



Welcome to SEND at Chalkwell Hall Junior School

SEND Information Report

Key People



Mrs A. Haggar

SEND Coordinator (SENCo)

- I lead and manage SEND provision in school.



Mr A. Newnham

Head Teacher

- I lead and manage the whole school.

How to contact us

- Call the school office on 01702 478570
- Email the office office@chalkwellhall-jun.southend.sch.uk
- Chat to us on the gate in the morning or in the playground at the end of the day.

Welcome to Chalkwell Hall Junior School

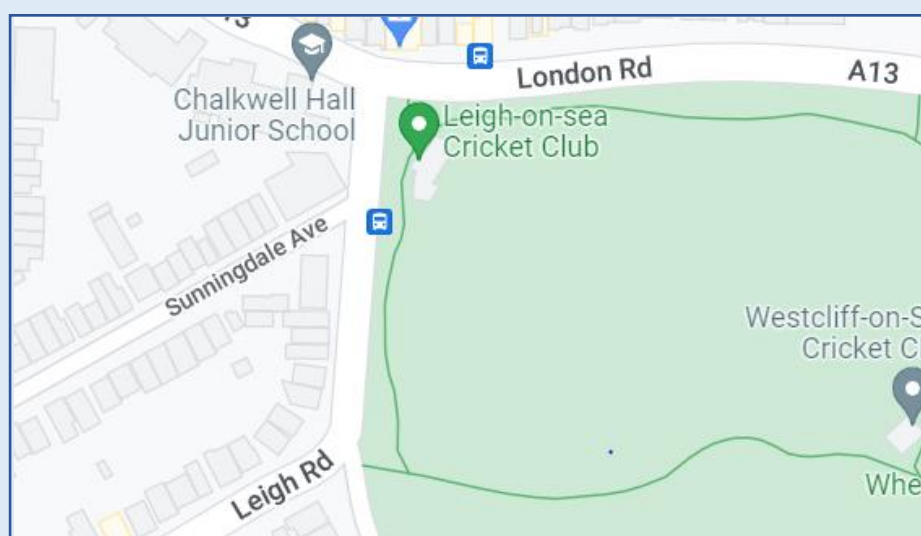


London Road
Leigh-on-Sea
SS9 3NL
Ages 7 – 11



The School by the park

Chalkwell Hall Junior School is a school for 7-11 year olds in Leigh-on-Sea.
We have 480 children in our 16 classes.



We are a Junior school (part of Tenacitas Trust) who pride ourselves on our warm and friendly atmosphere and see to provide pupils with the best education possible – one full of rich educational experiences and possibility.

Our school motto is:

“If we believe, we will achieve”

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What is SEND?

A child has SEND if they have a **learning difficulty** or **disability** that we need to make **special provision** for.

Some key terms explained:

- **Learning Difficulty:** when a child finds it harder to learn than most children do.
- **Disability (that we need to make special provision for):** something that hinders a child from using our school facilities.
- **Special provision:** is support that is extra or different to what is typically provided.

What are our values?

At Chalkwell Hall Junior School we believe in the concept of life-long learning and the idea that both adults and children learn new things every day. Learning should be a rewarding and enjoyable experience for everyone; learning should be fun!

- We recognise that all children are special and all children have needs.
- We recognise that all children learn in different ways and at differing speeds.
- We help children to develop skills, knowledge and understanding.
- We recognise that some children can have a variety of barriers to learning for which they will need to have support and provision in place.

What are our ambitions for children who have SEND?

We want our pupils with SEND to thrive and be happy. We are ambitious for all children with SEND. We want them to make excellent progress. This means they will know more, remember more and be able to do more, despite their SEND.

We want to give them the knowledge and skills they need for adult life. We think about both long term and short term.

In the long term, we want our children with SEND to:

- have excellent basic skills (especially in reading, writing and maths)
- have good friends and relationships
- live a healthy and independent life in the community
- be successful in work.

At Chalkwell Hall Junior School we deliver an education that:

“Celebrates diversity and difference, encourages creativity and curiosity so children can achieve anything they set their minds to.”

Schools follow the guidelines from the government's SEND Code of Practice, where SEND is broken up into four categories:

- Learning difficulties;
- Dyslexia & dyscalculia;
- Focus, attention, memory or processing difficulties.

- Autism / ASD;
- Social communication difficulties (other than autism);
- Speech & language difficulties (e.g. receptive or expressive language difficulties, selective mutism, tongue tie).

- ADHD;
- Anxiety;
- Dysregulated behaviour.

- Physical needs (e.g. cerebral palsy, dyspraxia);
- Deafness or hearing difficulty;
- Blind or visually impaired.

We welcome children with all the above types of SEND who have applied for a place.

For more information on this, please contact our SENCo.

Identification of SEND



How do we decide if a child has SEND?

We will assess the child. This might be an assessment of reading, writing or maths. It could also be assessing a child's social skills or behaviour.

We encourage parents give us extra information to help us make decisions. For example, this could be an eye clinic report about sight loss, or an autism diagnosis letter.

Sometimes our assessment might be quick. Sometimes SEND only becomes clear when we assess a child over a longer period.

When we assess, we always look out for:

- A child making less progress than their peers;
- A child making less progress than they did before;
- A child not closing the gap between them and their peers (despite any extra help that we have given).

Sometimes, we ask outside experts to assess children and give us advice.



Is it always SEND?

Slow progress does not always mean a child has SEND. When we are assessing whether a child has SEND, we also consider other factors such as:

- Attendance
- Issues in that child's life (e.g. bereavement)
- Issues in school (e.g. friendships)

Often teachers address progress issues via adjustments to what is already on offer, without needing SEND provision.

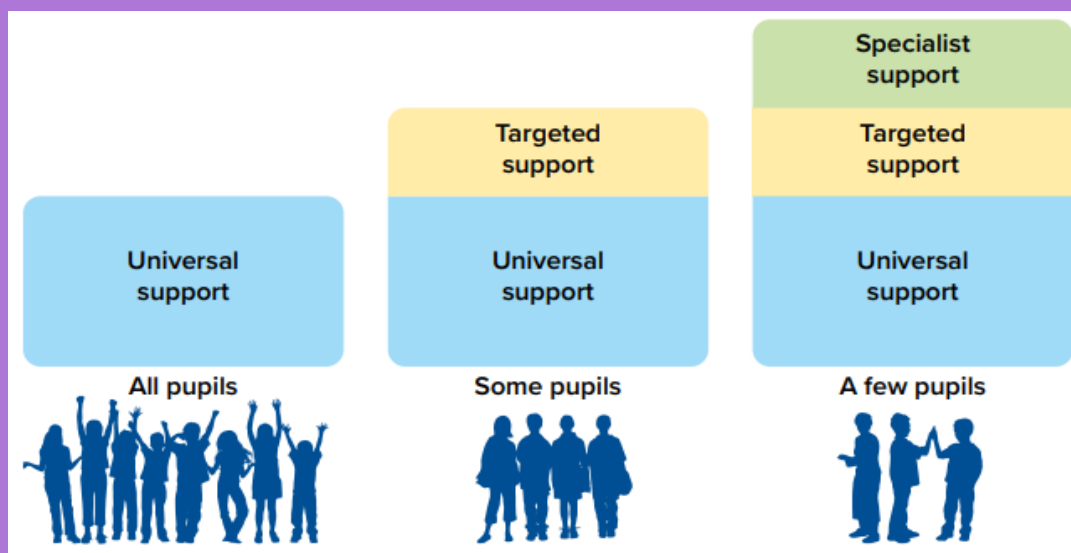
A child does not have SEND because English is not their first language (although they could have SEND as well).

A child does not need a formal diagnosis to be identified with SEND. Equally a child with a diagnosis may not meet the criteria for SEND if they do not need support that is additional to or different from their peers and can be met by our universal offer.

How we meet children's needs

Overview

Children's SEND are varied. Not all children need the same level of support. Where need is higher, we usually take more actions. Where need is lower, we might only need two or three adjustments.



We match the level of support to the child's level of need. This matching is called our **graduated response**.

All settings follow a 'Graduated Approach' with the four stages of action: 'assess, plan, do and review' (APDR) (Code of Practice, 5.38). Most pupil needs are met through this cycle being put in to place early and through the resources that are available in the setting.

Working to make
lives better
www.southend.gov.uk

**southend
onsea**
Borough Council

Southend SEND: what happens next

www.southend.gov.uk/GraduatedResponse

**A Graduated
Response
guide**



SCAN ME

You will find out important information about how all schools and settings across Southend are expected to support children and young people with Special Educational Needs and Disabilities and find sources of support all in one place.

Southend City Council
SEND Support Advisory Team

A '**Graduated Response**' starts with 'High-Quality Teaching'. This level is called 'Universal Support'

- **Universal Support:** Support and opportunities that every child gets. It is the actual teaching by the member of staff that is inclusive to meet the needs of each child or young person. This includes pupils who are not on the SEND register, as well as pupils who are. It reflects that pupils learn at different rates and in different ways. The teacher is responsible for meeting the needs of all the pupils in their care through the Universal Support that they give.

"All teachers are teachers of SEND".



- **Targeted Support:** Support and opportunities for children who need a little extra help.

Some pupils need targeted support that is additional to and different from other pupils and this is called 'SEN Support'.

The teacher works with the SENCO who, day to day, makes sure that the setting meets the needs of pupils with SEND.

The pupil and their family are involved at every stage.

Other staff may be involved who are trained to deliver what is needed.

Support Services outside of the setting may be asked for their input.

This information is written down in an **Individual Support Plan (ISP)**

Pupils may **make progress** and no longer need SEN Support. They may be monitored longer to make sure that the progress continues.

Assess, Plan, Do, Review

All our SEND support fits into a four-part cycle called *Assess, Plan, Do, Review*.

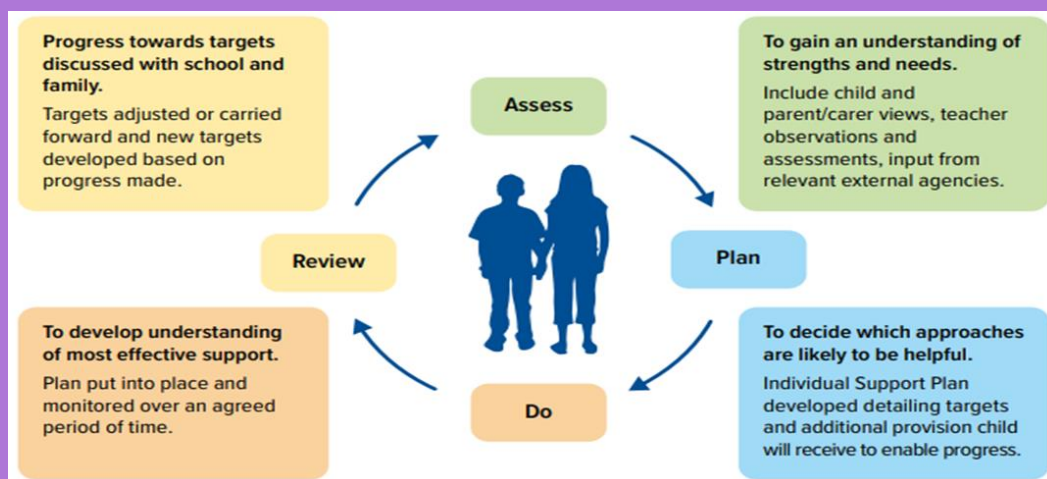
Assess: We decide what the child's needs are.

Plan: We set targets. We decide how we support the child to meet these targets.

Do: Everyone follows the plans we've agreed.

Review: We look at how well the plans worked. We agree what to do next.

Each cycle takes one school term and there are three cycles per year. Sometimes this timescale is shorter (e.g. we are working on an important safety target or because the child is very young and is changing quickly).



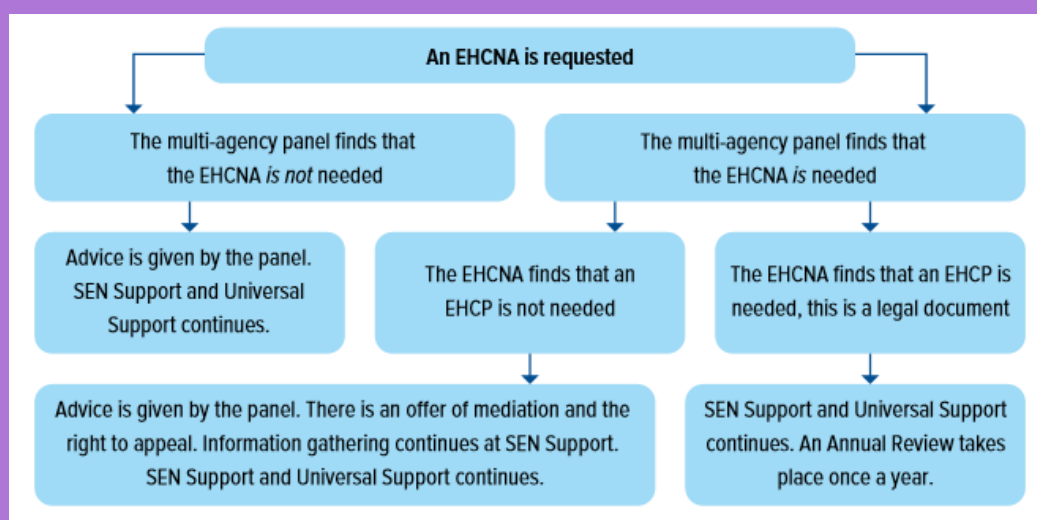
- **Specialist Support:** SEND support for children to meet their very individual needs. A few pupils need specialist support and may need an Education, Health and Care needs assessment (EHCNA) to find out if special educational provision is needed.

An Education, Care and Health Needs Assessment (EHCNA) can be requested by:

- the parent or carer, a young person (over the age of 16 but under the age of 25),
- a person acting on behalf of the setting (including post-16) and a person who knows the child or young person and thinks that an EHCNA may be necessary.

In Southend, the EHCNA is sent to the Local Authority using an online application through the 'Education, Health and Care Hub' (EHC Hub) portal, wherever possible.

This can be found at: <https://ehchub.southend.gov.uk/about/>



Targets



SMART Targets

We set targets for children with SEND so that staff, parents, and children know what we are all working towards. These targets are part of a child's SEND Support Plan or My Plan.

We often call these **SMART** targets. SMART targets are:

- ✓ **Specific:** We say exactly what the next small step will be for the child.
- ✓ **Measurable:** We say how we will know if the child is meeting the target.
- ✓ **Achievable:** We will be ambitious for the child, but it still needs to be achievable.
- ✓ **Relevant:** We link it to the child's difficulties or what they need to achieve next.
- ✓ **Time bound:** Targets are normally set to for one term (10-14 weeks).

How are Targets Specific?

Specific targets say what the child **will be able to do**. We avoid words that are vague. Instead, we use action words to write targets (e.g. read, write, take turns).

Vague Words (We avoid these)	Specific Action Words (We use these)	Examples
Improve	Add	Jo will add numbers up to 6 using apparatus (e.g. cubes).
Continue	Read	Jo will read all Phase 4 tricky words.
Develop	Say	Jo will say sentences that include where or when something happened (e.g. "In the water, the shark hunted her lunch"; "The woodcutter ate his lunch when the sun was high").
Behave	Use	Jo will use calming strategies (e.g. blutack, weighted dog, time out) when he is anxious in class.

Family Involvement

For ease of reading, this booklet uses the term “parents” to mean anyone who acts in the role of parent. This can include carers, other family members and, for children who are “looked after”, the local council.



Teamwork with Parents and Families

Parents are a vital to the success of children with SEND:

- Their knowledge helps us to get a complete view of a child's SEND.
- They tell us what strategies work well at home (often good ideas from home can help the child in school).
- Parents attend termly SEND Reviews so we can review their child's progress as a team.
- Parents use ideas from school to help the child at home.
- Parents share useful information with us to help us meet the child's SEND (e.g. clinic reports).

When we think a child might have SEND, we discuss this with their parents. This is so that we can:

- Find out more about the parent's views;
- Chat about what the next steps might be (this might include setting targets);
- Agree some long term goals (we might refer to these goals as outcomes).

Co-Production

The word *co-production* means parents being a key part of planning SEND support and what's provided for SEND.



Co-production is important to us. Parents help by coming to SEND reviews and giving their input or by keeping us up to date on their child's life.

Just as importantly, parents help us to improve our SEND support through our yearly parent survey, giving views on our latest SEND documents (parents helped us to produce this document) and giving ideas for our next parent workshops.

Excellent teamwork between us and parents is very important to us.

Support for Parents and Carers

Our SEND Parent Forum was set up in collaboration with Southend SEND Independent Forum (SSIF) in January 2022. The group meet every half term to share ideas and experiences with the school and to support each other as parents / carers of children with SEND.

SENDIASS Southend

SENDIASS is the **Independent Advice and Support Service** for parents.

The service is free.

They offer a range of help:

- Info on local groups and services
- Info on SEND laws
- Info on local council procedures for SEND
- Help to prepare for meetings (so you have your say and feel heard).



How can parents access SENDIASS?

Parents don't need anyone to refer them to SENDIASS. They can just get in touch:

- Tel: 01702 215 499
- Email: iass@southend.gov.uk
- Web: www.sendiasssouthend.co.uk/
- Facebook: www.facebook.com/sendiasssouthend



Apart from English, their key leaflets are available in the ten most spoken languages in Southend Schools:

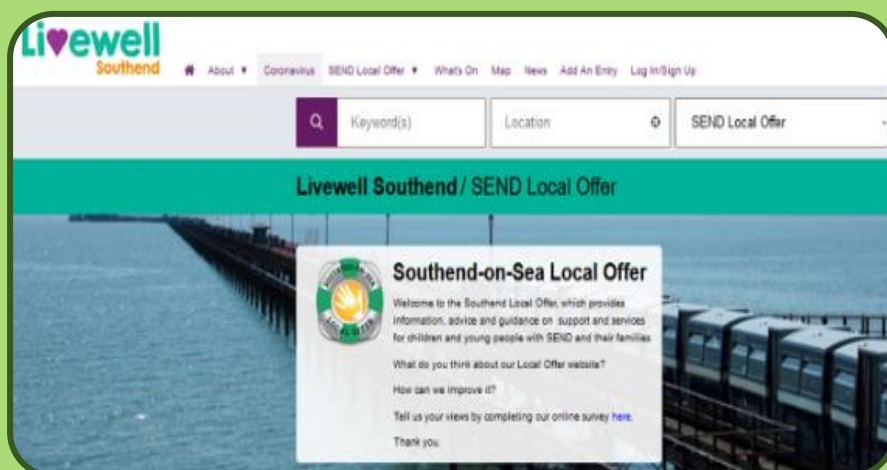
- European: Albanian, Czech, Polish, Portuguese, Romanian
- Asian: Bengali, Chinese (simplified font), Malay, Tamil, Urdu

The Local Offer: <https://livewellsouthend.com/kb5/southendonsea/directory/localoffer.page>

The Local Offer is a website that is written for parents and families. It helps them know 'what is out there' for youngsters with SEND in our local area. It includes:

- Support services
- Health services (e.g. contacts for the NHS speech and language team)
- Schools
- Leisure activities (e.g. SEN sports clubs)

- Contacts for SEN charities



The Southend-on-Sea School Nursing Service provide support and advice for children, young people, parents, families and professionals.

School Nursing Contact

-  01702 534843
-  sccg.southendpublichealthnurses@nhs.net
-  www.southend.gov.uk/schoolnurses
-  @SouthendSN

Our staff, SENDIASS and the Local Offer can all help parents through the SEND maze.

Working to make *lives better*
www.southend.gov.uk

 **southend on sea**
SOUTHEND COUNCIL

Southend-on-Sea School Nursing Service

We provide support and advice for children, young people, parents, families and professionals.



- Parent, child and young person drop in appointments
- Visible, accessible and confidential service
- Healthy lifestyles
- Growth and development
- Home visits
- Emotional health and wellbeing
- Nocturnal enuresis support (bedwetting)
- Safety
- Health advice and education
- Immunisation advice

 01702 534843  @SouthendSN

 sccg.southendpublichealthnurses@nhs.net

The Role of Children

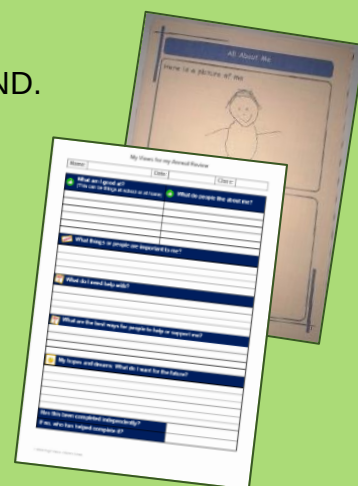


The role of children is to **do their very best** so that they **learn more, remember more** and **can do more** for the rest of their lives!

It is also important that adults listen to the views of children with SEND. The child's input can help us unlock extra progress. Collecting child views may include:

- Asking or observing the child.
- The child completing a survey.
- The child self-assessing their behaviour targets.
- The child coming to their SEND review meeting.
- An annual survey of SEND children.

How we collect child views depends on the child's age and development.



Can a child with SEND join in day trips, residential trips, breakfast, after school and extra- curricular clubs?



Yes – we make adjustments so that children who have SEND can join in all aspects of school life.

Staff may need to talk to parents to plan adjustments. Or, a parent can talk to their class teacher or a SENCo about if they are worried that their child might need adjustments to be successful.

It is very rare that we must make the hard decision for a child to not attend – in the very small number of occasions this is due to safety, wellbeing, or both.

Our Team: Who's Who?

Meet our SENCo: Mrs Alison Haggar



- I oversee and co-ordinate SEND provision for children with SEND.
- I support and guide staff and parents so that children with SEND have both high-quality teaching and ambitious support.
- I advise on the use of school's SEND budget and resources to
- I work with the head teacher to plan how we will enhance our SEND work.
- I identify training needs and make sure that SEND INSET enhances staff skills.
- I liaise with Key Stage 1 settings and other schools to help a smooth transition both in and out of our school.
- I am the key contact for external SEND support services.

Meet our head teacher: Mr Andy Newnham



- I set an inclusive ethos for the school.
- I lead and manage the staff team, including the SENCo.
- I check on the quality of education. This includes SEND provision.

Meet our Learning Mentor / counsellor: Mrs Susan Sleight-Johnson



- Our highly experienced Learning Mentor / School Counsellor supports pupils through group work and 1:1 support.
- Her role also includes parent liaison and support.
- Children often refer to her as 'the feelings teacher'.

More about our Team



“Every teacher is a teacher of SEND”

What do our teachers do for SEND?

- Teachers are responsible for the development of every child they teach.
- Teachers work closely with support staff to plan and review support.
- Teachers adjust lessons to make them accessible for every child.
- Teachers use assessments to plan inclusive lessons.
- Teachers follow advice from any support services.
- Teachers review each child's progress and plan the next steps.

What do support staff, including Learning Support Assistants (LSAs), do?

Support staff are a key part of helping children believe in themselves and achieve their best. Under the direction of a class teacher, they support children during lessons and also lead intervention groups and 1:1 work inside and outside of the classroom.

Our Governors

All of our governors must “think SEND” when making decisions so that we become even more inclusive. We have one governor who has extra responsibilities – this is our SEND governor.

Meet our SEND Governor: Mrs Louise Ford



- I overview long term plans for improving SEND in school.
- I monitor SEND in our school. This includes our legal duties.
- I meet with the SENCO three times a year.

Staff Training

Our team have lots of SEND expertise. However, it is important we refresh and develop our learning and further develop our skills.

To train and develop our team, we use:

- Staff meeting and INSET day training
- Staff supporting each other
- Online courses and webinars
- Online information



What training have we had?

Examples of training our staff have undertaken:

Cognition and Learning

- Read, Write Inc
- Toe by Toe
- Lexia
- Numicom
- Maths no problem

Communication & Interaction

- Autism
- Makaton
- Lego therapy
- PECS
- ELKLAN
- Shape Coding
- Junior Language Link

Social, Emotional & Mental Health

- Counselling
- Anxiety
- Attachment
- Learning mentor training
- Mental Health Leads training
- Bereavement
- Creative Counselling
- Youth Mental Health first aider
- Boxall Training
- Zones of regulation
- Sensory / brain breaks
- ELSA training

Other

- Diabetes
- Anaphylaxis
- Deaf Awareness
- British Sign Language
- Guidance from Occupational / Physio therapists
- Local SEND Procedures
- City SENCo training
- Educational Psychologist Surgery
- National Award for SEND Co-ordination qualification

If there's something that's not on this list, please ask. As this list does not cover every single training session, it's possible that we have staff trained in the area that you are interested in.

Can school access specialist help?

For most children, we meet their SEND without needing support services. This is because our staff have training and skills to adapt classrooms and lessons to meet their needs. However, some students have needs that are very specific or complex. Therefore, we work with support services to benefit from specialist advice. You may sometimes hear us refer to these support services as “external agencies”.

Support Services we work with include:

- Specialist Teacher Service
- Educational Psychology Service (EPS)
- St Christopher’s Outreach support
- Kingsdown Outreach support
- Behaviour Outreach Support Service
- Deaf and HI Team / VI Team
- Education & Welfare
- Early Help
- GPs
- The Lighthouse Centre
- CAMHS
- Speech and Language Team
- Kids Inspire



For most children, we meet their SEND without needing support services. This is because our staff have training and skills to **adapt classrooms and lessons** to meet their needs. If we think we need extra advice from a SEND support service, we discuss this with the student’s parent. Parents normally understand the many benefits for their child, but they are welcome to chat with the class teacher or SENCo. The parent makes the final decision.

Support services advise teachers and the SENCo. Teachers make sure advice is followed and the SENCo monitors this.

Extra Equipment for SEND

Some children need extra items to help them be successful at school. Most of these are not expensive and we buy these from our budget.

From time to time, equipment costs much more than this. If so, we might ask for extra funding from the local council’s SEND funds. We do not ask parents to pay for SEN provision from their own money.



When Children Join or Leave Us

(This is called transition)



How do we help children joining our school?

A number of strategies are in place to enable effective pupils' transition. These include:

Transition arrangements for children entering year 3 from Chalkwell Hall Infants:

- Meetings arranged between both school's SENCOs, Year Group Leaders and Learning Mentors to plan transition according to the needs of the cohort and individual pupils, including those with SEND.
- Visits to the infants by the SENCo and Year 3 Year Group Leader to get to know the pupils and their needs. This may also include regular visits to the Infant Treehouse provision, if children accessing this support are joining us in year 3.
- Learning Mentor sessions and extra transition visits for small groups of pupils.
- Year 2 classes spend some time, with their teacher, learning in a Year 3 classroom in the summer term, to familiarise them with the Junior School environment.
- Year 2 and 3 teachers meet to discuss the needs of the pupils in detail.
- Transition ISP meetings are attended by the junior school SENCo, and if possible the planned year 3 teacher.
- Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.

If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

Transition to the next school, preparation for adulthood and independent living:

Primary:

The transition programme in place for pupils provides opportunities for pupils and parents to meet staff in the new school. These opportunities are further enhanced for pupils with SEND.

The annual review in Year 5 for pupils with an EHCP begins the process where parents are supported to make decisions regarding secondary school choices. 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 annual review in Year 6 for pupils with an EHCP is always held in the Autumn term, and marks the point where a final decision is made regarding the preferred secondary provision is named. During this review, the existing EHCP is amended to set targets for secondary school.

Parents will be supported by the SENCo in identifying all appropriate options. If a provision is identified ahead of the annual review, then the SENCo from this provider will also be invited to attend the Year 6 Annual Review to provide input on the new targets and provisions within the amended EHCP. Where possible the Educational Psychologist will attend. For a request to specialist provision, the EHCP co-ordinator from the Local Authority is invited to attend.

Accompanied visits to other providers may be arranged as appropriate.

For pupils transferring to local schools, the SENCo and the person responsible for Inclusion in the receiving school will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.

The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.

Transition between Year Groups

- Meetings between the SENCo and year group leaders to discuss the needs of the pupils due to move into the next academic year to ensure that appropriate support is in place.
- Meetings between the current teacher and the planned teacher for the following academic year to ensure that children's needs are fully understood and adequate provision is in place.
- Where possible meetings with the current class teacher, the next teacher and the parents – through the July ISP meetings.

Our Buildings: Indoor and Outdoor



Chalkwell Hall Junior School is now over one hundred years old and dates from 1908. It is a building that stands proud in the local area.

The building is a 2 storey Victorian building with a playground that is shared with the infant school which is located on the same site.

The infant and junior school also share the school dining hall space.

We have no grass area, but are lucky to be in close proximity to Chalkwell Park that we use for PE and other events.

Our 15 classes are located over our 2 storey building, with Lower School on the ground floor and Upper School on the first floor. Intervention spaces are available in the loft space for group work and The Robin Room nurture space is located on a mezzanine level.

Our building is accessible by ramp to the office area and there is an accessible toilet located on the ground floor.





The Robin Room

The Robin Room is available for some learners in Year 3 and 4, who require personalised learning for core subjects when they cannot access in the whole class learning environment.

The small group environment, with high adult support provides a safe and nurturing setting to support learners to thrive.

Morning sessions will focus on:

- English skills – reading and writing
- Maths
- Fine motor development
- Social Skills
- Emotional Development and regulation strategies;
- And much more, depending on the individual needs of each child.

As much independence is encouraged during these sessions.

Learners return to their classrooms for foundation subjects and are appropriately supported in class.

As pupils reach the point where they can successfully engage in learning with their class peers in either, or both core subject areas, then they return to class where they will be appropriately supported.

At other times the Robin Room is used for small group interventions.



The Oak Room

A nurture room has been developed to improve inclusion in the mainstream classrooms for vulnerable pupils.

It is where therapeutic group work and 1:1 counselling sessions take place.

It is also used for children struggling to come into school as well as a space for parents to be supported during difficult times.



Your Questions Answered

1. Does a child need a diagnosis in order to have SEND?

No. Some children do have a diagnosis (e.g. autism, ADHD), but we can address a child's SEND even if they don't have a diagnosis.

We know that families often want diagnosis so that they can be sure what is going on for their child. But, it's also important that we help the child as soon as we can – so we don't need to wait for a diagnosis to make adjustments for a child.

2. What is an EHCP?

EHCP is short for *Education, Health and Care Plan*. This is like a contract between a local council, school and parents.

Most children's SEND can be met without an EHCP - we use our SEND funding to do this. Some of these children will have SEND Support Plans (a plan that sets out their needs and how we'll meet them).

A small number of children with more complex SEND have an EHCP (about 5% of all children nationally). Some of these children are in special schools and some are in mainstream schools.



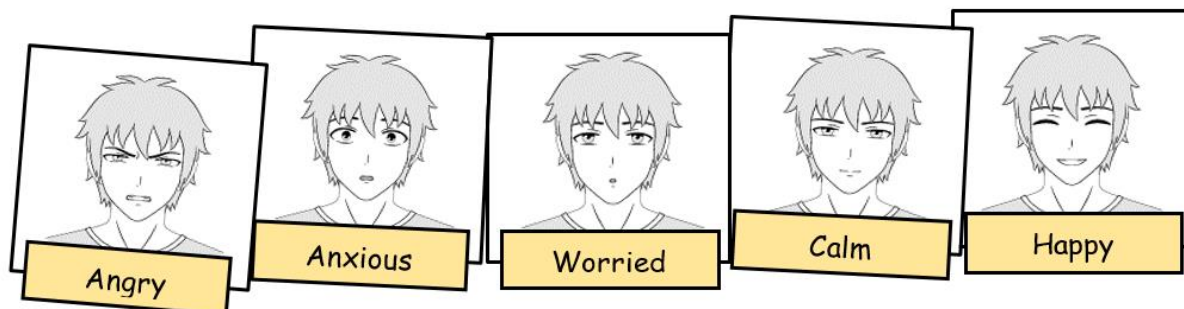
More information on EHCPs can be found on the Local Offer website or you can ask our SENCo about EHCPs.

3. Are emotional difficulties always SEND?

No. Some children have time when they are withdrawn or sad (e.g. because of a death of a family member or loved pet).

When a child is distressed, this is often short term. We have a range of emotional support we can offer, depending on a child's difficulties.

Some adverse experiences lead to longer term or more severe emotional issues. If so, the child's difficulties might be assessed a SEND.



More Questions Answered

4. What support is available for social and emotional needs?

We are proud to be a caring, nurturing and supportive school. We believe that children need to feel happy, secure and safe in order to meet their potential.

Every child is treated as an individual. If they exhibit challenging behaviour, we try to find the causes and then adapt so we can alleviate the behaviour.

Some of our support is available to all children:

- Class circle time
- School assemblies about emotions and feelings
- Posters tell children who they can talk to if worried (our safeguarding team)
- Clear systems for managing behaviour
- Play equipment for children to enjoy at playtime and lunch time
- Staff who offer pastoral support

Some children also have extra support, including:

- 1:1 support from our counsellor / Learning Mentor
- Small groups from our counsellor / Learning Mentor to support social skills, emotions
- Behaviour Support Plans help some children regulate their emotions
- Intervention from our Emotional Literacy Support Assistants (ELSAs).

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

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

Start by talking to your child's class teacher.

You may wish to speak to the SENCo.

If you feel that you are not getting a suitable response you can ask to meet with a senior leader, the Deputy Head teacher or the Head Teacher.

If necessary you can contact School Governor with responsibility for SEND.

They can be contacted via the school office.

SEND & Looked after Children

LAC stands for Looked After Children. Being looked after means that parents are unable to care for a child and the council or court takes on parenting decisions. This can be temporary or permanent. There are a few ways the child's new care might be provided. Two common ways are foster care or children's homes.

NSPCC has a good explanation of LAC:

<https://learning.nspcc.org.uk/children-and-families-at-risk/looked-after-children>

Who's Who?

Mr Nick Hanshaw



I lead LAC and PLAC support in school.
The full name for this role is "*Designated Teacher for Looked After and Previously Looked After Children*".

For LAC/PLAC pupils with SEND I work closely with the school SENCo, Mrs Haggard.

Contact me via the school office.

For our pupils who are LAC/PLAC and have SEND, we:

- Monitor progress through a termly Personal Education Plan (PEP).
- As often as we can, schedule PEP meetings at the same time as SEND meetings so that PEPs and SEND plans are joined up.
- Work well with LAC/PLAC support services (e.g. social workers, the Virtual School Headteacher).
- Make sure LAC/PLAC pupils with SEND can join in extra activities, by making extra arrangements such as:
 - Permission from both a social worker and a pupil's carer to allow them to go on a residential trip
 - Liaising with carers and taxi drivers so that a pupil is collected early and gets to school in time for the day trip leaving at 8.00am.
- Use Pupil Premium plus money to get the best outcomes for the pupil.
- Give LAC/PLAC children equal access to SEND provision that is no less than they would get if they were not LAC.
- Support staff to understand the effects of loss or separation from birth families.
- Know that SEND can make it even harder for some LAC/PLAC children to trust adults, and how we might overcome this.
- Have big ambitions for our pupils who are LAC/PLAC and SEND. National data shows that this group of pupils aren't achieving well enough. We'll make sure that no LAC/PLAC & SEND child is failed by us.

Extra Funding (Pupil Premium Plus)

We get extra money for LAC pupils and those who were LAC but aren't anymore (e.g. pupils who've been adopted after time in foster care). This money is called Pupil Premium Plus. From time to time, you might also hear it being called LAC Pupil Premium.

Being LAC/PLAC and having SEND does not mean that a pupil is behind in their learning. For example, a LAC/PLAC pupil may be very able at maths and English but experiences social difficulties that are identified as a SEND.

Other Information

Exclusions

We reduce the risk of exclusions by making adjustments to help everyone fully access life in school.

However, you can find out more about exclusions in our **Behaviour Policy** on our website.

Evaluating our SEND Policy

We have five key ways to check how well our SEND policy is working:

1. Monitoring the progress children have made.
2. Monitoring how well children with SEND meet their SMART targets.
3. Regular reviews of interventions with teachers and support staff.
4. Our leadership team visit classrooms to observe and look through children's books.
5. Listening to the views of parents, families and children.



Our SENCo and leadership team oversee evaluating our SEND policy.

Where to find more SEND Information?

Visit our website, <https://chalkwellhall.co.uk/> to read other policies that link to SEND:



Accessibility plan

A three-year plan to be a more inclusive school.

Behaviour Policy

Rewards, rules, sanctions and much more.

Anti-bullying

Information on our approach to tackling bullying

Medical Policy

Support for children with medical conditions and what we do about medicines.

Want to read more?

If you want to read more, these are the key SEND rules and laws:

SEND Code of Practice

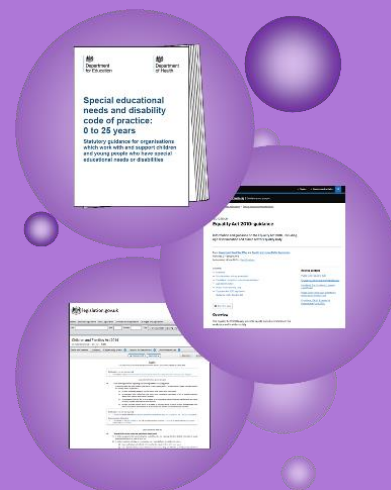
- This is the Government's SEND rulebook.
- Find out more [here](#).

Equality Act

- This 2010 law outlines our duties to make reasonable adjustments and not discriminate.
- Find out more [here](#).

The Children & Families Act

- This 2014 law outlines our duties for children with SEND.
- Find it [here](#) (p.21 onwards).



Status of our SEND Policy

This policy is statutory. That means that the law says schools must have a SEND policy and a SEND information report. The DfE say that these can be a single document.

We use a single document so that it is easier to find out about our SEND work. This booklet has all the essential parts of both the SEND Information Report and SEND Policy.

Complaints or Concerns

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact:

- Your child's class teacher;
- SENCo;
- The Head Teacher;
- Chair of the School Governor Body Tony Moltino.
He can be contacted via the school office.

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:

- SENDIASS: 01702 215499 iass@southend.gov.uk

You can also appeal to the Government's SEND tribunal if you disagree with the Local Authority's decisions about your child's SEND or if you feel the school or council has discriminated against your disabled child.

Evaluating our SEND Policy

The SENCo and other school leaders have five key ways to check how well our SEND policy is working:

1. Monitoring how much progress children have made.
2. Monitoring how well children with SEND are meeting their SMART targets.
3. Regular reviews of interventions with teachers and support staff.
4. School leaders visit classrooms to observe, or looking through workbooks.
5. Asking parents and children about SEND in our school.

Reviewing this policy

We review this policy every 12 months. Our SENCo oversees the policy review. Then, our governors discuss and approve it.

We hope you found this SEND document helpful. Thank you for reading.

We welcome questions and comments – please get in touch with our SENCo.