



Chilmington Green School

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SEND Information Report

Review Timetable

The Policy will be reviewed every year, as set out below:	
Policy reviewed centrally	n/a
Policy tailored by individual schools	March 2026
Policy ratified by Local Governing Bodies	March 2026
Renewal Date	March 2027
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SEN Chilmington Green information report

INFORMATION ON THE SCHOOL'S GRADUATED APPROACH

High quality teaching

Teachers are responsible and accountable for the progress and development of the students in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to pupils who have or may have SEND. High quality teaching of all students, including those with special educational needs, is a whole-school responsibility.

Increased levels of provision and support

In spite of high quality, differentiated teaching, it may become evident that some students need increased levels of provision and support.

In consultation with parents and their child, the desired outcomes, including expected progress and attainment, are agreed.

A decision is then made as to whether this can be provided by adapting the school's core offer or whether something different or additional is required.

All teachers and support staff who work with the student are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the School's information system.

Where it is decided that a student has a special educational need, this decision is recorded in the school records, and the parents are informed.

Subject teachers remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the subject teacher, they will still retain responsibility for the student. Teachers are expected to work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. In general, at Chilmington Green, we believe that students should remain in the classroom with their subject teachers unless specialist intervention is taking place. Research (EEF – Making Best Use of Teaching assistants, Guidance Support) suggests that interventions with TA are often less effective than spending time in the classroom and students removed from the class room effectively become segregated from other pupils and their teachers.

The SENCo will support subject teachers in the further assessment of the student's particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support.

The effectiveness of the support and interventions, and their impact on the student's progress, are reviewed in line with the agreed date, as part of the normal cycle of discussions with parents of all students. The views of the student and their parents are integral to this process.

The SENCo, working with subject teachers, may revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.

We also may use pastoral staff to support certain students in school to re-engage with their learning. If a student continues to make less than expected progress, despite support and intervention, the school may involve specialists, both in-house and from outside agencies.

The school will provide reports for parents on their child's progress at 2 or 3 points throughout the school year, as part of the normal reporting process.

What kinds of special educational needs are provided for at Chilmington Green School?

Chilmington Green school supports students with a wide range of needs including: ASC, Physical and Sensory needs including cerebral palsy, Down Syndrome, hearing impairments and visual impairments, Specific Learning Difficulties including dyslexia and dyspraxia, SLCN, ADHD and pupils with social, emotional and mental health needs.

How do we identify and assess pupils with special educational needs?

The SEN Admissions process informs us of those with an Educational Health and Care Plan. For students with such plans, we are able to plan for as seamless a transition as possible in meeting their needs in their new secondary provision.

We also gain information about students' SEN before they arrive, through:

- Parent-supplied information on school application forms.
- Shared communication between primary schools and Chilmington Green school on the specific needs of individual pupils, in the summer term prior to the child starting.
- Close liaison with parents and primary SENCo's before a pupil joins us in Year 7 to ensure continuity of care, especially where diagnoses exist for a child or where an EHCP states certain types of provision.
- In-school testing of all Year 7 pupils on arrival to Chilmington Green School.

Once students have begun their time at Chilmington Green School, further identification and assessment can be done through:

- Teacher feedback and continual progress-monitoring to inform where a child may need extra support. Progress is monitored through data collection and reports and this will help us evaluate the effectiveness of the provision.
- Fortnightly meetings between the pastoral team (Heads of Year, SENCo and Vice Principal). In more complex cases, we feed into external services including speech and language therapy, the Educational Psychology Service, CAMHs and Visual/Hearing Impairment Services.

What should I do if I think that my child has special educational needs?

Talk to your child's tutor about your concerns. If the concern is with a particular subject, you should speak to your child's subject teacher.

It is likely that the class teacher will have discussed your concerns with Charlotte Mansfield, the school SENCo, or one of our Heads of Year. You may wish to email, telephone to arrange a meeting with the SENCo or with one of our Heads of Year.

If you continue to have concerns you can arrange to discuss these with Rebecca Wood, Vice Principal.

How will you support my child to meet his/her learning outcomes?

Every Department in the school has responsibility for ensuring that your child is able to achieve in their subject. Their progress will be closely tracked and fed back to parents throughout the year. Many students will also have support from Teaching Assistants in class.

External agencies and specialists may also review your child's progress and adapt their planning accordingly.

What is Chilmington Green School's approach to teaching pupils with Special Educational Needs?

The intervention provided takes a three-tiered approach to supporting learning:

Universal – this is the teaching your child will receive from his/her class teacher and may include some very minor adaptations to match learning needs. It also includes ensuring that all teachers are aware of how to match these learning needs, through good communication and training systems.

Targeted - it may be appropriate to consider making additional short-term special educational provision to remove or reduce any obstacles to your child's learning. This takes the form of a graduated four-part approach of

- a) **assessing** your child's needs.
- b) **planning** the most effective and appropriate intervention.
- c) **providing** this intervention, often still within the classroom through making staff aware of issues in a student's ILP – Individualised Learning plan
- d) **reviewing** the impact on your child's progress towards individual learning outcomes.

Occasionally interventions may take place outside the classroom, as a 1-to-1 or with a small group of students. These will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.

Specialist – it may be necessary to seek specialist advice and regular long-term support from a specialist professional within the school. Sometimes the school will enlist the services of external professionals, such as occupational therapists, advisory teachers or services provided by the Local Authority. The school may need to prioritise referrals to these services. However, for a very small number of pupils, access to these specialists may be through an EHC Plan.

How will the curriculum be matched to my child's/young person's needs?

At Chilmington Green school, we believe that your child's learning needs will first be met through the high-quality teaching delivered by her/his class teacher.

We carefully plan our knowledge-rich curriculum to match the age, ability and needs of all children. Differentiation is built into all teachers' lesson planning and delivery. The class teacher will adapt lesson planning and teaching to match your child's special educational needs and/or disability. Core subjects will be taught with other students who have a similar ability. Teachers are therefore able to pitch the lesson at a level that supports but also challenges your child in their learning. Additional specialist advice is sought when appropriate and, when necessary, accessibility aids and technology may be used to support your child's learning.

Assessment points spread throughout the year help teachers to fully understand your child's progress, and to adjust their planning, teaching and feedback accordingly.

We know the needs of our students very well and use data in order to inform our planning and to identify targets to achieve improvements. We take action to close any gaps; for example, for those making slow progress in acquiring age-appropriate literacy and number skills, we will take positive and proportionate action, such as targeted support or intervention.

How will the school evaluate the effectiveness of its provision for students with special educational needs?

The provision for students with SEND is evaluated through tracking progress. Progress is monitored through termly data collection and reports and this will help us evaluate the effectiveness of the provision. Chilmington Green school also takes feedback from staff, parents and students throughout the year for their views on how effective the provision is. All pupils and their parents/carers are invited to meet teaching staff at parents' evenings to discuss progress and any concerns.

How does Chilmington Green School ensure the teaching staff are appropriately trained to support my child's special educational needs or disabilities?

We aim to keep all school staff up to date with relevant training and developments (CPD) in teaching practice in relation to the needs of students with SEND. This is done through a programme of staff development sessions throughout the school year. The support staff at Chilmington Green School come from a variety of backgrounds with many being skilled professionals and/or graduates.

They have gained different levels of experience and expertise being able to develop on existing knowledge to work effectively and efficiently with the students as their needs change; we therefore use various methods of teaching when working with our students. All our team are passionate and committed in supporting the inclusive nature of Chilmington Green School.

How will the school consider my views and those of my child with regard to his/her difficulty in learning, special needs or disability?

We encourage parental involvement in any support we provide. We believe that it is essential for us to understand your view, as well as the views of your child, in any difficulties they may experience with their learning. Parents are kept up to date with their child's progress through person centred reviews, annual reviews, parents' evenings and termly reports.

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual student's needs.

How will my child/young person be included in activities outside the classroom, including academic trips?

Chilmington Green School is an inclusive school, committed to providing equal opportunities for all children.

School clubs, educational visits and residential trips are available to all children.

When necessary, the school will make reasonable adjustments to ensure that children with SEN and/or disabilities are included in all activities.

You should also feel free to contact your child's tutor if you have any concerns.

What support will there be for my child's happiness and wellbeing at Chilmington Green School?

At Chilmington Green School, we believe that the happiness and well-being of all our pupils is paramount. All members of staff take this aspect of school life very seriously.

You can be confident that your child's class teacher, the support assistants, class tutors and SENCo are available to provide support to match your child's needs. The Head of Year team managed by Miss Rebecca Wood is also responsible for taking actions to ensure your child's wellbeing in school.

How will Chilmington Green School support my child in transition stages?

KS2 – KS3

The SENCo will visit the primary schools, along with members of the pastoral team, prior to students starting at Chilmington Green School. Concerns about particular needs will be brought to our attention at these meetings. Where necessary we will arrange a further meeting and a transition programme will be put in place, where appropriate, to ensure a smooth transition from KS2 to KS3. Subject teachers of students joining from other schools during the year will receive information from the previous school via the Inclusion Department. If there is a SEND issue, the SENCo or a member of the Inclusion Department will contact the previous school to further discuss the student's needs, and to find out about strategies that work for the student. This will then be shared with staff.

A register of needs is accessible to all staff.

If your child has an EHC Plan, we will participate in and/or facilitate their annual review in sufficient time prior to them moving between key phases of education. You will be kept informed of these arrangements and be asked to attend the reviews.

From Year 9, all EHC Plan reviews will have a focus on preparing for adulthood, including employment, independent living, and participation in society. We support students in their applications to further and higher education or training upon leaving Chilmington Green School.

If a student leaves Chilmington Green School to join another school, we will ensure all relevant information is shared, in agreement with parents.

During Year 11, the pastoral team will support students with applications for school, college, apprenticeships, or employment opportunities.

Admissions arrangements

Full information on our admissions arrangements can be found in our admissions policy.

What support can students receive while taking tests and exams?

We follow the guidelines outlined by the Joint Council for Qualifications (JCQ). A student may be eligible for access arrangements (such as extra time, supervised rest breaks or use of a reader) if they meet certain pre-defined criteria. For full information on access arrangements, click on the JCQ website:

<http://www.jcq.org.uk/exams-office/access-arrangements-and-special-consideration>

Students are nominated by teachers or the SEND department. Only small numbers of students are granted permission to have special consideration for examinations. In this case, parents and students are informed well in advance of the examination.

How does Chilmington Green school involve other organisations and services?

Chilmington Green School staff regularly consult health service professionals. Concerns are initially brought to the attention of the SENCo or Designated Safeguarding Officer by Heads of Year, form tutors, support staff and subject teachers. Referrals will be made as appropriate.

Targeted Support and Social Care will be accessed by the Designated Safeguarding Officer.

What is an EHC plan and who can request one for my child?

The purpose of an EHC Plan is to make special educational provision to meet the Special Educational Needs of a child or young person, to secure improved outcomes for them across education, health and social care and, as they get older, prepare for adulthood.

An EHC Plan will:

- detail the views and aspirations of you and your child.
- give a full description of their Special Educational Needs and any health and social care needs.
- establish outcomes for your child's progress.
- specify the provision required, and how education, health and social care will work together to meet your child's needs and support the achievement of agreed outcomes.

You, your child (where appropriate and aged 16 and over) and/or the school can request that the Local Authority conducts an assessment of your child's needs. If the school is making a referral, this will be done by the SENCo. This may lead to an EHC Plan.

For full information on the EHC process, please read Chapter 9 of the SEND Code of Practice 0-25. For those students with the highest level of need, it may be appropriate for the SENCo, parents or the young person themselves (if over 16) to request an Education, Health and Care (EHC) assessment.

Students and their parents are strongly encouraged and supported to be active participants in this process. We have an expectation that parents, and the young person are fully included in the EHC assessment process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.

As part of the EHC assessment the school may request additional higher needs funding from the Local Authority, if it is felt that the cost of the special educational provision required to meet the needs of an individual student exceeds the nationally prescribed threshold.

How will the school fund SEND support?

There are three-different elements of funding for schools that are relevant for students with SEND:

1. Pupil-led funding: This is the basic per pupil funding that schools receive for every child whether or not they have SEN.
2. Notional SEN funding: This is an identified figure within the pupil-led funding that each school receives annually. This element of funding is used to fund the special educational provision for children with school-based SEN and a proportion (£6,000) of funding for children with statements or EHC plans.
3. 'Higher needs funding' for individual pupils: This funding comes from the Local Authority, as and when required, and on the basis of the child's assessed needs. It is usually used to fund support for children with an EHC plan. The expectation is that a mainstream school must provide an additional £6,000 of support for each individual child with SEN before they can access top up funding.

Who can I contact if I have a complaint about the SEND provision?

If a parent or carer wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCo, who will try to resolve the situation.

You can then contact the Principal, who may direct you to the school's Complaints Policy and Procedure.

How will the school let me know if they have any concerns about my child's learning?

Your child's class teacher or form tutor may initially speak to you over the phone about your child's learning. The subject teacher may also talk to you about any issues at a parent's evening.

The SENCo or a Head of Year may contact you and arrange a meeting to discuss your child's difficulties with learning and any possible support strategies the school might be considering.

If your child is taking part in an intervention to support their learning, you will be informed about what this intervention is, and what the learning outcomes for it are.

If I have any other questions about my child's learning while they are at Chilmington Green School, who can I ask?

At Chilmington Green School, we are very happy to speak to you about any aspects of your child's education. It is best to speak to one of the following in this order:

- The form tutor/subject teacher
- The Head of Year
- The SENCo/Head of Wellbeing and Behaviour
- The Principal

Roles and responsibilities at Chilmington Green School

Class Teacher – the person responsible for teaching your child a particular subject.

Form tutor – a member of staff who sees your child for 30 minutes each day, supporting their learning through PSHE and academic support, as well as being the first person for your child to go to if they have an issue in school they want help with.

Teaching Assistant – a member of staff who supports the teacher to get the best learning outcomes for students in class.

Head of Year –The Head of Year has overall responsibility for all students within their Year.

Head of Well Being and Behaviour (Senior Leadership Team) – is responsible for monitoring attendance, punctuality, and behaviour. They will help students to find the right support if they are struggling in school.

SENCo – Special Educational Needs Coordinator (Charlotte Mansfield), responsible for the overall provision of support for students with SEN.

Vice Principal (Rebecca Wood) – Senior Leadership Team representative responsible for overseeing SEN provision.

Speech and Language Therapist- provided by the NHS on application

Advisory Teachers (HI, VI, ASD, SLCN, MLD)- provided by Kent County Council on application