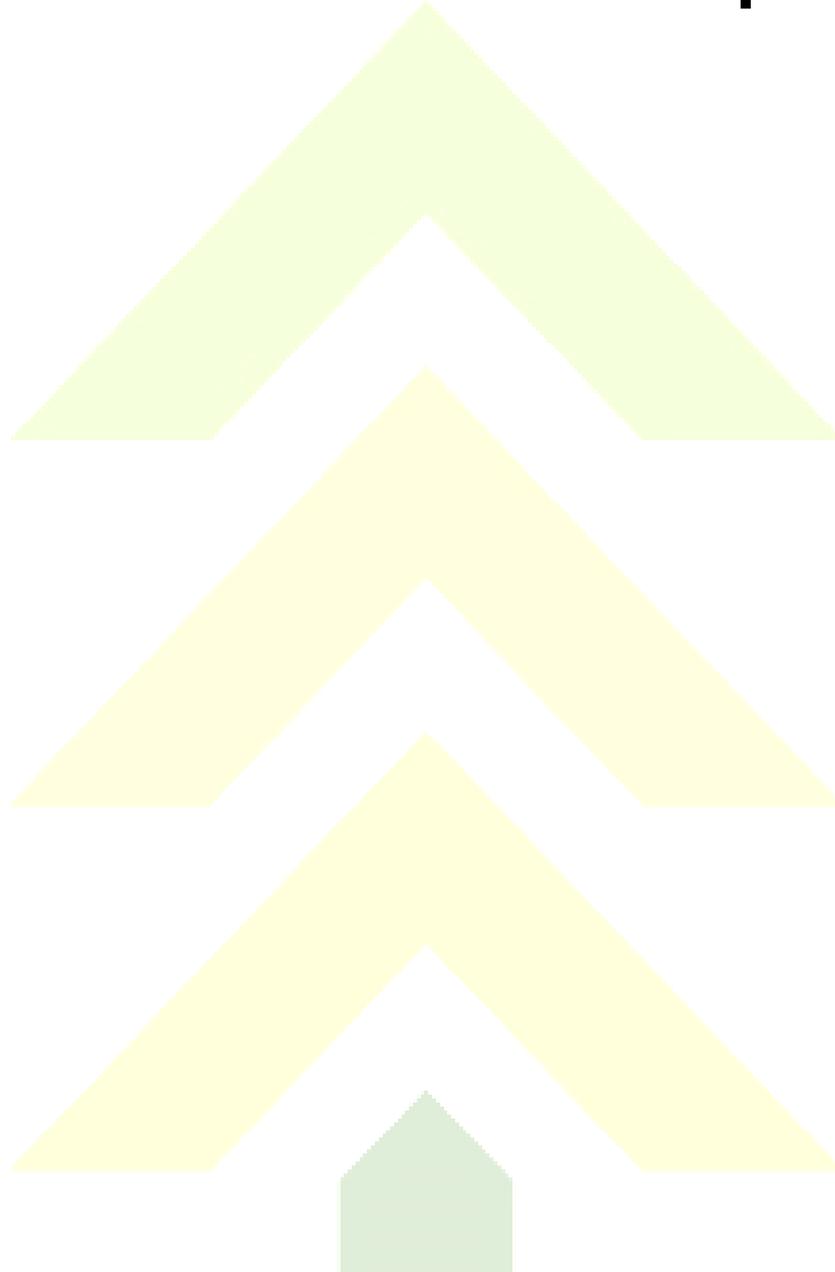


# **SEND Policy & SEN Information Report**



Approved by:	Local Advisory Board	Date:	14/10/2020
Last reviewed on:	14/10/20		
Next review due by:	14/10/21		

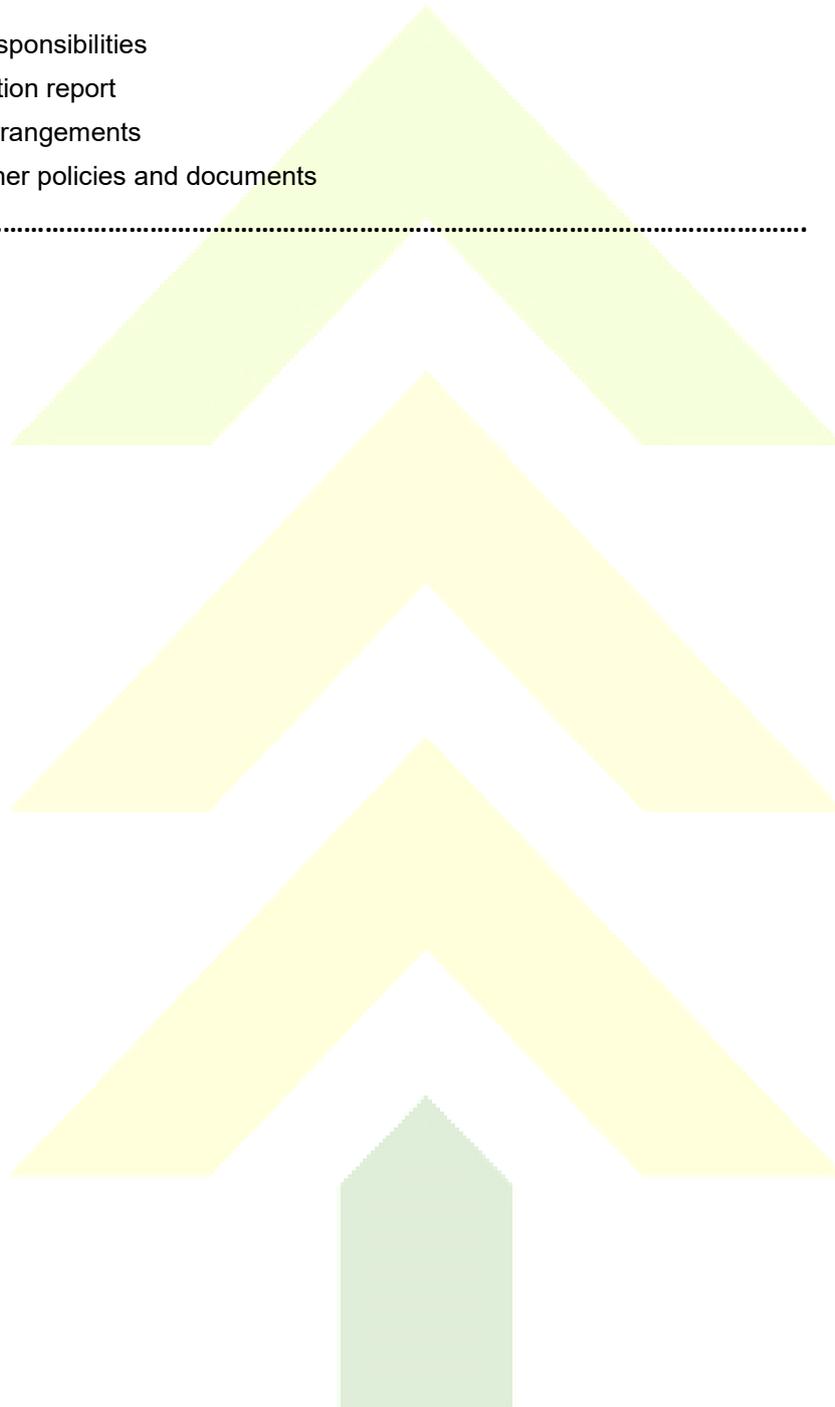
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## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Chaselea Alternative Provision Academy (CAPA) we ensure that all pupils are valued regardless of their abilities, needs and behaviours. Our pupils access a broad and appropriate curriculum which is adapted to meet the needs of the individual. All of our teachers are trained to teach and support pupils with special educational needs to enable all of our pupils to engage, learn and make progress. Effective assessment of individual pupil's needs and provision for pupils identified as having SEND is in partnership with parents/carers, our LAB, the Local Authority and other agencies. We follow the SEND Code of Practice whilst ensuring our students identified as SEND are supported to engage and achieve their potential.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

At CAPA we make provision for students with needs that include:

- Social, mental and emotion health,
- Communication and interaction
- Cognition and learning
- Sensory or physical needs.

CAPA determine if special provision is required by:

- Concerns raised by parents/carers, teachers and previous schools
- Tracking and attainment outcomes indicate a lack of progress
- Pupil observations and testing indicates that students have additional needs in one of these areas:
  - Communication difficulties- speaking and listening
  - Learning difficulties – slow processing, working well below expected levels
  - Specific learning difficulties – dyslexic or dyspraxia issues
  - Physical difficulties and/or medical needs – epileptic, visually or aurally impaired.
  - Sensory difficulties – react badly to noise, smells, too many people
  - Behavioural, emotion and social difficulties including mental health – anxiety, emotional trauma, poor sleep patterns.

All class teachers carry out assessment of progress and in addition students are assessed in specific areas like, written comprehension, reading and spoken language by the SENDCo and the Assistant SENDCo.

CAPA work closely with Staffordshire Educational Psychology who support us with additional special assessments if required once parental approval has been given. Should any other specialist assessments be needed other appropriate outside agencies are involved.

## 4. Roles and responsibilities

### 4.1 The SENDCO

The SENDCO is Mrs M. Harrison (tel: 01543 227095, email: [m.harrison@chaseleapru.staffs.sch.uk](mailto:m.harrison@chaseleapru.staffs.sch.uk))

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching

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- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and LAB to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

#### 4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at LAB meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEN policy and provision in the school

#### 4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### 4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## 5. SEN information report

### 5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### 5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, with a range of assessments alongside observation during the first two weeks at school. This will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils.

CAPA determine if special provision is required by:

- Concerns raised by parents/carers, teachers and previous schools
- Tracking and attainment outcomes indicate a lack of progress
- Pupil observations and testing indicates that students have additional needs in one of these areas:
  - Communication difficulties- speaking and listening
  - Learning difficulties – slow processing, working well below expected levels
  - Specific learning difficulties – dyslexic or dyspraxia issues
  - Physical difficulties and/or medical needs – epileptic, visually or aurally impaired.
  - Sensory difficulties – react badly to noise, smells, too many people
  - Social and emotional difficulties including mental health – anxiety, emotional trauma, poor sleep patterns.

All class teachers carry out assessment of progress and in addition students are assessed in specific areas like, written comprehension, reading and spoken language by the SENDCo and the Assistant SENDCo.

CAPA work closely with Staffordshire Educational Psychology who support us with additional special assessments if required once parental approval has been given. Should any other specialist assessments be needed other appropriate outside agencies are involved.

This will, and must, include progress in areas other than attainment. Chaselea's setting and intake means that a large number of pupils have moderate or complex social, emotional and mental health needs (SEMH). These will also be assessed upon entry and combined with information from



previous settings and professionals. All pupils' assessments will also be complemented by continuous observation.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

All class teachers carry out assessment of progress and in addition students are assessed in specific areas like, written comprehension, reading and spoken language and social and emotional, by the SENDCo and the Assistant SENDCo.

CAPA work closely with Staffordshire Educational Psychology who support us with additional special assessments if required once parental approval has been given. Should any other specialist assessments be needed other appropriate outside agencies are involved.

### **5.3 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and used during EHCNA.

We will notify parents on admission that pupils will receive SEN support as they are unable to manage to learn effectively at a mainstream setting.

### **5.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

During weekly meetings all teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. This will be a two-way conversation with the pupils, teaching staff and others that come into contact on a day to day basis. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **5.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

- A) When a pupil is returning to mainstream, meeting(s) are set up between the pupil, CAPA staff and pastoral staff at the new school. Parents can attend if they wish.
- B) Pupils will then, by agreement, have a series of induction sessions in the new school, half day and or full day
- C) When a pupil has successfully been granted an Education Health and Care Plan and SEND and the pupil's parents have decided on a school, visits and meetings will be held with the pupils and CAPA staff. SENDCo will transfer any SEND information along with the student safeguarding file and other pupil information.

CAPA employs an open-door policy and keeps the lines of communication open between the academy and the pupil and their family and the partner schools in Cannock. CAPA will be looking to build on the current networks between Cannock schools to ensure that all pupils are in the most appropriate setting for them and that provisions have worked together to ensure that we understand what their needs are

## **5.6 Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is the first step in responding to pupils who have SEN. This will be appropriately differentiated making 'reasonable adjustments' for individual pupils. E.g. using a blue overlay or printing on blue paper. All of the staff are trained in Emotion Coaching and this expertise will support effective high-quality teaching for all pupils.

The following interventions are also provided:

- Pupils are placed into mainly age-related teaching groups of no more than 7 pupils
- The school day is shorter
- A meet and greet routine start the day for every student who is met at the entrance of school by staff
- Tutor time starts the formal timetable allowing staff a further check on pupil's well being
- Length of lessons varies between 30 minutes and 45minutes



- A Kinaesthetic weighted curriculum offer, enables the students to access four sessions of physical education; the double session providing opportunity to access outside environments for cycling, powerwalking, gym etc.; catering, art and motor mechanics
- During non-structured time pupils have access to an outside redgra, outdoor fitness machines, sports hall, pool tables, card games and art activities. A quiet environment is also available for those students who have socialisation issues or are sensitive to noise
- A garden therapy room is available for pupils who have become oversensitive
- All unstructured activities are supervised with staff observing closely and co-regulating where necessary, quickly.
- Where test results have identified a learning need 1-1 or small group intervention is organised for speaking and listening activities, reading, phonics and written comprehension and for cognitive behavioural therapy
  - sessions for emotion coaching are available where the need arises
- Pupils have elected a junior leadership team (school council) who are active in working with staff to develop the offer
- We are supported by outside agencies, primarily the Education Psychology Service
- For KS4 our curriculum offer includes a range of qualifications for all abilities including GCSEs
- Trips ensure that our pupils experience a world outside of school

## 5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## 5.8 Additional support for learning

Teaching assistants will support pupils on a 1:1 basis when their assessments show their reading age or written comprehension is more than four years below their chronological age. Also, pupils who have receptive language scores that are below eleven years of age.

Teaching assistants will support pupils in small groups when they are developing their speaking and listening skills

We work with the following agencies to provide support for pupils with SEN:

- Special Educational Needs Support Service (SENSS)
- Behaviour Support Service
- Hearing Impairment team
- Visual Impairment team
- Autism and Sensory Support in Staffordshire
- Educational Psychologist Service



- Educational Welfare Officers
- Social Services
- School Nurse
- Early Help and Family Support
- Child and Adolescent Mental Health Service (CAMHS)
- Physical and Disability Support Services (PDSS)
- Occupational Therapy
- Youth Offending Team
- YESS
- T3
- Police
- Catch-22

For pupils whose needs are significant and complex and our special educational provision required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This process may lead to an Educational, Health and Care Plan (EHCP) being provided.

### **5.9 Expertise and training of staff**

Our SENDCO has a number of years' experience in this role. They are allocated five days a week to manage SEND provision. Our Assistant SENDCO has also had a number of years' experience as SEND TA and 1 year in this new role.

We have one teaching assistants, however; teaching classes are no larger than six pupils and all staff undertake specialist training. In the last academic year, staff have been trained in

- Differentiation
- Emotion Coaching
- Supporting students with emotional trauma
- Mental Health First Aid
- Development of teaching strategies for SEN pupils
- Safeguarding

### **5.10 Securing equipment and facilities**

The school receives funding to respond to the needs of pupils with SEND from a number of sources. A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit), dedicated SEN funding to support the first part of any additional provision, based on general student numbers and Pupil Premium funding for pupils who meet certain eligibility criteria. In addition, for those pupils with the most complex needs, the school may bid for and be allocated Additional Educational Needs funding.

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In class support from teachers
- Small group support from teaching assistants, e.g. nurture groups, literacy and numeracy support
- Specialist support from teachers e.g., 1-1 tuition
- Support from external agencies e.g. access arrangement assessment, speech and language support
- Provision of specialist resources, e.g. assessment software
- CPD relating to SEND for staff
- CAPA have their own minibuss to enable the pupils to go out at least once a week
- Chaselea are developing a garden therapy room (sensory room) to support our students.

### 5.11 Evaluating the effectiveness of SEN provision

CAPA evaluates the effectiveness of provision for pupils with SEN by:

- Scrutiny of planning
- Work sampling on a regular basis
- Reviewing pupils' individual progress towards their targets each term
- Ongoing assessment of progress made by students in specific intervention group
- Reviewing the impact of interventions after a minimum of 2 weeks but on average after 6 weeks
- Using pupil questionnaires and peer dialogue initiated through the junior leadership team
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding termly meetings with parents and pupils on the SEND register
- Holding annual reviews for pupils with statements of SEN or EHC plans
- Classroom observations
- Teacher interviews with the senior leadership team
- Attitude to learning and behaviour records
- Headteacher's report to parents/carers and Governors
- PEPs

### 5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

Any of our extra-curricular activities and school visits are available to all our pupils. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Both the Accessibility Plan and the Equality Policy can be found on the school's website, and a copy can be made available through the school's office.



## 5.13 Support for improving emotional and social development

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

- Pupils with SEND are greeted by a member of staff at the entrance of school and their mental well-being informally assessed
- Pupils with SEN are encouraged to be part of the junior leadership team
- Pupils with SEN are also encouraged to participate in unstructured time activities club to promote teamwork/building friendships etc.
- We have a zero-tolerance approach to bullying.
- Each tutor group has two tutors who are able to do who group activities or 1-1 activities

## 5.14 Working with other agencies

An admission meeting is held as a pupil joins Chaselea where parents/carers will share information about their child and family's support.

Staff observations will be reported to either the Welfare Officer or a member of the senior leadership team who will pass it on to the relevant body.

Close communication is kept with parents or carers.

## 5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's Complaints Policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

## 5.16 Contact details of support services for parents of pupils with SEN

Lichfield and Cannock Locality Office.

The Old Library, Bird Street, Lichfield, WS13 6PN  
01543 512050, [BSSLichfield@staffordshire.gov.uk](mailto:BSSLichfield@staffordshire.gov.uk)

Locality Manager – Helen Wilkinson

Stafford and South Staffs Locality Office

Ground Floor, Staffordshire Place 2, Tipping Street, Stafford, ST16 2DH  
01785 356854, [bsstafford@staffordshire.gov.uk](mailto:bsstafford@staffordshire.gov.uk)

Locality Manager – Vasileios Stamatelatos

## 5.17 Contact details for raising concerns

Parents or carers with concerns can contact the following members of staff:

- Mrs M Harrison, SENDCO; [m.harrison@chaseleapru.staffs.sch.uk](mailto:m.harrison@chaseleapru.staffs.sch.uk), 01543 227095
- Mr P Archer, Headteacher; [headteacher@chaseleapru.staffs.sch.uk](mailto:headteacher@chaseleapru.staffs.sch.uk), 01543 227095

Parents or carers can also use the contact from on the school website, [www.chaselea.co.uk](http://www.chaselea.co.uk)

The school's complaints policy is also available on the website, or by contacting the school office.

## 6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO and Headteacher **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the LAB.

## 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Complaints
- Equality information and objectives
- Supporting pupils with medical conditions