




Chester International School

SEN Policy and Information Report

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Name	Signature	Date
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1. Aims

Our SEN policy and information report aims to:

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

CIS Support and Provision

The school aims to identify students with Specific Learning Difficulties at the earliest opportunity and offer appropriate provision. Chester International School seeks to offer students with Specific Learning Difficulties full access to a broad and balanced curriculum. There is a whole school approach, which involves all staff, in supporting students with Specific Learning Difficulties. All school staff are made aware of each student's needs at staff meetings and through information provided on the SEND Register and documents that are available on SIMS and our school VLE (Canvas) including Individual Education Plans (IEPs), Education, Health and Care Plans (EHCPs) and provision maps. All staff have a responsibility to differentiate lessons to cater for individual learning needs. Parents / guardians and students will be involved fully in the process of the planning and delivery of support.

Once a student's challenges are identified, appropriate provision is made. Chester International School has made the decision to implement a structure that adheres to the findings of the SEND Green Paper, 'Support and aspiration: A new approach to special educational needs and disability - a consultation' (Dfe 2011). In accordance with the findings, we understand that there is a tendency to move students as quickly as possible to School Action Plus and that there should not be such a distinction between Action and Action Plus, rather notification that a student is receiving support at school or not. As a result, Chester International School uses the terms Wave 1, Wave 2 and Wave 3 to show what stage a pupil is at in terms of the support they are receiving. This structure is also present in both SEND lists and ISAMs information.

Roles and Responsibilities

SENCO: Matt Whitton

Coach, SEND Support and Designated Safeguarding Deputy: Vicky Bentley

EAL and Literacy Support: Chloe Tatlock

Learning Support Assistant: Rob Jones

Coach: Sarah Dandy

The SEND Team work closely with the Pastoral Team and have developed a shared space using Microsoft Teams where key assessment and observational data, strategies and documentation about students of concern can be collated and updated. The Welfare Team includes the following channels where files, meetings, data and observations are stored:

- Alternative Provision
- EAL
- LAC
- Pastoral
- SEN
- Vulnerable Students

Identifying and Supporting SEND students

The SEND department adopts a proactive approach to transition for families and students into CIS and reaches out to SENCOs and educational providers for our incoming students. Meetings are arranged to help all stakeholders and students feel at home in their new surroundings and supported through understanding of any required interventions, medical accommodations and other special needs.

Once the term has commenced, an initial set of meetings welcome all incoming SEND students and their families and allow for information sharing and the establishment of initial interventions as a baseline. Following on from this, two sets of termly meetings occur after key data drops to review assessment data and see how students are progressing and whether interventions need adjusting, replacing or deleting.

As a technology-driven school, all staff have access to the key information required to ensure the necessary interventions for our SEND / EAL students are in place and are monitored and updated. Our VLE (Canvas) provides this portal, and within the designated SEND Register module each student has the following information listed:

- Any diagnosed conditions (with links to current NHS information)
- General Interventions useful for increasing the success of diagnosed students
- Specific Interventions decided on from student and family input, and from observations and learning walks.

The team provides the following services to our SEND students:

- Testing for access arrangements during assessment.
- Writing Educational Health Care Plans and reviewing existing EHCPs.
- Referring students to Autism, ADHD and ADD pathways.
- Putting Individual Healthcare Plans in place for medical needs such as Dyspraxia, Scoliosis, type 1 diabetes, Ehlers Danlos Syndrome, allergies needing EpiPens etc
- Training of staff for all the above during CPD and at other relevant times.
- Liaising with the Educational Psychologist, Medical Access Team and CAMHS
- Coaching all vulnerable students highlighted as SEND, EAL, PP and FSM
- Updating strategies and information on the CANVAS LMS.

Student Observations are driven by examination of 'Teacher Tracker', 'Aspire' and 'Progression' data whereby target grades are compared to the most recent assessment points (variance analysis). If students are two levels or more below their target or are showing a pattern of academic decline from one assessment to the next, then they are prioritised for observations, and subsequent review of interventions.

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

This policy also complies with our funding agreement and articles of association.

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 SENCO is Matt Whitton (mwhitton@chesterinternational.co.uk)

They will:

- Work with the headteacher and 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 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 (to be appointed)

The SEN Trustee for The Learning Trust that CIS is a part of is Jean Charlton (charltonj@christletonhigh.co.uk). The SENCO has been in discussion with the Board of Governors regarding the designation of a CIS SEN governor. Once appointed, 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 headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher is Katrina Brown (kbrown@chesterinternational.co.uk)

The headteacher will:

- Work with the SENCO 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 SENCO 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, processing difficulties, diabetes
- Moderate and multiple 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

The SEND department adopts a proactive approach to transition for families and students into CIS and reaches out to SENCOs and educational providers for information and background on our incoming students wherever possible. Following on from notification of special / addition needs from families in expressions of interest forms, meetings are arranged to help all stakeholders and students feel at home in their new surroundings and supported in their understanding of any required interventions, medical accommodations, school provisions and resources and other special needs.

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.

Once the school year has commenced, an initial set of meetings welcome all incoming SEND students and their families and allow for information sharing and establishment of initial interventions as a baseline. Those students with EHC plans will also be invited to meetings to discuss the suitability and updating of targets and outcomes for the term and year ahead.

Following on from this, two sets of termly meetings occur after key data drops to review assessment data and see how students are progressing and whether interventions need adjusting, replacing or deleting. This is part of our ongoing Graduated Approach cycle of 'Assess', 'Plan', 'Do' and 'Review' held in conjunction with class teachers and pupils themselves.

Our online learning platform, Canvas, allows families to access a wide range of resources to support their students' learning with us at CIS and fosters links with the wider special educational support community.

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 or subject teacher will work with the SENCO 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 via the SEND Register on Canvas (our LMS), 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

Students who are preparing for adulthood, and transitioning from Year 11 or Year 13 to next-stages in their educational journey or career path benefit from support from our Careers Leader who is Level 6 trained in Supporting Career Development. All students at CIS have work experience as an integral part of their education due to our philosophy of whole-student development as an International Baccalaureate World School.

Supportive and productive working relationships with our colleagues in our catchment local authorities mean that SEND students are supported before they transition from Year 11 or Year 13, and in particular as part of the EHCP review process.

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.

5.6 Our approach to teaching pupils with SEN

All teaching staff 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.

At Chester International School, the first layer of acknowledgement of identification is termed Wave 1. At this stage, a student is placed on the SEND Register on Canvas and staff are made aware of any adaptations / differentiation that needs to take place in the classroom. Students who are at Wave 1 will not be receiving any additional support outside of what they would normally receive in the classroom. The register is updated every term and students can be taken off, kept on or moved to Wave 2 (the next stage) as is seen appropriate.

Early identification is very important and the SEND Register will often highlight a student's difficulties in the initial stages. If a student is receiving extra support then he/she will be considered as being at Wave 2. Wave 2 is similar to School Action in that the pupil will be receiving a form of intervention programme or support that would not otherwise take place in the classroom. In the event that Wave 2 does not enable the student to make satisfactory progress the SENCO may need to seek advice from external agencies. Students receiving support other than what is offered within the school are considered as Wave 3. This often takes the format of external 1:1 support lessons in an area of difficulty.

We will also provide the following external support interventions:

- Dyslexia support

- Counselling

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 laptops, coloured overlays (both physical and digital), visual timetables, larger font, etc.
- Using technology facilitated by our 1:1 laptop provision such as 'Immersive Reader' (text-to-speech) and 'Dictate' (speech-to-text)
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

'Aspire' and 'Progression' Intervention Programs

The purpose of the Aspire and Progression programs is to raise the achievement of our learners throughout their journey at CIS and to increase their self-advocacy and independence. Although any learner not reaching their potential is eligible for the program, there is an emphasis on EHCP, SEND and Pupil Premium learners.

Target Students:

- Lower attaining learners.
- Learners who are a significant distance away from their Minimum Expected Grades (MEG).

The key to unlocking potential is for each learner to utilise their independent study time as much as possible. Every learner who is identified as being below attainment or progress will have two dedicated self-scheduled lessons with our Learning Support Assistant and will follow the tasks on the Aspire Program Canvas Course. The academic areas of focus are:

- Numeracy
- Literacy

Each discipline has a 20-minute task per session, with pre- and post-assessments at the beginning and end of each half term to monitor and track progress.

A discussion module within Canvas allows staff to provide immediate feedback on our SEND students and thus facilitate the sharing of best practice and tailoring our interventions to ensure increasing success.

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

- Chester West and Chester Council
- Warrington Council
- Wirral Council

In addition to our SEND support programme, we also offer counselling to those in particular need of mental health support, and regular coaching on life skills, academic skills and careers.

5.9 Expertise and training of staff

Our SENCO has two years of experience in this role and has worked as a classroom teacher at Chester International School since January 2019. They are currently completing their NASENCO qualification. Their teaching experience covers more than fourteen years of both science and ESL teaching here in the UK and overseas.

They are allocated eight hours a week to manage SEN provision.

In this coming academic year all staff will be receiving a professional development session every term based on our priorities as a department and feedback from staff surveys carried out in the preceding year.

We use specialist staff for Dyslexia support and assessment by an Educational Psychologist.

5.10 Securing equipment and facilities

Our SEND team works with all stakeholders to ensure that students in our care benefit from the equipment and facilities they need. We work closely with families to discuss student needs, and reach out to our colleagues in local authorities and external agencies to ensure the best learning outcomes are reached. The SENCO is present at extended Leadership meetings, and works closely with the Principal on matters of funding and resource availability.

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 and inviting families to discuss the data.
- Reviewing the impact of interventions after five to six weeks
- Using pupil questionnaires
- Monitoring by the SENCO and SEND team
- 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

SEN students have a high level of representation amongst student ambassadors and student leadership teams, and participate in all areas of school community life.

All of our extra-curricular activities and school visits are available to all our pupils, including our elective options held twice weekly and after-school clubs.

All pupils are encouraged to go on our subject specific trips in Years 10 and 11 and the International Baccalaureate Group field study options in Years 12 and 13 where course-appropriate.

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.

Accessibility surveys have been undertaken to ensure the least restrictive environment is in place for any physically-disabled students. We have a lift between our three floors to ensure that stairs are not a barrier to access and movement throughout the building. Our school accessibility plan is available on our school web page ('About Us' – 'Policies').

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:

- Coaching is available on a weekly basis to all students and the Pastoral team work closely with SEND colleagues.

- Counselling is made available to those with high-priority mental health concerns
- SEND students complete termly wellbeing questionnaires and have access to anxiety / anger management forms via QR codes in all classrooms.
- A dedicated Pastoral Hub room is available for SEND / Vulnerable students and is equipped to reduce sensory input.
- Pupils with SEN are encouraged to be part of student ambassador teams and student leadership.

We have a zero tolerance approach to bullying, utilise restorative practices between peers facilitated by staff, and proactively educate our student body on our diversity.

5.14 Working with other agencies

The many resources and agencies we work with to support our SEN students are summarised in the Cheshire West and Chester 'Local Offer' (accessible online [here](#)).

5.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Katrina Brown 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

Support services we work with to support our SEN students are summarised in the Cheshire West and Chester 'Local Offer' (accessible online [here](#)).

5.17 Contact details for raising concerns

Should you have any concerns about SEN provision for your student, the following contacts are available to you:

SENCO: Matt Whitton (mwhitton@chesterinternational.co.uk)

Coach, SEND Support and Designated Safeguarding Deputy: Vicky Bentley (vbentley@chesterinternational.co.uk)

Principal: Katrina Brown (kbrown@chesterinternational.co.uk)

Assistant Principal for Care and Culture and Safeguarding Lead: Francesca McCormick (fmccormick@chesterinternational.co.uk)

5.18 The local authority local offer

Our contribution to the local offer is: <https://www.livewell.cheshirewestandchester.gov.uk/Services/1275>

Our local authority's local offer is published here:

<https://www.livewell.cheshirewestandchester.gov.uk/Categories/3948>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO (Matt Whitton) **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](#)
- [Behaviour](#)
- [Equality information and objectives](#)
- [Medical Needs Policy \(Cheshire West and Chester\)](#)
- [Safeguarding & Promoting Welfare of Students Policy](#)
- [Supporting pupils with medical conditions](#)