



Special Educational Needs Information Report 2025-2026

Document owner:	Vice Principal: Inclusion
Date Approved:	March 2026
Review Date:	December 2026

Approved Signature (Principal):	 Date: 10.03.2026
Approved Signature (Local Governing Board):	 Date: 10.03.2026

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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 <https://www.chichesterfreeschool.org.uk/ofsted-and-policies/>

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
	Physical impairment

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

Our special educational needs co-ordinators, or SENCOs

The school has two SENDCOs.

Mrs Cathryn Halton, primary SENDCO (Year R-Year6). You can contact her via the school office on 01243 792690 or by email at chalton@chichesterfreeschool.org.uk

Mr Phil Fowler, secondary SENDCO (Year 7-Year11). You can contact him via the school office on 01243 792690 or by email at pfowler@chichesterfreeschool.org.uk

They are both qualified teachers and Mr Fowler holds the National Award in Special Educational Needs Co-ordination qualification.

Mrs Cathryn Halton, Vice Principal: Inclusion, oversees Inclusion across both phases. You can contact her via the school office on 01243 792690 or by email at chalton@chichesterfreeschool.org.uk

Class/Subject Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCOs to meet the needs of pupils who have SEN.

Learning Support assistants (LSAs)

We have a team of LSAs, including a higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have a number of teaching assistants who are trained to deliver interventions such as speech and language

In the last academic year, LSAs have been trained in adaptive teaching, zones of regulation, Ordinarily inclusive practice and speech and language strategies.

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
- Occupational therapists
- GPs or paediatricians
- School nurses
- Learning and Behaviour Advisory Team (LBAT)
- Autism and Social communication Team (ASCT)
- Child and adolescent mental health services (CAMHS)
- Social services and other local authority (LA)-provided support services
- Early Help

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

If you are concerned about your child's progress or believe they have a special educational need, this should be first discussed with the class teacher/subject teacher, tutor or Head of Year.

Parents may also contact the Primary SENDCo, Mrs Cathryn Halton, for pupils in Reception to Year 6, Secondary SENDCo, Mr Philip Fowler, for pupils in Years 7-11 or alternatively the Vice Principal – all through Inclusion, Mrs Cathryn Halton, if they feel this is more appropriate.

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher/ subject teacher/ Tutor or Head of Year.

They will pass the message on to our SENCOs, [Mrs Halton if your child is in YR-Y6 or Mr Fowler if your child is in Y7-Y11. here], who will be in touch to discuss your concerns.

You can also contact the SENCO directly. Mrs Angell at chalton@chichesterfreeschool.org.uk

Or Mr Fowler at pfowler@chichesterfreeschool.org.uk

We will meet with you either in person or in an online meeting to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, your child will be added to the school's SEND register.

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

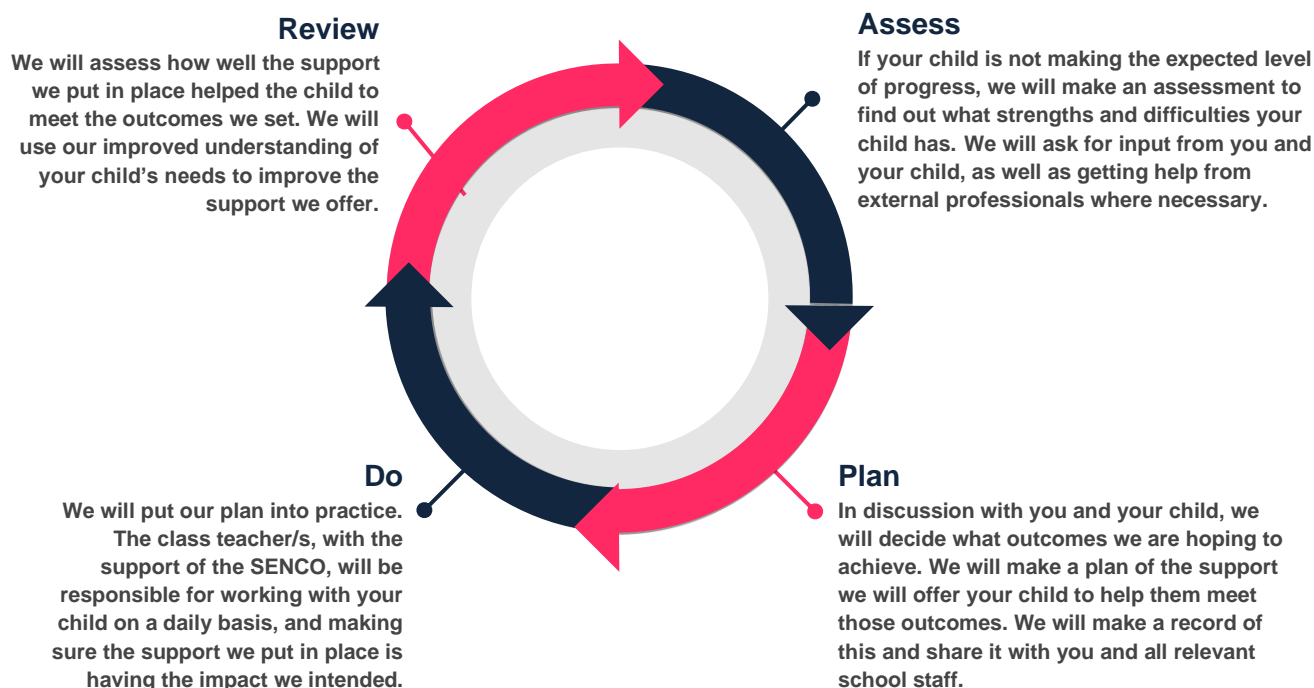
Pupils are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaisons with previous schools or pre-school settings
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Concerns raised by parents/carers
- Liaison with external agencies, e.g. speech and language
- Standardised assessment tools indicating a difficulty/ weakness (e.g. percentile rankings)
- We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).
- We adopt a graduated approach to meeting needs, through quality first teaching; our staff make reasonable adjustments to help include all children, not just those with SEND. We take a holistic school approach to supporting pupils through our strong pastoral care systems.
- When the school identifies the need for additional support, this is discussed with parents/carers and a plan devised of how best to support their child.
- Interventions is one way a school may decide is the best way to support a pupil, this may include working in small groups with adult support or working one to one in a specific area of learning.
- We monitor the impact of interventions through observations, Pupil Progress meetings and by tracking pupil progress.
- Our SENDCos take the lead on interventions, ensuring that there is a clear focus and the Vice Principal: Inclusion supports the evaluation process and shares this information with governors.

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?

All parents are encouraged to contribute to their child's education. This may be through:

- discussions with the class or subject teacher, tutor, primary or secondary SENDCOs, Vice Principal: Inclusion or senior leadership team member.
- during pupil progress consultations
- meetings with support and external agencies.

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 will provide termly reports on your child's progress.

In addition, our school has Parent Ambassadors. All are invited to contact the representatives for these termly meetings to raise issues of concern and to ensure the school provision is responsive to pupil and family needs.

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 2 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
- Discuss their views with a member of staff who can act as a representative during the meeting

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

Your child's teacher/s is/are 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:

- Adapting our teaching, 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.
- Learning support assistants may support pupils in small groups when a gap in their learning is identified.

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 Social stories
	Speech and language difficulties	Speech and language therapy
Cognition and learning		

	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope, laptop, writing pen
Social, emotional and mental health	ADHD, ADD	Quiet workstation
	Adverse childhood experiences and/or mental health issues	Nurture groups Emotional Literacy Support
Sensory and/or physical	Hearing impairment	
	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	
	Physical impairment	

You may also wish to refer to the school’s Learning and Teaching policy and Accessibility policy which can be found here <https://www.chichesterfreeschool.org.uk/ofsted-and-policies/>

These interventions are part of our contribution to the West Sussex local offer.

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 term
- Reviewing the impact of interventions after 6 weeks or termly
- Monitoring by the SENCO
- Holding an annual review (if they have an education, health and care (EHC) plan)

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

- The class/ subject teacher, alongside the SENDCOs, will discuss a pupil’s needs and what support will be appropriate.
- Pupils with SEND will have access to the appropriate resources needed in order to help them make progress.
- The Vice Principal: Inclusion reports to the Executive Principal and Governors regularly to inform them about the progress of pupils with SEND and how resources are being used.
- The governors agree and approve priorities for spending within the SEND budget, including Pupil Premium, with the overall aim that all pupils receive the support they need in order to make progress. This will include resourcing appropriate equipment and facilities.
- Access arrangements that can be put in to place for end of key stage tests will be discussed and agreed by our Executive Principal, class/ subject teachers, Assessment Coordinator and Inclusion Team. This is formally recorded.

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

- Extra equipment or facilities
- More Learning support 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 as well as discussing this need with the Executive Principal who oversees the budget.

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, including our before and after-school clubs.

We have an Educational Visits Co-ordinator, Mr Rob Angell, who oversees all risk assessments for school trips

All pupils are encouraged to go on our school trips, including our residential trips.

Risk assessments are carried out and procedures are put in place to enable all children to participate.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity. However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

Break times can be challenging for some children and support and/or alternative arrangements may be needed to make these times successful. Each pupil's needs will be considered on an individual basis.

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

Applying for a Place CFS will be part of the local authority's coordinated admissions. This requires parents to complete a Common Application form, which will be provided by the local authority. Copies of the form are available from West Sussex County Council or online at www.westsussex.gov.uk

CFS's Admissions Committee will consider all applications for places at the School, regardless of SEN need. Where fewer than the published admission number(s) for the relevant year groups are received, CFS will offer places to all those who have applied.

The School will provide for the admission of all children in the September following their fourth birthday. In addition, parents can; a) request that the date their child is admitted to school is deferred until later in the academic year or until the term in which the child reaches compulsory school age; and b) request that their child takes up the place part-time until the child reaches compulsory school age.

If your child has an Education and Health Care Plan (EHCP) and wish them to join CFS, you will need to discuss your choice of school with your planning coordinator from West Sussex's Special Educational Needs Assessment Team (SENAT). They will then consult with us formally through a Governor's consultation where the school has the opportunity to view your child's EHCP and respond to whether or not they are able to meet your child's needs.

CFS will admit any pupil with an Educational Health Care Plan (EHCP) where CFS is named on the EHCP.

13. How does the school support pupils with disabilities?

Our School has an Accessibility Plan which is reviewed regularly. Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

As a school we are happy to discuss individual access requirements.

Disabled parking bays marked and located next to the pupil entrance.

Accessible toilet facilities are available on all floors within our school.

A lift is available to access all floors, one in the primary phase and one in the secondary phase of the school.

If a pupil has a medical need then a detailed Individual Health and Care Plan is compiled by our Medical Officer or relevant nursing team and in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.

Parents need to contact the school office if prescribed medicine is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the pupil's name and administration information clearly shown. A form must be completed by the parent/ carer and medicines handed in to and collected from the school office.

- Where necessary, and in agreement with parent/carers, paracetamol and/or ibuprofen can be administered in school.
- Staff receive annual training on asthma and allergic reactions including using an epipen. Training on other health issues is obtained as the need arises.
- There are several staff members that have basic first aid training and a number of staff that have more intensive First Aid Training.

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

Safeguarding our pupils is the top priority at CFS and it is the responsibility of everyone. Our Designated Safeguarding Lead (DSL) is the Vice Principal for Inclusion, Mrs Cathryn Halton, who has the strategic lead and oversees safeguarding in the Primary phase. and Mrs Alanya Russell, DSL oversees safeguarding in the secondary phase. There are also 8 Deputy DSLs, Mr Lee Hardwick, Mr Nick Elliman, Mrs Stacey Stanley, Mrs Laura Ashcroft, Mrs Louise Ireland, Mrs Hannah Prior, Mrs Vicky Wade and Mrs Green.

All our staff provide a high standard of pastoral, social and emotional support for pupils.

The class/ subject teacher and Tutor has overall responsibility for the pastoral, medical, social and emotional care of every child in their class.

An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.

The school has a Nurture Unit and an Emotional Literacy Support Assistant (ELSA) which is available for pupils to discuss issues and concerns and offer more intensive support, primarily aimed at KS1 and KS2 pupils. There is also a Primary Pastoral and behaviour officer, Mrs Hannah Prior.

The school has a strong Pastoral team, including Heads of Year and Assistant Heads of Year, who are experienced in dealing with a range of social, emotional and behavioural needs for KS3 and KS4 pupils.

The school has access to a councillor for KS3 and KS4 pupils, parents have the opportunity to fund sessions for their child.

Behaviour and Inclusion Support:

The school's Behaviour Policy is available on the school website.

If the pupil has significant behaviour difficulties a plan is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour. The school may request further advice from the Learning and Behaviour Advisory Team and West Sussex Alternative Provision College, with parental agreement.

The school has an attendance policy. Attendance of every pupil is monitored daily by the school. Lateness and absences are recorded and reported to the Executive Principal and discussed with parents/carers if this becomes a concern. If attendance becomes a concern the school is able to support parents/carers in making contact with other agencies who can provide appropriate support.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years (In Primary)

To help pupils with SEN be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed, the primary SENCO will attend as appropriate.
- Schedule lessons with the incoming teacher towards the end of the summer term

Between schools

Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- When you apply for a place for your child at the school, we encourage you to share your concerns about your child's special educational needs or pass on information about any specialist support or agencies already working with you.
- Discussions between the previous or receiving schools prior to the pupil joining/leaving.
- For pupils starting in Reception, the Reception Class teachers meet with staff from pre-school settings in the summer term. The class teachers then make a home visit with the class learning support assistant to discuss the pupil with parents/ carers.
- For pupils starting in Year 7 there is a transition day arranged in the summer term where pupils are invited to our school to meet with their tutors and different members of staff.
- Additional visits are also arranged for pupils who need extra time in their new school.
- Secondary school staff endeavor to visit as many pupils in Year 6 in their current setting as possible. They talk to the pupil and liaise with a member of staff from the setting.
- Mrs Halton, Vice Principal: Inclusion, or Mr Fowler, Secondary SENDCO, will liaise with the SENDCOs from the pupil's current setting to discuss information regarding SEN pupils.
- Where a pupil may have more specialist needs, a separate meeting may be arranged with the SENDCO of the pupil's current school, with the parents/carers and where appropriate the pupil.
- If your child moves to another setting, the relevant staff will pass on information and ensure that transition arrangements are in place.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.

- The school adheres to the guidance in Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff April 2014 <http://preview.tinyurl.com/mn5muuo>. This places a duty on schools to secure independent careers guidance for all Y7-Y11 pupils. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.

Moving to adulthood

Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. <https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer published by the local authority which sets out details of SEN provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.

Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.

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

Mr Fowler is our designated teacher for pupils in Y7-11 and Mrs Halton is the designated teacher for pupils in YR-Y6 who will make sure that all teachers 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?

Concerns about SEN provision in our school should be made to the class teacher/ subject teacher in the first instance. We would hope that most complaints would be resolved at this stage. If you are not satisfied with the response then we would encourage you to contact the SENCo for the appropriate phase of the school.

If a child is in the primary phase of the school you can contact the primary SENDCO.

The Primary SENDCO is Mrs Cathryn Halton. She can be contacted by email on: chalton@chichesterfreeschool.org.uk

If a child is in the secondary phase of the school you can contact the secondary SENDCO.

The Secondary SENDCO is Mr Philip Fowler. He can be contacted by email on: pfowler@chichesterfreeschool.org.uk

Mrs Halton, Vice Principal: Inclusion, oversees Inclusion across the school and can be contacted by email on: chalton@chichesterfreeschool.org.uk

If you wish to make a formal complaint regarding your child's SEN support, you can refer to the school's complaints policy which can be found here <https://www.chichesterfreeschool.org.uk/ofsted-and-policies/>

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 West Sussex County Council's Local Offer, outlining services available for children and young people who have SEND, which can be found at <https://westsussex.local-offer.org>

West Sussex SEND Information, Advice and Support Service (SENDIAS) advises parents/ carers on all aspects of special educational needs and getting support for pupils in school. <https://westsussex.local-offer.org/services/7>

Other organisations that offer information and support to families of children with SEN are:

West Sussex Parent Carer Forum <http://www.wspcf.org.uk>

- Novio which offers advice and events for parents with pupils with SEND at <http://www.noviosupport.org/>

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
- › **Differentiation** – 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
- › **SENCO** – the special educational needs co-ordinator
- › **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