



SEND Policy and Information Report

The Chorus Schools Federation
(St. Giles', St. Andrew's & Wethersfield
C of E Primary Schools)

Approved by: Mrs. Jinnie Nichols

Last reviewed on: September 2025

Next review due: September 2026



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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Vision Statement

The Chorus Schools' Christian Vision

'Do everything in Love'

1 Corinthians 16:14

At the Chorus Schools Federation, our belief in God's love for everyone guides our thoughts, actions and words to support us all to thrive in every way. This means that we become robust and independent in our learning, able to persevere with courage and confidence, committed to caring for ourselves, for one another, and for our world.

The teachings of Paul in his letters to the Corinthians explains the nature of love; it is patient, kind, always protects, and always perseveres. Love never fails.

To; 'Do everything in love' 1 Corinthians 16:14 is his instruction to us and means to let love guide our thoughts, actions and words so that all can thrive.

God's call to live a life marked by love is a consistent message found throughout scriptures. These are the golden threads that weave through our work and are exemplified by our values – Love, Respect, Trust & Forgiveness within all our schools and beyond.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The Senior SENCO is Mrs Jinnie Nichols, also the Executive Headteacher. Also qualified as a SENCO is Mr Matthew Golding, They are ably supported by Assistant SENCOs Mrs Kate Felton and Miss Felicity Elvin. Together, they make up the SEN Team for The Chorus Federation.

They will:

- Work together with the SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Executive Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Executive Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Executive Headteacher

The Executive headteacher will:

- Work with the SEN team and SEN governor to determine the strategic development of the SEN policy and provision in the school

- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SEN team to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

- Our school currently provides additional and/or different provision for a range of needs, including:
 - Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
 - Cognition and learning, for example, dyslexia, dyspraxia,
 - Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
 - Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
 - Moderate learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SEN Team to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

All pupils will have an induction session(s) at their new school. We will where appropriate support pupils by accompanying them to their transition session(s).

We will offer and facilitate a visit from staff of the new school to our school to enable staff to speak together and exchange information.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Early Years Talk Boost

- KS1 Talk Boost
- KS2 Talk Boost
- RWI interventions
- Word Wasp/ Hornet
- Power of 2
- Teodorescu (handwriting programme)
- Funky Fingers
- Number Stacks
- Gym Trail

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as Chromebooks, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, providing task planners to break down instructions and visual timetables
- Provide movement breaks.

5.8 Additional support for learning

We have a range of teaching assistants who are trained to deliver interventions such as RWI interventions, Number Stacks, Talk Boost and Word Wasp.

Teaching assistants work flexibly to support pupils as deemed necessary to meet their needs; in groups and on a 1:1 basis when this is absolutely necessary to enable a child to learn or to relieve anxiety.

Teaching assistants will support pupils in small groups when possible including those children with an EHC plan because children benefit from peer interaction.

We work with the following agencies to provide support for pupils with SEN:

- SEND strategy team
- School Nursing Team
- NHS Speech and Language Therapists
- NHS Occupational Health Therapists
- NHS Community Paediatricians
- Other NHS specialist teams
- Private therapists where deemed appropriate by school and NHS options are not available. This is always by prior agreement from the Executive Headteacher/ SENCO
- Social Care

5.9 Expertise and training of staff

Our Senior SENCO, Mrs Nichols has 11 years' experience in this specific role and has been a qualified SENCO for 10 years. Mr Golding qualified for 7 years. The Assistant SENCOs; Mrs Felton- over 20 years' experience in the health sector as well as the education sector. Miss Elvin has a Master's Degree in Special Educational Needs.

We have a team of teaching assistants, who work across all schools who are trained to deliver SEN provision.

Recent training includes:

- Attachment awareness training
- Talk Boost and Social emotional and Mental Health
- Autism Awareness
- Persistent & Severe Literacy Difficulties

We use specialist staff for *Yarc* reading assessments and *Sandwell* maths assessments.

5.10 Securing equipment and facilities

We liaise with NHS services and the Specialist teacher team to ensure we provide specialist equipment such as *move n sit* cushions, writing slopes, sitting supports and sensory integration activities.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 4 weeks or timeframe deemed appropriate.
- Using pupil discussion groups
- Monitoring by the SENCOs and or Assistant SENCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip and we work with parents to provide the right support for individual children.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Where a pupil with disabilities joins the school the SEN team will meet with the family initially to discuss the needs of the child and what will be required to meet them. The necessary people will be contacted to help the transition process e.g. health professional or previous school. If needed a care plan is written and any specific training e.g. epipen training is organised. The school will ensure that provision is in place before the child starts at the school to ensure the safety and well-being of that child.

Consideration must be given by school staff when planning activities that they are suitable and can be accessed by all.

An accessible toilet is provided in both schools and there are doors that can be accessed without steps. The school's accessibility plan is published on each individual school's website.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged and supported to be *Buddies* or *Playleaders* for younger children to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

To help meet pupil's needs and support their families, the school;

- Employs a Pastoral and who offers early support sessions
- Seeks specialist support from organisations such as St Helena Hospice, Kids Inspire, Power Project
- Uses information from the Local offer to pass on to parents

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Executive Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

<http://www.essexlocaloffer.org.uk/category/family-support-and-community/>

<http://www.essexlocaloffer.org.uk/listing/send-information-advice-and-support-service/>

<https://www.kids.org.uk/sendiaass>

5.17 Contact details for raising concerns

If parents have concerns they can contact each school directly:

St Giles'

01787 460481

admin@sqasa.uk

St Andrew's

01787 372383

office@sab.sqasa.uk

Wethersfield

01371 850220

wethersfield@sqasa.uk

5.18 The local authority local offer

Our local authority's local offer is published here: <http://www.essexlocaloffer.org.uk/>

6. Monitoring arrangements

This policy and information report will be reviewed by the Executive Headteacher/ SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Relationships & Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Educational Visits
- First Aid
- Fire Safety
- Health and Safety
- Intimate Care