child's education; they are expected to take a full partnership role in co-producing the provision for their child.
- Any decision about a, or for a, child will be based on the best robust evidence available including views of the child and family, professional agencies and academic staff in contact with a child. We aim to co-produce a child's support with families as working holistically as a team around a child is going to have the best outcomes for that individual. We seek to gain parental views at least termly through using structured conversations within the SEN Review meetings. The high attendance that we have at those meetings speaks for itself in the value that parents place upon them. Parents are always welcome to contact the school at any time should they wish to as we value their views.
- Where possible, our curriculum will be adjusted according to the needs of individual pupils ensuring each child enjoys, experiences and is enriched by a broad, balanced and relevant curriculum.
- All staff will work together to ensure that any child's special educational need is identified, assessed and that provision is made. Staff, parents and outside agencies will work together in partnership to seek best practice when devising interventions to maximise each pupil's progress.
- Interventions are regularly reviewed to assess their impact, and provide next steps to improve



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- There is an aspiration that pupils progress, in order to, in time, then come off the SEN register, when it is in their best interest.
- Pupil's Provision and where necessary bespoke Learning Plan targets will be set for all SEN Support pupils and for those with an EHCP. Opportunities for explanation and review of the Pupil Learning Plan will be embedded within each school term; the view of all stakeholders will be considered when reviews are made.

6. How do the staff at Chesswood know if children need extra help?

The SENCO works closely with parents and staff to identify whether a child has special educational needs. A wide range of information is gathered to inform any decision making:



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We use a wide range of assessments to support our knowledge of a child. Guidance threshold documents and are used in conjunction with family and professional opinion when making a decision regarding whether a child is to be placed on the SEN Register.



6.1. General School Assessments

General Assessments Available in School	Further Information
STAR Assessment & Accelerated Reader, Renaissance Learning	<p>STAR Reading is a computer-adaptive assessment, using sophisticated item calibration and psychometrics to adjust dynamically to each student's unique responses. The tests can be taken at any time throughout the year and as often as results are required. Children at Chesswood undertake these test three times per year – Autumn, Spring & Summer</p> <p>Accelerated Reader is a powerful tool for monitoring and managing independent reading practice. With AR, teachers can create a reading programme to meet the needs of every student.</p> <p>Using information generated by the software, teachers can help students select books that are difficult enough to keep them challenged, but not too difficult to cause frustration. In addition, it helps teachers to monitor students' vocabulary growth, literacy skills development and reading skills taught through other reading schemes.</p>
PUMA (maths assessment)	<p>Progress in Understanding Mathematics Assessment (or PUMA) enables schools to reliably assess, track and predict pupil progress in maths each term across the primary years.</p> <p>https://www.risingstars-uk.com/puma</p>
NFER spelling and grammar and punctuation assessments.	<p>We use these tests each term for Years 3, 4 and 5 to help monitor pupil attainment and progress in spelling, grammar and punctuation.</p> <p>https://www.nfer.ac.uk/schools/nfer-tests/about-the-tests-nfer-tests/</p>

6.2. SEN Specialist Assessments

SEN assessments available in school	Further information
Dyslexia Screener	<p>All children are screened for dyslexic tendencies using this tool in the Autumn term of Year 4 and autumn Year 6. In 2015, the assessment will be undertaken with Year 3 and Year 5. As a screening tool it provides colleagues with a high level overview for</p>



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	<p>which children may need further assessment to enable professional to better meet their needs.</p> <p><i>This is not a diagnostic assessment.</i></p> <p>http://www.gl-assessment.co.uk/products/dyslexia-screener</p>
Dyslexia Portfolio	<p>This is a broader, more in depth, assessment for dyslexic tendencies which would be carried out if the screened showed <u>significant</u> difficulties. This would be used to inform planning support for the children.</p> <p>http://www.dyslexiportfolio.co.uk/</p>
Neale Analysis of Reading Ability (NARA), GL Assessment	<p>The Neale Analysis of Reading Ability (NARA) measures the accuracy, comprehension and rate of reading in pupils from the age of 6 to 12 years. It provides a comprehensive gauge of a pupil's interest in reading.</p> <p>The individually administered assessment consists of parallel forms for testing and extension passages for use with more able or older pupils. Two alternate standardised tests enable the monitoring of a pupil's performance without them becoming too familiar with the passages, in addition to one diagnostic test.</p> <p>http://www.gl-assessment.co.uk/products/neale-analysis-reading-ability</p>
PM Benchmarking, Oxford University Press	<p>This detailed reading assessment assesses the level that a child can read at independently and also their instructional level (the level which provided appropriate challenge – 95% accuracy- so best progress can be made). It also provides detail of the errors made assesses both the child's literal and inferential comprehension. This assessment provides an additional resource to the core Star Reader Test where appropriate</p> <p>https://global.oup.com/education/content/primary/series/pm/?region=international</p>
SPAR spelling and reading tests, Hodder Tests	<p>The SPAR (Spelling and Reading) Tests are suitable for group administration to Year 3 children having a wide range of ability, and for less able, older children with anticipated reading ages of up to 9 years.</p> <p>The spelling 'banks' allow the selection of three 40-item spelling tests without overlap and many more with partial overlap. Norms are presented separately for reading and spelling, as standardised scores (for 7:0 to 8:11, extending to 12:11 for less able pupils) and as reading and spelling ages (for 6:0 to 10+).</p> <p>http://www.hoddertests.co.uk/tfsearch/reading/spar.htm</p>



BPVS (British Picture Vocabulary Scale), GL Assessment	<p>This assessment can be used either on its own to assess a child's receptive language (understanding) or in conjunction with the Dyslexia Portfolio to add further detail to that assessment.</p> <p>http://www.gl-assessment.co.uk/products/british-picture-vocabulary-scale-third-edition</p>
Sandwell Number assessment, Sandwell	<p>This detailed number assessment assesses the child's number knowledge in five different areas: identification of number, oral counting, value and computation, object counting and language. It assesses from P levels to level 3A and also gives a child a number age.</p> <p>http://www.sandwellearlynumeracytest.co.uk/sent-ks23/</p>
BEAM Hierarchy of Skills	<p>The BEAM Hierarchy of Skills is a framework which plots the structured progression of key number skill acquisition.</p>
Memory Magic	<p>A resource for teachers to assess working memory and develop memory skills with children at Key Stages 1 - 3. Working memory and memory skills are crucial for both language development and learning. This programme consists of 63 fun packed and graded activities which are divided into 7 "Magic Tricks" that help children discover how to support their working memory and learning:</p> <ul style="list-style-type: none">• Focus• Rehearse• Group• Picture It• Map• Link• Your Spell <p>http://www.stasspublications.co.uk/publications/memory-magic</p>
Lucid Ability, Lucid Research	<p>Lucid Ability uses enjoyable and stimulating activities to assess verbal and non-verbal reasoning skills in the age range 4 - 16 years. Each test automatically adapts to the child's individual ability level, making assessment very time-efficient and easy to administer. The total assessment time is about 15 - 20 minutes (conventional assessments of equivalent quality can take 2 - 3 times longer).</p> <p>https://www.lucid-research.com/sales/esales.htm?category_id=31&product_id=186</p>
Boxall profile	<p>This provides a framework for the precise assessment of children who have social, emotional and behavioural difficulties and are not making adequate progress at school. It enables teachers to plan focussed intervention to support what lies behind the behaviour displayed.</p>
Fulton Profile	<p>This profiles pupil's needs according to:</p> <ul style="list-style-type: none">• Social interaction• Social communication• Social imagination and flexible thinking• Motor and organisational skills• Learning style



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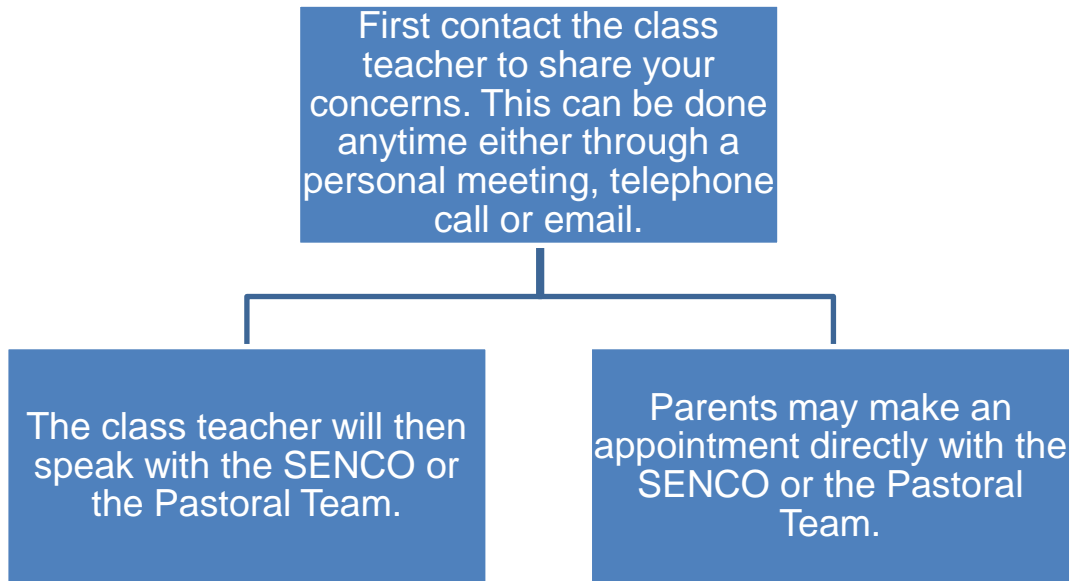
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	<ul style="list-style-type: none"> • Sensory issues
Sensory Profile	<p>Pupils who are showing some sensory needs in school that could be causing a barrier to their progress.</p> <p>For all to have a full understanding of any sensory needs to then plan to mitigate them.</p>
Fixed Interval Sampling	<p>To create a detailed record of learning behaviours to unpick in order to target support most appropriately.</p>
ELSA Assessments	<p>The Emotional Literacy Support Assistance programme has a broad range of checklists to measure pre- and post-intervention progress including:</p> <ul style="list-style-type: none"> • Anger • Anxiety • Emotional awareness • Friendships and relationships • Self-esteem • Social skills • Independence • Growth Mindset and behaviour for learning
Emotional Literacy, GL Assessment	<p>Emotional Literacy: Assessment and Intervention identifies the status of pupils' emotional literacy and provides follow-up activities for intervention where necessary. Emotional Literacy: Assessment and Intervention Primary covers ages 7 to 11 years and Emotional Literacy: Assessment and Intervention Secondary covers ages 11 to 16 years. The assessment covers five key areas of emotional literacy addressed in the Social and Emotional Aspects of Learning (SEAL) curriculum including:</p> <ul style="list-style-type: none"> • Self-awareness • Self-regulation • Motivation • Empathy • Social skills. <p>http://www.gl-assessment.co.uk/products/emotional-literacy-assessment-and-intervention-0</p>
Strengths and difficulties questionnaire	<p>A brief behaviour scaling questionnaire that helps to identify children's strengths and areas which may require support.</p>

What should I do if I think my child may have special educational needs?

If parents think that their child may have special educational needs, they follow the following process:



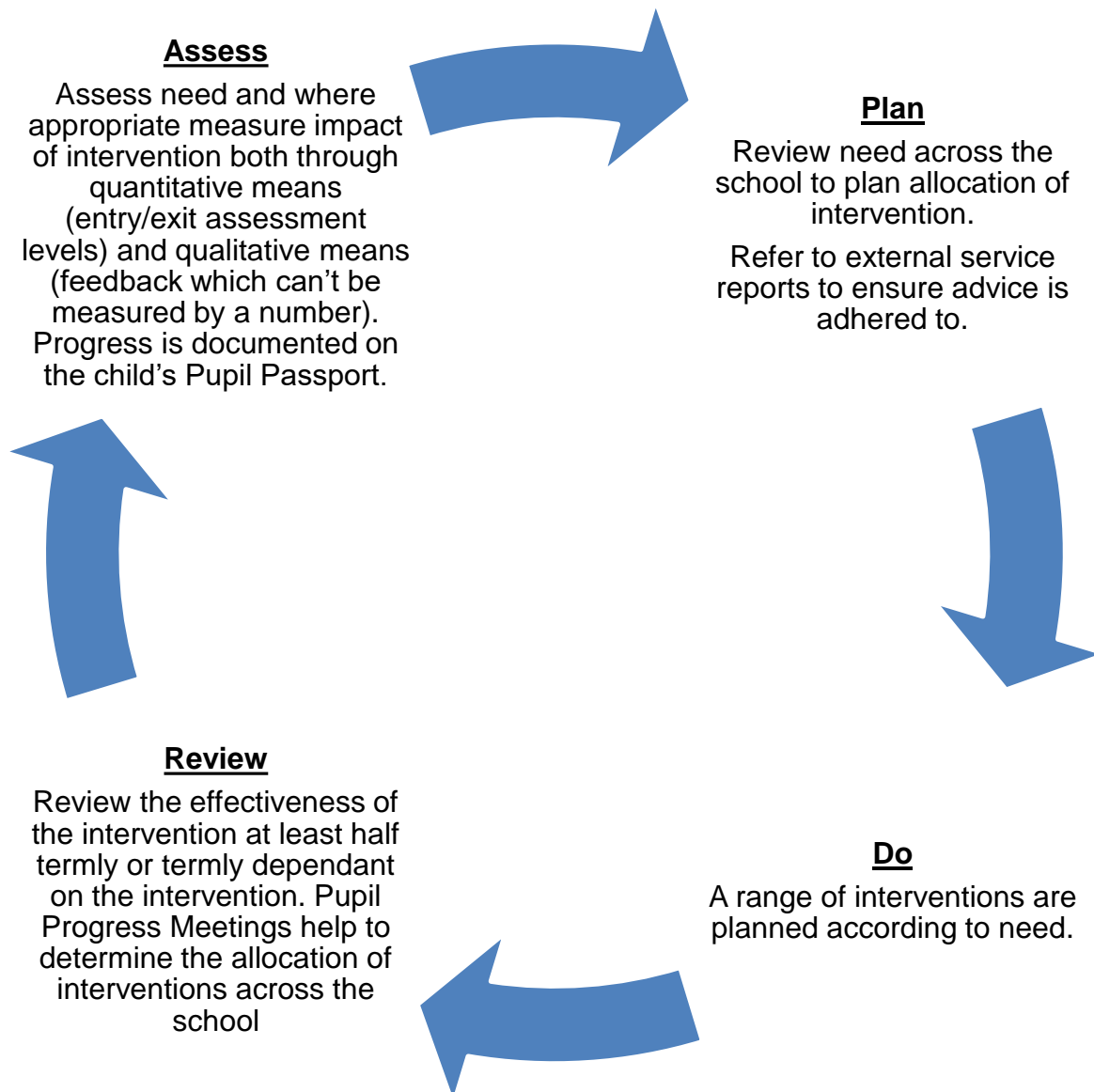
7. How is the decision made about what type and how much support my child will receive?

7.1. Evaluating effectiveness of provision

Support is prioritised according to need. The different areas considered are looked after children, SEN status, academic progress and attainment, children identified as Ever 6 (those children who either are eligible for free school meals or those who have been during the previous 6 years) . Chesswood Junior School use the 'Assess, Plan, Do, Review' process to evaluate and review provision.

What if my child masks their need in school?

We understand that some children with some areas of need can mask this within school and this can then present with challenging behaviours at home (consider the Coke Bottle Anaology). If this is the case then we work closely with parents, and if appropriate, external agencies to support the child to reduce stress within school and release tension. When considering whether the child needs to be on the SEN register, we will then consider what further support we can offer the child in school and whether this is 'additional to' or 'different from' what other children receive. If this is needed, despite masking behaviour, we may then consider placing the child on the SEN register to further support their needs. Alongside this, we would also seek to support the family in the home setting to find strategies to manage the difficulties displayed at home and consider the potential need to explore diagnosis..



7.2. How will both you and I know how my child is doing?

Assessing and reviewing progress of pupils with special educational needs.

The SENCo is responsible to work with staff to plan effective ways to measure the impact of interventions and assess the progress made by pupils with special educational needs. Progress is discussed in Pupil Progress meetings.

Parents will see how well their child is progressing through:

- discussion with the SENCo, academic support staff and class teacher -this may be in the termly SEN Review Meetings;
- the reporting of their attainment and progress each term;
- the progress shown on their Learning Plan.



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- review reports from external agencies, if involved.

If your child has an Education, Health and Care Plan, you will be invited to attend an annual review of this provision and progress towards the targets outlined within the document.

Timetable for reports and events to sharing information with parents for all children at Chesswood:	
Autumn	<p>September</p> <p>Meet the Teacher – an opportunity to meet the class teacher and hear expectations for the year, alongside an opportunity to informally chat through any queries you may have.</p> <p>October/November</p> <p>Parents Evening (1) – First individual meeting with teacher generally during the week before the October half term– core focus on settling into the new class, building a relationship with your child’s class teacher, finding answers to your questions, concerns or queries.</p>



Spring	<p>January</p> <p>Teacher Assessment Reports (1)– Building on the curriculum target reports from autumn term class teachers will now share their assessment for Reading, Writing & Maths alongside outcomes of any termly assessment test.</p> <p>Parent Child Celebration of Learning (1)– This is a great opportunity for you sit with your child and review their learning so far – their successes (let them show off a bit!), their frustrations and the things they believe they need to do to improve. This helps many parents prepare for the next parents evening (Class teachers are not available during the parent child celebration of learning, however senior leaders are)</p> <p>Parents Evening (2) – Second individual meeting with your child's class teacher – core focus attainment and progress – teacher assessment reports; attitude, creativity, relationships & organisation</p> <p>March/April (Before Easter)</p> <p>Teacher Assessment Reports (2)– Reading writing and maths target updates. Teacher assessments are not updated at this point.</p> <p>Parents Evening (3) – Year 6 Early Summer Term parent meeting focus SATs and transition.</p> <p>Parent Child Celebration of Learning (2)– as above</p>
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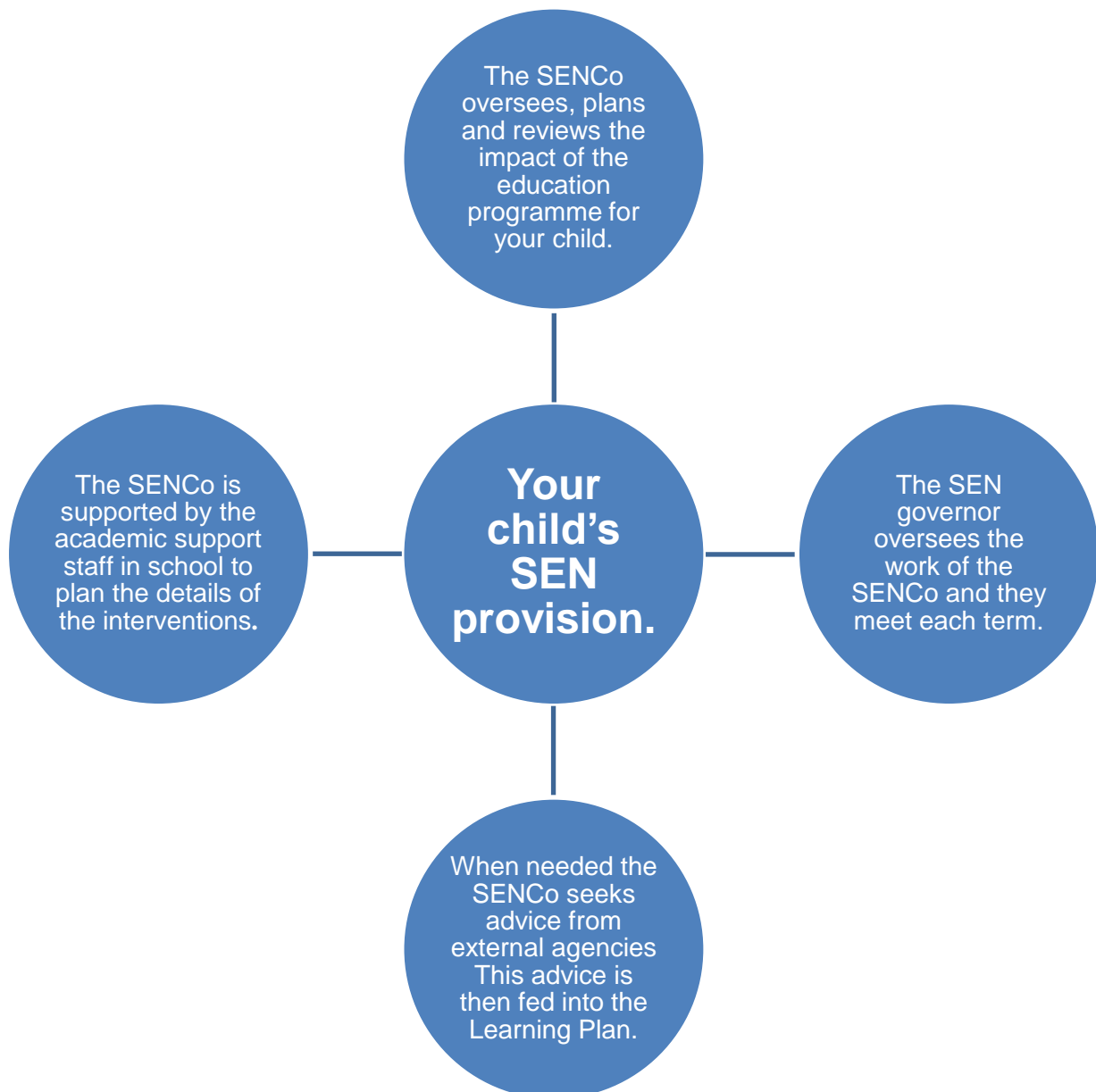
Summer	<p>April (After Easter)</p> <p>Parents Evening (3) – Yrs 3, 4 and 5 - Third individual meeting with your child's class teacher– core focus attainment and progress.</p> <p>July</p> <p>Foundation Subject and Personal Pupil Report (1) – This report is designed to provide parents with personal information about your child since September in terms of Attitude, Creativity, Relationships and Organisation. It also provides a summary of their attainment in each of the foundation subjects e.g. History.</p> <p>Teacher Assessment Reports (3) Reading, Writing & Maths (See above)</p> <p>Attainment & Progress Report (1) A summary of summer test outcomes will be provided within this report</p> <p>Parent Child Celebration of Learning (3) As per previous celebration events. However, the class teacher <u>will</u> be available on this evening to celebrate your child's achievements from this year and answer questions you may have prior to your child moving on to the next year group.</p>
	Additional opportunities to share progress, celebrate achievement and express concerns for children on the SEND Register:
	<p>SEN Review Meetings: These are termly meetings between the parents, class teacher and SEN Lead Professional (SENCo or Inclusion HLTA) and are generally held in the second half of each term.</p> <p>Parents will be invited to a meeting in the Autumn and Spring terms and this is an opportunity to discuss targets and provision on the Learning Plan which is available through the Provision Mapping Tool (password protected).</p> <p>SEN Review meetings are also held in the Summer term. Due to the high level of need and the capacity of the team during a term focussing on transition, the focus of these are for those pupils with EHCPs. All parents are however encouraged to book to meet their teacher in the third round of Parent consultations and parents of pupils on SEN Support level are also invited to request an SEN Review meeting should they wish to discuss concerns with the wider team.</p>



Risk assessments are reviewed with parents and children each term or more frequently if necessary.

For some children, meetings including school staff, parents and other professionals may need to take place on a more regular basis.

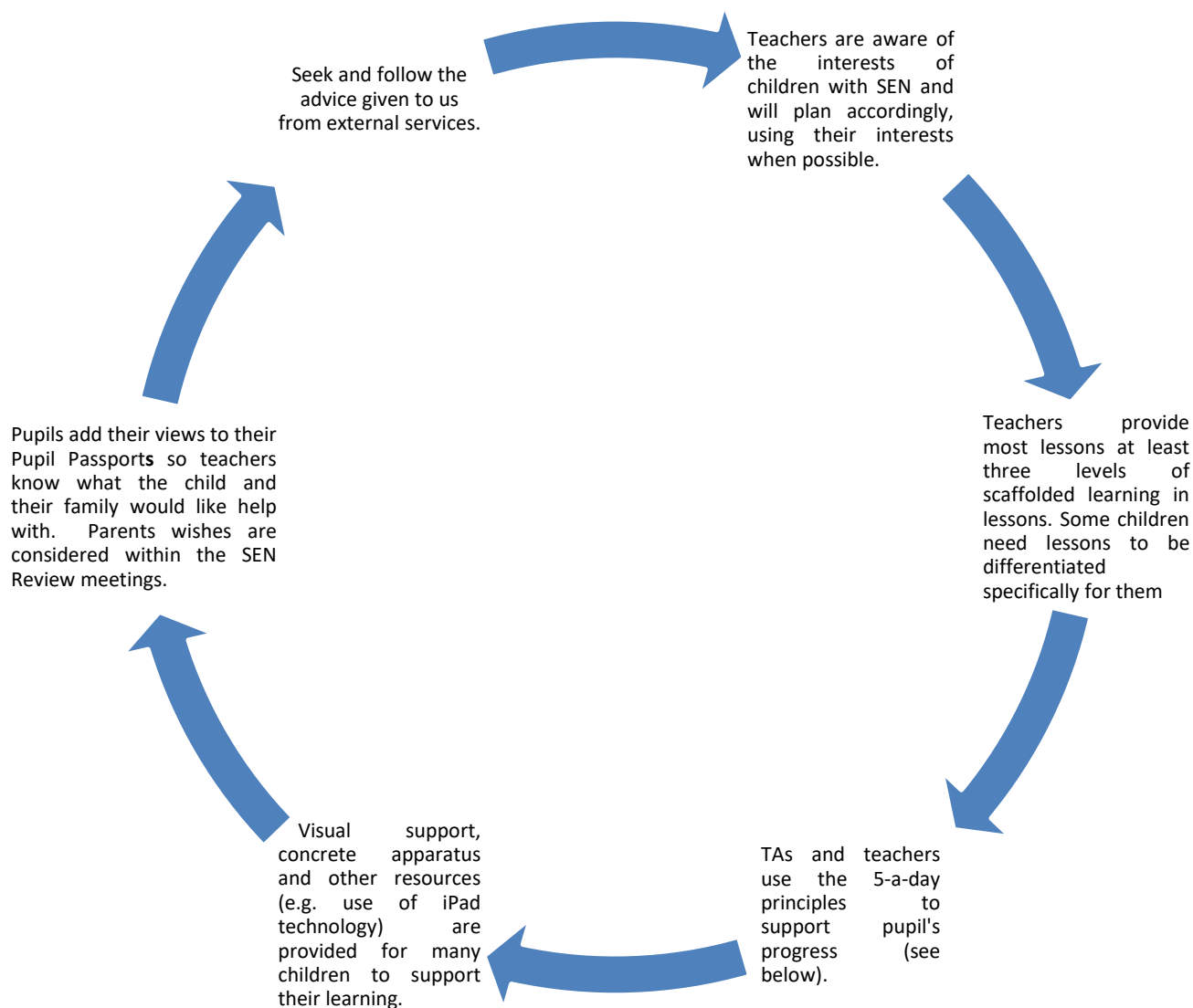
7.3. *How will Chesswood support my child/ young person?*





How will the curriculum be matched to my child's needs?

Chesswood supports children's inclusion in class lessons whenever possible using the following strategies:



7.4. Adaptations to the learning environment for pupils with special educational needs

Chesswood Junior School believes in personalising the support that a pupil with special educational needs receives. As such, any adaptations which are necessary to support a child's needs will be made wherever possible. These adaptations will be made in consultation with the pupil and their parents.

We use the principle of 'Five-a-day' when considering how learning can be adapted for all children, including those with SEND.



High quality teaching benefits pupils with SEND

The 'Five-a-day' principle



The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below—are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.

1 Explicit instruction

Teacher-led approaches with a focus on clear explanations, modelling and frequent checks for understanding. This is then followed by guided practice, before independent practice.



2 Cognitive and metacognitive strategies

Managing cognitive load is crucial if new content is to be transferred into students' long-term memory. Provide opportunities for students to plan, monitor and evaluate their own learning.



3 Scaffolding

When students are working on a written task, provide a supportive tool or resource such as a writing frame or a partially completed example. Aim to provide less support of this nature throughout the course of the lesson, week or term.



4 Flexible grouping

Allocate groups temporarily, based on current level of mastery. This could, for example, be a group that comes together to get some additional spelling instruction based on current need, before re-joining the main class.



5 Using technology

Technology can be used by a teacher to model worked examples; it can be used by a student to help them to learn, to practice and to record their learning. For instance, you might use a class visualiser to share students' work or to jointly rework an incorrect model.



More information about finding better ways to support pupils with SEND, including these five principles and more specialist interventions, can be found in the EEF's guidance report '[Special Educational Needs in Mainstream Schools](#)'.



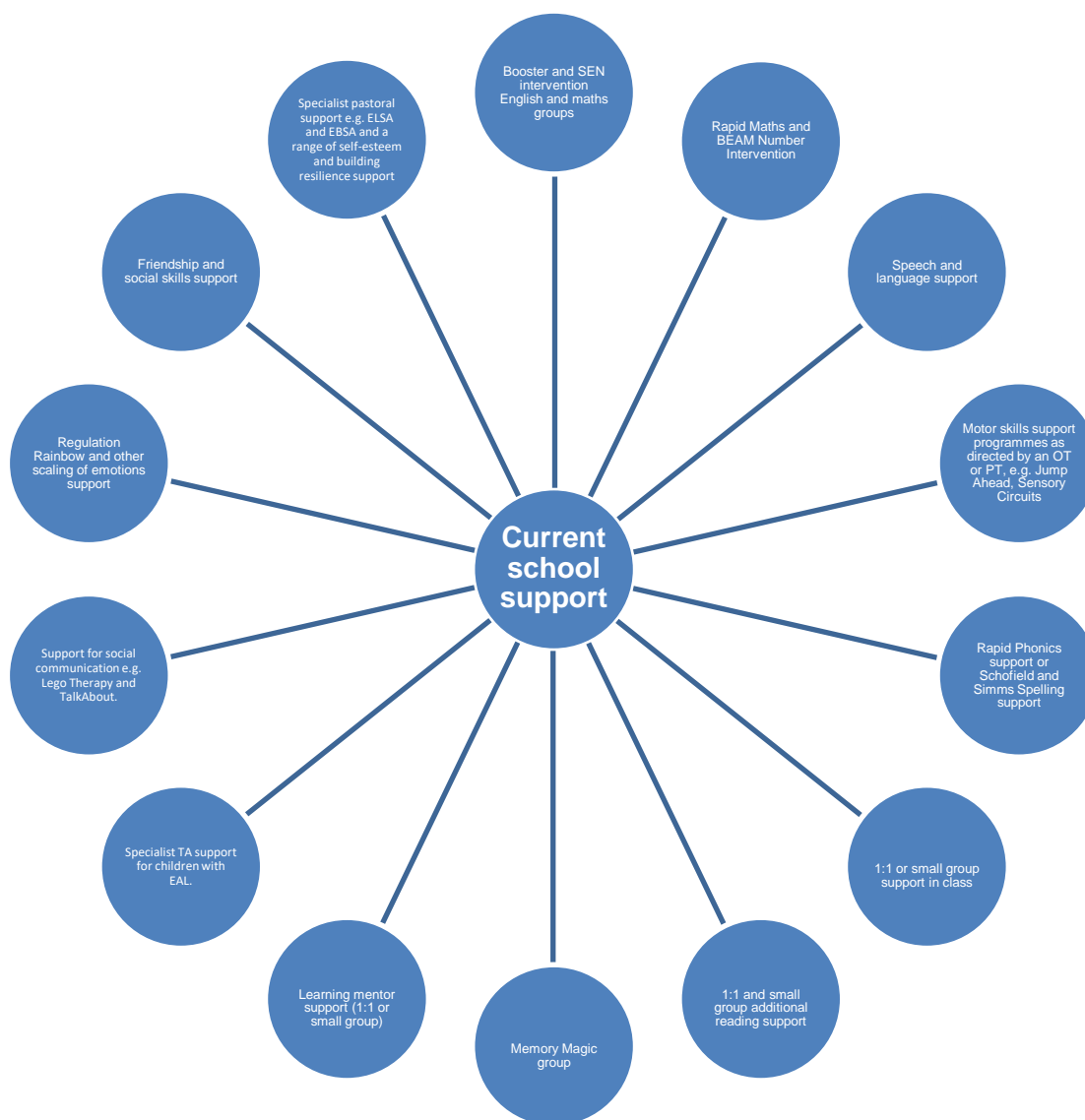


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7.5. Available additional support for learning for pupils with special educational needs

The support given to children within school is determined by assessment of need. This may be through referral to external agencies for example the speech and language therapist or it may be through assessments carried out within school. The Inclusion Team co-ordinates a wide range of support for children at Chesswood:

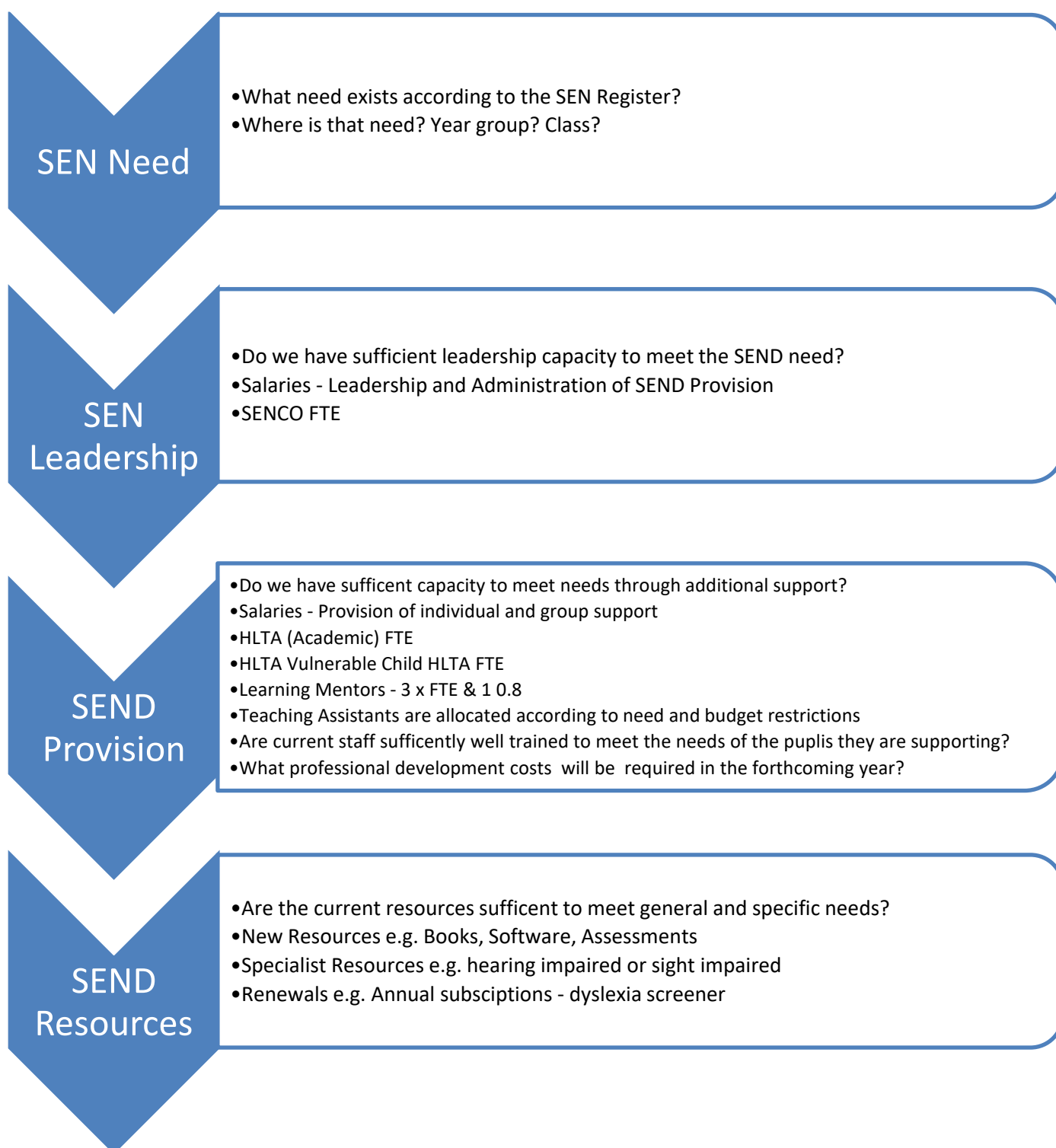


As well as accessing a broad range of interventions, pupils are supported when accessing their SATs assessments. Through a thorough assessment of need, a pupil may be eligible for additional time, 1:1 support, use of a scribe, transcribe, reader or translation of paper (excluding the English reading paper) into a first language, enlarged text and/or adapted tasks for the visually impaired.



7.6. *How are the school's resources allocated and matched to children's special educational needs?*

Once the funding confirmation is received school leaders must determine the allocation of resources for the final term of the current academic year (5/12ths) and the first two terms of the new academic year (7/12ths). The allocation process follows the flow diagram below.





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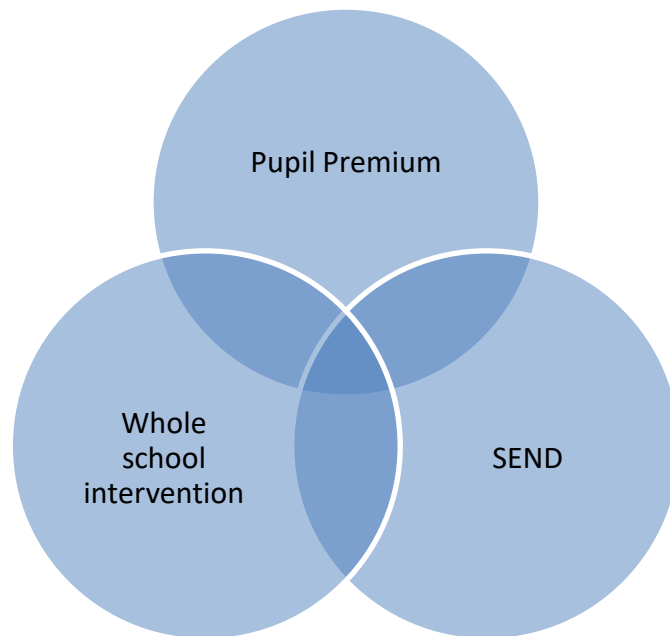
The SENCO, in partnership with the head teacher, review the current guide revenue for the forthcoming financial year and determine allocation of expenditure. This is set against the known need for the summer term – often maintaining provision already secured within the current academic year (this would always be the case unless there were a significant change which meant staffing reduction or recruitment processes were necessary). The focus therefore would be on building provision for the next academic year whilst ensuring provision in the current year remains fair.

In planning for the new academic year, a wide range of information is essential and would include decisions on:

- Which children will be placed in which class – this involves balancing previous achievement, behaviour and friendships i.e. intensity of additional need.
- What SEND need is there and where? – SEN Support and EHCP – some children will benefit greatly from specific support within the classroom whilst, at play and lunch time they are able to enjoy good friendships. Others are able to succeed academically in class but are unable to cope with the freedom of playtime and need support to socialise or keep themselves and others safe. Leaders set out to ensure the right staff are available in the right place in the right numbers to provide the optimum support for children with SEND. This is kept under constant review and adjusted throughout the year according to need.
- Whether a year group should be reorganised to better meet the needs of all children – i.e. designing a higher need class and placing a greater number of specialist TA hours within it.
- Which staff have or are likely to resign or be unavailable for work e.g. maternity
- What recruitment or staffing reduction is necessary to ensure SEN finance is balanced – this is directly related to funding available for SEN
- What additional intervention could and should be provided to meet children's need both within class and away from the classroom
- What other support and intervention is available through other funding streams – which children could potentially be identified for support through multiple funding streams and aligning these to ensure the child gains appropriate additional support whilst still accessing and benefitting from the broader curriculum – SEN, Pupil Premium. The Venn diagram and table below illustrate the broad range of additional support available.



- Additional Funding Stream Venn Diagram



Once all of these decisions have been determined the SENCO and head teacher will build timetables for teaching assistants, firstly identifying time that could not reasonably be classed as having a direct impact on SEND support e.g. general break time duty, TA meetings, club leadership. Once this has been calculated the remaining time is then distributed (and costed).

We then determine the need for specialist interventions. Once this has been agreed the final amount is used to allocate 'in class' or 'close to class' support for all children with SEND. Individually assigned resources are then considered and built into the plan of provision, in line with statutory obligations expressed within the EHCP. The final stage to this process is to match the contractual hours, skills and experience of the teaching assistant team to ensure a broad match between the hours required in a class, based on need, and the structure of existing contractual hours. Contractual hours are varied each year to accommodate needs and ensure the structure of support is coherent and equitable throughout the school.

Once the staffing structure is broadly secured i.e. hours per class, specific personnel per class; class teachers and teaching assistants will review a child's Pupil Passport and a wide range of other information including assessments and reports from the previous year and undertake a book review for each individual child to gain a better understanding of their previous achievements. Class teachers will work in partnership with teaching assistants and the SENCO as appropriate to organise in class support and will



plan for this additional support based on the needs expressed within the Pupil Passport; the recent progress towards the targets expressed within the Pupil Passport and alignment with the national curriculum programme of study for the subject, term, week and lesson. The SENCO will co-ordinate the additional TA intervention, which may include the provision of support for children from multiple classes. Every effort is made throughout this process to maintain a coherent learning programme for a child, in particular avoiding any particular teaching session being fractured by a child leaving and or returning part way through.

7.7. Accessibility of school activities for children with special educational needs.

There is an expectation at Chesswood Junior School that all children will be included in all activities. Staff prepare a risk assessment for all off-site activities and visits. As well as including whole group consideration, any child requiring specific provision or attention will be identified and planned for. Adaptations to planned activities or itineraries will be made where necessary. In this way, it is the clear aim of the school that all children are able to participate fully in such activities. Parents are fully consulted in cases where additional support or special considerations might be required.

7.8. What support will there be for my child's overall well-being? Support for children with emotional, social or medical needs

Appropriate pastoral, medical and social support is provided within school, based on prior information received and current assessment of need. Close liaison with parents and other professional agencies (where appropriate) underpins all such support and proactive intervention.

Child Protection

- The school has clear child protection policy and procedures in place which are fully understood by all adults within school, led by a designated member of staff (Jez Himsworth)
- Staff receive regular training to ensure that best practice is consistently maintained.

Pastoral Support

- Whilst all staff take responsibility for the welfare of all children in their care, Chesswood has specific members of staff with a clear support role within this



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area.

- Jez Himsworth (Designated Child Protection Officer and Deputy Head Teacher),
- Sally Harvey (Safeguarding Manager)
- Ness Radcliffe (SENCO)
- Nicola Soltermann (Medical Officer)
- Kath Sheppard (SEN HLTA)
- Elaine Butler (Learning Mentor)
- Sharon Main (Learning Mentor)
- Louise Oswald (Learning Mentor)
- James Facey (Learning Mentor)
- Specific support in response to identified need is provided in a number of ways:
 - Pastoral support plans (in liaison with child and parents) outlining strategies, support and objectives.
 - Inclusion Plans so detail specific pastoral strategies to support inclusion in class.
 - Specific pastoral support programmes e.g. EBSA and ELSA
 - Individual risk assessments may be required where a child's needs present more challenging behaviours.
 - Early Help provides support through multi-agency team working.
 - Parent support
 - Learning mentor groups or 1:1 support.
 - Regular monitoring of attendance, including appropriate intervention and support work with families. All parents are given full termly attendance reports specific to their child.
 - See also the following policies: Child Protection, Intimate Care, Medical.

Medical support

- The school has a clear policy for 'Supporting Children with Medical Conditions', which outlines how medication and individual medical conditions/needs are managed.




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- Where necessary, a health care plan will be put in place for an individual child. This will be produced by the school Medical Lead in consultation with the child's parents.
- The school's intimate care policy supports and protects the welfare and dignity of the child where conditions involve such support.
- The school has fully qualified first aiders in the office who handle the majority of medical matters. Some other staff including TAs, Teachers and Midday Supervisors have a basic first aid qualification. Additional training for specific conditions, such as anaphylaxis and asthma is also provided to all staff.
- Staff are provided with key medical information to ensure that any need of a child can be fully supported.

8. Contact details and Core Responsibilities:

Contact	Role Summary
<p>SEN Governor Conceicao ROQUE croque@chesswood.w-sussex.sch.uk</p> 	<p>The SEN Governor is appointed by the whole governing body from within its membership. It is the responsibility of this governor to provide challenge and support to the SENCO. The SEN governor is responsible for:</p> <ul style="list-style-type: none">• Developing and maintaining an awareness of special needs provision in the school on behalf of the governing body• Understanding how the responsibilities for SEN provision are shared within the school• Meeting the SENCO on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEN policy;• Discuss with school staff the outcomes of the school's monitoring and evaluation of the provision made for pupils with special educational needs.• Observe at first-hand what happens in school both inside and outside the classroom to ensure that SEN pupils are actively involved in all aspects of school life.• Take opportunities to meet and talk with parents of SEN children.



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	<ul style="list-style-type: none">• Keep informed about developments in the area of special educational needs, nationally, locally and within the school.
<p>Head Teacher Andrew Jolley head@chesswood.w-sussex.sch.uk</p> 	<p>The head teacher is ultimately accountable for all aspects of school provision and outcomes – the head teacher will have direct and indirect influence over every aspect of school practice. The lead professional for all pastoral aspects of school practice - including policies, guidance, professional development, systems, processes, quality assurance, determining and taking improvement actions and be accountable for outcomes.</p> <p>Core Roles Include:</p> <ul style="list-style-type: none">• Vision, Aims, Objectives – Culture & Ethos• Human Resource Management• Financial Resource Management• Pastoral Management – Safeguarding & Behaviour• Learning & Teaching – Data Management• Premises & Learning Environment• Health & Safety• Wider Community Links
<p>Deputy Head Teacher Jeremy Himsworth jhimsworth@chesswood.w-sussex.sch.uk</p> 	<p>Core Pastoral Areas Include:</p> <ul style="list-style-type: none">• Children's attendance & punctuality –• Children feeling safe and adopting safe practices• Children's good behaviour incidents.• Safeguarding all children• Ensuring the environment for children is consistently safe.• Children making a positive contribution• Disadvantaged children• Children we care for



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<p>Pastoral (HLTA – Higher Level Teaching Assistant)</p> <p>Sally Harvey</p> <p>sharvey@chesswood.w-sussex.sch.uk</p> 	<p>The Pastoral HLTA works under the direct guidance of the DHP with a particular focus on :</p> <ul style="list-style-type: none">• Behaviour Administration & Support• Attendance Intervention• Emotional & Social Welfare• LAC Champion• Child Protection support work• TA Leadership & Quality Assurance
<p>Learning Mentors</p> <p>Elaine Butler</p> <p>ebutler@chesswood.w-sussex.sch.uk</p>  <p>Sharon Main</p> <p>smain@chesswood.w-sussex.sch.uk</p>  <p>Louise Oswald</p> <p>loswald@chesswood.w-sussex.sch.uk</p>	<p>The Learning Mentors works under the direct guidance of the DHP with a particular focus on individuals :</p> <ul style="list-style-type: none">• Behaviour – Support and Response• Attendance – intervention work• Emotional Welfare & intervention• Transition Support• Undertaking administration and liaising with parents, colleagues and outside agencies as appropriate



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James Facey

jfacey@chesswood.w-sussex.sch.uk



Medical Officer

Mrs Nicola Soltermann

nsoltermann@chesswood.w-sussex.sch.uk



The medical officer is responsible for the administration and management of first aid, administration of medicines and accident recording and reporting.

SENCO

Ness Radcliffe

vradcliffe@chesswood.w-sussex.sch.uk



The lead professional SENCO is the lead professional for all SEND related aspects of school, reporting directly to the Head teacher.

The SENCO is particularly responsible for SEND:

- Strategic direction
- Administration
- Quality Assurance, Accountability & Development
- Assessment & Data Analysis
- Learning & Teaching
- Leading & Managing Staff
- Resource Management
- Liaison professional and parental

Academic HLTA (HLTA – Higher Level

The Academic HLTA works under the direct guidance of the SENCO with a particular focus SEN



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Teaching Assistant)

Katherine Sheppard



management and day to day organisation:

- SEN Administrative Support
- SEN Academic Support
- SEN Assessment
- Speech and language intervention management lead
- SEN intervention quality assurance
- HLTA Class Cover

9. What training are the staff supporting children and young people with SEND had or are having?

Training/ qualification	Date	Staff member/s
ASCT 'Understanding Autism'	13.6.2022	All TAs and Inclusion Team
The Power of the Senses – Beacon House training	Autumn 2021	All TAs and Inclusion Team, plus teachers: Gaby Robinson-Wright, Alison Hamilton, Sam Johnson.
Robust Vocabulary	15 th March 2021	Jenny Barton, Mel Grimster, Chloe Franks, Sofiya Lulham
ELSA training	January 2020	Alex Gates (Inclusion TA)
Keeping well, Staying Strong (West Sussex Educational Psychology Service) – Twilight	4 th December 2019	All TAs
Robust Vocabulary (SALT)	2 nd December 2019	Katherine Sheppard (Inclusion HLTA)
Calm Children Training (West Sussex Virtual School) - Twilight	18 th September 2019	Whole staff – teachers, Inclusion Team and TAs
Team Teach	12 th July 2019	Cormac Verner (TA) Alex Gates (TA) Louise Clay (TA) Anya Edwards (TA) Charlie Hart (TA)
	Spring 2019	Andrew Jolley (Head teacher)
	Autumn 2018	Vicky O'Byrne (TA) Danni Barnard (TA) Sharon Main (Learning mentor) Louise Oswald (Learning mentor)
Adopters and Special Guardians Conference	15 th March 2019	Sharon Main (Learning mentor) Ness Radcliffe (SENCo)
Calm Children Training (West Sussex Virtual School)	Autumn and Spring 2018-19	Hayley Bone (class teacher) Michelle Hills (class teacher) Vicky O'Byrne (TA)
ELSA training	27 th September 2018 – on	Elaine Butler (Learning mentor)



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	going follow up training	
Robust Vocabulary (SALT)	17 th May 2018	Katie Miller (Inclusion) Kym Wood (TA)
Speech Sounds (SALT)	9 th May 2018	Beky Daly (TA)
Sensory Processing Workshop	20.3.18	Vicky O'Byrne (TA)
Shape Coding (SALT) Ruth Fox Lara Franks	11 th January 2018	Katie Miller (Inclusion) Miriam Giles (TA) Karen Dale (TA) Beky Daly (TA) Rachel Bennett (TA)
Calm Children Training (West Sussex Virtual School)	14 th November 2017	Elaine Butler (Learning mentor)
Sensory Processing Workshop	Spring 2017	Miriam Giles (TA)
Team Teach	Autumn 2015 October 12 th 2017	- Andrew Jolley (Head teacher) - Jez Himsworth (Deputy head teacher) Elaine Butler (Learning Mentor) Siobhan Burnell (TA) Louise Chamberlin (TA)
Training for teachers and TAs who are working with children with visual impairment. (delivered by the SST)	Autumn 2017	Stacey Usher (class teacher)
	Throughout 2017-18	Weekly Braille training sessions – Rachel Bennett (TA)
Achieving Successful Inclusion – Downs Syndrome Development Trust	Summer 2018	Beth Roberts
	28/2/2017	Ness Radcliffe (SENCO) Louise Oswald (TA)
Sensory Processing Workshop	22.3.16	Libby Smith (Class teacher) Mary Pickett (TA)
Social Communication Team training – Comic Strip Conversations and Social Stories	Summer and Autumn 2016	All TAs and the Inclusion Team
West Sussex Dyslexia Aware Schools Award	2016-2018	Ness Radcliffe (SENCO) attended the training during Autumn 2016 with the intention of completing the award by July 2018
Training for teachers and TAs who are working with children with visual impairment. (delivered by the SST)	Autumn 2016	Libby Smith (class teacher)
	Throughout 2016-17	Weekly Braille training sessions – Rachel Bennett (TA)
Sensory Processing Workshop	22.3.16	Ness Radcliffe (SENCO) and Sue King (TA)
Narrative SALT training	19.4.16	Katie Miller (HLTA Academic Support) Miriam Giles (TA)
Training for teachers and TAs who are working with children with visual impairment. (delivered by the SST)	Spring 2014 - ongoing	Weekly Braille training sessions: Gaby Robinson-Wright (TA) Sue King (TA)
	Autumn 2015	Karen Basset (teacher), Louise Chamberlin (TA) Libby Smith (teacher), Gaby Robinson-Wright (TA) Ness Radcliffe (SENCO) – additional Braille training
	22.9.14	Suzi Smith (teacher), Sue King (TA), Ness Radcliffe (SENCO)
	12.11.14	Suzi Smith (teacher), Sue King (TA), Katie Miller (Academic Support HLTA)
1 st class @ Number 2	Autumn and Spring terms 2014/2015	Mary Pickett (TA) Gillian Gulland (HLTA/TA)



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Self Harm (delivered by CAMHS)	15.10.14	Sally Harvey (Pastoral Support HLTA)
Sensory Processing Training (delivered by OT)	24.9.14	Katie Miller (Academic Support HLTA) and Jill Smith (TA)
ADHD, Autism and Attachment (delivered by CAMHS)	Summer 2014	Ness Radcliffe (SENCO)
Loss and Adjustment Challenging Behaviour (both courses delivered by CAMHS)	Summer term 2014	Sally Harvey (Pastoral Support HLTA)
Rapid Maths Intervention training	July 2014	All TAs, HLTAs and SENCO
The Communication Friendly Classroom (Speech and language training)	May 2014	All teaching staff and HLTAs
1 st class @ Number 2	Spring 2014	Katharine Smith (HLTA)
Working with Trauma in School (WSCC Kate Cairns Associates)	Spring 2014	Sally Harvey (Pastoral Support HLTA)
Challenging behaviour (CAMHS)	April 2014	Sally Harvey (Pastoral support HLTA)
National Award for Special Educational Needs Co-ordination (PGCiPP)	July 2012	Ness Radcliffe (SENCO)

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

Chesswood can access the following services. All the external agencies (except Parent Partnership and the Parent Carer Forum) work on a referral basis.

External Service	Further information	How does my child get to see them?
Health Services		
School Nurse and specialist nurses e.g. continence nurse	The School Nurse	Referral by: Parents School GP Other professionals
CAMHS (Child and adolescent mental health service)	CAMHS can be referred to when support is needed for emotional and mental health.	Referral by: School GP CMHL Other professionals
SST (Sensory Support Team)	Support the needs of children with visual, hearing or multi-sensory impairment	Referral by: Medical diagnosis
Physiotherapist	Physiotherapists support children who have gross motor difficulties or neuromuscular disorders.	Referral by: School Other professionals e.g. GP



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Occupational Therapist	Occupational therapy is the assessment and treatment of physical and psychiatric conditions using specific; purposeful activity to prevent disability and promote independent function in all aspects of daily life. Within school, we often refer to them for fine motor difficulties or sensory sensitivities.	Referral by: Parents School Other professionals e.g. GP
CDC at Worthing Hospital (Child development centre)	This is where the paediatricians are based.	Referral by: GP School Through Early Help
Pastoral and Family Support		
The West Sussex Parent Partnership (SENDIASS)	The West Sussex Parent Partnership Service provides impartial advice and information to parents and carers of children who have special educational needs (SEN).	Referral by: Anyone (see contact details at the end of this document)
Parent Carer's Forum	The Forum is run by a friendly group of parents who share the same vision that every child, regardless of ability, matters, and that all children will have the same access to information about the services, opportunities and experiences that are available in West Sussex.	Referral by: Anyone (see contact details at the end of this document)
Integrated Front Door Services (IFD)	Bringing together the Multi-Agency Safeguarding Hub (MASH) and Early Help Hub to identify and facilitate early support to safeguard children and families effectively and ensuring the appropriate services are accessed including mental health.	Referral by: School GP Other professionals Parents
West Sussex Single Point of Access (SPoA)	NHS Service providing specialist emotional, well being and mental health support: YES (11+) YMCA dialogue (11+)	Referral by: Parents Carers GP Other Professionals
Thought-Full	West Sussex/ NHS providing interventions for children experiencing mild- moderate anxiety	Referral by: School Parents/carers
CMHLS (Community mental Health Liaison Service)	Early interventions and prevention service for professionals	Referral by: GP Schools Other Professionals
CGL (Change Grow Live)	Therapeutic service for children having been affected by any family member's substance misuse.	Referral by: School Children's services
Young Minds	Online support for mental health and wellbeing.	Referral by: Parents/Carers GP Schools



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		Other Professionals
Winston's wish	Bereavement support for children and families	Referral by: Parents School
Educational Services		
LBAT (Learning and Behaviour Advisory team) and ASCT (Autism, Social Communication Team)	LBAT and ASCT can provide advice and support to aid the inclusion of children who have the following needs: <ul style="list-style-type: none"> • Learning • Behaviour • Social communication 	Referral by: School
Educational Psychologist Service (EPS)	Through the application of psychology, the EPS aim to promote the educational, social and emotional development of all children and young people in the community. Parents can also book a consultation telephone call through the following link: https://schools.westsussex.gov.uk/Page/2045	Referral by: School Parents
Speech and language therapy (SALT)	SALT supports children with speech and language difficulties either through direct intervention, assessment and review, teacher, TA and whole school training.	Referral by: Parents School GP Other professionals
Virtual School for Children we care for.	Leads PEP (personal education plan) meetings. Holds additional funds to support children we care for. Offers support and guidance for school and staff.	Referral by: Integrated services School
EMTAS (Ethnic Minority & Traveller Achievement Service)	The EMTAS team works with West Sussex schools to raise the attainment of Black, Asian and Minority Ethnic (BAME), Gypsy Roma Traveller (GRT) and bilingual pupils. <ul style="list-style-type: none"> • Advice and guidance. • Support for parental and community engagement. • Training. • Advice given to parents on the English education system, including the importance of continuing to develop the home language. 	Referral by: School

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



school environment?

Staff prepare a risk assessment for all off site activities and visits. As well as including whole group consideration, any child requiring specific provision or attention will be identified and planned for. Adaptations to planned activities or itineraries will be made where necessary. In this way, it is the clear aim of the school that all children are able to participate fully in such activities. Parents are fully consulted in cases where additional support or special considerations might be required.

Much of Chesswood is on one level, with wide, accessible corridors. The upper school building has an upper storey that is not be accessible for wheelchair users however in other ways it meets all accessibility criteria for example for the visually impaired. The first floor of the new school building will not have any specialist facilities and therefore class and year group arrangements may be adjusted to accommodate all accessibility needs. There is a large disabled toilet within the main school building which contains lockers so could be used as a changing space if necessary. There is also a small shower which can be accessed by children if needed.

If parents have difficulty accessing school information due to a lack of English, we can employ the service of an interpreter and/or a translator if necessary.

Each child's needs are assessed on an individual basis. Chesswood will do everything possible to support a child within our school environment, drawing upon support from parents and external agencies through advice and/or equipment to facilitate inclusion.

11. How will you help me support my child's learning?

Parental involvement

At Chesswood we work as a team with a child's parents. We hope to help you to support your child's learning by various means, for example:

- Targeted outcomes that you will understand.
- Open door policy to communication. We aim to work closely with families to enable clear communications and to develop methods to do this which suit individual families e.g. regular email contact; home/school books; postcards home etc.
- Providing practical support:
 - Suggesting activities that you can do at home.



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- Comprehensive website information
- Homework support – if needs be and in agreement with all concerned, supporting with key skills homework packs as an alternative to class homework activities.

From time to time we run parents training sessions. This is in response to need. Examples of such training, undertaken within recent years includes:

- ADHD Workshop for parents delivered by LBAT
- GPS (grammar, punctuation and spelling) parent workshops
- Dyslexia friendly school workshops
- Parenting workshops
- Parent's maths evening

Parents are encouraged to become involved in school in the following ways:

- Friends of Chesswood is an active group of parents and staff who meet regularly to arrange social events and raise funds for the school. Everyone is welcome.
- Help in the school day: parents are invited to express interest in helping in different ways, noting their own interests e.g. reading, art, maths, DT
- Occasional support: sometimes parents are only able to help occasionally e.g. accompanying school visits, this is very much welcomed.
- Leading and helping at Clubs
- Year group representatives,
- Parent governor

If a parent is interested in any of the above or there is any other way that they would like to become involved, they are encouraged to contact the school office.

12. Pupil involvement

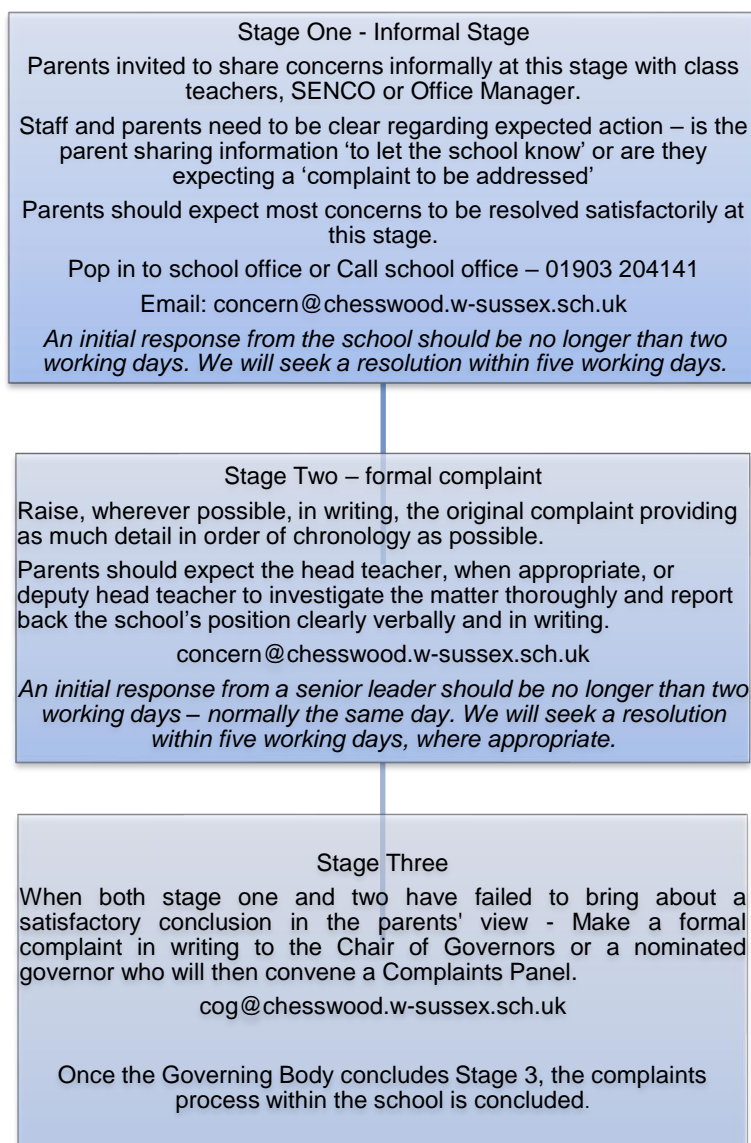
The views of the pupil are a priority at Chesswood Junior School. We gather pupil voice in a number of ways within school e.g.:

- Children contribute their views to their Pupil Passports each term.
- Mapping the Landscape visuals.
- Visuals for pupils to explore their feelings e.g. the Bear cards and Blobs.
- EBSA risk and resilience cards



13. Complaints procedure

There are three main stages, detailed within the diagram below.



Once stage three is concluded if the complainant is not satisfied with the response then they would follow the procedures set out within the school complaints policy – this policy would be shared with the complainant typically at Stage 2 of the complaints procedure.

14. Involvement of external services in meeting the needs of pupils with special educational needs and supporting families of such pupils.

Chesswood Junior School supports families through the use of the Early Help system. This includes support from the School Nurse and using the Early Help approach.



The Pastoral support team within school work closely with external agencies and families in order to signpost and target appropriate support to meet the individual needs of families as required.

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

Transition can be an exciting but equally daunting time for children, so Chesswood takes its responsibilities very seriously in providing a smooth transition for all children and recognise that some children need more support than others.

As well as taking an active part on the Transfer Day across the whole of Worthing schools, we also support children in the following ways if necessary:

- Children make transition booklets with pictures and information about their next school
- If a parent would like further support finding future schools, the Inclusion Team would be happy to accompany them on a visit. The Parent Partnership (SENDIASS) is also very happy to offer impartial advice in this area.
- The pastoral team arrange additional support for children during times of transfer.
- Children have additional transfer visits where they are accompanied by a member of staff.
- The SENCo will have a transition meeting with the previous or future SENCo.
- All children enjoy a range of transition activities within class both when they join the school and before they move on to High School.
- Within school, transition is planned carefully with INSET days dedicated to transition and teacher transition meetings where data and information is shared.

15.1. *Moving up from Infant School*

All staff work together to alleviate any worry or concern that may be present for some children and their parents. Close liaison and information sharing between school staff is carefully designed to ensure that any potential dip in academic performance is prevented and that the needs of individuals are met from day one.



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In addition to the points previously highlighted, the following activities are also planned to facilitate smooth and effective transition:

- 'Taster' sessions for new children prior to starting at Chesswood.
- A survey of parents and children to identify views and concerns with regard to transition.
- Chesswood Year 3 Leader visits all children in the summer term, providing them with information about Chesswood and answering any questions that they might have. Discussion with existing teachers to ascertain key information is also undertaken.
- Class teachers from Chesswood visit children in their Infant School during the summer term prior to transfer, to see them in their own classroom environment and view work. Class teachers from Infant school visit Chesswood during the autumn term following transfer, to discuss with current class teacher to indicate whether current performance is below, in line or above that expected.
- Planned transition projects in writing and maths.
- Throughout the year events are organised to support transition from first to junior school e.g. Year 4 have visited the infant schools to share the books that they have written; first schools are invited to watch the school production; families are invited to the Summer Fair.
- Parents are invited to a social evening where they and their children can meet the teachers and take part in some fun activities.
- New parent induction meetings are planned for the Summer Term.

15.2. *Moving on to High School*

We also plan special events for children and their families who are moving on from Chesswood:

All children enjoy taster visits as arranged by the high school.

Teacher discussion: Y6 teachers meet with head of Y7 at secondary schools to discuss each child – strengths, weaknesses, levels, concerns etc

Individual support can also be arranged for example:

- St Andrews mentor scheme for vulnerable / nervous pupils. Pupils have been paired with a Y10 pupil to introduce them to school and develop social involvement. This has continued into the first term.



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- The ASCT (Autism and Social Communication Advisory Team) have a teaching assistant dedicated to supporting transition for a small number of pupils with social communication difficulties, for example Autism or Asperger's, as transition can prove particularly challenging for them.

The Inclusion team would like to encourage parents of children who may struggle, to make an appointment to discuss transition in order to plan transition together as we can often arrange bespoke support for certain children depending on their needs.

16. Local Authority Local Offer

16.1. *West Sussex Local Offer*

<https://westsussex.local-offer.org/>

16.2. *West Sussex SEN Information, Advice and Support Service (SEND IASS) previously known as Parent Partnership*

For independent advice contact the West Sussex SEND Information, Advice and Support Service

<https://westsussex.local-offer.org/services/7>

They can offer impartial advice and support to parents of children who have special educational needs. They also put parents in touch with local and national voluntary organisations if they require specific advice

Contact:

Tel: 0845 075 1008

Email: parent.partnership@westsussex.gov.uk

16.3. *West Sussex Parent Carer Forum*

<https://www.wspcf.org.uk/>

This is a membership (free) organisation run by and for parents and carers of children and young people with learning difficulties and disabilities.