

---

## SEND information report: updated October 2022

This report is written in accordance with regulation 51 and schedule 1 of the Special Educational Needs and Disability Regulations 2014, the Equality Act of 2010 and the SEN Code of Practice 2015, as well as with reference and adherence to other relevant policies and regulations.

---

<p>What types of SEN do we provide for?</p>	<ul style="list-style-type: none"> <li>• Chantry Academy has an inclusive philosophy and a broad SEND provision. You can attend Chantry Academy irrespective of any disability and/or special educational need.</li> <li>• Admission arrangements follow Suffolk LA Policy – individual cases are encouraged to arrange an individual meeting with the SENDCO by calling 01473 687181 or e-mail <a href="mailto:ERuddock@chantryacademy.org">ERuddock@chantryacademy.org</a> or the assistant SENDCO <a href="mailto:clincoln@chantryacademy.org">clincoln@chantryacademy.org</a>.</li> <li>• Should you have a query about admission or transfer arrangements, please contact:             <ul style="list-style-type: none"> <li>○ Admissions, Southern Area Education Officer - Telephone: 0845 600 0981</li> <li>○ <a href="http://www.suffolk.gov.uk/admissionstoschools">http://www.suffolk.gov.uk/admissionstoschools</a></li> </ul> </li> </ul>
<p>How do we identify and assess pupils with SEND?</p>	<p>The academy identifies students with special educational needs prior to their entry or as quickly as possible after their entry or during their time in school. This is carried out in the following ways:</p> <ol style="list-style-type: none"> <li>1. Through information gained during visits by the SENDCO and the Pastoral team/Year managers to the primary feeder schools prior to transfer.</li> <li>2. Using primary school records and Key Stage 2 assessment data.</li> <li>3. Information from parents/carers or agencies working with a child or family (e.g. health professionals, social care, youth support).</li> <li>4. We aim to screen all students on the SEND register early in year 7 for their reading, spelling and receptive language abilities.</li> <li>5. Students complete Cognitive Ability Tests (CAT4) at the beginning of Year 7.</li> <li>6. In the case of students who enter the academy after the beginning of Year 7 - through previous school records and the results of screening tests taken after entry.</li> <li>7. Through diagnostic tests administered by the SENDCO, outside agencies or the specialist dyslexia teacher.</li> <li>8. Using departmental assessments against national achievement criteria.</li> <li>9. When concerns are raised by parents or staff these are investigated either by other internal tests (e.g. Dyslexic tendency testing; Strength and Difficulties Questionnaires - SDQs) or by consultation with an Educational Psychologist, Advisory Teacher or other external agency such as CAMHS. Educational referrals are arranged by the SENDCO or other relevant staff. Medical referrals must be made by a doctor or other medical professional.</li> <li>10. Access Arrangements testing is done for students who may need support in their exams. This takes place at the end of year nine or start of year 10.</li> </ol>
<p>Who is our Special Educational Needs Co-Ordinator and how can they be contacted?</p>	<p>Miss E Ruddock is the SENDCO and Mr C Lincoln is the Assistant SENDCO. They can be contacted via the main school office: telephone 01473 687181 or email</p> <ul style="list-style-type: none"> <li>• <a href="mailto:admin@chantryacademy.org">admin@chantryacademy.org</a></li> <li>• <a href="mailto:ERuddock@chantryacademy.org">ERuddock@chantryacademy.org</a></li> <li>• <a href="mailto:clincoln@chantryacademy.org">clincoln@chantryacademy.org</a></li> </ul>
<p>What is our approach to</p>	<p>The academy recognises that provision for students with special educational needs is the responsibility of the whole academy. All teachers are teachers of students with special educational needs and therefore Quality First Teaching is fundamental to meet these needs.</p>

<p>teaching pupils with SEND?</p>	<p>All students will have individual goals to aim for in each subject. For some students, further interventions will need to be put in place. These will be personalised according to the needs of the student and may be either short or long term – there is no one size fits all.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>In accordance with the Equality Act of 2010 (schedule 10, paragraph 3), we follow an accessibility plan. This is reviewed whenever it is necessary to make amendments due to the individual needs of a student, or annually as appropriate. The aim is that all students with disabilities or special educational needs can access the curriculum, facilities and services provided by the school. At times, due to the health needs and safety of the student, some amendments to the curriculum may have made but the student is still fully included in the learning activity. The accessibility policy can be found on the school website.</p> <p>Provision and interventions used at Chantry Academy include:</p> <p>Communication and Interaction:</p> <ul style="list-style-type: none"> <li>• Speech and Language Support from a LSA and / or therapist</li> <li>• 1:1 mentors or key people</li> <li>• In-class support</li> </ul> <p>Cognition and Learning:</p> <ul style="list-style-type: none"> <li>• Smaller supported teaching groups</li> <li>• Lexia</li> <li>• Catch-up Numeracy and Literacy</li> <li>• Dyslexia support interventions – individual</li> <li>• Rapid Plus reading</li> <li>• Use of ICT/Touch-typing</li> <li>• In-class support</li> </ul> <p>Social, Emotional and Mental Health:</p> <ul style="list-style-type: none"> <li>• Nurture – groups or individual</li> <li>• Resilience / mentoring</li> <li>• Access to a safe place for break and lunchtime</li> <li>• 1:1 mentors or key people</li> <li>• In-class support</li> <li>• Mental Health support as appropriate, offered by Learning Curve, NSFT or other outside agencies</li> <li>• ELSA</li> <li>• Talkabout intervention</li> </ul> <p>Sensory / Physical:</p> <ul style="list-style-type: none"> <li>• Adaptations to the classroom environment, including elephant feet for tables, adjustable height tables in technology rooms, bespoke experiment platform in Science</li> </ul>

	<ul style="list-style-type: none"> <li>• Adaptations to aid fine motor skills, including writing slopes, handwriting pens, use of squared paper and alternately lined paper for handwriting</li> <li>• Touch Typing</li> <li>• In-class support</li> </ul> <p>Provision is constantly being revised, adapted and added to depending on the needs of the students. Referrals can be made to Specialist Educational Services within Suffolk County Council for further support and guidance in any of the four areas of need.</p>
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>All students with SEND at Chantry Academy are fully integrated in all lessons and activities with students who do not have SEND.</p> <p>Occasionally, a student may not be able to access an area of the curriculum. In that case, the subject will be adapted to allow for inclusivity. If an individual student requires more intensive support, withdrawal from other parts of the curriculum is kept to a minimum.</p>
<p>How do we Consult parents of pupils with SEN and involve them in their child's education?</p>	<ul style="list-style-type: none"> <li>• The academy recognises that parents/carers play an active and valued role in their children's education and that they have unique strengths, knowledge and experience to contribute to the shared view of their child's needs and how they are being met.</li> <li>• Parents who have concerns about the learning needs of their children, or about the provision their child is receiving are encouraged to contact the academy at any time via 01473 687181 or the above email addresses.</li> <li>• Parents wishing to see the SENDCO / Asst. SENDCO to discuss their child may make an appointment to do so at any mutually convenient time during the academic year.</li> <li>• The SENDCO will ensure that parents are informed if their child is identified as needing SEN Support and agreement from parents is sought before a student is referred to an outside agency.</li> <li>• Information and feedback resulting from a referral to an outside agency is shared with the parents.</li> <li>• Parents are invited to Review Meetings including Annual Reviews for students with an Education and Health Care Plan (EHCP).</li> </ul>
<p>How do we assess and review pupil's progress towards their outcomes?</p>	<ul style="list-style-type: none"> <li>• Regular feedback from in-class support to the SENDCO regarding student progress.</li> <li>• Regular meetings between the student and SEND staff to discuss progress towards personal targets and any issues.</li> <li>• Regular meetings where school staff scrutinise the data to check the progress of all students and to identify students whose progress is a cause for concern.</li> <li>• Subject reports for every student once per year.</li> <li>• Use of GO4Schools – an online tracking system that parents can access in real-time to check the progress, behaviour and attendance of their child.</li> <li>• Provision Map is used to collate all additional support being accessed by students. Individual plans are made using this tool and these are reviewed every half-term or more frequently as required.</li> </ul>
	<p>The academy acknowledges that the transfer from one school to another as well as from one year or class to another can be very challenging particularly for a student with SEN. For this reason, we have dedicated staff and procedures to support this process:</p>

<p>How do we support pupils moving between different phases of education?</p>	<ul style="list-style-type: none"> <li>• To assist with the transfer from year 6 into year 7, our Head of Year 7 remains constant to enable strong relationships and communication with feeder schools to take place. We also have dedicated pastoral staff who complete transition work including a variety of activities designed to prepare students for the change and includes 'walk-ups' and tours of the school in small groups.</li> <li>• After transfer, our pastoral staff continue to support students in lessons.</li> <li>• In addition, our SENDCO, Safeguarding Leader and EAL leader also visit the primary schools prior to transfer to ensure the necessary exchange of information about students and their needs. Other SEND staff may also have met with specific students prior to their start date.</li> <li>• For students who join the school on a mid-year transfer, our Attendance and Admissions Leader, and/or a Head of Year or Pastoral Manager will meet the student and parent prior to transfer and will discuss with the SENDCO any specific needs that need to be addressed. Should the student transferring also have an EHCP or a high level of additional needs, then the SENDCO may meet them prior to transfer to ensure that appropriate support is planned.</li> <li>• A transition document is provided for all students with SEND to introduce key staff and provide information regarding</li> <li>• For year 11 students a programme of support is organised by our Careers Advisor including lunch-time drop-ins with post-16 providers, support with applications for courses, taster days and events at Suffolk New College and Suffolk One, Work Club, Industry Day and other IAG events. Pastoral Staff also liaise with Specialist Youth Support Workers from the integrated team who may also meet with specified students with SEND to discuss their next steps and may accompany them on visits or interviews to post-16 providers. Annual reviews for students in year 11 with a EHCP also focus on next steps and the SENDCO ensures that a Specialist Youth Support Worker is invited to provide appropriate guidance.</li> <li>• For year 8 &amp; 9 students who are choosing their options for GCSE courses support comes in the form of assemblies, information evenings and discussion with individual teaching staff. Students with SEND can discuss the options process and potential choices with key SEND staff and/or the SENDCO as well as having a 1:1 discussion with a member of the SLG. Again, students with an EHCP will have a Specialist Youth Support Worker invited to attend their Annual Review in year 9 to ensure support for transition is discussed.</li> <li>• Transition between other years and when class changes are deemed necessary is supported by the SEND and Pastoral teams.</li> </ul>
<p>How do we support pupils preparing for adulthood?</p>	<p>Chantry Academy has a VALUED ethos based around developing students who are Versatile, Aspirational, Learned, Understanding, Engaged and Determined. Students regularly focus on these key skills during tutor time and assemblies and are encouraged to demonstrate how their activities both in school, and in their own time, contribute to them being VALUED individuals.</p> <p>Additionally, all staff ensure that students develop a Spiritual, Moral, Social and Cultural understanding and develop an understanding of the British values of Democracy, The Law, Individual Liberty, and Mutual Respect and Tolerance – all of which help prepare all students for adulthood.</p> <p>More specifically in KS4, all students are assisted with the application and interview processes required for both work experience (which all year 11 students complete in September) and post-16 education, training or employment.</p>

<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>All students at the academy are expected to work together and clear expectations and routines are developed and reinforced around the idea that there should be no barriers to learning. Students are therefore frequently reminded that they should be focused on their learning and not creating disruption to learning of others.</p> <ul style="list-style-type: none"> <li>• Every student has the support of their tutor and activities in tutor time are aimed at developing key social skills.</li> <li>• Each year group has access to a team of pastoral staff who are available throughout the day in order to support with issues that may arise.</li> <li>• Some students may need greater support with their emotional and social development and we therefore offer the following on a needs lead basis:             <ul style="list-style-type: none"> <li>○ Nurture group</li> <li>○ Behaviour Support</li> <li>○ 4YP counselling</li> <li>○ Pastoral Support Framework</li> <li>○ Learning Curve Provision</li> <li>○ Withdrawal programmes – bespoke to needs of individuals</li> <li>○ Anger management groups</li> <li>○ Group workshops on social interactions</li> <li>○ Referrals for additional mental health support that are heard at weekly meetings</li> <li>○ ELSA support</li> </ul> </li> </ul>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<ul style="list-style-type: none"> <li>• All staff at the academy engage in regular training sessions when Quality First Teaching is addressed.</li> <li>• The learning support team are engaged in an ongoing development whereby the role of support assistant is developed and shared with the wider staff.</li> <li>• External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy) or to train staff in the use of specific interventions.</li> <li>• Peer support and guidance is available daily for all staff at the academy and some of the best training</li> <li>• Development occurs through professional dialogue with colleagues over the most effective ways of meeting the specific needs of a student.</li> </ul>
<p>How will we secure specialist expertise?</p>	<p>At Chantry Academy we have a highly experienced SENDCO and an Assistant SENDCO. Both have been working with pupils with SEND for several years.</p> <p>We have support staff who specialise in areas such as Dyslexia, ASC and Nurture and who liaise with appropriate outreach services such as the Specialist Educational Services within Suffolk County Council and teachers of the deaf.</p>
<p>How will we secure equipment and facilities to</p>	<ul style="list-style-type: none"> <li>• Chantry Academy is a new purpose-built building which opened in February 2015. It is equipped with accessible toilets/shower rooms and has lifts to enable those with accessibility issues to move between different floors. In addition, the East Wing opened in September 2022 and is also accessible to all students.</li> <li>• Additional funds for supporting students with SEND are provided automatically to the school via the notional SEND needs block which is made up of a variety of grants including Pupil Premium.</li> </ul>

<p>support pupils with SEN?</p>	<ul style="list-style-type: none"> <li>• High Needs Funding can be applied for by the academy when the costs of meeting the needs of an individual student exceed that provided above.</li> </ul>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<ul style="list-style-type: none"> <li>• Outside agencies may be consulted for students identified as having SEND. These include but are not limited to:             <ul style="list-style-type: none"> <li>○ Specialist Educational Services (Suffolk County Council)</li> <li>○ The Educational Psychology service</li> <li>○ Specialist Youth Support Workers</li> <li>○ Social Services</li> <li>○ CAMHS</li> <li>○ Careers advisors</li> <li>○ Local offer brokers.</li> </ul> </li> <li>• Advice may be sought from outside agencies in the early stages of identification of special educational needs in order to prevent the development of more significant needs.</li> <li>• Students with EHCPs may be monitored by outside agencies as appropriate.</li> <li>• The SENDCO will request a statutory assessment by the LA if appropriate.</li> <li>• We have staff trained to complete Common Assessment Frameworks (CAFs) with parents in order to try and enlist the most appropriate support for students and their families.</li> </ul>
<p>How do we evaluate the efficacy of our SEN provision?</p>	<ul style="list-style-type: none"> <li>• Classes are regularly visited by a member of SLG to monitor the quality of learning</li> <li>• Regular feedback from in-class support to the SENDCO regarding student progress.</li> <li>• All interventions are monitored and regularly reviewed to ensure impact is achieved.</li> <li>• Staff use Provision Map to record and review targets which are overseen by the SENDCO and Assistant SENDCO.</li> <li>• Regular meetings between the student and SEND staff to discuss progress towards personal targets and any issues.</li> <li>• Regular contact with parents/carers in order to review progress and through Annual Reviews of students with an EHCP.</li> <li>• External reviews organised by the Trust or through OFSTED inspections will also focus on the quality of provision for students on the SEND register.</li> </ul>
<p>How do we handle complaints from parents of children with SEND about provision made at the school?</p>	<ul style="list-style-type: none"> <li>• At Chantry Academy, we believe it is right that complaints and matters of concern are, as far as possible, dealt with at the local level. We believe that most concerns and/or complaints can and should be resolved satisfactorily by informal discussions either over the telephone or through a meeting involving the key people involved.</li> <li>• Our Complaints Policy also sets out the procedure to be followed when complaints are made about the conduct of the academy or the actions of any member of staff or of the Academy Local Governing Body. This policy is available via the school website <a href="https://www.chantryacademy.org/docs/Policies/Complaints_Policy_January_2019.pdf">https://www.chantryacademy.org/docs/Policies/Complaints_Policy_January_2019.pdf</a></li> </ul>
<p>What support services are available to parents?</p>	<p>At Chantry Academy, we have Year managers and other support staff available should a parent need to talk to somebody in order to seek support. These staff are very experienced and understanding – if they are unable to solve problems, they will be able to signpost parents to other organisations who may be able to provide support.</p>

	<p>For independent support the Special Educational Needs and Disabilities Information Advice and Support Service or SENDIASS (previously Parent Partnership) is a confidential and impartial support and advice service for parents, carers, children and young people (up to 25 years) on issues related to Special Educational Needs and disability.</p> <p>More information about the service can be found at <a href="http://www.suffolk.gov.uk/sendiaas">www.suffolk.gov.uk/sendiaas</a></p>
Where can the LA's local offer be found?	<p>Suffolk's Local Offer can be found via: <a href="https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/home.page">https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/home.page</a></p>