

Special Educational Needs Information Report

Name	Chichester Free School
Type	Mainstream- Free school
Provision	FS2, KS1, KS2, KS3, KS4 and KS5
Website	Chichesterfreeschool.org.uk
Contact details	Chichester Free School Hunston Road Chichester PO201NP office@chichesterfreeschool.org.uk

Aims of our provision in regards to pupils with special educational needs and/or disability

At Chichester Free School we aim:

- to ensure the early identification of all pupils with special educational needs.
- to address identified special educational needs effectively using all the resources available to the school.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction,
 2. Cognition and learning,
 3. Social, mental and emotional health,
 4. Sensory/physical.
- to ensure that pupils with special educational needs have full access to a broad, balanced and creative education, in order that their experience of learning is equally enjoyable and exciting
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>



- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

“All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Every school is required to use their best endeavours to make sure that a child with SEN gets the support they need, this means doing everything they can to meet children and young people’s SEN.”

(SEND Code of Practice 0-25 years)

What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

Children have **special educational needs** if they have a learning difficulty or disability which calls for special educational provision to be made for them. Children have a learning difficulty or disability if they:-

- (a) Have a significantly greater difficulty in learning than the majority of the children of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

• **Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

The kinds of special educational needs (SEN) for which provision is made at the school

All children with Special Educational Needs will be welcomed at Chichester Free School, subject to our normal admissions criteria, to be found in the Admissions Policy.

All children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

- For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
 - it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or the attendance of the child or young person there would be incompatible with the efficient
 - education of others, or the efficient use of resources.
- Before making the decision to name our school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

How does our school know if children need extra help?

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)

What should a parent do if it thinks their child may have special educational needs?

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 or house tutor.



- Parents may also contact the Inclusion Leads or the Assistant Head-Inclusion if they feel this is more appropriate.

How will the school support a child with SEND?

- All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners.
- The class teacher or subject teacher will oversee, plan and work with each pupil with SEND in their class to ensure that appropriate progress is made in every area.
- Our Inclusion Leads will oversee the progress of any pupil identified as having SEND
- The class teacher/ subject teacher will meet with you formally during Pupil Progress Consultations in order to discuss your child's progress and the support they are receiving.
- Class/ Subject teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please contact them directly to arrange this.
- An appointment can be made with one of the Inclusion Leads to discuss support in more detail if required.

How will the curriculum be matched to each child's needs?

- Our school strives to provide an engaging and exciting curriculum for all children. Teachers will plan for a variety of needs in the classroom providing appropriate task and achievable outcomes (Please see our Teaching and Learning Policy).
- All learning activities within class are planned and differentiated at an appropriate level, so that all pupils are able to access learning according to their specific need.
- In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help.

How will parents know how their child is doing?

- You will be able to discuss your child's progress at Pupil Progress consultations.
- You will receive a progress report for your child each term.
- If you have more specific questions then Class and Subject teachers, House Tutors and the inclusion Leads can be contacted by email.

How will parents be helped to support their child's learning?

- The Class or Subject Teachers may suggest ways of how you can support your child.



- Mrs Halton (Assistant Head- Secondary Inclusion), Mr Fowler (Secondary Inclusion Lead), Mrs Powell (Primary Inclusion Lead) and Mrs Baker (Assessment Coordinator) may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behavioural/ emotional needs.

- If outside agencies have been involved, suggestions and programmes of study are normally suggested that can be used at home.

What support will there be for children overall well-being?

The school offers a variety 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.
- The school has a Pastoral team, including Heads of Year and Pastoral officers, who are experienced in dealing with a range of social, emotional and behavioural needs for KS3, KS4 and KS5 students.
- The school has a councillor for KS3 and 4 pupils, pupils are referred by the Pastoral team.
- The school has a Learning Mentor, who supports KS3 and KS4 pupils who are experiencing difficulties within school.

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 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.

Pupils with medical needs

- If a pupil has a medical need then a detailed 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.

What specialist services are available at the school?

At times it may be necessary to consult with outside agencies to receive more specialist advice. The agencies used by the school include:

- * Speech and Language Therapy
- * Hearing Impairment Team
- * Visual Impairment Team
- * Education Psychology
- * Occupational Therapy Service
- * Child and Adolescent Mental Health Service (CAMHS)
- * Early Help
- * School nurse
- * Social workers
- * Learning and Behaviour Advisory Team (LBAT)
- * Autism and Social Communication Team (ASCT)

The school will not make a referral to any agency before obtaining consent from the parent/carer.

What training do the staff supporting children and young people with SEND undertake?

• Training is seen as a very important for all staff working with children with SEND. Recent training for individual staff members has included:

- * supporting pupils with Physical and coordination difficulties
- * using braille
- * supporting pupils with speech and Language difficulties.
- * How to support pupils on the autistic spectrum
- * Team Teach/ De-escalation training
- * Clicker 7

• The SENCOs of each school within the Chichester Locality meet together each term to share good practice.

• The school has regular visits from outside agencies who provide advice to staff support the success and progress of individual pupils.

• The NHS Speech Language Therapist visits annually to assess and plan support for targeted pupils. These programmes are then delivered by a trained Teaching Assistant.

• The Education Psychologist visits annually to assess and plan support for targeted pupils.

• LBAT and ASCT provide termly consultations and enhanced consultations for individual pupils as appropriate.

How will my child be included in activities outside the classroom including school trips?

• Activities and school trips are available to all.

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

• 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.

How accessible is the school environment?



- 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 school reception.

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

- A lift is available to access all floors.

How will the school prepare/support my child when joining or transferring to a new school?

- 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 teaching 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 endeavour 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, Assistant Head-Inclusion, will liaise with the SENCOs from the pupil's current setting to discuss information regarding SEN pupils.

- Where a pupil may have more specialised needs, a separate meeting may be arranged with the SENCO 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 Y8-13 pupils. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- 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.

How are the school's resources allocated and matched to children's special educational needs? How is the decision made about how much support each child will receive?

- The class/ subject teacher, alongside the Inclusion Leads, 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 Assistant Head-secondary Inclusion reports to the 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 Principal, class/ subject teachers, Assessment Coordinator and Inclusion Team. This is formally recorded.

How will I be involved in discussions about and planning for 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, Assistant Head- secondary Inclusion, primary/ Secondary inclusion Leads or senior leadership team member
 - during pupil progress consultations
 - meetings with support and external agencies.
- In addition, our school has a forum for parents and carers. 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.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's educational needs the first point of contact should be your child's class teacher or relevant subject teacher.

If a child is in the primary phase of the school you can contact the primary Inclusion Lead. The Primary Inclusion Lead is Mrs Jessica Powell. She can be contacted by email on: jpowell@chichesterfreeschool.org.uk

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

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

The Assistant Head -Secondary Inclusion is Mrs Cathryn Halton. She can be contacted by email on: chalton@chichesterfreeschool.org.uk

The Head of Primary is Mr Luke Hanna. He can be contacted by email on: lhanna@chichesterfreeschool.org.uk

The principal is Mrs Louise New, she can be contacted by email on principal@chichesterfreeschool.org.uk or by telephoning the school office on 01243 792690.

Support services for parents of pupils with SEN include:

- West Sussex County Council's Local Offer, outlining services available for children and young people who have SEND, 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>



- Contact the Independent Parental Special Education Advice (IPSEA) on www.ipsea.org.uk
- Contact West Sussex Parent Carer Forum <http://www.wspcf.org.uk>
- Look on the Novio Website for advice and events for parents with pupils with SEND at <http://www.noviosupport.org/>

Information on where the Local Authority's Local Offer can be found.

<https://westsussex.local-offer.org>

References

The SEND Code of Practice (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations <http://preview.tinyurl.com/nenth62>

Supporting pupils at school with medical conditions Sept 2014.

<http://preview.tinyurl.com/nrv8wxy>

SE7 Local Offer: Framework and Guidance. <http://preview.tinyurl.com/otma4gj>

Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice <http://preview.tinyurl.com/nenth62>