



CHALKWELL HALL JUNIOR SCHOOL

SEN Information Report

Reviewed and Approved By: Governing Body

Date: October 2020

Our school SENCo is: Mrs Alison Haggart, who can be contacted on 01702 478570
Our school's governor with responsibility for SEND is Mrs Simone Isaacs.

Special arrangements in relation to COVID-19.

Following the closure of schools from the 23rd March 2020 Government guidelines stated:

"Vulnerable children include those who have a social worker and those children and young people up to the age of 25 with education, health and care (EHC) plans.

Those with an EHC plan should be risk-assessed by their school in consultation with the local authority (LA) and parents, to decide whether they need to continue to be offered a school or college place in order to meet their needs, or whether they can safely have their needs met at home. This could include, if necessary, carers, therapists or clinicians visiting the home to provide any essential services. Many children and young people with EHC plans can safely remain at home. "

In order to ensure that our pupils with EHC plans were supported, we consulted families with regards to whether or not their child needs to attend school. We ensured that the expectations for work being done at home were understood and that pupils can access the work being set by school staff. The school's SENCo kept in regular contact with our vulnerable families and supported school staff in setting appropriate learning activities while they are learning at home.

External agencies would only become involved if necessary following the usual graduated response process detailed in the main SEN Information report.

From May half term, we supported our vulnerable families in returning to school as part of the key worker provision and wider opening to Year 6 pupils. 87% of EHCP pupils and 61% of pupils on the SEN register (without an EHCP) returned to school before the summer holidays.

From September 2020

As of September 2020, the national expectation as set out by government is for all pupils to attend school. We recognise that this could be a particularly difficult transition back for our SEND pupils and their families, and we are working closely with them to identify any possible challenges and worked together to resolve them. Additional resources, such as social stories linked to the social distancing measures in place, were shared with our most vulnerable pupils ahead of their return.

In school, pupils continue to be supported in broadly the same way as they would normally. We have additional adults deployed in most bubbles to support our highest need pupils, and our small teaching group for Year 3 EHCP and SEN pupils has run since September. Additional adults are continuing to provide both in class and intervention supports, whilst keeping pupils within their bubble groups.

Outside agencies are engaging with the school mostly via remote/virtual meetings, and if required can visit the school to work with the pupil following strict social distancing and related precautions. Annual reviews and other meetings between parents, school staff and external agencies will all be held remotely until further notice.

The school has put into place a daily remote learning offer for any child who goes into isolation, and the SENCo will provide support to families and staff in setting work appropriate to the needs of the child and achievable within the capabilities of the home environment.

Should a pupil/group of pupils go into isolation, then the regular contact with vulnerable pupils will resume as under the previous lockdown arrangements in line with the school's risk assessment.

This statement and related plans will be reviewed regularly in line with changing government guidance.

Mr Birkinshaw, October 2020

From September 2021

We were pleased to welcome back all pupils and particularly the new Year 3 cohort to a more usual school set-up following the changes in government guidance. Good hygiene habits and adequate ventilation remain in place.

In school, pupils continue to be supported in the same way as they would normally. We have additional adults deployed to support our highest need pupils, and our small teaching group for Year 3 and 4 EHCP and SEN pupils has run since September. Additional adults are continuing to provide both in class and intervention supports.

This SEN Information Report was last reviewed in October 2021

1) Aims of our provision in regards to pupils with special educational needs and/or disability. The aims of our policy and practice in relation to special educational need and disability in Chalkwell Hall Junior School are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion Statement <https://www.gov.uk/government/collections/national-curriculum>.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 - Communication and interaction,
 - Cognition and learning,
 - Social, mental and emotional health,
 - Sensory/physical.
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

2) What are special educational needs (SEN) or a disability?

- At our school we use the definition for SEN and for disability from the SEND Code of Practice (2015). This states:
 - Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.
- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England
- Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

3) The kinds of special educational needs (SEN) for which provision is made at the school:

- Children and young people with SEN have different needs, but the general presumption is that all children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents¹, to make the provision required to meet the SEN of pupils at this school – further information regarding specific support for pupils with SEND can be found on our school website under ‘Local Offer.’
- For children with an EHC Plan, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC Plan unless: it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or the attendance of the child or young person, or it would be detrimental to the efficient education of others, or the efficient use of resources.
- Before making the decision to name our school in a child’s EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child’s needs can be better met in specialist provision.

4) How does our school know if children need extra help?

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil’s previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs.

¹ In this policy, the term parent is used to refer to any person with Parental Responsibility for a pupil at our school. We recognise that our pupils may have alternate family arrangements and we work closely with all adults with parental responsibility to ensure that our support is best matched to support their individual situations.

5) What should a parent do if it thinks their child may have special educational needs?

- If parents have concerns relating to their child's learning or inclusion then please initially discuss these with your child's teacher. This may result in a referral to the SENCo, whose name is Mrs Alison Haggart and whose contact details are: 01702 478570.
- Parents may also contact the SENCo or the Headteacher directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

6) How will the school support a child with SEND?

- All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:
 - 1) Classroom observation by the senior leadership team, the SENCo, external verifiers.
 - 2) On-going assessment of progress made by pupils with SEND.
 - 3) Work sampling and scrutiny of planning to ensure effective matching of work to pupil need.
 - 4) Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND and the writing and reviewing of ISPs (Individual Support plans) termly.
 - 5) Pupil and parent feedback on the quality and effectiveness of interventions provided.
 - 6) Attendance and behaviour records.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- All pupils with SEND have individual outcomes related to their personal needs which will support their progress towards their national curriculum targets set in line with national outcomes, to ensure that they are working toward their aspirations. The child and their parents are involved in the discussions around identifying these outcomes at formal termly ISP review meetings. Parents and their child are updated on progress towards these outcomes informally during each half term as necessary. Parents are also informed of children's progress towards their national curriculum targets via the school reporting system, (Learning Ladders), at Parent Consultations twice yearly and through a written report in the Spring and Summer terms.
- All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition.
- Pupils' progress is tracked using the whole school tracking system (Learning Ladders) and those failing to make expected standards of progress are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between class teachers and members of the Senior Leadership Team and as part of the performance management process. If appropriate, the pupil themselves are also included in a progress discussion.
- Additional action to increase the rate of progress will then be identified and recorded and will include a review of the impact of the differentiated teaching being provided to the child. If required, provision to the teacher of additional strategies to further support the success of the pupil will also be provided. This is all recorded on the child's personalised Provision Map

- Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought in order to improve attainments.
- Action relating to SEN support will follow an 'assess, plan, do and review' model:
 1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher/ SENCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
 2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.
 3. **Do:** SEN support will be recorded on an Individual Support Plan (ISP) that will identify a clear set of expected outcomes, which will include challenging and relevant academic and developmental targets that take into account parents' aspirations for their child and the pupil's barriers to learning. Parents and the pupil (where appropriate) are actively involved in identifying strengths and areas for further support, and are consulted on the action they can take to support attainment of the desired outcomes, as well as their views on progress made within these targets. This will be recorded and a date made for reviewing progress.
 4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil. Interim progress/concerns will be shared informally with parents, at least half termly. If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:
 - i. Local Authority Support Services – Early Help and Family Support Team.
 - ii. Specialists in other schools e.g. teaching schools, special schools.
 - iii. Social Services.
 - iv. Health partners such as School Nurse and EWMHS (Emotional Wellbeing and Mental Health Service).
 - v. Educational Psychology Service.

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

7) How will the curriculum be matched to each child's needs?

- Teachers plan using pupils' achievement standards, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SENCo and/or external specialists.

- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

8) How will parents know how their child is doing?

- Progress towards the identified outcomes will be shared formally at termly ISP review meetings. Parents are updated on progress towards these outcomes informally at least half termly, as necessary. Parents are also informed of children's progress towards their national curriculum targets via the school reporting system Learning Ladders, at Parent Consultations twice yearly and through a written report in the Spring and Summer terms.
- Parents may also find the home-school email a useful tool to use to communicate with school staff on a more regular basis.
- Parents are encouraged to arrange an appointment to discuss their child's progress with the class/subject teacher, the SENCo, a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01702 478570.

9) How will parents be helped to support their child's learning?

- Please look at the school website. It can be found at www.chalkwellhall.co.uk and includes links to resources that we have found useful in supporting parents to help their child learn at home.
- The 'Live Well Southend' website at <https://livewellsouthend.com/kb5/southendonseadirectory/home.page> suggests additional opportunities for learning in the community.
- The class/subject teacher or SENCo may also suggest additional ways of supporting your child's learning.
- The school organises a number of parent workshops during the year. These are regularly advertised through SIMs InTouch and letters.
- If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo who will locate information and guidance for you in this area using the Local Authority offer - <https://livewellsouthend.com/kb5/southendonseadirectory/localoffer.page?localofferchannel=0>

10) What support will there be for children's overall well-being? The school offers a wide variety of pastoral support for pupils. This includes:

- A dedicated Pastoral Team consisting of the Headteacher, Andy Newnham, the Deputy Headteacher, Nick Hanshaw, SENCo, Administrative Assistant with responsibility for Attendance, Sharon Newell, the Learning Mentor, Sue Sleight-Johnson and The Extended Schools Manager, Tracey Roe. The four Year Group Leaders (YGLs) also work closely with this team.
- An evaluated Personal, Social, Health and Education (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum.

- Pupil and Parent voice mechanisms are in place and are monitored for effectiveness by the Governor for responsibility for this area.
- Small group evidence-led interventions, run by the Learning Mentor, to support pupil's well-being are delivered to targeted pupils and groups and aim to support improved interaction skills, emotional resilience and wellbeing.
- Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills. LSAs run 'All Sorts' at lunch time as an alternative to outside play, providing the children with games, colouring etc. and friendly faces who have time to listen to them.
- The school has gained Healthy School status which evidences the work undertaken within the school to support pupils' well-being and mental health and is working towards securing Enhanced Healthy Schools status.
- The school completed the Equality and Diversity Award.
- The school has updated its Anti-bullying policy in conjunction with the infant school to ensure that there is continuity between the schools.

11) Pupils with medical needs:

- Pupils with medical needs will have a detailed NHS Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves. Parents need to request this from the GP and must ensure that they are updated as appropriate and at least annually.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent.
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within supporting pupils at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Policy.

12) What specialist services are available at the school? In addition to the services listed in section 6 we are able to obtain targeted services and support using referral process for individual children:

- Southend Education Trust Counsellors
- Early Help and Family Support Services
- Speech and Language Therapy Service
- Occupational Therapy Services
- Advanced Skills Teacher Speech and Language
- Educational Psychology service
- EWMHS (Emotional Wellbeing and Mental Health Service)
- Young Epilepsy
- Young Carers
- Outreach support for Behaviour from PLT (Parallel Learning Trust) Southend Academies (Formerly Seabrook)
- Outreach support from St Christopher's School for Autism Spectrum Disorders.
- Support for attendance – Early Help Family Support Services
- School nursing team

13) What training do the staff supporting children and young people with SEND undertake?

School staff have received a range of training at three levels; awareness, enhanced and specialist.

Training includes for example:

Toe by Toe

Lexia

Junior Language Link

Elklan

Lego therapy

How to support pupils on the autistic spectrum through targeted support from a local Special School.

The NHS Speech Language Therapists and Occupational / Physio therapists visit as appropriate to assess and plan support for targeted pupils. These programmes are then delivered by Learning Support Assistants.

Counselling – our Learning Mentor is a trained counsellor and is able to offer this as a provision for parents and pupils as appropriate

SENCo attends termly SENCo update training provided by the Local Authority, and SENCo induction opportunities and support whilst new to the role.

The school can request visits from SEN specialist teachers and the Behaviour Support Team from PLT who provide advice to staff to support the success and progress of individual pupils as and when the need arises.

The Governor with the specific responsibility for SEND is keen to attend the appropriate training as required

14) How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity, this may include consideration of differentiated resources, LSA support, additional time, physical access arrangements (where appropriate).
- Training to support pupils with specific medical needs is undertaken so that they can participate in residential activities.

15) How accessible is the school environment? The following adaptations have been made to the school environment:

- Ramps have replaced the exterior steps into school to ensure the site is accessible to all.
- One toilet has been adapted to ensure accessibility for visitors with a disability.
- A medical room has been provided in order to enable a safe place for insulin testing/injections.
- A nurture room has been developed to improve inclusion in the mainstream classrooms for vulnerable pupils.
- Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information and is available via the school website.

16) How will the school prepare/support my child when joining or transferring to a new 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:

- The SENCo arranges a meeting with the infant SENCo, the infant year 2 group leader and the junior year 3 group leader to plan transition according to the needs of the cohort and individual pupils including those with SEND. The Learning Mentors from both schools also involved.
- Visits take place to the infants by the SENCo and Year 3 year group leader who spends time in the year 2 classrooms getting 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.
- The Learning Mentors plan sessions and visits for small groups of pupils to the juniors. The children take photographs of the new environment to make booklets for reference over the summer. SEND pupils have regular planned visits and informal impromptu ones as the need arises.
- Close links with both schools enable the needs of all pupils to be addressed not just those with identified SEND. Teachers identify pupils who may need extra transition for any number of reasons for example: lack of confidence; emotional insecurity.
- Year 2 classes spend two days 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 arranged so the SENCo, the current class teacher and the Year 3 Year Group Leader or if possible the planned year 3 teacher and parents can attend.
- 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.
- The SENCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry, and additional transition opportunities are provided for those pupils who need it.
- 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 a number of 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 choice. 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.
- 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 within the school

- 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 teachers 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.

17) How are the school's resources allocated and matched to children's special educational needs?

- The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:
 - 1) A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
 - 2) The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
 - 3) For those pupils with the most complex needs requiring an EHCP, the school may be allocated additional educational needs funding from the Local Authority's High Needs SEN Funding allocation.
- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through support that might include:
 - 1) Targeted differentiation to increase access to text (desk copies of information, work buddy, accessible text, IT e.g. read aloud software, different recording strategies, additional time etc.).
 - 2) In class, adult or peer support aimed at increasing skills in specific area of weakness (learning behaviours, organisation, etc)
 - 3) Small group tuition to enable catch up (subject or targeted at additional need).

In 2018/19: this included an additional teaching group in Year 5, run by the SENCo, to support the academic and social needs of the SEN pupils in that year group in preparation for the upcoming transitions to secondary school.

In 2019/20: the SENCo taught a group in Years 3/4 every morning, to support Maths, Phonics and communication skills development for the SEN pupils within these cohorts.

In 2020/21: An experienced teacher led a group for Y3 pupils based on the same model as run by the SENCo in 2019/20.

In 2021/22: the SENCo teaches a group of Year 3/4 pupils every day to support Maths, Phonics, writing, communication and fine motor skills development for SEN pupils within this cohort.

- 4) Out of class support (relationship building, social, emotional skill development)
- 5) Specific support, advice and guidance is provided to parents and families to improve pupil's readiness for learning (relating to pupil's difficulties in attendance, behaviour, physiological and emotional needs etc)
- 6) Provision of specialist resources or equipment (use of ICT, sloping board, electronic versions of text, sensory equipment etc).
- 7) Partnership working with other settings (shared resources e.g. Information, Advice and Support Agency Network; shared expertise: support from local special school on action to improve inclusion: shared alternative environments etc.).
- 8) Access to targeted before/after school clubs (breakfast, homework, clubs targeted at increasing resilience).
- 9) Access to the school nurse and wider health professional support (responding to mental and physical health issues, speech, language and communication needs, motor control and mobility needs).
- 10) Access to support from in-school sources e.g. learning mentors (peer or adult) or from charities (e.g. Young Epilepsy) and community sources (e.g. Young Carers).
- 11) Implementation of strategies from support agencies e.g. Outreach Behaviour Support from PLT Southend Academies/Educational Welfare Support from the Early Help Family Support Team.

In addition:

- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority, whose parents are in the Armed Services or are post LAC through Special Guardianship or Adoption. The deployment of this funding is published on the school website.
- If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENCo or any other member of the Senior Leadership Team.

18) How is the decision made about how much support each child will receive?

- For pupils with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher and parent who will follow guidance provided by the Governing Body regarding SEN Funding deployment.
- For pupils with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or subsequently at an annual review.

19) How will I be involved in discussions about and planning for my child's education? This will be through:

- Discussions with the class teacher, SENCo or senior leadership team member.
- During parent consultations.
- Meetings with support and external agencies where appropriate.

- In addition, our school will seek regular feedback from parents and carers of children and young people with SEND. All are invited to attend these termly meetings to raise issues of concern and to ensure the school provision is responsive to pupil and family needs, these views will be used to look at improvements in provision moving forward.

20) 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:

- Your child's class teacher
- The SENCo
- The Deputy Headteacher
- The Headteacher
- For complaints, please contact the School Governor with responsibility for SEND. They can be contacted via the school office.

21) Support services for parents of pupils with SEN include:

- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors, the nearest services to Chalkwell Hall Junior School are:
 - Scope: Mark Bromfield 07891 059125 mark.bromfield@scope.org.uk
 - Information, Advice and Support Service (IASS): Trudi Carey : 01702 215499 iass@southend.gov.uk
 - Family Voice: Mike Wilson 01702507184 familyvoicesouthend@btconnect.com.
- 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:
 - Information, Advice and Support Service (IASS): Trudi Carey : 01702 215499 iass@southend.gov.uk
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authority's decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here: <https://www.gov.uk/special-educational-needs-disability-tribunal/overview>
- The Local Authority's Local Offer can be found at <https://livewellsouthend.com/kb5/southendonsea/directory/localoffer.page?localofferchannel=0> This will also provide information to parents and carers on mediation and conflict resolution services.

References:

The SEND Code of Practice (January 2015, last updated 2020) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations <http://preview.tinyurl.com/nenth62>

Supporting pupils at school with medical conditions Sept 2014. <http://preview.tinyurl.com/nrv8wxy>

SE7 Local Offer: Framework and Guidance. <http://preview.tinyurl.com/otma4gj>

Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice)

Policies and documents relating to this report:

Accessibility Statement

Accessibility Plan

Equality Duty

Safeguarding and Child Protection Policy

SEND Policy

Supporting Children With Medical Conditions

Transition Policy

Local Offer