

Special educational needs (SEN) information report

The Old School House



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Established 1987

Approved by:

Sharon English

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website chartwellgroup.org.uk

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

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

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)

	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

We have a small team of diverse, dedicated professionals who work collaboratively to support our students. The team's collective approach is flexible and trauma-informed, focusing on building trust, promoting resilience, and creating an environment where students feel safe and supported.

We have continuous CPD programme in place which is flexible and adaptable to suit the needs of students and staff within our setting.

Our team consists of

Head Teacher, who –

Provides strategic direction, ensuring the school meets its goals and maintains standards.

Oversees curriculum design, staff management, and pupil welfare.

Manages individual education plans IEPs, EHCP and PEPs and ensures students receive appropriate support and that this is child focused where students views and wishes are always taken into consideration.

Learning Support Assistants, who –

Specialise in subjects such as literacy, numeracy, science, and creative arts who adapt lessons to meet SEMH needs. Assess capabilities of individual students and work out an educational pathway that each student will take, all students will work towards AQA unit awards, leading on to functional skills, GCSEs and BTec.

Focus on therapeutic or alternative education approaches, such as trauma-informed practices or outdoor learning.

Work closely with teachers to provide one-on-one or small group support.

Help students overcome barriers to learning, such as emotional or behavioural challenges.

Provide emotional support and help manage behaviour.

Business Manager, who

Handles school operations, communications and school records.

Maintain ICT system ensuring all safeguarding is in place.

Overseeing budgeting, billing etc.

Managing human resources tasks such as training.

Ensuring that school policies are adhered to.

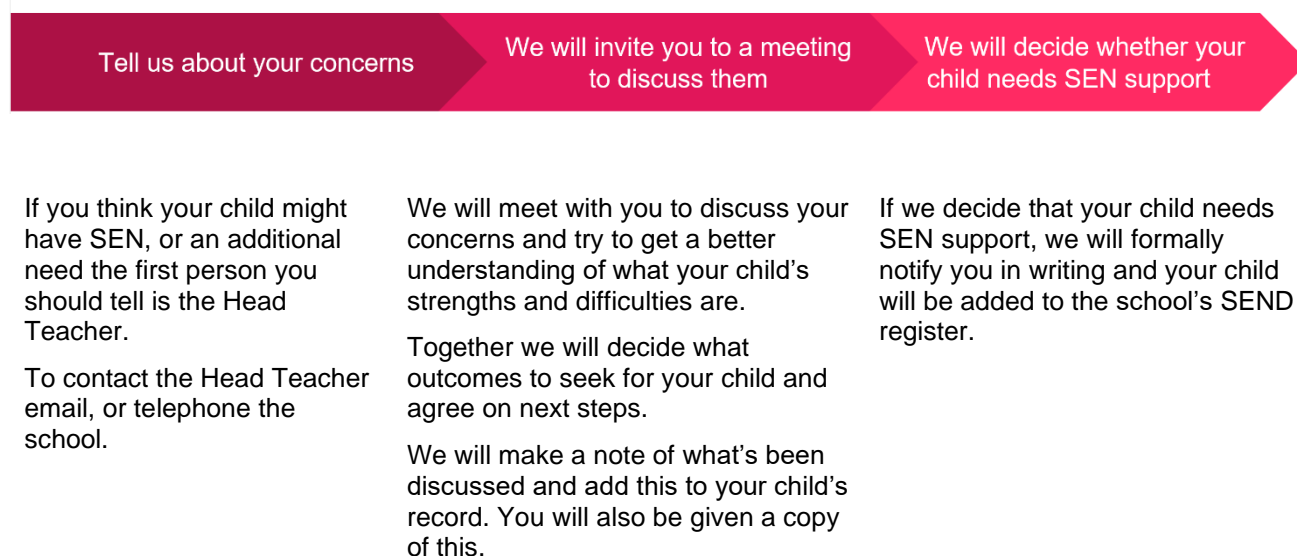
External agencies and experts

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

- Speech and language therapists
- Educational psychologists (via virtual schools)
- Clinical psychologists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services

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

The majority of our students have been through this process, however if you feel that during their time at our school, you have concerns of an additional need the following process can be used.



4. How will the school know if my child needs SEN support?

All our Learning Support Assistants (LSA) are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the LSA notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the LSA'S will talk to the Head Teacher, and will contact you to discuss the possibility that your child has SEN.

The Head Teacher will observe the pupil in the classroom and in social situations to see what their strengths and difficulties are. They will have discussions with the LSA, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

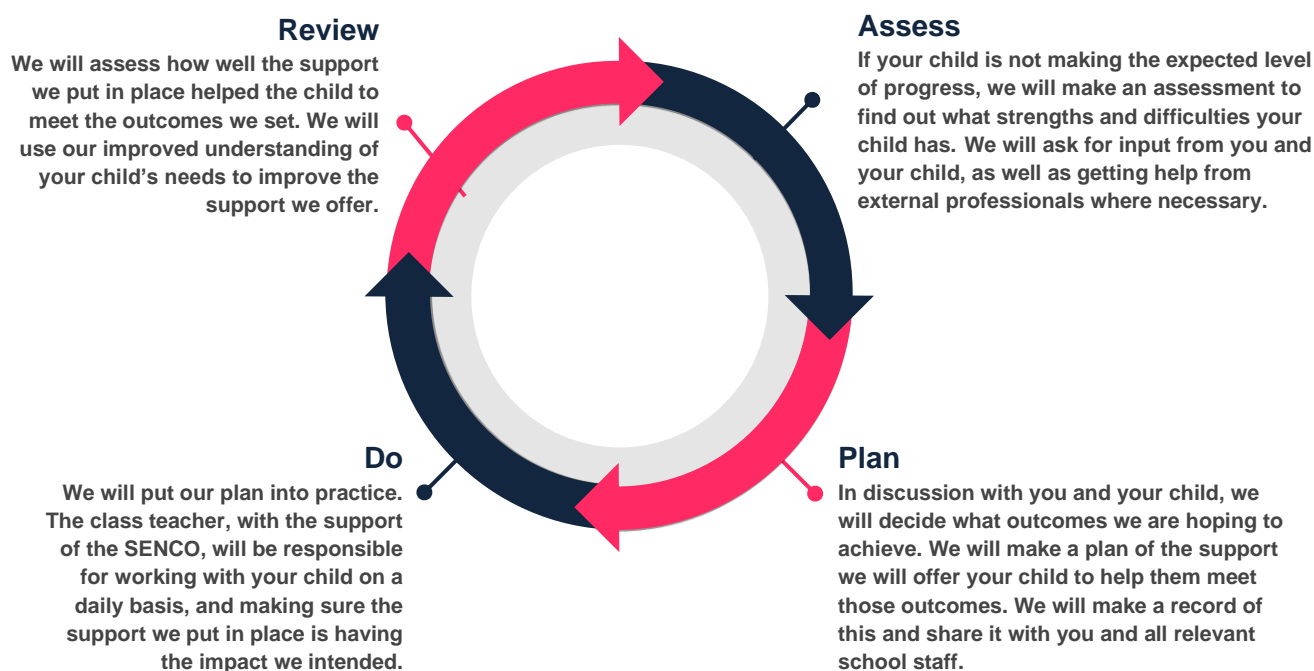
The Head Teacher will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the Head Teacher will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

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

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

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



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

We will provide termly reports on your child's progress.

Your child's LSA and Head Teacher will meet you during the academic year to:

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

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

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

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

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact the Head Teacher via email, telephone or Class Dojo.

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

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

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

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

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

The Head Teacher is responsible and accountable for the progress and development of all the pupils in their class.

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

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Creating a curriculum that ensures sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Tailoring our teaching styles, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- LSAs will support pupils on a 1-to-1 basis as and when needed
- LSAs will support pupils in small groups when needed

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Clear instructions Alternative communication tools Structured social opportunities Sensory friendly environments Calm space Predicable routines Flexible seatings Clear expectations
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Explicit phonics instruction Scaffolded learning Decodable text Audio books Echo reading Assistive technology Keyboard skills Encouraging resilience and effort Numeracy apps and software Real life numeracy

	Moderate learning difficulties	<p>Holistic approach</p> <p>Small steps</p> <p>Repetition and reinforcement</p> <p>Predictable routines</p> <p>Flexible pacing</p> <p>Assistive technology</p> <p>Alternative assessment</p> <p>Emotional regulation skills</p>
Social, emotional and mental health	ADHD, ADD	<p>Holistic approach</p> <p>Small steps</p> <p>Repetition and reinforcement</p> <p>Predictable routines</p> <p>Flexible pacing</p> <p>Assistive technology</p> <p>Alternative assessment</p> <p>Emotional regulation skills</p>
	Adverse childhood experiences and/or mental health issues	<p>Stable relationships</p> <p>Safe environments</p> <p>Trauma-informed care</p> <p>Understanding triggers</p> <p>Teach coping skills</p> <p>Normalise emotions</p> <p>Access to therapy</p> <p>School based support</p> <p>Encourage strengths</p>

Sensory and/or physical	Hearing impairment	Sign language Assisted devices Speech therapy Visual aids Preferential seating Minimise background noise Interactive whiteboards Speech to text apps Collaborative learning Emotional support
	Visual impairment	Braille materials Large print resources Audio resources Accessible technology Preferential seating Lighting adjustments Clear layouts Verbal descriptions Magnification tool Encourage participation
	Multi-sensory impairment	As above
	Physical impairment	Accessible seating Adaptive furniture Clear pathways Modified equipment Assisted devices Flexible pacing Safe transportation Encourage inclusion

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

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

- Reviewing their progress towards their goals each half term
- Reviewing the impact of interventions after 2 weeks
- Using pupil voice

- Monitoring by the Head Teacher
- Using progression maps to measure progress
- Holding an annual review (if they have an education, EHCP)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover all necessary costs where not covered by the local authority.

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

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our school trips.

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

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

- The education team consider the referral paperwork to understand the needs of the young person, as well as matching to other young people currently in school. It is imperative to consider the impact of any potential new placement on other young people as well as considering the training needs and capabilities of the staff team.

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

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

- Pupils with SEN are encouraged to participate in extracurricular activities that are run by LSAs during selected lunchtimes
- All pupils participate in My Happy Mind which is a science backed programme used in our curriculum to empower young people and also educate parents in future proofing their mental health
- We provide extra pastoral support for listening to the views of pupils with SEN as and when this is required
- We have a strong social and emotional ethos and a culture of nurturing all pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying.

15. What support will be available for my child as they prepare for adulthood?

We provide all our pupils with appropriate advice on paths into work, apprenticeships or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

16. What support is in place for looked-after and previously looked-after children with SEN?

The Head Teacher is responsible for ensuring that all LSAs understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

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

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

Complaints about SEN provision in our school should be made to the Head Teacher in the first instance. They will then be referred to the school's complaints policy, which can be found on our website.

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

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

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

You can make a claim about alleged discrimination regarding:

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

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

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

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

To see what support is available to you locally, have a look at your local authority's local offer which will be available on their website.

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are [Cambridgeshire Online | SEND Information Advice and Support Service \(SENDIASS\)](#)

[Peterborough Information Network | SEND Information Advice and Support Service - SENDIASS \(Local Offer\)](#)

National charities that offer information and support to families of children with SEN are:

- [IPSEA](#)
- [SEND family support](#)

[NSPCC](#)

- [Family Action](#)
- [Special Needs Jungle](#)

19. Glossary

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

- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages