

SEN Information Report

June 2025

SENCO: *Helen Drake*

SEND Governor: *David Becker*

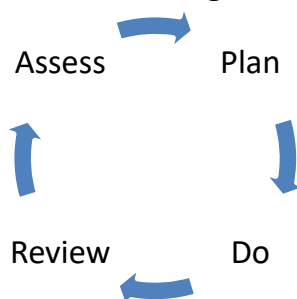
Contact: senco@chantryprimary.org

Local Offer Contribution: <https://localoffer.eastsussex.gov.uk/>

Whole School Approach:

High Quality Teaching, including adaptive strategies and interventions are implemented across the school, and contribute to the provision we offer EVERY child at Chantry. We review and record what we offer through provision mapping, Professional Learning (PLMs), Support Staff Appraisals, and Pupil Progress Meetings with class teachers. These discussions ensure high expectations for Universal Provision and support a differentiated and personalised approach to teaching and learning across the school.

Underpinning ALL provision in school is the **graduated approach** cycle of:



Class teachers are responsible for every child in their care; including those with special educational needs.

Assess:

- Formative assessment takes place throughout lessons to ensure teachers adjust pace and correct misconceptions to support progress and prevent embedding misunderstandings.
- Marking and feedback assess how well children are meeting learning intentions. The majority of this happens during the lesson to ensure the greatest impact.
- Formal assessment takes place 3 times annually to support ongoing teacher assessments and check against age related expectations. Gap analysis is completed against these assessments so interventions can be quickly put into place.
- Further assessments, including for children on the SEND register, take place throughout the year (speech sounds or language needs, physical or sensory needs, or for those who need additional social and emotional support for example).

- When referrals to outside agencies are required they may request assessments to be completed by the school or parents/carers, or meet the child to complete their own assessment (this may be in school or off site).
- Practise for government required (Statutory) assessments (formal data capture) (phonics screening, multiplication tests, SATs for example) take place in specific classes to ensure familiarity with testing formats to reduce anxiety in future tests.
- Please see our Marking and Feedback Policy for further information.

Plan:

- Assessments within the classroom support teachers to identify progress and gaps, and ensure planning is targeted to meet need for all children.
- Those who need additional support in class are planned for by their teacher through High Quality Teaching as part of Universal Provision. This utilises personalised learning and creates effective inclusion. It may include additional support and resources within class, 1:1 or group work, or pre-teaching of language and concepts.
- For those not making progress with Universal Provision in place, Targeted support may be planned. This uses time limited interventions to teach specific skills and concepts. These may be completed by the adults linked to a child's class, additional adults in school, outside agencies or volunteers. A discussion with the SENCO may occur if progress does not increase. The SENCO may then become involved in the planning process, liaising with class adults and sometimes parents/carers. If there are several areas of ongoing need, or progress is limited even after intervention children may be added to the SEN Register for increased monitoring. Children then have an Assess, Plan, Do, Review (ADPR) cycle or an Additional Needs Plan (ANP) in place.
- At Targeted level (and within Universal Provision on occasion) outside agencies may support. This is usually provided through consultation with the school directly working with a child. On occasion, practitioners may work with a child or family to support assessment, with information then fed back to the SENCO and class teacher so they can provide effective provision in school.
- Children requiring support at Enhanced Level are planned for through ANPs, and in some cases EHCPs. Where possible children are involved in this process to ensure they have input into their targets and any interventions or resources they need to succeed. Parents/Carers are involved in this process through meetings with the class teacher, structured conversations or review meetings with the class teacher and SENCO as appropriate. Outside agencies may join these meetings on occasions.
- Children Looked After by the Local Authority (CLA) are planned for through PEP and My Voice Matters (MVM) meetings. Their voice is made clear

through the Pupil Voice tools embedded in PEP paperwork and through support from the social worker, Virtual School and carers.

- Please see our Family Friendly One Page SEND Policy, or full SEND Policy for more detail.
- Support is recorded through Insight by the class teacher at Universal Provision 1, and by the SENCO at Targeted and Enhanced levels.

Do:

- Universal Provision interventions are embedded in class teaching. Some provisions (Nurture or Speech and Language for example) are planned with the SENCO and/or Nurture Lead.
- Interventions, as laid out in **Assess**, are completed in class, 1:1 or in small groups.
- Interventions may be short term (8 – 12 weeks) or long term (therapeutic or sensory and physical need for example).
- Practitioners from outside agencies may attend school to provide training/modelling and resources for school staff. Some group work may still occur. On occasions the practitioner may work directly with a child or family.
- Support activities/resources may be sent to parents/carers for children to receive input from all of their learning environments. These are discussed during review meetings and how the parents can support at home is logged in the paperwork, with actions for the SENCO to provide resources if appropriate.

Review:

- For interventions within Universal Provision, the class teacher and adult leading intervention review progress and next steps. These are added to Insight for tracking and recording of effectiveness. Where relevant they are logged on APDR paperwork.
- For Targeted interventions, the class teacher and adult leading intervention reviews progress and plans next steps. Pupil and parent/carer voice are sought through the review cycle. When relevant this includes the SENCO.
- Review with outside agencies takes place at the end of a piece of work. They may provide opening and closing (and in some cases, interim) reports. This may include parents/carers and relevant adults in school. When this is not possible, feedback is provided directly to the SENCO (and often parents/carers) to be discussed with appropriate adults in school so support is ongoing, adapted, or closed where no longer needed.

- Having consulted with children and parents/carers our provision is based on an agreed outcomes approach.

SEN Needs:

Special Educational Needs are generally thought of in four broad areas:

1. Communication and interaction

- The SEND Code of Practice (p97 – 98) defines this as *“Children and young people with speech, language and communication needs [and] difficulty in communicating with others...The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the aspects...at different times of their lives”*. Children with ASC, including Asperger’s Syndrome and Autism are included in this area.
- Additional support may include: speech sound or language support, small group or 1:1 time limited intervention, alternative spaces (responsive or planned), nurture or social skill support (such as Talkabout and Zones of Regulation), or support from outside agencies.

2. Cognition and learning

- The SEND Code of Practice (p97 – 98) defines this as: *“children and young people [who] learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD)...through to profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD) affect one or more specific aspects of learning*. Children with a range of conditions such as Dyslexia, Dyscalculia and Developmental Coordination Disorder (formally Dyspraxia) are included in this area.
- At Chantry we follow British Psychological Society advice that it is not necessary or effective for children to be assessed for Dyslexia until they are older (Upper KS2 e.g.). Support known to be effective in supporting Dyslexia will be applied if traits are present (buff books and paper, overlays when relevant, not copying from the board or recording unnecessary information for example). All classes use visual timetables, visual and concrete resourcing, and uncluttered buff backgrounds for presentations. Ongoing training is in place to ensure consistency.
- In Reception and year 3, all children are assessed using Languagelink, and the Helen Arkell Spelling Test will be used alongside this to support any children who exhibit Dyslexic Traits. This way targeted intervention can be quickly put in place at the beginning of KS2, allowing us to explore whether difficulties are gaps in knowledge and skills or other challenges such as working memory or processing skill. Dyslexia can then be

assessed further up the school if difficulties are persistent even with support.

- Additional support may include: small group or 1:1 time limited intervention, learning aids and visual resources, reduced load (no expectation of writing the date and learning intention for example), sensory support, and consultation from outside agencies.

3. Social, emotional and mental health

- The SEND Code of Practice (p97 – 98) defines this as: *“children and young people [who] experience a wide range of social and emotional difficulties which manifest themselves in many ways”*. Children with a range of presentations such as withdrawn or isolated [or] displaying challenging, disruptive or disturbing behaviour, disorders such as attention deficit hyperactive disorder or attachment disorder are included in this area.
- Additional support may include: small group or 1:1 intervention, nurture or therapeutic support (Nurture Groups, Music Therapy, Zones of Regulation, alternative spaces and safe adults for example), or support from outside agencies.

4. Sensory and/or physical needs

- The SEND Code of Practice (p97 – 98) defines this as: *“children and young people [who] have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.* Children with vision impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI), some children with a physical disability (PD) who require additional ongoing support and equipment to access all the opportunities available to their peers are included in this area.
- Additional support may include: specialist equipment, additional adult support, additional resources, support from outside agencies, and 1:1 or small group time intervention to ensure gaps are addressed quickly and effectively. Emotional support may also be provided if their need or disability impacts on their ability to manage well in class, or affects social skill development or emotional regulation.

(Reference: SEN Code of Practice, SEND Policy)”

As of June 2025, we have 39 children on the SEND Register (an increase of 6 pupils, 18% from June 2024).

82 pupils (41% of children – 3% increase from June 2024) received additional support from the Nurture Lead for Speech and Language, Jump Ahead, Talkabout, Sensory Circuits, Zones of Regulation and Nurture Groups e.g. – with some children receiving multiple provisions.

Support from other agencies was provided through Play Therapy Approach, Music Therapy, Time to Talk (Years 4 and 5), and TLG Coaching among other interventions.

Class adults and volunteers provide additional support through additional phonics, maths, reading and writing (including motor skills) interventions.

Internal processes for monitoring quality of provision and assessment of need are in place. These include appraisal, observations, learning walks (sometimes with our DCAT Senior Education Lead (SEL)), pupil progress meetings, feedback from outside agencies and the Assess, Plan, Do, Review (APDR) cycle. This cycle includes parent/carer feedback as to children's progress and wellbeing. Pupil Voice is sought through transition, via the review process, as part of monitoring across the school, and through the SEND Review (every two years).

Referrals:

Schools are governed by strict criteria from the agencies that assess (ESCC for EHCNA, Child Development Clinic for Autism, CAMHS for ADHD, CITES for Speech and Language and Occupational Therapy e.g.). Whilst we appreciate it can be frustrating for parents, if level of need observed in school does not meet these thresholds we are unable to refer as they will not be accepted.

Designated Medical Officer guidelines state that GPs have to refer if need is not demonstrated in school as observed in the home setting. This does not require information from the school as education input is sought once the referral has been completed and accepted. Waiting lists are shorter through the Right to Choose Pathway than via school referral: [NHS Right to Choose: for autism and ADHD assessment](#)

Parents have the right to apply for an EHCNA and do not require the school to complete this. Evidence will be sought from the school if an application is accepted. Support for application is available here:

[EHCP: Introduction, Assessment and Process | East Sussex Local Offer](#)

Consulting with children and their parents

Involving parents and learners is central to our approach. This is done through:

Action/Event	Who's involved	Frequency
Parent/Carer Meetings	Class Teacher, Parent/Carers	3 x annually
Review Meetings	Class Teacher (APDR) and/or SENCO (ANP) Parent/Carers, Pupils (if they wish to attend)	3 x annually

CLA children: PEP Meetings	Pupil (if they wish to attend), Carers, Birth Parents (where appropriate), Designated Teacher (SENCO), Social Workers, Virtual School Case Worker, outside agencies (when appropriate).	3 x annually
My Voice Matters Meetings	School are not required to attend MVM Meetings.	
Children with an EHCP: Annual Review Meetings	Pupil, Parents/Carers, SENCO, Class teacher/ 1:1 adult, Local Authority Representative, outside agencies (as appropriate)	1 x annually (EHCP only)
Transfer Reviews		1 x in Years 2, 5 and 6 to support transition
Concerns	Speak to the class teacher initially (See SEND Policy documents) to discuss need, progress and provision in place.	As needed. Parents/ Carers are welcomed in approaching us for clarity, questions or support.
Request for referral for ADHD, Autism or Educational Health Care Needs Assessment (to seek EHCP)	Parent/Carers GP School SENCO	Schools are governed by strict criteria from the agencies that assess (ESCC for EHCNA, Child Development Clinic for Autism, CAMHS for ADHD, CITES for Speech and Language and Occupational Therapy e.g.). Whilst we appreciate it can be frustrating for parents, if level of need observed in school does not meet these thresholds we are unable to refer. Designated Medical Officer guidelines state that GPs have to refer – this does not require a letter from the school as input will be sought once the referral has been

		<p>completed. Waiting lists are shorter through the Right to Choose Pathway than via school referral: NHS Right to Choose: for autism and ADHD assessment</p> <p>Parents have the right to apply for an EHCNA if they feel the level of need is met. Support for this is available here: EHCP: Introduction, Assessment and Process East Sussex Local Offer</p>
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Staff development

We are committed to developing the on-going expertise of our staff. Current expertise in school:

Level (p68-9 SEND Code of Practice)	Training	Adults
Awareness: awareness of the 4 categories of Need, appropriate for all staff who come into contact with children demonstrating relevant need	School led: Behaviour and accurate recording, adaptive teaching, mental health, identifying need, gap analysis and tracking progress Jane Branson: Oracy, Writing Development	All Staff Class Teachers
Enhanced: how to adapt teaching and learning to meet a particular type of SEN, for adults working directly with the child on a regular basis	Educational Psychologist (consultation) CLASS (consultation) Behaviour Support (INCAP, EYS, POD)	Class Adults/SENCO Class Adults/SENCO Targeted Staff
Specialist: in-depth training about a particular type of SEN, for adults who will be advising and supporting others	Mental Health and Emotional Wellbeing Conference Inclusion Conference SEND and Wellbeing Conference CITES (consultation)	SENCO Targeted Staff

	Sensory Service – Visual or Hearing Impairment	
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This year, training has been focused on Mental Health and Wellbeing (training, outside agency support and full time Nurture Lead employment), Phonics development (Read, Write, Inc), Maths, and Oracy and Writing (Language intervention prioritised, training, Jane Branson – specialist in Oracy and impacting on writing). Educational Psychologist time has been bought in for consultation to meet specific need across the school.

Staff deployment

Considerable thought, planning and preparation goes into utilising support staff effectively to ensure children achieve the best outcomes, gain independence and are prepared for life beyond Chantry.

- Chantry has at least one member of support staff per class. We invest in additional support staff to work with classes who have higher levels of need to provide support and intervention.
- Training is prioritised for all staff (including support staff) through twilight sessions, TA Meetings and INSET.
- Support staff allocated to individual children (INAs) with high levels of need. In line with research and specialist advice we reduce this as children develop skills and independence, alongside the ability to manage in classroom environment. This ensures they do not become reliant as this impacts on the ability to achieve well later on.
- Our full time Nurture Lead supports children across the 4 areas of need. Many of these children do not require a level of support appropriate for the SEND Register. They may require “light touch” or short term support – however, this helps prevent escalation into greater levels of difficulty and dysregulation.
- The Nurture Lead has also been heavily employed in classes with a higher level of SEND need, especially where need impacts on the ability to manage well.
- Speech and Language intervention has been prioritised in line with our focus on Oracy, and many children have made significant progress. Communication is statistically an underlying reason for a high percentage of children exhibiting difficult and dangerous behaviours at school age (and impacting on positive outcomes later in life).

Finance

Our notional SEN Budget this year was **£121, 151**. This was allocated to:

- Support staff additional to High Quality Teaching including interventions, Individual Needs Assistants, physical resources and training
- Nurture Lead
- Commissioned external services – Educational Psychology Service, CLASS, Music Therapy, Level 2 Key worker e.g.

- Additional resources including sensory learning aids and equipment, laptops, concrete learning aids (manipulables), personalised learning resources (buff paper, adapted texts)
- Software Licenses such as Speech and LanguageLink
- Training and support for all staff

A full list of the external partners we work with can be found in the Local Offer: <https://localoffer.eastsussex.gov.uk/>. We use an outcomes-based approach, working as a team with outside agencies, which enables us to hold our partners and ourselves to account.

School Partnerships and Transition

We work closely with feeder nurseries to ensure that children coming into our school have the best possible experience and provision in place where required. We talk to parents/carers and local nurseries to provide:

- Clear communication of need
- Clear communication about what we offer and what this looks like in practice
- Services available to parents/carers and the school
- Additional time for transition if required – greater number of visits or initial reduced timetable (shorter days, not reduced number of days) e.g.

For those coming in part way through their education we provide, where relevant:

- Discussion and visit to the school for children and parents/carers
- Meetings with any agencies involved to ensure open dialogue about need and support
- A clear expectation that we will empathetically support them, with high expectations and high support
- Discussions with previous educational settings when they arrive, and future placements when they move on
- Feedback to parents/carers as needed to support transition as required
- Verbal and recorded transfer of any Safeguarding or provision records as appropriate

For those moving onto other settings, either within year groups or at the end of year 6, we:

- Share all relevant paperwork, correspondence and information to the next setting (including Safeguarding)
- Provide detailed SEND and Safeguarding information to ensure the best possible support is in place
- Hold transition meetings (where required)
- Ensure a “good goodbye” for Children Looked After by the Local Authority, or have other vulnerabilities, as they may not have experienced this and change and uncertainty may be a traumatic event for them.

Complaints:

If you feel your child has not been adequately supported with Special Educational Needs or Disabilities following discussion with the class teacher, SENCO and/or Head Teacher please see our Complaints Policy: <http://www.chantry.e-sussex.sch.uk/web/policies/436119>

Challenges this year

Challenges for our school have included:

- Attendance. 62% of our families have less than good attendance. This creates gaps in learning impacting on academic progress, difficulties with learning behaviours and attention maintenance, and relationship difficulties leading to challenges with managing well in class (especially following unstructured times). This can delay SEND identification as needs can be masked or exacerbated by lack of attendance. Referrals can then be problematic due to staff not knowing children well enough to report on need and/or contributing factors.
- For some families, anxiety is high (whether children or parents/carers) which is a barrier to attendance, engagement and progress.
- In classes with high levels of need, additional adults are required to remain to support. This impacts on intervention available outside of class.
- Reduced direct support from outside agencies, alongside higher thresholds for referral, has resulted in a significantly increased workload and financial impact for schools before referral is possible. This is frustrating for parents/carers and can create challenge.
- Families are likely to wait up to 5 years for a diagnosis if referred through school. Whilst at Chantry we meet need not diagnosis, other services may not be accessible until a confirmed diagnosis is in place. This impacts on progress and wellbeing.
- The cost of living crisis impacts on a significant number of our families increasing stress, anxiety and therefore challenge.
- Changes in staffing means additional training is needed to inform and embed consistent practice, rather than consistently moving forward.

This year we have supported, and will continue to address these challenges, through:

- Parent workshops – Maths support and Tricky Mornings.
- Class teachers and members of SLT are available for discussion on the gates, by phone, or via email – we have an open-door policy and seek to support anxieties and difficulties as quickly as possible.
- Our Secretary, Nikki Vaughan, is also our Parent Contact. She is available to discuss any difficulties that arise.
- Our Level 2 Keyworker has provided support through drop ins and phone calls to many parents not directly on her caseload through signposting and an empathetic ear. She has also been available for targeted short term work with families.
- The school provides signposting to CLASS+ (the parenting division of CLASS) and Amaze. There are regular workshops available from the

Family Hub at the Children's Centre in Sidley, and clubs are offered. These are signposted through FaceBook and email.

- We continue to invest in a 5 day a week nurture lead to provide targeted interventions throughout 2025 - 2026.
- Alternative spaces for unstructured times (play and lunch) caters to all areas and levels of need to ensure children feel safe, settled and ready to learn. This has a significant impact on children's relationships and ability to access the classroom after play and in the afternoons.

Further development

Our strategic plans for developing and enhancing SEND provision in our school next year include:

1. Continuing development of Language Skills (Oracy), and training staff to support these effectively through Adaptive Teaching, the school environment, and intervention.
2. Ongoing work building understanding and skills to support the four areas of need, ensuring that effective High Quality Teaching is in place in all classrooms.
3. Continue to provide workshops and opportunities for parents/carers to and receive information from outside experts, staff within school and other parents/carers to develop their child's strengths and support need as their primary educators.
4. Increase all stakeholder's knowledge of and investment in providing the best possible education for all children at Chantry, as well as an understanding of the research and evidence behind our policy and practice.

Relevant school policies underpinning this SEN Information Report include:

5. SEND Policy (whole policy and parent/carer friendly version)
6. Behaviour and Friendship (Anti-Bullying) Policy
7. Equality Policy
8. Accessibility Plan
9. Teaching Learning Policy
10. Feedback and Marking Policy
11. Safeguarding Policy
12. Wellbeing Curriculum Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body:

July 2025