



## SEN INFORMATION REPORT

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## VISION AND ETHOS

Chichester Free School will:

- **Nurture** children in a safe, happy and caring environment where every child will be known, positive behaviour is rewarded and there will be a strong sense of community between child, home, school and community.
- **Challenge** children to recognise and respect one another so we all may learn and grow together. Our curriculum, including the extended day provision, will stimulate and challenge every individual, inspiring a passion for learning. Such challenge requires courage on the part of all members of our community.
- **Inspire** children towards the highest standards of behaviour as the foundation for individual success and a culture of well-being, warmth and exciting futures. We will inspire confident, happy, creative and articulate young people who will emerge with a clear vision for their future.

Chichester Free School's pastoral care is based on the four Cardinal Virtues of Wisdom, Temperance, Justice and Courage:

- **Wisdom** – The wisdom to recognise the importance of context, history, circumstance and intention in every act. We wish to create a culture where the contexts and circumstances of everyday life enable all members of our community to intend excellence in behaviour and achievement. The wisdom to praise effort as much as achievement and to choose well now, even when this is the harder path.
- **Temperance** – To seek self-control so all members of the community act thoughtfully, internalising self-regulation, rather than giving in to impulse or always relying on others to set boundaries. We will be modest in asserting our own rights, prudent in exercising our energies, resilient when faced with difficulty, demonstrating humility and forgiveness in our dealings with others.
- **Justice** – To act fairly, finding evidence first, not fault. To recognise that behaviour is an act carried out by a person. Whether rewarding or punishing, we seek to build the character of the individual and the school through the just actions we take in response. We will listen proactively to all members of the community to form the just culture of the school. To demonstrate justice every day in the respect we show for all members of the community and beyond, and for the material fabric of the school.
- **Courage** – The courage to do what is right when doing what is right is hard, to challenge poor behaviour, speak up for minority groups, or those who are being mistreated and the courage to seize opportunities despite what others might think.

## Special Educational Needs Information Report

Name	Chichester Free School
Type	Mainstream - Free school
Provision	FS2, KS1, KS2, KS3 and KS4
Website	Chichesterfreeschool.org.uk
Contact details	Chichester Free School The Courtyard Vinnetrow Business Park Vinnetrow Road Chichester PO20 1QH office@chichesterfreeschool.org.uk

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

At Chichester Free School we recognise that we need to consider the individual needs of pupils when planning our curriculum. We will provide a curriculum which is accessible to the individual needs of our pupils. We also recognise that some pupils will need additional support to access the whole curriculum. We will ensure that the needs of the pupils are identified and assessed and we will provide appropriate support strategies. If additional specialist advice and support is necessary we will contact the appropriate agencies, with parental/ carer consent. Therefore the aims of our policy and practice in relation to special educational need and disability in this school are:

- to ensure the early identification of all pupils with special educational needs.
- to ensure all pupils receive an education that enables them to make progress so that they:
  - 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
- 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 ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- 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.

## 2) 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.

## 3) The kinds of special educational needs (SEN) for which provision is made at the school (Schedule 1: point 1)

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 it they consider that their child's needs can be better met in specialist provision.

#### 4) **How does our school know if children need extra help?**

At Chichester Free School, we know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
  - Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
  - Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
  - Observation of the pupil indicates that they have additional needs
- High quality teaching that is differentiated and personalised will meet the individual needs of the majority of pupils. Some pupils need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. Schools must use their best endeavours to ensure that such provision is made for those who need it. Special educational provision is underpinned by high quality teaching.
- If a child is considered to have a Special Educational Need, we will make reasonable adjustments to teaching so that the child will be able to fully access the Early Years Foundation Stage or National Curriculum. We will inform the parents/carers of our concerns and will always require the consent from their parents or carers to access any additional advice or support from an outside agency.
- At Chichester Free School we aim to identify need at the earliest point and make effective provision in order to improve the long-term outcomes for the pupil.
- All pupils joining the school at the two main points of transfer, Reception and Year 7, as well as those entering at other points are assessed on entry. Chichester free school uses the PIPS, MidYIS and Incas

baseline assessments from the University of Durham. Any areas for concern are considered thoroughly and relevant additional assessment, support or intervention will be put into place if deemed necessary.

- The data from these tests, the information provided at the point of transition from the feeder setting or school, a consideration of quality of the pupil's work and views of teachers and parents is used to identify whether a pupil has special educational needs. This informs the decision making process and helps identify the next steps in learning for the pupil and determines whether a pupil should have further assessment, additional support or intervention. Those pupils who join the school with a statement of special educational need or an Education and Health Care Plan will have their needs met as required.

- Monitoring the progress of pupils with different learning abilities will be the same as for every other pupil.

- For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. The Chichester Free School's systems for target setting and assessing progress in all areas of the curriculum together with data analysis and monitoring by the SENCo and Leadership Team helps identify those falling below expected levels of attainment and achievement and their progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

- Slow progress and low attainment do not necessarily mean that a child has special educational needs and does not automatically lead to a pupil being recorded as having special educational needs. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it is not assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

- Consideration is also made of the progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

- Persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil has special educational needs. Where there are concerns, there is an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.

- By working closely with both the pupils and parents/ carers we are alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having special educational needs but it can have an impact on well-being and sometimes this can be severe. Pupils have access to our Nurture Unit and aim to support the pupil and family in order to prevent problems escalating.

- Teachers, both class and subject specialists, can also make referrals to the Special Educational Needs Coordinator (SENCo) if they have concerns about a pupil's ability or progress in a specific area of their learning. At Chichester Free School we will keep parents and carers informed of any concerns that we may have about their child. Equally we recognise parents know their children best and it is important that we listen and understand when parents express concerns about their child's development. We also listen to and address any concerns raised by pupils themselves.
- The outcomes we expect for pupils with SEN will be in accordance with their individual abilities and the high expectations of the school for each pupil to reach their full potential. This information will inform any changes to provision as well as whether or not they remain on the special educational needs register.
- Identifying and assessing special educational needs for pupils whose first language is not English requires particular care. At Chichester Free School we look carefully at all aspects of a pupil's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from special educational needs or a disability.
- Difficulties related solely to limitations in English as an additional language are not deemed as special educational needs.
- These four broad areas give an overview of the range of needs that are planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, pupils often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of special educational needs, and pupils with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. It may be necessary for an outside agency to complete a detailed assessment of need to ensure that the full range of a pupil's needs is identified, not simply the primary need. The support provided to an individual is always based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

### **Broad areas of need:**

#### **Communication and interaction**

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. 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 different aspects of speech, language or social communication at different times of their lives.

Pupils with ASC (Autistic Spectrum Condition), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

#### **Cognition and learning**

Support for learning difficulties may be required when pupils 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), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

Pupils may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

### **Sensory and/or physical needs**

Some pupils require special educational provision because they 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. Many pupils with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Pupils with an MSI have a combination of vision and hearing difficulties.

Some pupils with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have special educational needs. Additional intervention and support does not compensate for a lack of good quality teaching. At Chichester Free School we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the special educational needs most frequently encountered.

#### **5) 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 SENCo or the Principle directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

#### **6) 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 quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

1. classroom observation by the senior leadership team, heads of department, subject leaders the SENCo and external verifiers,
2. ongoing assessment of progress made by pupils with SEND,
3. work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
4. teacher meetings to provide advice and guidance on meeting the needs of pupils with SEND, these may involve the SENCO,
6. attendance and behaviour records.

- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

- All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Parents' Evenings.

- Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.

- Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require special educational needs support and their partnership sought in order to improve attainments.

- Where a pupil is identified as having SEN, we take action to remove barriers to learning and put effective special educational provision in place. This SEN support is in the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of pupils. The four part cycle consists of the following:

#### **Assess**

Data on the pupil held by the school will be collated by the class/subject teacher/SENCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

### **Plan**

If review of the action taken indicates that “additional to and different from” support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.

### **Do**

SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

### **Review**

Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services
2. Specialists in other schools e.g. teaching schools, special schools.
3. Social Services
4. Health partners such as School Nurse and Child & Adolescent Mental Health Service N.B.

• For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

## **7) How will the curriculum be matched to each child's needs?**

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.



- These adaptations may include strategies suggested by the Special Educational Needs Coordinator (SENCO) and/or external specialists.

- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

**8) How will parents know how their child is doing?**

- You will be able to discuss your child's progress at Parent's Evenings.

- You will receive a progress report for your child each half term.

- If you have more specific questions than Class and Subject teachers, House Tutors and the SENCO can be contacted by email. Appointments can be made to speak in more detail to the relevant teacher or SENCO by contacting them via email or through the school office at [office@chichesterfreeschool.org.uk](mailto:office@chichesterfreeschool.org.uk)

**9) 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 (SENCO), Mrs Baker (SENCO), Mrs Williams (Head of secondary) and Mrs Thompson (assistant head for primary) 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.

- Please look at the school website. It can be found at [chichesterfreeschool.org.uk](http://chichesterfreeschool.org.uk) and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.

- In addition, the termly newsletter includes a section that identifies local learning opportunities. In primary, there is a weekly newsletter detailing the learning of each class.

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

- The school offers a variety of pastoral support for pupils. This includes:

- 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.

- Members of staff, such as the class teacher, house tutor, pastoral team and SENCO are readily available for pupils who wish to discuss issues and concerns.



- The school has a Nurture Unit and a Learning Support Assistant (LSA) is available for pupils to discuss issues and concerns with and offer more intensive support, primarily aimed at KS3 and KS4 pupils.
- Activities are available for children who find lunchtimes more challenging.
- Pastoral Support is used in a variety of ways such as ‘finding a buddy’ to help a child to feel more confident coming into school or Seeking the advice and support from a Family Therapist.
- The school nurse visits once a month and pupils can drop in to speak to her.
- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.
- The school has completed the Anti-bullying Pledge and is audited annually for its provision in regard to ensuring pupils safety by external agencies.

#### 11) Pupils with medical needs (Statutory duty under the Children and Families Act)

- If a pupil has a medical need then a detailed Care Plan is compiled by one of our pupil services staff members or relevant nursing team and in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.
- Staff receive annual training on asthma and allergic reactions including using an epipen. Training on other health issues is obtained as the need arises.
- Where necessary, and in agreement with parent/carers, medicines are administered in school where a signed medicine consent form is in place to ensure the safety of both the pupil and member of staff administering the medicine.
- All staff have basic first aid training and there are named members of staff that have more intensive First Aid Training.

#### 12) 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)
- \* Play Therapist
- \* Family Therapist
- \* School nurse and Community Paediatrician (Child Development Centre)
- \* Education Welfare Officer



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

**13) 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.

\*makaton training

\*differentiation

\* how to support pupils with dyslexia and literacy difficulties

\* How to support pupils on the autistic spectrum

• 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.

**14) 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.

**15) How accessible is the school environment?**

• As a school we are happy to discuss individual access requirements. The school currently occupies two temporary sites where all rooms are on one level. The primary pupils are based at the North Bersted site and the secondary pupils are based at the Vinnetrov road site. The school plans to move to a permanent site in September 2018. The following arrangements are available:

• Disabled parking spot marked and located next to the school reception on both sites.



- One toilet has been adapted to ensure accessibility for visitors with a disability at both sites.
- A medical room has been provided in order to enable a safe place for insulin testing/injections at both sites.
- A Nurture Room for secondary pupils has been developed to improve inclusion in the mainstream classrooms for vulnerable pupils.
- 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.

**16) 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.
  - All pupils attend a Transition session where they spend some time with their new class teacher.
  - Additional visits are also arranged for pupils who need extra time in their new school.
  - Secondary school staff endeavours 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.
  - Reception class teachers visit new pupils at home prior to starting school.
  - Mrs Halton, SENCO, or Mrs Baker, SENCO, 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?**

- The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:
  1. A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
  2. The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
  3. For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation.
- The money is used to provide additional support or resources dependant on an individual's needs. The additional provision may be allocated after discussion with the class teacher/subject teacher or SENCO. Resources may include:
  1. Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, different recording strategies, additional time etc..)
  2. In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)
  3. Out of class support (relationship building, social, emotional skill development, )
  4. Small group tuition to enable catch up (subject or targeted at additional need)
  5. Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc)
  6. Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text etc)

7. Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs)
8. Access to support from in-school sources e.g. learning mentors (peer or adult) or from the community sources (e.g. Releasing Potential, magistrates, police)

- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.

- If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENCo or a member of the Senior Leadership Team.

**17) How is the decision made about how much support each child will receive?**

- For pupils with SEN but without a statement of educational need/EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher/ subject teacher/ tutor and parent who will follow guidance provided by the Governing Body regarding SEN Funding deployment.

- For pupils with a statement of educational need/EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review.

**18) 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, SENCo or senior leadership team member
- during parents evenings
- meetings with support and external agencies.

- In addition, our school has a forum for parents and carers. All are invited to attend these termly meetings to raise issues of concern and to ensure the school provision is responsive to pupil and family needs.

**19) 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.

The school SENCOs are Mrs Cathryn Halton and Mrs Marian Baker. The best way to make contact with them is by email: [chalton@chichesterfreeschool.org.uk](mailto:chalton@chichesterfreeschool.org.uk) or [mbaker@chichesterfreeschool.org.uk](mailto:mbaker@chichesterfreeschool.org.uk)



The principal is Mr Guy Martyn, he can be contacted by email on [principal@chichesterfreeschool.org.uk](mailto:principal@chichesterfreeschool.org.uk) or by telephoning the school office on 01243 792690.

- For complaints, please contact the School Governor with responsibility for SEN. Their name is Mr Stephen King and he can be contacted via email on [sking@chichesterfreeschool.org.uk](mailto:sking@chichesterfreeschool.org.uk)

**20) Support services for parents of pupils with SEN include:**

- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service <http://www.iasnetwork.org.uk/> 11

- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8vq>

- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <http://preview.tinyurl.com/ovg4so3>

**21) 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>