



SEND Information Report 2023-24

Name	Chichester Free School
Type	Mainstream- Free school
Provision	FS2, KS1, KS2, KS3 and KS4
Website	Chichesterfreeschool.org.uk
Contact details	Chichester Free School Hunston Road Chichester PO201NP office@chichesterfreeschool.org.uk

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy which can be found on our school website.

What types of SEN does the school provide for?

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment

1	<p>How does the school know if children need extra help and what should I do if I think my child may have special educational needs?</p>	<p>The school has an SEND policy which can be found on the school website.</p> <p>Mrs Cathryn Halton is the Vice Principal for all-through Inclusion. Her email address is: chalton@chichesterfreeschool.org.uk</p> <p>The school has two SENDCOs.</p> <p>Mrs Alexa Angell, primary SENDCo (Year R-Year6). You can contact her via the school office on 01243 792690 or by email at aangell@chichesterfreeschool.org.uk</p> <p>Mr Phil Fowler, secondary SENDCo (Year 7-Year11). You can contact him via the school office on 01243 792690 or by email at pfowler@chichesterfreeschool.org.uk</p> <p>Pupils are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:</p> <ul style="list-style-type: none"> ● Liaisons with previous schools or pre-school settings ● Whole school tracking of attainment outcomes indicates lack of expected rate of progress. ● Concerns raised by parents/carers ● Liaison with external agencies, e.g. speech and language ● Standardised assessment tools indicating a difficulty/ weakness (e.g. percentile rankings) <p>We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).</p> <ul style="list-style-type: none"> • We adopt a graduated approach to meeting needs, through quality first teaching; our staff make reasonable adjustments to help include all children, not just those with SEND. We take a holistic school approach to supporting pupils through our strong pastoral care systems.
---	---	---

		<ul style="list-style-type: none"> • When the school identifies the need for additional support, intervention is put in place to support the pupil. • Interventions may include working in small groups with adult support or working one to one in a specific area of learning. • We monitor the impact of interventions through observations, Pupil Progress meetings and by tracking pupil progress. • Our SENDCos take the lead on interventions, ensuring that there is a clear focus and the Vice Principal – all through Inclusion supports the evaluation process and shares this information with governors. <p>If you are concerned about your child’s progress or believe they have a special educational need, this should be first discussed with the class teacher/subject teacher, tutor or Head of Year.</p> <ul style="list-style-type: none"> • Parents may also contact the Primary SENDCo, Mrs Alexa Angell, for pupils in Reception to Year 6, Secondary SENDCo, Mr Philip Fowler, for pupils in Years 7-11 or alternatively the Vice Principal – all through Inclusion, Mrs Cathryn Halton, if they feel this is more appropriate.
2	How will the school support a child with SEND?	<ul style="list-style-type: none"> • All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. • The class teacher or subject teacher will oversee, plan and work with each pupil with SEND in their class to ensure that appropriate progress is made in every area. • Our Primary and Secondary SENDCOs will oversee the progress of any pupil identified as having SEND • The class teacher/ subject teacher will meet with you formally during Pupil Progress Consultations in order to discuss your child’s progress and the support they are receiving. • Class/ Subject teachers are always happy to discuss your child’s needs if you have questions or concerns between more formal meetings. Please contact them directly to arrange this. • An appointment can be made with one of the SENDCOs to discuss support in more detail if required.

3	How will the curriculum be matched to each child's needs?	<ul style="list-style-type: none"> • Our school strives to provide an engaging and exciting curriculum for all children. Teachers will plan for a variety of needs in the classroom providing appropriate task and achievable outcomes (Please see our Learning and Teaching Policy). • All learning activities within class are planned and differentiated at an appropriate level, so that all pupils are able to access learning according to their specific need. • In addition, if it is considered appropriate, pupils may be provided with specialist equipment or resources such as ICT and/or additional adult help.
4	How will both you and I know how my child is doing and how will you help me to support my child's learning?	<ul style="list-style-type: none"> • You will be able to discuss your child's progress at Pupil Progress consultations. • You will receive a progress report for your child each term. • If you have more specific questions then Class and Subject teachers, Tutor, Head of Year and the Primary and Secondary SENDCOs can be contacted by email. • The Class or Subject Teachers may suggest ways of how you can support your child. • Mrs Angell (Primary SENDCO), Mr Fowler (Secondary SENDCO), Mrs Halton (Vice Principal- all through Inclusion) may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behavioural/ emotional needs. • If outside agencies have been involved, suggestions and programmes of study are normally suggested that can be used at home.
5	What support will there be for my child's overall wellbeing?	<p>Safeguarding our pupils is the top priority at CFS and it is the responsibility of everyone. Our Designated Safeguarding Lead (DSL) is the Vice Principal for Pastoral and Behaviour, Mr Lee Hardwick. There are also 2 other DSLs – Mrs Cathryn Halton (overseeing safeguarding in the Primary phase) and Mrs Alanna Russell (overseeing safeguarding in the Primary phase). There are also 3 Deputy DSLs, Mrs Alison Turnbull, Mrs Alexa Angell and Miss Dabinett.</p> <ul style="list-style-type: none"> • All our staff provide a high standard of pastoral, social and emotional support for pupils.

- The class/ subject teacher and Tutor has overall responsibility for the pastoral, medical, social and emotional care of every child in their class.
 - An evaluated Personal, Social, Health and Economic (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.
 - The school has a Nurture Unit and an Emotional Literacy Support Assistant (ELSA) which is available for pupils to discuss issues and concerns and offer more intensive support, primarily aimed at KS1 and KS2 pupils. There is also a Primary Pastoral and behaviour officer, Mrs Hannah Prior.
 - The school has a Pastoral team, including Heads of Year and Pastoral officers, who are experienced in dealing with a range of social, emotional and behavioural needs for KS3 and KS4 pupils.
 - The school has access to a councillor for KS3 and KS4 pupils, parents have the opportunity to fund sessions for their child.
- Behaviour and Inclusion Support:
- The school's behaviour policy is available on the school website.
 - If the pupil has significant behaviour difficulties a plan is written to identify the specific issues, put relevant support in place and set targets with a view to identifying and addressing the underlying reasons behind the behaviour. The school may request further advice from the Learning and Behaviour Advisory Team and West Sussex Alternative Provision College, with parental agreement.
 - The school has an attendance policy. Attendance of every pupil is monitored daily by the school. Lateness and absences are recorded and reported to the Executive Principal and

		discussed with parents/carers if this becomes a concern. If attendance becomes a concern the school is able to support parents/carers in making contact with other agencies who can provide appropriate support.
6	What specialist services are available at the school?	<p>We have a number of established relationships with professionals in health, social care and other outside agencies..</p> <p>At times it may be necessary to consult with outside agencies to receive more specialist advice. The agencies used by the school include:</p> <ul style="list-style-type: none"> * Speech and Language Therapy * Hearing Impairment Team * Visual Impairment Team * Education Psychology * Occupational Therapy Service * Child and Adolescent Mental Health Service (CAMHS) * Early Help * School nurse * Social workers * Learning and Behaviour Advisory Team (LBAT) * Autism and Social Communication Team (ASCT) <p>All external partners we work with are vetted in terms of safeguarding and hold enhanced Disclosure and Barring Service (DBS) checks.</p> <p>The school will not make a referral to any agency before obtaining consent from the parent/carer</p>
7	What training do the staff supporting children and young people with SEND undertake?	<ul style="list-style-type: none"> • Training is seen as a very important for all staff working with children with SEND. <p>Mr Fowler and Mrs Angell both hold the NASSENCo qualification.</p> <p>Our SENDCos attend appropriate courses and conferences to keep abreast of changes within SEND. This is then disseminated to staff.</p>

		<p>Recent training for individual staff members has included:</p> <ul style="list-style-type: none"> *The Authentic pupil voice *Autism in schools project * Using progression tools to unlock communication and understanding * Team Teach/ De-escalation training * Early Years transition <ul style="list-style-type: none"> •The SENDCOs of each school within the Chichester Locality meet together each term to share good practice. • The school has regular visits from outside agencies who provide advice to staff support the success and progress of individual pupils. • The NHS Speech and Language Therapist visits annually to assess and plan support for targeted pupils. These programmes are then delivered by a trained Teaching Assistant. • LBAT and ASCT provide termly consultations and enhanced consultations for individual pupils as appropriate. ▪ Staff receive appropriate training to support pupils with medical needs e.g. epilepsy, Auto injector, asthma, etc.
8	<p>How will my child be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> •Activities and school trips are available to all. ▪ We have a Educational Visits Co-ordinator, Mr Rob Angell, who oversees all risk assessments for school trips •Risk assessments are carried out and procedures are put in place to enable all children to participate.

		<ul style="list-style-type: none"> • The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity. However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity. • Break times can be challenging for some children and support and/or alternative arrangements may be needed to make these times successful. Each pupil's needs will be considered on an individual basis.
9	How accessible is the school environment?	<ul style="list-style-type: none"> • Our School has an Accessibility Plan which is reviewed regularly. Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website. • As a school we are happy to discuss individual access requirements. • Disabled parking bays marked and located next to the school reception and pupil entrance. • Accessible toilet facilities are available on all floors within our school. • A lift is available to access all floors, one in the primary phase and one in the secondary phase of the school.
10	What support is given to pupils with medical needs?	<ul style="list-style-type: none"> • If a pupil has a medical need then a detailed Individual Health and Care Plan is compiled by our Medical Officer or relevant nursing team and in consultation with parents/carers. These are discussed with all staff who are involved with the pupil. • Parents need to contact the school office if prescribed medicine is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the pupil's name and administration information clearly shown. A form must be completed by the parent/ carer and medicines handed in to and collected from the school office.

		<ul style="list-style-type: none"> •Where necessary, and in agreement with parent/carers, paracetamol and/or ibuprofen can be administered in school. •Staff receive annual training on asthma and allergic reactions including using an epipen. Training on other health issues is obtained as the need arises. •There are several staff members that have basic first aid training and a number of staff that have more intensive First Aid Training.
11	<p>How will the school prepare/support my child when joining or transferring to a new school?</p>	<ul style="list-style-type: none"> •Many strategies are in place to enable the pupil's transition to be as smooth as possible. These include: <ul style="list-style-type: none"> • When you apply for a place for your child at the school, we encourage you to share your concerns about your child's special educational needs or pass on information about any specialist support or agencies already working with you. • Discussions between the previous or receiving schools prior to the pupil joining/leaving. • For pupils starting in Reception, the Reception Class teachers meet with staff from pre-school settings in the summer term. The class teachers then make a home visit with the class teaching assistant to discuss the pupil with parents/carers. • For pupils starting in Year 7 there is a transition day arranged in the summer term where pupils are invited to our school to meet with their tutors and different members of staff. • Additional visits are also arranged for pupils who need extra time in their new school. • Secondary school staff endeavour to visit as many pupils in Year 6 in their current setting as possible. They talk to the pupil and liaise with a member of staff from the setting. • Mrs Halton, Vice Principal- all through Inclusion, or Mr Fowler, Secondary SENDCO, will liaise with the SENDCOs from the pupil's current setting to discuss information regarding SEN pupils.

		<ul style="list-style-type: none"> • Where a pupil may have more specialised needs, a separate meeting may be arranged with the SENDCO of the pupil’s current school, with the parents/carers and where appropriate the pupil. • If your child moves to another setting, the relevant staff will pass on information and ensure that transition arrangements are in place. • 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 school adheres to the guidance in Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff April 2014 http://preview.tinyurl.com/mn5muuo. This places a duty on schools to secure independent careers guidance for all Y7-Y11 pupils. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways. • Parents may like to use the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. https://nationalcareersservice.direct.gov.uk or examine options identified in the local offer published by the local authority which sets out details of SEN provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job. • Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.
12	<p>How are the school’s resources allocated and matched to children’s special educational needs?</p> <p>How is the decision made about how much support each child will receive?</p>	<ul style="list-style-type: none"> • The class/ subject teacher, alongside the SENDCOs, will discuss a pupil’s needs and what support will be appropriate.

		<ul style="list-style-type: none"> • Pupils with SEND will have access to the appropriate resources needed in order to help them make progress. • The Vice Principal-all through Inclusion reports to the Executive Principal and Governors regularly to inform them about the progress of pupils with SEND and how resources are being used. • The governors agree and approve priorities for spending within the SEND budget, including Pupil Premium, with the overall aim that all pupils receive the support they need in order to make progress. This will include resourcing appropriate equipment and facilities. • Access arrangements that can be put in to place for end of key stage tests will be discussed and agreed by our Executive Principal, class/ subject teachers, Assessment Coordinator and Inclusion Team. This is formally recorded.
13	How is the decision made about what type and how much support my child/young person will receive?	<p>Working with the child, their families and other staff, the SENDCo considers a variety of options for suitable provision before deciding on a course of action.</p> <ul style="list-style-type: none"> • Interventions are monitored and evaluated. Outcomes are defined at the start of any intervention. • The SENDCo oversees additional support with the Head of Primary/ Head of Secondary • External services also offer advice and support where needed
14	How will I be involved in discussions about and planning for my child's education?	<p>All parents are encouraged to contribute to their child's education. This may be through:</p> <ul style="list-style-type: none"> • discussions with the class or subject teacher, tutor, primary or secondary SENDCOs, Vice Principal- all through Inclusion or senior leadership team member. • during pupil progress consultations • meetings with support and external agencies.

		<ul style="list-style-type: none"> •In addition, our school has parent ambassadors. All are invited to contact the representatives for these termly meetings to raise issues of concern and to ensure the school provision is responsive to pupil and family needs.
15	How will my child be involved in decisions made about their education?	<p>The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.</p> <p>We may seek your child's views by asking them to:</p> <ul style="list-style-type: none"> Attend meetings to discuss their progress and outcomes Discuss their views with a member of staff who can act as a representative during the meeting.
16	Who can I contact for further information or if I have any concerns?	<p>If you wish to discuss your child's educational needs the first point of contact should be your child's class teacher or relevant subject teacher.</p> <p>If a child is in the primary phase of the school you can contact the primary SENDCO. The Primary SENDCO is Mrs Alexa Angell. She can be contacted by email on: aangell@chichesterfreeschool.org.uk</p> <p>If a child is in the secondary phase of the school you can contact the secondary SENDCO. The Secondary SENDCO is Mr Philip Fowler. He can be contacted by email on: pfowler@chichesterfreeschool.org.uk</p> <p>The Vice Principal –all through Inclusion is Mrs Cathryn Halton. She can be contacted by email on: chalton@chichesterfreeschool.org.uk</p> <p>Support services for parents of pupils with SEN include:</p> <ul style="list-style-type: none"> • West Sussex County Council's Local Offer, outlining services available for children and young people who have SEND, can be found at https://westsussex.local-offer.org

		<ul style="list-style-type: none">• West Sussex SEND Information, Advice and Support Service (SENDIAS) advises parents/ carers on all aspects of special educational needs and getting support for pupils in school. https://westsussex.local-offer.org/services/• Contact the Independent Parental Special Education Advice (IPSEA) on www.ipsea.org.uk• Contact West Sussex Parent Carer Forum http://www.wspcf.org.uk• Look on the Novio Website for advice and events for parents with pupils with SEND at http://www.noviosupport.org/
--	--	--