



**CHANTRY
COMMUNITY**
PRIMARY SCHOOL

Chantry Primary School

SEND Information Report

2024 – 2025

Our School

Our School Vision

At Chantry Primary School we are committed to making sure all our pupils have the chance to thrive and are supported to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

November 2024 Information

Chantry Primary School currently has 450 children on role (November 2024)

There are currently 73 children on SEND register with a range of needs. We also have a further 12 Children with EHCP's. (November 2024)



Meet our SENCO

The SENCO is Sarah Shikanga-Tindi

If you would like to contact Mrs Shikanga-Tindi, please call school on **01474 350011** or email SEND@Chantryprimary.co.uk





Our Assistant SENCO is Miss Sonia Bains.



Special Educational Needs

At Chantry Primary School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN code of practise 2014:

| | |
|---|-------------------------------------|
|  | Cognition and Learning |
|  | Communication and Interaction |
|  | Social, Emotional and Mental Health |
|  | Sensory and Physical |



At Chantry Primary School we work closely as a team and if staff have a concern about a child, they fill in a SEND referral form and discuss concerns with parents. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.

Identifying and Assessing Need

After a period of 6 – 8 weeks we will decide if a child needs to be placed on the SEND register and invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving.

Some children will be monitored using the B Squared, this allows the children who are working at below key stage standards to have small step targets set in lessons to allow them to achieve and begin to work independently. Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can..

Staff can access the Kent Mainstream Core Standards to help support children's learning within the classroom.

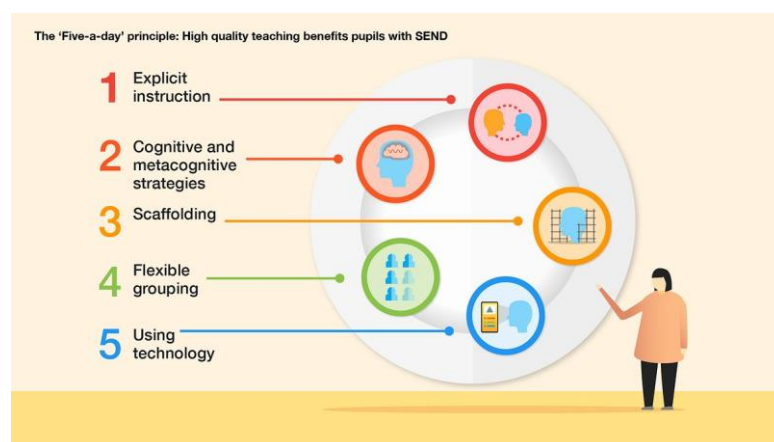


Our approach to teaching children with SEND

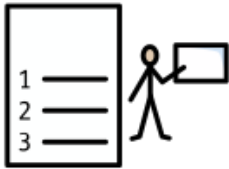
We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

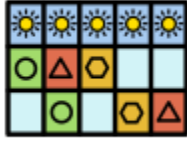
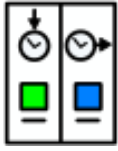


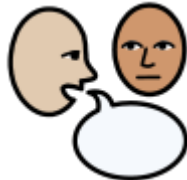







We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



We use the Kent Mainstream Core Standards to complement our teaching.



Curriculum adaptations

| | | |
|--|---|--|
|  |  |  |
| Visual timetables | Task boards | Peer mentoring |
|  |  |  |
| Emotional Coaching | Talk partners | Pre- Teach |
|  |  |  |
| Self-assessment | Word banks | Positive behaviour |
|  |  |  |
| Ear defenders | Timers | Explicit instruction |

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises.



Parent Consultations

At Chantry Primary School we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

We hold drop-in sessions every term and Mrs Shikanga - Tindi is available at parents' evenings to discuss any concerns.

We also hold three coffee morning a year where parents can meet up and support each other in a safe environment. During these sessions we gather parent feedback on SEN provision at Chantry Primary School, direct to training courses and support groups and offer opportunities to meet up with outside agencies.

For children who have an Education, Health and Care Plan, SEN Support Provision Plan or require specialist support (over and above what is ordinarily

available) we will invite you in for 3 further meetings a year in the Autumn, Spring and Summer term. These meetings are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will always be sent home after the meetings. Two of these meetings will take place within parents evening.



Child Consultations

Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:

| | | |
|---------------------------------------|--|--|
| | | |
| <p>Self-assess how they are doing</p> | <p>Attend meetings and help decide the support needed.</p> | <p>Feedback and Review progress/interventions.</p> |



Evaluating Provision

At Chantry Primary we :

Review progress in SLT meetings and discussing next steps.

Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.

Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term.

Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.

Asking our children if they feel the adjustment or intervention is helpful and makes a difference.

Monitoring by the SENDCO.

Regularly using a tracking tool to update targets and measure progress.

Holding termly reviews for children who are on Education Health and Care Plans, SEND Support Provision Plans and those requiring specialist support.

Holding annual reviews for children with Education Health Care Plans.

Termly



At Chantry Primary School, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

Our SENCO is a Qualified teacher and completed the National Award for SENCO's in 2019.

Staff Training

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Specialist Teaching and Learning Service, Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

All staff have completed training on the Kent Mainstream Core Standards and in September 2024 completed training from the Autism Education Trust.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

| | | | |
|---|---|---|---|
|  |  |  |  |
| Play Therapy | Lego Therapy | Child Development | Bucket time |
|  |  |  |  |
| AET Level 1 | Makaton | Phonics (catch-up) | Team Teach |
|  |  |  |  |
| Specific Learning Difficulties | Complex Needs training | Nurture support | Speech and Language |
|  |  |  |  |
| De escalation | Attachment | Reading for those who struggle | Sensory needs |



Transition Support

Nursery to Reception

We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENCO.

We hold two transitions sessions follow in the second half of the summer term in preparation for a Reception September start.

Transition to Reception, and then into each successive year-group, is supported by meetings, information leaflets and taster sessions in each new class.

End of Year transition

When children move up a year, we provide transition sheets which include photos of the teacher, TA and classroom environment.

We hold 2 transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

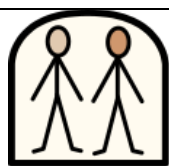
Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Learning Plans.

Secondary Transition

We liaise very closely with our partner schools to ensure that the transition from primary school to the secondary school is as smooth as possible.

Mid-Year new starters

When we are aware that pupils joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.



Outside Agencies

We work with the following agencies to provide support for children with SEND:

Occupational Therapists,
Specialist Teaching and Learning Service,
School Health Advisory Service,
Speech and Language Therapy,
Visual and Hearing impairment team.
Early Help.

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received we will call you in for a meeting to share the advice.



Clubs and Trips

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

Activities and school trips are available to everyone as they are a valuable element of the curriculum. Risk assessments are carried out and procedures are organised to ensure all children are able to participate and are included. If a health and safety risk assessment suggests that an intensive level of support is needed for your child, additional staff are taken and you, the parent, may be asked to accompany your child during an activity.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

All children are encouraged to apply for roles of responsibility in school e.g. school council, house group leaders, technical team etc.

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

Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favourably than other children and the arrangements we have made to help children with SEND access our school.



Complaint Procedure

Your first point of contact is your child's class teacher and/or SENCO.

If you would still like to raise a complaint after speaking with the class teacher please follow our complaints procedure which is detailed on our website.



Kent Local Offer

The Kent Local Authority Local Offer can be found at <https://www.kent.gov.uk/education-and-children/special-educational-needs>

IASK offer impartial advice to parents

- visit: [the IASK website](#)
- call: [03000 41 3000](tel:03000413000)
- email: iask@kent.gov.uk

Mainstream Core Standards

Please see a link to the PDF details of the parent Guide to the Kent
Mainstream Core Standards

https://www.kelsi.org.uk/_data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf