



Information Report – Updated May 2023

Date last reviewed:	May 2023
Committee Responsible	Full Governing Body
Designated member of staff	Ms Rebecca Gonyora (Director of Inclusion)
Date of next review:	May 2024

To be read in conjunction with Borough's Local Offer and the Chessington School SEND Policy.

[AfC Info website - Kingston and Richmond :: SEND Local Offer](#)

[Useful links all in one place on the SEND Local Offer website](#)

AT Chessington School OUR ETHOS IS THAT EVERY CHILD FEELS VALUED AND EXPERIENCES SUCCESS EVERY DAY

At Chessington School, our SEN identification is based on the 'Wave of Intervention Model'; which involves developing, implementing and maintaining evidence based strategies for SEN students. Our school ethos is that students are included in the life of the school, trips and other activities that enhance their cultural capital, lessons and learning: some students may have additional help in order to do this in a meaningful way.

	COMMUNICATION & INTERACTION	COGNITION AND LEARNING	SOCIAL, EMOTIONAL AND MENTAL HEALTH	SENSORY AND/OR PHYSICAL
<p>How does Chessington School know if my child needs extra support?</p>	<p>Information gathered during transition SENCO liaises with primary schools. SENCO attends some annual reviews of Year 6 statements/EHCPs . Senior management, Head of Year 7 and SENCO meet with all Year 6 students on roll for September. This includes SEN students and those with special circumstances (parents may have already made contact with the school to discuss individual cases) Induction Day screening.</p> <ul style="list-style-type: none"> ● Cognitive attainment tests (CATS) ● KS2 SATS ● Teacher assessment ● Tracking of progress ● Reading and spelling assessments in year 7 <p>This is supported by clear in-house referral systems. (Cause for concern / CPOMS) If there are concerns, the school will monitor and support the student through adapting teaching and, if appropriate, the student will receive additional provision. The parents/carers may be asked to meet with the school to discuss and plan appropriate support. Support from an outside agency may be requested for example the educational psychologist, the Child and Adolescent Mental Health Service (CAMHS) or need specific team as stated by the local offer. Eg VI team</p>			

What is not SEN?	Persistent disruptive or withdrawn behaviours do not necessarily mean that a student has SEN. Where there are concerns, the school will assess to determine if there are any causal factors. Slow progress or low attainment do not necessarily mean that a student has SEN and will not automatically lead to a student being recorded as having SEN.
Application for statutory assessment	Very occasionally a student on the SEN register will require a significantly higher level of support. In this case the school will have made extensive provision from all available resources. The SENCO and/or the director of inclusion will make a joint decision with the educational psychologist and parents to decide whether a referral for a coordinated assessment process is needed.
What should I do if I think my child may have a special educational need or disability?	If you are concerned about your child's academic progress or have concerns around, SEND your first point of contact should be your child's who if further action is needed will liaise with the heads of year. If all options have been explored the pastoral team will make a cause for concern referral to the SENCO.

<p>How will Chessington School support my child?</p>	<p>For all students: Chessington school has an inclusive ethos and the curriculum provides high quality first teaching by subject teachers. Provides a range of teaching strategies and learning opportunities, with differentiation according to need. Tracks progress and sets targets regularly. Daily homework club.</p> <p>1. In addition, for some students with SEND the school: Assesses and monitors any cognitive, physical or sensory barriers to learning and makes adaptations to the learning environment, grouping of students and/or curriculum materials. May provide in-class or small group support as needed to enable the student to achieve at peer appropriate level Specific year 9, 10 and 11 home learning and course work. SEND plans and advice for all teachers. Teacher Around Child meetings (TAC). Pre-teaching sessions during registration time. Additional space or safe haven for before school, break and/or lunchtimes. TLC</p> <p>2. In addition, for students with an Education Health and Care Plan or significant barriers to learning the school: May carry out additional planning and tracking. May provide individualised programmes in one or more areas of the curriculum. May provide additional small group and individual support e.g. Literacy group, Memory group. Arranges the provision specified in part 3 of a statement or as outlined in the EHCP.</p> <p>3. Some students may receive additional support from outside specialist agencies according to need. See list below.</p> <p>4. Testing for access arrangements in public exams takes place during year 10, 11 or 12 or as required. These arrangements may include using a reader, extra time, laptop, scribe, rest breaks and / or separate room.</p>
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COMMUNICATION & INTERACTION	COGNITION AND LEARNING	SOCIAL, EMOTIONAL AND MENTAL HEALTH	SENSORY AND/OR PHYSICAL	
	<p>In addition to 1) above students with Speech Language and Communication Needs(SLCN) or Autistic Spectrum Disorder (ASD) may have additional co-existing needs e.g. Dyslexia</p> <p>In addition to above some students with SLCN or ASD may have unique individualised arrangements or plans according to need.</p> <p>Interventions such as social stories, lego therapy, circle of friends, TLC, TA support, enhanced transition process are put in place based on individual needs</p>	<p>In addition to 1) above students with low cognitive ability may have a small group support with literacy, numeracy and study skills, and have a mentor.</p> <p>A few, in addition to 1) and 2) above, may be included in differentiated teaching groups e.g. transition classes , smaller groups and flexible pathway and/or individualised study skills options</p> <p>Students with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD) may receive support with self regulation, literacy, numeracy and study skills, and have a mentor. A few, in addition to 1) and 2) above, may be included in differentiated teaching groups e.g BTEC courses, smaller groups and flexible pathway and/or</p>	<p>All students have access to the Deputy head in charge of Inclusion and wellbeing. She works closely with all HOY, SEND team, pastoral team and attendance officer to ensure students have access to talk if they need to.</p> <p>Student Support Officers will support students in a variety of ways:</p> <ul style="list-style-type: none"> • Meetings with student and or parents/carers • Restorative Approaches • Pastoral Support Plan (PSP) • 6 week snap back resilience programmes • Referral to school counsellor • Referral for support with anger management • Referral to speech and language therapist • Also referrals can be made to the external agencies that work with the school. 	<p>In addition to 1) above students with Sensory or Physical difficulties may have small group support with literacy, numeracy and study skills, and have a mentor.</p> <p>A few, in addition to 1) and 2) above, may be included in targeted teaching groups e.g. BTEC courses, smaller groups and flexible pathway and/or individualised study skills options. In order to provide appropriately for these students advice is taken from the borough sensory team. Provision may include adapted learning materials or specialised access arrangements in the classroom.</p> <p>In addition to 1) above some with Epilepsy may require individualised arrangements according to need or be included in tailored teaching groups</p>

		<p>Individualised study skills options. In addition to 1) above students with Dyslexia or other SpLD Specific Language Impairment may have small group support with literacy numeracy and study skills. A few, in addition to 1) and 2) above, may be included in differentiated teaching groups e.g. BTEC courses, smaller groups and flexible pathway and/or individualised study skills options. They may also receive small group or individualised, specialist reading / spelling / numeracy intervention according to need. Keyboard skills may be provided.</p>		
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<p>How the decision is made about how much/what support my child will receive?</p>	<p>Provision is made on a need basis. All classroom teachers provide high quality first teaching with support for EHCP students according to need. Our universal offer is shared with all staff using SEND in a nutshell guidance which is displayed in every classroom. EHCP students are allocated a number of hours reflecting the provisions set out in the EHC plan.</p> <p>Data is regularly checked. Students without an EHCP plan receive interventions, additional support in class or a small group setting when they are not making adequate progress according to their school monitoring.</p> <p>At Chessington School it is our aim to immerse all students in the life of the school with support as necessary. Sometimes we don't have the funds or staffing to do this but using our imagination and creativity we try to find the resources to match the students' needs</p>
<p>How will I know how Chessington School supports my child?</p>	<p>Meeting at the beginning of year to welcome and inform parents of Year 7 (other years too) about support that will be offered. SEN Plans are distributed to parents and staff as appropriate and the individual student's needs and the support programme to be put in place for them.</p> <p>Parent workshops take place regularly for parents of students with SEND and SpLD to help parents to understand how we are supporting the students and share ways of helping them at home.</p> <p>For sixth formers, general screening takes place for all. Following this, parents and students are invited to meet with key staff to discuss specific needs as necessary in conjunction with subject teachers.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>High quality first teaching by subject teachers.</p> <p>Access enabled according to need.</p> <p>Appropriate adaptations.</p> <p>For a small number of students, a small group or 1 to 1 work.</p> <p>In Key stage 4 alternatives to GCSEs may be explored in consultation with parents for some individuals.</p> <p>Careers interviews or advice may take place in advance of option choices for Key Stage 4.</p>

<p>How will I know how my child is doing?</p>	<p>Communication with parents is very important. Progress of all students is monitored three times a year (KS3 and KS4) and six times a year (KS5) and reported back to parents. One PCM a year for each year group. Annual review of EHCP students. Provision map tracks progress. Support Plans are reviewed twice a year. HOY make arrangements informally with parents to meet, telephone or discuss throughout the year. Meetings for SEND students take place with both the parents and the students 3 times a year.</p>
<p>How will you help me to support my child's learning?</p>	<p>Parent workshops. Coffee mornings Information sharing with parents (e.g. helpful websites, local organisations) and meeting parents according to need Homework club and pre-teaching and after school interventions</p>
<p>What support will there be for my child's overall well-being?</p>	<p>House system, HOH, form tutor. TAs for EHCP and School Support (K) students and emotionally vulnerable students including students on the SENCO monitoring register. Behaviour management systems in school are based upon encouraging students to make positive decisions about behavioural choices. Restorative approach The behaviour policy identifies reasonable adjustments to ensure the need for exclusion is minimised. Behaviour and anti-bullying policies are evaluated and up-dated regularly. School counsellor service available. School nurse drop-in. Safeguarding meetings. TAC meetings. Buddy system for Year 7 vulnerable students according to need. Additional support for students: cooking, breakfast club, allotment, homework club Outside agencies : see below</p>

The aims and purpose of the Chessington School provision are to:

Provide students with specialist teaching targeted at those with SLCN/ASD needs.

Provide a structured, supportive environment where students can feel secure, develop confidence and achieve their full potential.

Provide a broad and balanced curriculum using a wide range of teaching methods and styles, to meet the needs of named students Provide opportunities to develop independence and social skills.

Enable students to be included in mainstream lessons and extra-curricular activities wherever possible; and work in partnership with parents and outside agencies.

<p>What specialist services and expertise are available at the school?</p>	<p>We have an Educational Psychologist (EP) who works alongside the school. The EP offers some direct work, assessments, advice to teachers, parent workshops and also some training on inset days. Students are referred to the EP through the Director of Inclusion, Deputy headteacher for inclusion, SEND operations manager SENCO, ELSA, ERSA</p> <p>There is a Speech and Language therapist linked to our school provided by the NHS through the local authority. The SALT also takes referrals and may give advice or provide interventions for identified students who do not have EHC plans.</p> <p>We also make referrals to the EISS team who can offer either direct work with students or strategies for teaching staff.</p> <p>The school has on-site Learning Mentors and Counsellors. Some students may be referred to these professionals through the Head of Year, SSOs or Safeguarding team.</p>
<p>What specialist services and expertise are accessed by the school?</p>	<p>The school works closely with specialist agencies and other specialist professionals. The range of services may change throughout the year. On referral, additional support from one or more specialist services or agencies may be available according to availability. The school currently works with the following agencies:</p> <ul style="list-style-type: none"> EP assessment and advice Teachers of the visually and hearing impaired Mobility Services Education Welfare SPA and Social Services CAMHS Health services Relate Targeted Youth Support Drugs and Substance abuse team Young Epilepsy Speech & Language team Occupational Therapy Physiotherapy ADHD embrace Autism Education Trust

<p>What training have the staff supporting children and young people with SEND had or are having?</p>	<p>Staff and governors undertake continued professional development (CPD) in relation to SEND and Safeguarding and are able to offer support and guidance to ensure school improvement.</p> <p>Teaching and pastoral staff have completed CPD in relation to meeting students' needs within the classroom and there is an ongoing programme to update these skills.</p> <p>Non-teaching staff have received training in safeguarding and key physical or medical difficulties such as Epilepsy where they may encounter a student needing additional support or assistance. The school has staff who have undertaken First Aid training.</p> <p>Staff receive training to ensure understanding of Special Educational Needs and Disabilities and strategies for meeting needs e.g. the impact of a sensory need upon teaching and learning e.g. hearing impairment, ASC, Dyslexia/Dyscalculia, Epilepsy and Hypermobility.</p> <p>All teachers are provided with SEN plans which give clear and helpful advice on enabling the student to access the curriculum in subject lessons as well as outlining strategies for effectively managing the student's behaviour.</p> <p>TAs access weekly training on their role and how to support a wide range of SEND needs.</p>
<p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>A detailed risk assessment is carried out by the school for all school trips which pays due regard to the particular needs of SEND students to ensure their safety, wellbeing and inclusion. Additional adults may be deployed according to the need to support SEND students with particular needs when going on school trips or taking part in activities outside the classroom.</p>

<p>How accessible is the school environment?</p>	<p>The school is purpose built to allow all students to access every area of the school. There is a lift that can be accessed at the centre of the building, the school consists of an appropriate number of accessible toilets. Outside the building there are access ramps. Evac equipment is available for fire evacuations.</p>
<p>How will the school prepare and support my child when joining Chessington School or transferring to a new school or post-16 provision?</p>	<p>CATs testing day is compulsory for all year 6 students who are coming to Chessington School. Induction day for all Year 6 students in the summer term. Staff are informed of new starters and key faces and every teacher will be provided with a copy of the students IEP. Additional Induction sessions for EHCP and vulnerable Year 6 and 11 students in preceding summer term. Team building days in September for all Year 7 students. SEND Tea party Transferring to a new school: this may include conversation with the SENCO of the new school, visits to the new school if appropriate, individualised work where necessary, graduated transfer e.g. some lessons in the new school before transfer, visits, additional induction. Preparing for adulthood starts at KS2 transition, key points at year 9 when students make their option choices and transition to post sixteen and adulthood. Preparation for post 16: help with making decisions about post 16 education from career's officer: 1 to 1 meetings in Years 9, 10 and 11. Visits to colleges, apprenticeship fairs arranged for certain students in Years 10 and 11. CPDW lessons assist students in thinking about and making post 16 choices, provide help with completing application forms, interview techniques etc.</p>

<p>How will I be involved in discussions about and planning for my child's education?</p>	<p>Annual reviews for EHCP students. Parents can request a meeting with the SENCO or relevant SEN lead teacher to discuss their child's education. Meetings/phone calls.</p>
<p>How can I access further help and support locally?</p>	<p>Support for children and young people with special educational needs or disabilities (SEND) (pdf) New to SEND Useful links all in one place on the SEND Local Offer website</p> <p>You can read the Richmond report (PDF) You can read the Kingston report (PDF)</p> <p>More about mediation on the KIDS website</p> <p>The Ordinarily Available guidance information is intended to inform and be used by professionals and parents and carers. Ordinarily Available on the SEND Local Offer website</p>
<p>Who can I contact for further information?-</p>	<p>Sarah Wilson – Headteacher swilson@chessington.kingston.sch.uk</p> <p>Rebecca Gonyora: Director of Inclusion (MAT) rgonyora@chessington.kingston.sch.uk</p> <p>Alex Gorno Trainee SENCO agorno@chessington.kingston.sch.uk</p> <p>Cait Cooper Named SENCO ccooper@chessington.kingston.sch.uk</p> <p>Claire Chapman SEND governor chapman@chessington.kingston.sch.uk Tel: 02089461156</p> <p>Please see our complaints procedures policy if you would like to make a complaint.</p>

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