



## Chessington School

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

Borough Local offer <https://www.afclocaloffer.org.uk>

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. All Interventions at Chessington School are data driven and outcomes focused. This is in line with the new SEN Code of Practice (September 2014 amended 2016), which makes it clear that additional intervention and support cannot compensate for a lack of good teaching. As such, it reflects that high quality teaching, which is appropriately differentiated, is the first step in responding to possible special educational needs. For students who require special educational needs provision, the SEN Code sets out the principle of a graduated response.

### EDUCATION HEALTH CARE PLAN

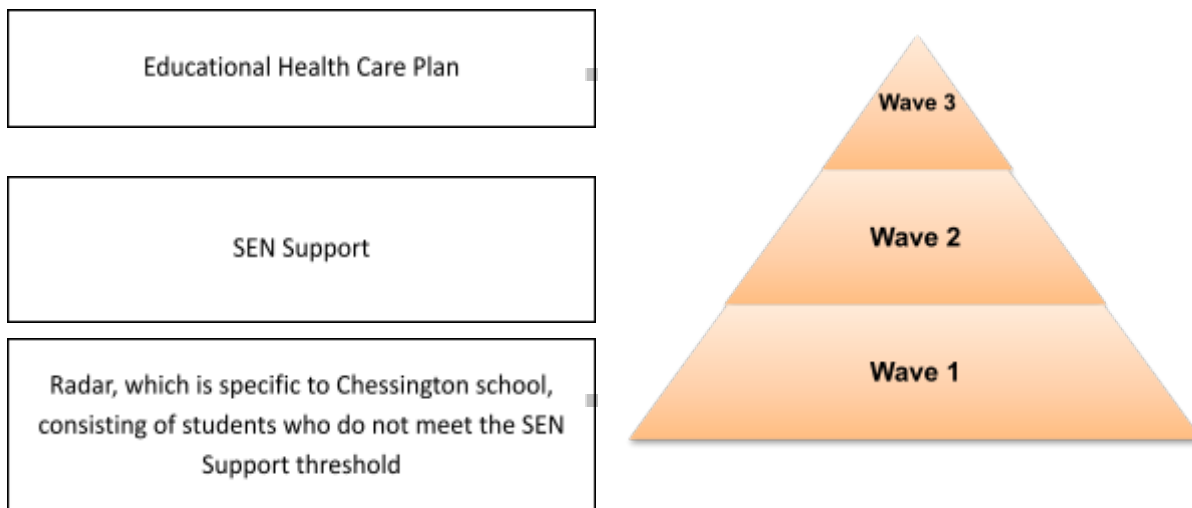
For those students with the most complex needs the Department of Education has introduced a single zero to twenty-five Education, Health and Care Plan (EHC) The EHC plan places much more emphasis on personal goals and will clearly describe the support a child will receive across different services.

### THE WAVE OF INTERVENTION MODEL

This is a three tiered model. Wave one needs are met by quality first teaching in lessons. This is on the whole school understanding that Every Teacher is a Teacher of SEND and Every Leader is a Leader of SEND. Some of the students at wave one no longer meet the new identification criteria. At Chessington School these students will not be removed without further support; but will be tracked on a separate register which we are referring to as the Radar. All students identified as requiring Wave One

interventions will receive effectively adapted learning opportunities provided by their class teachers as part of the National Curriculum. The quality first teaching at this stage will be expected to meet the needs of all learners. Where Wave One interventions are deemed inadequate to meet students' needs, they will receive Wave Two interventions. It is anticipated that this will be offered to fifteen percent (15%) of the SEN students. Importantly, students who receive Wave Two interventions will also continue to receive Wave One; Wave two does not replace the core curriculum; it is there to supplement it. The students who receive Wave Two interventions will be referred to as SEN Support Group. Wave Three intervention is aimed at a small group of students with EHC plans. Wave Three Supplements Wave One and Two but does not replace them. Interventions at Wave Three may be delivered by specialist's / SEN teachers / SENCO / external agencies. Only five percent (5%) of all SEN students will require Wave Three interventions.

**The table below is an illustration of the 'Wave of Intervention Model':**



At Chessington School, we refer to our support plan as SEND Plans. These documents are put in place by using the graduated approach. The SEND Plans are developed by including the views of SENCO, external agencies, teachers, parents and students. They offer a summary of needs and strategies for teachers to adapt lessons. Support plans also include a list of interventions that have been put in place for learners. This information can be retrieved from SIMS, Edukey or staff shared area, which ensures that all staff gain easy access to SEN information.

**What does adaptive teaching look like at Chessington School?**

Our philosophy for adaptive teaching is that adaptive teaching comes from a place of sameness for all learners. This allows all students to access a curriculum that is ambitious and leaders develop and adapt the curriculum so that it is coherently sequenced to all learners' needs, starting points and aspirations for the future. This is also underpinned by our SEND in a nutshell which is used by all teachers to adapt learning based on the four categories of need.

## **SEND AREA F7**

F7 is the centre of support for all students with Additional Educational Needs. It is responsible for providing targeted intervention alongside information and strategies of support to teaching staff, thereby ensuring that all students are included and achieve in mainstream education.

Chessington School employs some additional teaching approaches, as advised by internal and external specialist assessments e.g. one to one tutoring, mentoring, small group teaching and use of ICT software learning packages. These are often delivered by additional staff under the close direction of the SENCO with the support of the Director of Inclusion. The subject teacher remains responsible for working with the student on a daily basis. F7 is accessed by all learners and it is not exclusive to SEND learners only.

## **SEN PROCEDURES**

Our aim is for students' SEND to be identified as quickly as possible. Most students with SEN have been identified before or on entry to Chessington School and appropriate steps have been taken to meet their needs. However, if you have concerns about a student not already identified by the SEN record, the new SEN Code sets out the steps to be taken (cited in the Code of Practice Chapter 6.5 pages 74-75). Once a special education need has been identified then an action cycle of assessment, development, intervention and data based evaluations should be put in place. The SEN cycle of intervention is to ensure that an effective match between the needs of the student and the intervention is realised.

## **ASSESSMENT PROCESS**

The teacher's role is vital in providing a clear analysis and evaluation of the student's needs. This should draw on the teacher's day to day experience of working with the student and the evidence from the Form Tutors, Student Support Officers (SSO) and the Heads of Year (HOY). This allows the school to have a comprehensive picture of the student's attainment, behaviour and relevant comparative information regarding the student's development. The SENCO will be in a position to guide and support the teacher in gathering assessment information and interpreting it. The experience and views of parents/carers, the student and advice from external services also form part of the assessment process. In some instances, the involvement of health or social services might be deemed appropriate. If these professionals are already involved the SENCO will contact them once parental consent has been obtained.

Once the assessment process is completed and the decision is taken that the student should be provided with SEN support, then the parents/carers must be informed. The teacher, SENCO, HOY and SSO should agree in consultation with the student and parents/carers on the following: intervention being offered; support being provided; the expected outcomes on progress, development or behaviour and a date for completing a review. Importantly, all the information about how to 'match challenge to need' should be shared with the student's teachers via the IEP. Also new targets should be set.

## **Ordinarily Available**

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](#)

[Local Offer website leaflet](#)

[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](#)

## **SEND / INCLUSION TEAM AT Chessington School**

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