



Chellaston Academy's school SEND information report Sept 2022



Chellaston Academy aims to embrace the needs of all students and has a whole school approach to Special Educational Needs and Disabilities (SEND). We provide effective opportunities for all students by responding to students' diverse learning needs and disabilities, setting suitable learning challenges and overcoming barriers to learning.

CAMHS – Children and Adolescent Mental Health Service

DSL – Designated Safeguarding Lead

EP – Educational Psychologist

HI – Hearing Impairment

IEP – Individual Education Plan

LM – Learning Mentor

PEEP – Personal Evacuation Plan

SENDCO – Special Educational Needs and Disabilities Coordinator

VI – Visual Impairment

CPD – Continuing Professional Development

EHA – Early Help Assessment

GP – general practitioner (your doctor)

IDS – Integrated Disability Service

JCQ – Joint Council of Qualifications

OT – Occupational Therapy

SEND – Special Educational Needs and Disabilities

STS – Specialist Teaching Service

	General	Specific Area Focus			
		Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Sensory and or Physical
How does Chellaston Academy know if my child needs extra help?	Liaison with primary/previous school. <ul style="list-style-type: none"> Concerns raised by parents/carers Concerns raised by teaching staff or nonteaching staff e.g. Learning Mentor, Wellbeing team or by completing a SEND referral 	Behaviour monitoring system. Observed behaviour.	Student's progress is below expectations despite subject specific	Observations through the pastoral system. Observed behaviour by	Communication between medical professionals and SENDCO.



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	<p>from.</p> <ul style="list-style-type: none"> • Liaison with external agencies • Tracking and analysis of progress data. • Book trawls. • Lesson observations 	<p>by members of staff.</p>	<p>interventions.</p>	<p>members of staff. Informed by parents, CAMHS or other external professionals.</p>	
<p>What should I do if I think my child may have a special educational need or disability?</p>	<p>Contact Send@chellaston.derby.sch.uk to arrange an appointment with a member of the SEND team</p>	<p>Speak with the SENDCO who can point you in the right direction.</p>	<p>Discuss your concerns with the subject teachers. Or Form Tutor. Speak with the SENDCO.</p>	<p>See your GP, and keep the school informed. Speak with your son/daughter's Head of Year</p>	<p>See your GP, and keep the school informed.</p>
<p>How will I know how Chellaston Academy supports my child?</p>	<p>All intervention which takes place is communicated home by a member of the SEND team or individual teaching staff.</p> <ul style="list-style-type: none"> • Regular meetings with key contacts at the school e.g., Annual Reviews. • Termly Student Progress Reports are sent to parents/carers informing them of their child's recent progress. • Opportunity to meet with SENDCO at Parents Information Evening and Student Progress Evenings, coffee morning catch ups and workshops. • A member of the SEND team will contact you where there are particular concerns. • Parents/carers are also welcome to contact the School to make an appointment to share any concerns. • All students on the SEND register will have a Pupil Profile or a Behaviour Passport which are shared with parent/carers. 	<p>Programmes are in place throughout the year as required, outside professionals may also lead these.</p>	<p>The SEND team can Complete diagnostic testing which may highlight an area of concern. Interventions occur during curriculum support lessons and are reported on to parents/carers via the Student Progress Reports.</p> <p>Referral to EP as required and supporting any recommendations.</p>	<p>Intervention on an individual level for self-esteem. Implementing recommendations from CAMHS and EP as required. Social skills group is created to support students to develop their emotional intelligence and resilience.</p>	<p>Working with recommendations from outside agencies (e.g., Physio and OT services).</p>



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<p>How will the curriculum be matched to my child's needs?</p>	<p>Students are streamed according to ability in core subjects (Y8-11). Students with SEND placed in smaller groups, wherever possible and where appropriate</p> <ul style="list-style-type: none"> • LM support across the curriculum, where appropriate. • LM's deployed in subjects where they have relevant subject knowledge. • Life skills course is available for those requiring it as a personalised option (Nurture and KS4 Options) 	<p>Differentiated teaching to meet students' needs. Use of visual aids and tasks management boards.</p>	<p>Differentiated teaching to meet students' needs. Personalised advice when making option choices.</p> <p>Learning Support is provided as an option for students who will find 4 option subjects too challenging.</p>	<p>Personalised timetables to fulfil the student's requirement to access the curriculum.</p> <p>A specialist area for the students to work in when their anxiety prevents them from going into the classroom.</p> <p>A designated person for students to talk to.</p>	<p>Risk Assessments to ensure access to the curriculum.</p>
<p>How will I know how my child is doing?</p>	<p>Student Progress Evenings. – A member of the SEND team will be on hand during all allocated parents evening time</p> <ul style="list-style-type: none"> • Student Progress Reports. • Annual Reviews for those with an EHCP. • Professionals meetings if required. • Re: Meetings/telephone contact with the SENDCO and Head of year/Deputy Head of Year and other key pastoral staff • Key worker (SEND LINK) for all EHCP students and SEND students in all years. Key workers (SEND LINK) are allocated to SEN Support students and are reviewed termly. 	<p>Discussions with SEND LINK/Form Tutor/Subject Teacher/Head of Year/SENDCO</p>	<p>Discussions with SEND LINK/Form Tutor/Subject Teacher/Head of Year/SENDCO/ Learning Mentor</p>	<p>Discussions with SEND LINK/Form Tutor/Subject Teacher/Head of Year/SENDCO/ WELLBEING TEAM/ DSL</p>	<p>Discussions with SEND LINK/Form Tutor/Subject Teacher/Head of Year/SENDCO</p>



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	General	Communication and interaction	Cognition and Learning	Social, emotional and Mental Health	Sensory and or Physical
How will you help me support my child's learning?	<p>Home school communication: Go for schools and In touch communication are key for home/school communication</p> <ul style="list-style-type: none"> • Access to send@chellaston.derby.sch.uk which is manned at all times (including out of hours) as a means for you to notify the team of any concerns • Access to half termly drop in session and workshops focusing on key developmental areas 	Discussing the student's individual need with the young person and parent/ carer.	Ensuring the homework is clearly communicated by the teachers on firefly.	Adapting the timetable to the individual needs of the student.	LM if required to ensure that the lesson is accessible.
What support will there be for my child's overall well-being?	<p>Support through a well-established system of pastoral care.</p> <ul style="list-style-type: none"> • SEND LINKS meet all SEND Students fortnightly or weekly if necessary. • Referral to the School Wellbeing after discussions with parents/carers, if required. • Close contact with CAMHS for supporting the recommendations provided by medical professionals for the improved well-being of the student. <p>Resources available on the school website with regards to Wellbeing.</p> <ul style="list-style-type: none"> • Re integration Hub - support provided for those students who are finding attending school difficult. • Early Help Assessment 	Lunchtime and break time Clubs.		<p>Identified room for the student to go to, if required.</p> <p>Access to a School wellbeing, if required.</p> <p>Assessment by an Educational Psychologist and support where appropriate.</p>	
What specialist services and expertise are	<p>Educational Psychologist</p> <ul style="list-style-type: none"> • Support through the Early Help Assessment (EHA) • Support from a qualified and accredited 	Autism training	<p>Dyslexia Screening</p> <p>EMTAS (Ethnic</p>	<p>School wellbeing team</p> <p>Mentoring System</p>	<p>IDS Physical Disability Qualified Teacher of</p>



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<p>available at or accessed by the school?</p>	<p>SENDCO.</p> <ul style="list-style-type: none"> • Referral to STS for a specific assessment and recommendations. • Support from a Literacy Intervention Coordinator, School wellbeing and Behaviour Intervention team (pastoral), where appropriate • Qualified and accredited Exams Access Arrangements assessor 		<p>Minority and Traveller Achievement Service) Specialist teaching service</p>	<p>Clinical Psychologist will contact the SENDCO if further support is required or to make recommendations.</p>	<p>the Deaf Qualified Teacher of the Visual Impaired Occupational Therapy Educational Psychologist – sensory assessment</p>
<p>What training are the staff supporting children and young people with SEND had or are having?</p>	<p>There is regular communication from the SENDCO to staff and sessions during INSET days.</p> <ul style="list-style-type: none"> • Circle of Adults for specific students delivered by SENDCO, Teacher in charge of Children Looked After, and EP. • Early Help trained lead practitioners within the school (Including the SENDCO) • SENDCO is one of the School's DSLs. 	<p>Training and Autism Education Trust Level 1 and 2 training</p> <p>THRIVE principal training</p>	<p>Supporting students with speech, language and communication difficulties.</p> <p>Supporting students with Dyslexia</p>	<p>Some Staff have received attachment awareness training.</p> <p>Mental Health first aiders</p>	
<p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>Differentiation of the activities</p> <ul style="list-style-type: none"> • Risk assessments are carried out prior to any off-site activity. Whilst every effort is made to provide equality of opportunity for all students, in the unlikely event that it is considered unsafe for a child to take part in an activity, then every effort will be made to provide an alternative activity which will cover the same curriculum areas, where the activity is considered an essential part of the curriculum. 				<p>Specific arrangements put in place by tour operators/trip providers to accommodate students with specialist needs, where possible. Learning Mentors to accompany students on trips</p>



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How accessible is the school environment?	The School prides itself in being able to support students with a range of disabilities. All curriculum areas are accessible and there are multiple lifts available in most buildings.		School Maps are located around the school. Visual Timetables are made for individuals to access the curriculum independently.		Multiple disabled Toilets, One wet room. Ground floor ramps throughout some buildings. Personalised Evacuation Plans (PEEP), Lifts for the first floor classroom in all buildings bar C block.
How will the school prepare and support my child when joining Chellaston Academy or transferring to a new school or post-16 provision?	Transition meeting between the Year 6 teacher and SEND/Pastoral/Wellbeing team. <ul style="list-style-type: none">• Welcome Evening for all students on the SEND register at primary school.• A pre-induction afternoon is held prior to transition week.• Transition week starts with students meeting their future tutor• Chellaston Academy SEND team meets with each students' previous SENDCO• Chellaston Academy SEND team attends the last Student Review at previous school, where possible.• Transition Days for post-16• Assemblies delivered by Post 16 providers	Meet with the student prior to Year 6/7 Transition Week to assist with a transition plan.	SEND team to attend all meetings held by outside agencies working with the student during final term of Year 6, 11 or 13.	Students are offered a SEND link to mentor them through the transition period Early Help meetings are attended until they are passed to a new lead professional at the new setting.	SENDCO meets the provision support adults at the previous school to see how Chellaston Academy can meet the student's needs. Meet with the parents/carers, where appropriate, to ensure we meet the student's requirements to access the site.



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<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>Our team of Learning Mentors, Assistant SENDCO and Deputy SENDCO are funded from the SEND budget.</p> <ul style="list-style-type: none"> • The budget is allocated on a needs basis. The children who have the most complex needs are given the most support often involving in class support and interventions. • The distribution of the LMs is allocated to support as many students with SEND as possible and reviewed regularly. • LMs will be subject based where possible to increase their subject knowledge when supporting students. • The SEND budget is overseen and managed by the Deputy Headteacher • Those on an EHCP, the SENDCO will apply on behalf of the student for additional funding to support the individual student within the school environment. 				
<p>How is the decision made about how much/what support my child will receive?</p>	<p>If there is an ECHP already in place, discussions will take place at the Annual Review meeting.</p> <ul style="list-style-type: none"> • Exams concession testing may be used to identify what special arrangements are needed for examinations • Students are all treated as individuals. • On-going discussions between parents/carers and SENDCO • Students may move off the SEND register if they make sufficient & sustained progress. 	<p>Information passed on by primary schools is used in the early years of secondary to help identify appropriate support.</p> <p>Feedback from the specialist staff within school e.g., Dyslexia specialist teaching</p>	<p>Information passed on by primary schools is used in the early years of secondary to help identify appropriate support.</p>	<p>Recommendations from outside services such as CAMHS and Educational Psychologists for specific students</p>	<p>Meetings with and reports from IDS making recommendations as to reasonable adjustments for students with specific disabilities</p>



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How will I be involved in discussions about and planning for my child's education?	Invitation to meetings with tutors and subject staff regarding KS4 option choices. Where appropriate, parents/carers will also meet with the Deputy Headteacher in charge of curriculum and SENDCO/Year 9, 11 and Head of year Meet with the leader for careers. <ul style="list-style-type: none">• Consultations with the SENDCO				
Who can I contact for further information?	Reception, who will guide you in the right direction - 01332 702502 - contactus@chellaston.derby.sch.uk <ul style="list-style-type: none">• Mrs S Stratton, Clerical Assistant to the Extended Learning department - s.stratton@chellaston.derby.sch.uk• SENDCO & Designated Teacher for LAC: Mr Alex Grant - a.grant@chellaston.derby.sch.uk The SEND Team – <ul style="list-style-type: none">• send@chellaston.derby.sch.uk• Head of Year<ul style="list-style-type: none">• Year 7 – Mr Burton• Year 8 – Mrs Dow/Mr Wagg• Year 9 – Mr Shields• Year 10 – Mr Moran• Year 11 – Mrs Haywood• Year 12 - Mrs Warren• Year 13 – Miss Tivey• Head of Sixth Form – Mr Moore <ul style="list-style-type: none">• SENDIAS - 01332 641414 https://derbysendiass.org.uk/• Derby City Local Offer				



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	<p>https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/</p> <ul style="list-style-type: none"> • Family Information Service - https://www.derby.gov.uk/community-and-living/family-hub-childcare/ 				
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Policy Owner:	Mrs D. Eyre	Date of Adoption:	September 2022
Approved By Governors:	Yes	Date of Approval:	December 2022
Signed By:		Date of Next Review:	October 2023

Revisions	
Date:	Notes: