



SEN Information Report

2025 - 2026

Last reviewed: Summer Term 2025

Next review: Summer Term 2026

Introduction

Chatten Free School is a highly specialist day school providing a radically different approach to education for pupils who cannot access education in other SEND settings. Our pupils have an autism diagnosis and comorbid associated complex needs. We use a fully individualised approach (and timetables) supported by a multidisciplinary team which includes ABA professionals as a core part of our offer.

We work with our incredible pupils to help them achieve:

HAPPINESS, INDEPENDENCE, RESPECT

This SEN Information Report outlines how we identify, support, and monitor the progress of pupils with special educational needs and disabilities (SEND), in line with the **SEND Code of Practice 2015** and the **Children and Families Act 2014**.

1. Who We Support

All pupils at Chatten Free School have an Education, Health and Care Plan (EHCP). All pupils have a diagnosis of Autism Spectrum Condition (ASC) and have severe language and learning delays. The following are examples of pupils with ASC and severe language and learning delays:

- Pupils will be pre-verbal or have significant difficulties with communicating basic needs.
- Pupils will be severely challenged by their autism and additional needs in a range of possible areas including sensory processing and life skills.
- Pupils will not be meeting age related expectations due to their autism severe language/learning delays.
- Pupils may have extreme sensory challenges for most of the school day and they may be extremely motivated to follow their own (possibly sensory) agenda.
- Pupils may have extreme difficulties in social motivation, which frequently prevents the pupil or young person from engaging with most or all social activities.
- Pupils may display challenging behaviour which other schools find difficult to effectively accommodate. (In this instance challenging behaviour is defined as “culturally abnormal behaviour(s) of such intensity, frequency or duration that the physical safety of the person or others is placed in serious jeopardy, or behaviour which is likely to seriously limit or deny access to the use of ordinary community facilities.”)

2. Identification and Assessment of SEN

All pupils at Chatten Free School are placed by the Local Authority through the EHCP process. We carry out:

- Baseline assessments on entry to identify individual learning and behavioural needs (using VB-MAPP or Essentials for Living (EFL) assessments)
- Daily data collection to assess progress against short-term targets which are steps towards EHCP outcomes
- Regular reviews of EHCP outcomes. These are formally reviewed in partnership with parents and professionals in the annual EHCP meeting

3. Our Approach to Teaching Pupils with SEN

Through careful planning and collaboration, we create bespoke learning pathways that work with and alongside pupil's EHCPs, ensuring they receive the support and challenges they need to thrive. We provide each student with a fully individualised learning program designed to unlock their full potential. This means that pupils will be working on their own fully individualised curriculum and timetable. Key features include:

- Evidence-based teaching strategies based on the principles of Applied Behaviour Analysis (ABA)
- 1:1 staffing ratios
- A focus on functional life skills, communication skills, and toleration skills
- A multi-disciplinary approach, including Behaviour Analysts, Qualified Teachers, Occupational Therapists and Speech and Language Therapists

4. Staff Training and Expertise

Staff at Chatten Free School are highly trained in working with pupils with highly complex needs. Training includes:

- Applied Behaviour Analysis
- Teach Safer
- Safeguarding and child protection
- Communication approaches
- Sensory processing

We have a highly skilled in-house multidisciplinary team, including Behaviour Analysts, Qualified Teachers, Occupational Therapists and Speech and Language Therapists. We also work very closely with other professionals from the Local Authority, including CAMHS and social care.

5. Involving Parents and Carers

We believe strong partnerships with parents and carers are essential. We offer:

- Regular home-school communication
- Termly parent meetings and annual review meetings
- Opportunities for parent workshops and training

- Involvement in setting and reviewing EHCP outcomes

6. Transition Support

We support successful transitions into and out of the school through:

- Individualised transition plans for new pupils
- Close collaboration with previous or receiving settings
- Support for post-19 transitions, including careers guidance and links with specialist colleges or adult services

7. Accessibility

Our school is fully accessible and designed to meet the sensory and physical needs of our pupils:

- Small class sizes to provide a calm learning environment
- Specialist learning rooms (e.g. VR room, sensory rooms, gym, life skills rooms, therapy rooms)
- Adapted equipment and technology
- Individualised learning rooms and quiet spaces where required
- Wheelchair accessible building

8. Monitoring and Evaluation of SEN Provision

We regularly review the effectiveness of our provision through:

- Individual pupil progress assessments
- Quality assurance by senior leaders
- Feedback from parents, pupils (where appropriate), and professionals
- Annual EHCP reviews

9. Complaints Procedure

We are committed to resolving any concerns quickly and constructively. If parents or carers have concerns, they should:

1. Speak to the class lead in the first instance.
2. If unresolved, speak to a member of the senior leadership team

3. If the issue remains unresolved, follow the formal complaints procedure:
<https://www.chattenfreeschool.co.uk/contact-us>

10. Local Offer

For more information about the local authority's SEND offer, please visit:
<https://send.essex.gov.uk/>