



Chalk Hill

SEND Information report

May 2022 v2

This report is based on Special educational needs and disability code of practice: 0 to 25 years Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities 2015 DFE, page 106 6.79

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Introduction - the kinds of SEN that are provided for

Chalk Hill is an Alternative Provision (AP) Academy for boys with Social, Emotional and Mental Health needs. Residential places are provided for boys whose family and/or personal circumstances impact adversely upon educational engagement and opportunities. This includes, but is not exclusive to, those whose needs may be described as *Social, Emotional and Mental Health* and *Communication and Interaction* and other conditions. Some degree of additional special need will be considered under advisement.

The AP takes boys from KS2 (age 8) through to KS3 (age 14) across Suffolk who have been excluded or are at risk of permanent exclusion from mainstream settings. Currently there are 30 places with 12 places for boarders and 18 places for day pupils. All students are referred to us through Suffolk County Council and are taught in small classes, usually no more than 6 children with 2 members of staff.

Chalk Hill has boarding facilities for 12 boarders from Monday to Friday afternoon.

SENDAT – Special Educational Needs and Disabilities Academy Trust

Chalk Hill joined SENDAT on 1st November 2019.

SENDAT - Special Needs and Disabilities Academy Trust

SENDAT's purpose is to support and develop specialist provision both in the local area and more widely across the county. For more information visit <https://sendat.academy>
SENDAT supports the growth of other specialist provisions, including:

- Chalk Hill – Sudbury. Residential Pupil Referral unit for students in Key stages 2 and 3 <https://sendat.academy/chalkhill/>
- Duke of Lancaster – Opened January 2022, new special school in Fakenham for students with communication and interaction difficulties. <https://sendat.academy/dukeoflancaster>
- Priory School in Bury St Edmunds is a founder sponsor of SENDAT (Special Educational Needs and Disabilities Academies Trust). Priory is a special school for students with complex MLD. It has 204 places from 5-18 (including sixth form) and 23 residential places. <https://sendat.academy/Priory/>
 - Mount Road is a specialist class for students with ASD and challenging behaviour. The class is based at Priory school.
 - Priory Aspire is additional space for students who have difficulty with groups and mixes of children. Usually with co-occurring MLD and SEMH. This unit opened in January 2022.



- Angel Hill College (AHC) for young people 16-25yrs with SEND.
<https://sendat.academy/angelhill/> The main purpose of AHC is to support the successful transition of its students into mainstream further education. 
- Stone Lodge Academy in Ipswich has 175 students ages 5-16 with complex MLD.
<https://sendat.academy/stonelodge/> 
- Sunrise Academy – joined SENDAT 1st April 2022. Sunrise is based in Lowestoft and works with students with Social, Emotional, and Mental Health needs.
<https://sendat.academy/sunrise/> 
- Mulberry - Opened September 2021, working in partnership with John Milton Academy Trust. Two Key stage 2 classes at Mendlesham Primary and Two classes for secondary ag students at Stowpland High School. For students who need some additional support but not a full special school place.
<https://sendat.academy/mulberry/> 
- Peile- Opened September 2021, working in partnership with Chantry Academy and the Active Learning Trust. Two classes for secondary age students at Chantry High School. For students who need some additional support but not a full special school place. <https://sendat.academy/peile/> 
- SENDAT Outreach providing support to mainstream schools. For further information please visit <https://sendat.academy/outreach/> 

SENDAT provision supports students and families across Suffolk and Norfolk

For more information visit <https://sendat.academy>

Statement of Intent

Our vision is to develop well-rounded, confident individuals who can go forward into their adult lives prepared for the work environment and capable of being independent and productive citizens.

We believe that high quality education is best achieved when the needs of each individual pupil – social, emotional, spiritual and educational - are absolutely central to their development plan. Through focusing on students as individuals, we tailor challenging and enjoyable educational programmes to engage and motivate, directly meet their needs and provide truly personalised learning.

We work with each pupil, their parents / carers and other professionals to understand and work to overcome particular barriers to learning, so they can achieve their full potential within a secure and caring environment.

We will develop our capacity as an AP academy to enhance the range of experiences available to our students and offer them greater opportunities for personal, social, intellectual and physical development through both our day and residential provision. Linked to this, we will continue to work with the wider community to ensure Chalk Hill has a central place within it.

We believe that improving the quality of education is an ongoing process which involves monitoring, reflection and evaluation, leading to enhancement of best practice. We embrace the use of new technology where it will provide new opportunities for learning and teaching.

We will ensure that Chalk Hill continues to play a significant role in promoting the development of special needs provision locally, regionally and nationally.

We promote politeness and mutual respect towards all members of our community and are fully committed to promoting disability equality.

Policies for young people with SEN and assessing their needs.

Policies are available for download from the trust website www.sendat.academy

Consulting parents of children with SEN and involving them in their child's education

We recognise that most parents live too far away from school to bring their child to and from school. This can mean that parents can feel more disconnected from school. We endeavour to maintain positive contact in a range of ways, including:

- Weekly letters from the Headteacher to all parents/carers

- Phone calls and emails from class teachers to parents/carers
- Health and Social Inclusion Manager, who is available to parents/carers by phone throughout term time and often during school holidays will support with concerns and liaise with other agencies, visiting homes when necessary and appropriate.
- Regular events to which parents and carers are invited, such as Sports Day
- Website www.sendat.academy/chalkhill/

All students and their families will receive a termly report on progress which contains information about effort and progress.

There are at least 3 formal points of consultation:

- Termly placement review meetings
- Annual review of EHCP
- We welcome consultation and discussion outside these times. Parents and carers are welcome to contact the school office. Staff may not be able to take the call at that time but they will get back to you or you will be able to make an appointment.

Supporting parents and families

We understand that having a child with additional needs can often be difficult. We arrange some sessions for parents to meet other parents in an informal manner. Sometimes these sessions have a presentation or discussion led by the school and at other times there is a more open forum.

Arrangements for consulting young people with SEN and involving them in their education.

Students are consulted and involved in their education through:

- Taking an active part in their Annual Review.
- All students complete a one-page profile that supports their views at the Review.
- Older students are involved in completing a Moving into Adulthood plan as part of the annual review.
- There is a student council which meets regularly and is represented by every class.
- Students are always involved in the appointment of new members of staff, having their own interview panel and often participating in observed lessons/activities.
- There are many activities during breaks, lunch times and after school which students have the choice to take part in.
- All students accessing boarding take part in “house” meetings and discussions.
- Local Academy Board members conduct student perception interviews at least annually

Arrangements for assessing and reviewing children and young people's progress towards outcomes.

On admission each student will be assessed by the Lead Teacher academically and behaviourally (by the class teacher). A student profile and an Individual Learning Plan will be set up which is specific to the child's needs, including the outcomes of the student's Education Health Care Plan where applicable. A range of diagnostic and/or standardised tests are used to assess literacy, numeracy and social skills and appropriate education programmes are drawn up. Targets are set for each student and are reviewed half termly by the class teacher and support staff. Students follow a timetable based on the National Curriculum, including daily English and Maths lessons and a wide range of other subjects.

Student Assessment data is gathered on a half termly basis, and each child's progress in reading, spelling and mathematics is formally tested every 6 months. Progress against each child's ILP targets, linked to their EHCP outcomes are reviewed every half term and reported on at the termly placement meeting. Samples of pupils work in English and Maths are assessed and moderated half termly and termly in other subjects to ensure progress is being made. The progress is discussed at parents/carers events and annual reviews.

Class teachers, support staff and care staff all monitor the progress of students. If they are concerned about progress they will discuss this with other members of staff and interventions will be agreed.

In addition an Individual Risk Assessment/Behaviour Management plan will be drawn up for each student.

The importance of self – esteem and the central part it plays in the positive development of the individual underpins the support provided at Chalk Hill. Progress will also be measured through the student's ability to integrate socially both in and out of the AP setting. To this end Motional assessments are conducted on entry and termly thereafter to assess progress.

Identification, Assessment and Provision of SEN

Identification of SEN

Chalk Hill is committed to early identification of SEN and adopts a graduated response to meeting SEN in line with the SEND Code of Practice 2014. A range of evidence is collected through the usual assessment and monitoring arrangements and triggers for School Support are used for the identification of SEN.

The four broad categories of need as detailed in the SEND Code of Practice 2014 are:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and / Physical needs

It is often the case that students have missed large amounts of school upon entry to Chalk Hill and thus may have limited evidence of ability or difficulties. The principle sources of information for identifying students SEN are:

- Information from parents/carers
- EHC plans and other records of SEN and provision from students' previous schools
- Information from Local Authority Officers
- Information from previous school and education provider
- Liaison with external agencies involved with individual students such as Social Care, Speech and Language Therapy, Occupational Therapy, Nurse Practitioners, CISS, CAMHS, etc.
- Assessments - baseline, wide range of reading, numeracy, writing, spelling tests, on line assessments on entry
- Motional assessment on entry
- Placement plan for boarders

Procedures for implementing EHC plans

A referral for an EHC needs assessment may be requested by the child's parents/carers, school staff or someone acting on behalf of the child or anyone else acting in the interests of the child.

A referral from Chalk Hill will be made when a child continues to give cause for concern with evidence that strategies and programmes implemented have been in place for a reasonable period of time without success. This should ideally be done with the knowledge and agreement of the parent/ carer. The referral will be as laid down in the SEND Code of Practice 2014 and will be subject to an Annual Review.

Reviewing EHC plans

This will involve at least an annual meeting with parents/carers to discuss and review the outcomes agreed in the EHC plan and to set new targets and respond to any changes in progress or circumstances. This will take the form of a Person Centred Review and will take place on an annual basis or more frequently if the child's needs or circumstances change. From Year 9 the annual review includes the development of a Moving into Adulthood plan. This is drafted in consultation with the student and their parents/carers/ carers and the focus will be on the need to provide opportunities to experience the world of work and prepare for future training or employment.

Termly Placement Review meetings are held for all students at Chalk Hill, involving the student, parents/carers and dual-registered school where applicable. Where students have an EHC Plan this will also serve as an interim review.

Arrangements for supporting moving between phases of education and in preparing for adulthood.

As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

We understand that students moving class, Key Stage or school can feel anxious. For all new students to the Academy we offer transition arrangements that include staff visiting new pupils in their present school, visits to Chalk Hill with parents/carers and often with staff from the school and taster sessions.

When it is time for a student to move from Chalk Hill to mainstream provision we work closely with the receiving school and parent/carer, sending our staff to work with the student so they make a structured and supported integration.

Occasionally teachers and other professionals may feel that Chalk Hill is not best meeting the needs of a student. This will be discussed with parents/carers at an early stage. If there is agreement the school may work with the Local Authority to plan more suitable provision. Where a student is to move from Chalk Hill to alternative provision we will work with the new placement to provide opportunities for safe and supported transition.

Approach to teaching children and young people with SEN

There are many approaches that Chalk Hill staff will use and the school continuously explores and investigates the latest research and innovative ways of engaging and teaching. There are some basic elements which characterise teaching and learning at Chalk Hill:

- Small classes usually 6- 8 students.
- High ratio of staff, usually 1 teacher and 1 Teaching Assistant per class.
- Differentiation of the material so that those more able are stretched and those who need more time to consolidate are equally catered for.
- Small steps in learning are planned so that students can feel that they are successful in learning.
- Experiential learning
- Learning outside the classroom
- Targeted one-to-one and small group intervention to support literacy and numeracy.

- Consolidation/repetition of learning, but usually in a different context or situation that give students the opportunity to demonstrate they have learnt or require more support.
- Assessment which is ongoing, consistent and provides feedback for the next steps in learning.

Equality of access to the curriculum and activities. We have a can do attitude and work to support students engaging with everything the school does including sports and trips/visits.

Adaptations that are made to the curriculum and the learning environment of children and young people with SEND

Staff review the curriculum regularly to check its appropriateness for the students. The philosophy is one of “stage not age” where we aim to deliver the curriculum that is most appropriate for their current learning needs.

The curriculum has a strong emphasis on developing life skills which has been further enhanced by the introduction of the ASDAN qualifications across a range of subjects and in residential activities:

- Reading and writing, functional literacy.
- Maths, functional numeracy - especially telling the time and use of money.
- Independence, developing ways to do more for themselves and keep themselves safe.
- Life skills

Chalk Hill was purpose built as a residential facility and as a county-wide resource, admitting students from all over Suffolk.

All classrooms have interactive whiteboards.

Specialist facilities and equipment:

- Food/ Science/ Art room
- Student Computers in all classrooms
- Nurture classroom with fitted kitchen area and outdoor learning area
- Outside play areas – Hard surface and field
- Outdoor classroom, wilderness garden
- 1:1 / small group Intervention Room
- Time Out / self-regulation room (Lighthouse Room)
- Student Support Room (the Cabin)
- Forest school area

Residential Provision

Chalk Hill is the only AP provider with its own residential provision. There are 12 beds available Monday to Thursday night. Most students board all week but some are day students, and others combine boarding with returning home during the week. Each boarder has his own room. Boarding is identified for specific purposes which are many and various but include:

- Supporting engagement with learning away from the adverse impact of home and/ or community life.
- Work on independence and life skills.
- Supporting personal hygiene and care.
- Supporting engagement in extra-curricular and social activities – swimming, cinema trips, cookery, ten pin bowling, etc.
- Supporting attendance.
- Are in the care of the Local Authority and need some additional support.

Expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured.

Chalk Hill caters for a diverse range of learning needs. As such, staff have a broad range of skills to work with students. All staff are experienced, suitably qualified and competent to meet the children's needs. All staff receive ongoing training through professional development days and through the Appraisal system they can access other relevant areas of training. The School Development Plan sets out the main themes for training of staff. Where a new condition or need arises training is delivered to staff as appropriate.

Training may be:

- In house, as part of ongoing work
- During staff meetings
- During Professional Development Days
- Locally sourced within the county
- National training

Additional and specialist expertise:

- Educational Psychology
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- Disability nursing team
- LA specialist advice
- Youth Justice service

Evaluating the effectiveness of the provision made for children and young people with SEN

Chalk Hill has robust systems at all levels to reflect on and evaluate the effectiveness of the provision. This runs through from teachers to senior leadership and governance.

Since November 2019 Chalk Hill has been part of SENDAT multi academy trust. Governance teams are well trained and informed. Directors are responsible for the whole SENDAT trust. The Chalk Hill Local Advisory Board is delegated responsibility for the curriculum and standards. Full details of Governance teams are available on our websites www.sendat.academy and www.chalkhill.sendat.academy .

The Governance members receive reports including termly detailed reports, School Self Evaluation and the School / Trust Development Plan.

SENDAT engages consultants as appropriate to provide it with impartial advice. Most notably this is to support the Performance Management of the Headteacher / CEO.

How are students enabled to engage in activities?

There is a broad range of opportunities available and careful consideration is given to ensure that there are physical activities and those which cater for students who do not enjoy physical activity. The curriculum is supported with many educational visits. These are mostly local opportunities and where activities/ visits are directly associated with the curriculum they are provided at no charge.

Where activities are “enrichment” (that is to say, in addition to the core offer that is provided as part of the national Curriculum) parents/carers may be asked for a contribution. Please see our Charging and Remissions Policy

We are committed to offering a range of activities and visits to our boarding students which are also regularly open to our day boys.

Examples of activities and visits include:

- Summer residential camp
- Sporting competitions
- Horse riding
- Swimming
- Den Building

- Forest Schools
- Fishing
- Crabbing
- Arts and Crafts
- Day Trips (Jimmy's Farm etc)

Pupil Premium

Chalk Hill makes good and innovative use of Pupil Premium funding. It supports many trips, additional resources and training. It also covers the cost of free school meals. There is a detailed report available on the website.

Transport to school

Transport, where necessary, is provided by the Local Authority. Please see their policy.

<http://www.suffolkonboard.com/home-to-school-transport/>

Support for improving emotional and social development.

All students receive PSHE (Personal Social Health Education) under the umbrella of HEROES. The small class size means that all staff have time to really “get to know” students and support them as appropriate. Zones of Regulation is taught and used across the school.

Students can be referred to an Art Psychotherapist who is available on site every week. We also offer Drawing and Talking therapy, 1:1 sessions on emotional literacy, and have staff who are trained as Trauma Informed Schools practitioners, and can offer therapeutic interventions for individuals and groups. We will also deploy sand and lego therapy, outdoor therapy, use of pets as therapy.

There is a clear system for referring students for further support. Initially in-house support, which may include additional mentoring time with an identified member of staff, and support from the Student Support Team.

All staff are vigilant for the signs of bullying and this is taken very seriously at all levels. Staff meet every day for briefing and de briefing to ensure that student concerns are shared and appropriate support and consistent strategies are put in place in a timely manner.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations.

Chalk Hill works very closely with other professionals. Safeguarding is of the highest concern. All the Senior Leadership team take active roles to ensure robust safeguarding measures and

procedures are applied consistently. The Health and Social Inclusion Manager takes the lead role in liaising with social care.

The Headteacher is the designated teacher responsible for Children in Care (CIC) and he ensures that these students are not disadvantaged and that regular reporting to the Virtual Head takes place.

Arrangements for handling complaints

Chalk Hill wishes to resolve issues at the earliest possible point and Senior staff are available for appointments if parents/carers wish to discuss anything.

In the unlikely event that issues cannot be resolved the school has a complaints policy that can be downloaded from the website. www.sendat.academy

Key Contacts - Senior Leadership Team

Mr Graham Alcock	Headteacher
Mrs Wendy White	SENCo / Lead Teacher
Mrs Jane Hartley	Health and Social Inclusion Manager
Mrs Sarah Chesterton	Head of Care (Residential)
Mr Lawrence Chapman	CEO, SENDAT

School telephone number 01787 373583

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