



Levels of Support

A visual representation of our SEND Policy

Wave 1, Every child at Chantry receives:

A One Page Profile:



Children create a one page profile, recording what they feel people appreciate about them, what is important to them and how people can support them as part of their transition. They may seek information from home, from adults in school and/or from peers. They then track this through their time at Chantry.

ALL staff are responsible for Inclusion. Class teachers are responsible for ensuring teaching is adapted to meet need in their class, and for referring to the SENCO if further support is required.



Adaptive Teaching:

Adaptive Teaching is whole-class based and focuses on high-quality support for every pupil. It utilises personalised learning and creates effective inclusion for all children, including those with SEND needs (Learning aids: visual, auditory or interactive/movement based, Pre teaching/additional practise: concepts, vocabulary, methods, or 1:1/small group support e.g.) for needs identified by the class teacher.

Parents and Carers with concerns should speak to the class teacher.



Class teacher considers whether intervention is necessary using assessment and is responsible at this level, with support from the SENCO.

Wave 2

If there isn't good progress with adaptive teaching in place children may require specific, time limited intervention to overcome barriers. Monitoring of progress is increased. "Catch up" to reduce gaps or address misconceptions may be employed. If progress does not accelerate, then children may be discussed with the SENCO. Pupil Progress Meetings (Headteacher, SENCO and Class Teacher) may ascertain they need to be added to the SEND Register. This is "SEN Support" (see Matrix – link below). Parent meetings explore concern and further discussion with the SENCO takes place. This may then become "Targeted Support" (see Matrix). NB: Gaps can arise due to difficulties not related to education - attendance, bereavement, language barriers, medical need e.g. These are not necessarily SEND and children may not be added to the Register. Diagnosis is also not an indicator of need and children are not automatically added to the SEND Register based on this. This follows the legal requirements outlined in the Code of Practice.



Class teacher and/or Parents/Carers, discuss need with the SENCO. SENCO becomes responsible if child is added to the SEND Register. Assess, Plan, Do, Review meetings may take place with the class teacher rather than the SENCO. Additional Needs Plans remain with the SENCO





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Wave 3

On-going, high level support to address SEND (Enhanced Level – See Matrix). The child may receive specialist support from outside agencies. They will have an Additional Needs Plan (ANP). School may consider an Educational Health Needs Assessment (EHCNA) to seek an EHCP (Education Health Care plan). This is weighed against the Threshold laid out by the Local Authority (details available in the Matrix):

The SENCO is directly involved with coordinating provision, providing assessments and liaising with outside agencies.

SENCO ensures an individual record is kept and coordinates ANP. An Education Health Care Needs Assessment (EHCNA) may be requested by the SENCO or parents/carers.

At every stage the pupil and parents/carers are involved with and informed of decision making and support.

East Sussex Matrix Link: <https://www.eastsussexmatrix.co.uk/>

Key Contacts:

SENCO: Helen Drake

SEND Governor: David Becker