

# Chalk Hill

## SEND Information report 2025

### Introduction

Chalk Hill is a coeducational Special School Academy for students with Social, Emotional and Mental Health needs and cooccurring Autistic Spectrum. Residential places are provided for students 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 school takes students from KS2 (age 8) through to KS4 (age 16) across Suffolk who have been excluded or are at risk of permanent exclusion from mainstream settings. Currently there are 24 places with 12 places for boarders and 12 places for day students. 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.

### Chalk Hill

Chalk Hill is moving location to the outskirts of Bury St Edmunds. The relocation is likely to be early 2027 once some refurbishment work has been completed at the new site.

### 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 student – social, emotional 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 an individually adapted program based on the national curriculum.
- We will work with each student, 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 a special school 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 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.

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

## Policies

Policies are <https://easterneducationgroup.ac.uk/who-we-are/policies-reports-and-key-information/>

**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 Dojo's from Form teacher to all parents/carers
- Fortnightly phone calls to parent/carer from key workers
- Form tutor, who is available to parents/carers by phone throughout term time
- Regular events to which parents and carers are invited, such as Sports Day
- Website <https://easterneducationgroup.ac.uk/send/chalk-hill/>

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

There are at least 4 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.

## **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.
- 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.

**Arrangements for assessing and reviewing student's progress towards outcomes.** On admission each student will be assessed by the Lead Teacher for Assessment academically and socially and emotionally (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 term and reported on at the termly placement meeting. Samples of students 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 school setting. To this end Boxall Profile assessments are conducted on entry and half 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, assessments on entry
- Boxall Profile 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 Host school will be made when a student is referred and 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 students 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 their next 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 with characterise teaching and learning at Chalk Hill:

- Small classes usually 6 students.
- High ratio of staff, usually 1 teacher and 1 Teaching Assistant per class.

- Adaption 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 are ambitious for our students 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 adaptation to meet the need of the individual.

The curriculum has a strong emphasis on academic success as well as 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.
- SAT's and GCSE's
- 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 room
- Outside play areas – Hard surface and field
- 1:1 / small group Intervention Room
- Time Out / self-regulation room
- Forest school area

### **Residential Provision**

There are 12 beds available Monday to Thursday night. Some students board all week but some are others combine boarding with returning home during the week. We also have link students who stay to evening activities returning home at 6pm but the majority of students are day students. 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 September 2025 Chalk Hill is part of the Eastern Education Group Trust a multi academy trust, for more information see <https://easterneducationgroup.ac.uk/who-we-are/governance-andpolicies/the-trust/>

The SEND Educational Excellence Committee receive reports including termly detailed reports, School Self Evaluation and the School / Trust Development Plan.

### **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:

- Residential camp
- Sporting competitions
- Horse riding
- Swimming
- Den Building
- Forest Schools
- Fishing
- Crabbing
- Arts and Crafts
- Day Trips

### **Student Premium**

Chalk Hill makes good and innovative use of Student Premium funding. It supports many trips, additional resources and training.

### **Transport to school**

Transport, where necessary, is provided by the Local Authority. The Local Authority policy also details the arrangements for students with SEND and includes post 16 travel. Please see their policy. <http://www.suffolkonboard.com/home-toschool-transport>

### **Support for improving emotional and social development.**

All students receive PSHE (Personal Social Health Education). The small class size means that all staff have time to really “get to know” students and support them as appropriate.

We 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 outdoor therapy, use of a therapy dog on site every day.

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.

Chalk Hill embeds trauma and attachment informed approaches within the culture of the school. All staff have received Trauma and Mental Health informed training which enables them to respond to

the needs of the students and families without judgment and with empathy. All staff understand that children and young people who have experienced adverse childhood experiences may display behaviours which can be a barrier to learning. Staff are aware that secure relationships are essential for healing the children's minds, brains and bodies, they use key conversational skills to help the children and young people make sense of what has happened to them and help them to move forward. Chalk Hill has a Trauma and Mental Health informed Practitioner (Level 5 Diploma) who has completed the 11-day Trauma Informed Schools UK course, equipping them with greater depth knowledge and skills to support the children and young people they work with.

Chalk Hill has been awarded the Trauma Informed School Award 2022.

### **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 Safeguarding practitioner takes the lead role in liaising with social care.

The Head of School is the designated teacher responsible for Children in Care (CIC) and she 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 by the school, our complaints policy is available here <https://easterneducationgroup.ac.uk/who-we-are/policies-reports-and-key-information/>

### **Key Contacts**

School telephone number	01787 373583
School email address	<a href="mailto:Chalkhill-Office@easterneducationgroup.ac.uk">Chalkhill-Office@easterneducationgroup.ac.uk</a>
School address	Cats Lane, Great Cornard, Sudbury. Suffolk CO10 2SF
Head of School	Ms Nicola Jennings
Special Educational Needs Co-ordinator (SENCO)	Mr Daniel Hobbs

### **Admissions**

Admissions are managed the Local Authority. We have an admissions team to manage admissions and annual reviews who are contactable on [sendservicessen@easterneducationgroup.ac.uk](mailto:sendservicessen@easterneducationgroup.ac.uk). For more information see <https://easterneducationgroup.ac.uk/send/admissions/>