



The Chantry School **SEND Information Report 2024-25**

Key contacts

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Introduction

All teachers at The Chantry School endeavour to make sure that pupils with SEND get the support they need. This means that they do everything they can to meet the needs of each pupil through Quality First Teaching (QFT), making reasonable adjustments and putting into place additional strategies, resources and interventions when required. The school also ensures that pupils with SEND engage in the activities of the school alongside pupils who do not have SEND. The Pastoral Team and the SENCo monitor academic progress (this is also monitored closely by Heads of Departments [HODs] and class teachers) as well as emotional well-being and participation in the daily life of the school.

In the academic year 2022-23, The Chantry School gained the Inclusion Quality Mark. The full report can be read on the school website on the [SEND Page](#). The report identifies “This is a truly inclusive school and you leave feeling inspired by the processes in place to ensure the best environment for students. These processes are then backed up by a staff body that clearly buy in to the vision of the Headteacher. Leadership and organisation of inclusion at The Chantry School is highly effective.”

The purpose of the SEND information report

It is a legal requirement that schools provide a SEND information report setting out how the school meets the needs of pupils with SEND. This report will list and describe the provision that is available to pupils at The Chantry School, subject to it being appropriate for the individual. This document will be reviewed and updated annually to ensure it reflects the changing needs and the development of provision at The Chantry School.

This SEND information report seeks to address the following questions, in line with the Special Educational Needs and Disability Code of Practice: 0-25 (Department for Education 2015).

- 1. What are the kinds of SEND that are provided for at The Chantry School?**
- 2. How does The Chantry School support transition between schools?**
- 3. How does the SENCo share SEND information with staff?**
- 4. How does The Chantry School identify pupils with SEND and assess their needs?**
- 5. How does The Chantry School implement the graduated response for those who have or may have SEND?**

6. What does intervention look like at The Chantry School and what is currently provided?
7. What support is in place to improve the social, emotional and mental health development of pupils with SEND?
8. What support is available to help pupils prepare for adulthood?
9. How does the school enable pupils with SEND to engage in school activities alongside pupils who do not have SEND?
10. What arrangements are in place for consulting with both parents/carers and the pupils with SEND?
11. What approach does The Chantry School have for teaching pupils with SEND?
12. How are staff trained specifically around SEND?
13. How are staff deployed and developed to support pupils with SEND?

Useful links

[SEND Local Offer](#) Information about provision families can expect to be available across education, health and social care for children and young people who have a Special Educational Need (SEN) or are disabled, including those who do not have an Education, Health and Care Plan (EHCP). You can find out about resources, services, support, activities and events here.

[SEND Local Offer - Video](#) A quick and easy to understand explanation of the SEND local offer.

[The SEN Code of Practice](#) – Legal documentation around SEND

[SEN Support in Mainstream Video](#) – Pupil Friendly

[Understanding the Graduated Response Video](#) - A tool to ensure children and young people across the County with Special Educational Needs reach their full potential.

[Post-16 Options](#) – A pupil friendly explanation and key contacts.

[SENDIASS](#)- SEND Information, Advice and Support Service covering Herefordshire and Worcestershire.

[SENDIASS – Guidance for young people](#)

[SENDIASS – Factsheets and guides](#)

[SENDIASS](#)- SEND Information, Advice and Support Service covering Herefordshire and Worcestershire.

If you require any further information related to this report, then please do not hesitate to contact The Chantry School's Special Educational Needs Coordinator (SENCo) using the details above.

1.What are the kinds of SEND that are provided for at The Chantry School?

The Chantry School currently provides support for pupils across these four broad areas of need below. This is not an exhaustive list and we are happy to support pupils with needs that are not listed.

| Category of Need | Examples of Special Educational Needs |
|-------------------------------------|---|
| Communication & Interaction | Autistic Spectrum Disorders Speech, language and communication needs Developmental Language Disorders Speech dysfluency |
| Cognition & Learning | Moderate learning difficulties Specific learning difficulties including dyslexia and dyspraxia Processing difficulties Memory difficulties |
| Social, emotional and mental health | Social difficulties Emotional health difficulties ADHD/ADD Attachment difficulties Mental health difficulties Behavioural needs – as a result of SEND |
| Physical and or Sensory | Physical disabilities Sodium Valproate Syndrome Sensory processing disorder / difficulties Hearing impairments Visual impairments Auditory processing difficulties |

*It is important to recognise that pupils often have needs that cut across all of these areas and their needs may change over time.

Wave model

The Chantry School uses a wave model to distinguish between differing levels of support. A pupil that only requires Wave 1 support will not be listed on the SEND register but may be listed on the additional needs register, allowing members of staff to be informed.

| Wave Number | Level of support |
|-------------|---|
| 1 | Quality First Teaching which is inclusive and considers the learning needs of all pupils in the classroom. |
| 2 | Includes specific, additional and time-limited interventions. These are provided for some pupils who need help to accelerate their progress, it often involves teachers or TAs working with a targeted group of pupils with similar needs. |
| 3 | Targeted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children/young people to achieve their potential. This may include a bespoke timetable and ongoing intervention throughout their schooling. |

2. How does The Chantry School support transition between schools?

If a pupil has been identified as having SEND, before they arrive at The Chantry School, information will be requested from the Primary or Secondary school they have moved from. Contact will be made with the

Primary School or previous school to learn about the pupil joining, ascertaining strengths and interests, difficulties, external services involved, strategies that help and intervention taking place.

The SENCo will request a virtual meeting or telephone call with each of the Primary Schools where pupils with SEND are identified. These meetings/calls will take place before transfer from the Primary phase. In the case of pupils with an Education Health and Care Plan (EHCP), the SENCo or appropriate member of staff will attend the Year 6 Annual Review. On occasion it is appropriate to attend a Year 5 Annual Review if a more enhanced plan of transition support is required.

For those who need a bespoke package of support, this will be arranged by the SENCo, to help them gradually build up to attendance at The Chantry School. Please contact the SENCo if you feel your child with SEND will need this.

A message from the SEND team is shared on the school website in the Spring term, under the transition tab to offer reassurance to parents/carers and signpost.

An Additional Transition Day is held each year in June, which allows The Chantry School staff to begin to get to know your child, reduce their worries and allow them to familiarise themselves with the environment and new routines. The day involves taster sessions to different subjects and team building as part of a small group.

Please note the arrangements above are the same for pupils out of catchment, the only difference being that attendance at EHCP Annual Review meetings will likely be virtual.

3. How does the SENCo share SEND information with staff?

The SENCo/Assistant SENCo will communicate all relevant information to staff through the schools SEND register (reviewed termly), additional needs register and briefing updates. Every pupil on the SEND register has a SEND Passport, which details the specifics of their SEND and identifies strategies to support them in class. The Passports also help to demonstrate pupil and parent/carer voice each term.

- In September on the training day, the SENCo/Assistant SENCo shares an overview of information with teaching staff and Teaching Assistants (TAs), raising awareness of pupils with SEND, educating them on needs that they might be new to and reminding staff of key processes and responsibilities.
- Electronic and hard copies of one-page profiles (Passports) for each pupil on the SEN register are provided to staff. These detail the pupil's strengths, difficulties, external service involvement, strategies and pupil/parent carer voice. Staff are also directed to read EHCPs.
- Staff have the opportunity to attend a drop-in with the SENCo/Assistant SENCo on a half termly basis for advice, which will focus on the graduated response, this drop-in can also prove a reflection space.
- Staff can refer a pupil to the SEND team if they have concerns, using the SEND Team Referral form, communication with parents and the young person must take place first.
- Y7 Passport review meetings are prioritised early on in the Autumn Term, to allow the SEND team to hear the voice of the pupil and their parents/carers, deepening knowledge of them as an individual.
- When appropriate, pupil specific briefings are organised to help aid understanding of a pupils' needs and or introduce a different approach to support.

Teaching pupils with SEND is recognised as a whole school responsibility and it is identified as such in the teaching standards. The class/subject teacher remains responsible for working with the pupil on a daily basis. Central to the work of every subject and every teacher in the school is the planning of learning, to *include all learners*. The effectiveness in meeting these needs is monitored and evaluated through lesson

observations, drop ins, pupil voice, book checks and learning walks. In some classes, TAs help to facilitate this learning with individuals and groups alongside the teacher in the classroom. Teachers are advised on how best to work with an additional adult in the room, which includes best practice shared by the Education Endowment Fund (EEF).

4. How does The Chantry School identify pupils with SEND and assess their needs?

A pupil is considered to have SEN when they have a learning difficulty or disability which calls for special educational provision to be made for them (SEND Code of Practice 2015). A pupil has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or
- Have a disability which prevents or hinders him/her/them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 settings.

However, slow progress and low attainment does not necessarily mean that a pupil has SEND and will not automatically lead to a pupil being listed on the SEND register.

Continual assessment throughout the school helps to identify pupils who may have SEND. This may be highlighted by pupils seen to be struggling in class by a lack of progress against their targets or as a result of standardised scores from more formal testing. Pupils may be referred by staff, parents/carers or via the pupil themselves to the SEND department for further assessment of their need and consequently a graduated approach will begin (if required).

An assessment for dyslexia, follows the following protocol, to ensure Physical, Affective, Cognitive and Educational (PACE) factors are ruled out first.

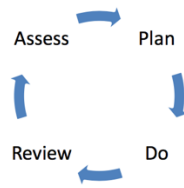
1. A checklist of common traits of dyslexia collected from key teachers and parents.
2. Reading and spelling age checked along with writing speed. In some cases, an initial dyslexia screening.
3. Hearing and sight test, including behavioural optometrist where appropriate.
4. If 50% or more traits identified, intervention begins focusing on areas of difficulty.
5. A PACE questionnaire with the family.
6. If progress is not made/limited and traits remain a referral to the learning support team (external) will be made. This assessment will diagnose dyslexia if evidenced.

Teachers may conclude that the strategies they are currently using with a pupil are not resulting in effective learning. They will then consult with their Head of Department to consider what else could be implemented to support the pupil. The starting point will always be a review of the strategies being used and the way in which these may be developed, through the graduated response. It may lead to the conclusion that the pupil needs support over and above that which is normally available within the classroom situation. This is when a more thorough assessment may be organised with the Learning Support Team or relevant service.

Alternatively, staff with a pastoral responsibility (Heads of Year [HOY], Form Tutors and Learning Mentors) may monitor an individual for whom staff have collectively reported concerns about their emotional state or patterns of behaviour. This may result in an assessment from external services e.g. Child and Adolescent Mental Health Service (CAMHS).

5. How does The Chantry School implement the graduated response for those who have or may have SEND?

The Chantry School uses a 'Graduated Response' in line with the code of practice following the cycle of 'Assess, Plan, Do, Review' in responding to the needs of SEND pupils. Provision for SEND pupils is reviewed termly in school, alongside parents/carers and the pupil. This clip explains the [Graduated Response](#) in more detail.



Teachers are expected to input assessment data into SIMS, termly, which is then analysed by teachers, HODs, HOYs and the SENCo. The above forms part of the **assess** phase. Following this a **plan** is determined in consultation with parents/carers and the pupil. A baseline measure is taken and targets are set prior to the intervention beginning (the '**do**' phase). Discussions are held to **review** progress with parents/carers and the pupil through termly SEN Passport meetings and EHCP Annual Reviews. Please keep in mind it is not only targets relating to academic performance that might be set as there are many aspects we wish to develop such as confidence, self-esteem, communication skills, social skills etc.

6. What does intervention look like and what is currently provided?

Teachers and TAs deliver lessons/ intervention to support the progress of pupils. Where the interventions involve group or one-to-one teaching away, from the main class or subject teacher, the class teacher will still retain responsibility for the pupil. They work closely with TAs or specialist members of staff involved, and follow the graduated response, the impact of support/interventions and how they can be linked/applied to classroom teaching. Targets are set and reviewed by the member of staff delivering the intervention and the details of this are uploaded to Provision Map, so that this can be viewed by other key staff.

Based on the assessment and progress of a pupil the SENCo may need to refer them to an external professional below to learn more about them:

- Chadsgrove Learning Support Team
- Access Arrangements Testing Service
- Autism/Complex Communication Needs Team
- Education Mental Health Practitioner
- Child and Adolescent Mental Health Service (CAMHS)
- CAMHS Consultation, Advice, Supervision and Teaching (CAST)
- Visual Impairment Team
- Hearing Impairment Team
- Educational Psychologists (EPs)
- Speech and Language Therapists
- Occupational Therapist Team
- Medical Education Team (MET)
- Social Services
- Umbrella Pathway
- Pathways Provision
- Early Help
- Reach4Wellbeing
- Post Order Support
- Careers Guidance
- School Nurse
- Community Paediatrician
- GP

| What provision is being made for these pupils? | What impact is this provision having? |
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| <p>Pupils on SEN Support, those with an EHC plan and those with emerging SEND.</p> | <p>Touch-Typing</p> | <p>Supports pupils who would benefit from using a laptop in their lessons/exams. Improves their speed and accuracy typing, which is measured regularly through the software.</p> |
| | <p>IT Equipment</p> | <p>Laptops/iPads allow pupils to record work more easily, making lesson tasks more accessible. Reading pens increase independence when accessing reading material. Dictaphones can be accessed to help support weak memory and also to verbalise answers. All pupils have access to read aloud facilities on TEAMS. PC/Laptop screens can be tinted with a preferred colour that supports visual difficulties. Speech to text software can also be considered.</p> |
| | <p>Dyslexia/Literacy Support</p> | <p>Supports pupils with dyslexia, dyslexic traits, and those who struggle with punctuation and grammar. Pupils increase their knowledge of phonics, spelling, punctuation and grammar. Pupils become more confident.</p> |
| | <p>Spellzone Programme</p> | <p>To develop spelling and reading skills. It is an online programme that creates a bespoke programme for each individual learner.</p> |
| | <p>Nessy Read and Spell</p> | <p>The program begins with systematic synthetic phonics which has been proven to be the best way to instruct early readers. As literacy skills develop, students advance to instruction in spelling, morphology, vocabulary and comprehension.</p> |
| | <p>Talk-about Programme: Social Skills</p> | <p>Helps pupils develop social skills in a small group situation. Pupils develop assertiveness, conversational skills, body language etc.</p> |
| | <p>Resilience Programme</p> | <p>This programme offers a highly visual approach to facilitate discussion among pupils which focuses on developing resilience.</p> |
| | <p>Carol Grey – Social Stories</p> | |

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| | <p>Quiet Club</p> <p>David Nash Intervention</p> <p>Speaking and Listening Intervention</p> <p>Oral to Written Narrative</p> <p>Reading between the lines: Literacy intervention</p> <p>Rapid Reader Plus</p> <p>Maths intervention</p> <p>Handwriting Support</p> <p>Exam dispensation</p> | <p>Supports pupils to understand, interpret different scenarios and situations and looks for solutions for difficult situations.</p> <p>Every lunchtime a space is provided for those pupils with SEND, who may benefit from a supervised quiet place to go. Activities are organised by the TA supervising.</p> <p>Helps to develop inference and narrative skills for young people with communication difficulties.</p> <p>Helps to develop verbal and written narrative skills. It also improves attention, listening, receptive and expressive language skills.</p> <p>This supports young people to move from oral to written narrative.</p> <p>Pupils complete the National Literacy Progress unit – reading between the lines, in small groups with TA’s. Three, twenty minute sessions a week. Pupils develop their inference skills required for reading, aiding reading comprehension.</p> <p>To support pupils with weak reading and vocabulary. It develops word reading, comprehension/inference skills and vocabulary.</p> <p>In maths intervention the TA works closely with the pupil’s class teacher to find out which areas the pupil needs to work on. Key concepts and methods are then reinforced and rehearsed.</p> <p>Handwriting technique sessions can be organised to remind pupils of the correct technique and then pupils are prompted in lessons by TA’s to improve their handwriting.</p> <p>Pupils can be assessed in-house for their spelling ability through the Vernon Spelling Test, their reading comprehension through the NGRT and their writing speed through</p> |
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| Social Skills/social stories | See table above. |
| Resilience Programme | See table above. |
| Emotional Literacy | To help pupils develop self-confidence, boost self-esteem, social and emotional development, and encouraging emotional self-management over impulse reactions. |
| Child and Adolescent Mental Health Services (CAMHS) | School can refer pupils to CAMHS. They offer assessment and treatment when pupils have emotional, behavioural or mental health difficulties in the moderate to severe range. |
| CAMHS CAST | This service offers consultation, advice, supervision and training. Often a meeting is held in school with parents/carers, SENCo/HOY and our link mental health clinician to work together to support the pupil and signpost to services that might be able to help further. |
| Early Help | Schools can refer families to Early help, to help families if necessary. Sometimes it can help to talk to someone who is not involved or part of the family. |
| Reach4Wellbeing | This service provides short-term group programmes for children and young people age 5-18 experiencing mild to moderate anxiety and low mood. |
| YMCA Counselling | A youth counselling service made up of six sessions and based within school, community settings or virtual. The Service provides a calm, confidential space to talk with qualified counsellors. |
| School Nurse | There is a school nurse attached to the school. Pupils can make appointments to discuss issues pertinent to them. |
| Kooth | Kooth is an online mental wellbeing community that offers, free, safe and anonymous support for pupils. |
| Trauma Informed Support | Support to help pupils with experiences of trauma. |

8.What support is available to help pupils prepare for adulthood?

Pupils have access to independent careers guidance at The Chantry School. Careers guidance is an integral part of the Personal, Social, Health and Economic Education (PSHE) sessions, which run from Years 7-11 and it includes visits from outside speakers, colleges and businesses to prepare pupils for transition to post 16 education. Passport review meetings provide an opportunity to discuss aspirations and make plans to achieve them. Those pupils with an EHCP will actively plan, from Year 9 onwards, their transition to post 16, working on targets that support preparation for adulthood. Pupil and parental/carers contributions are central to development of the plan.

9. How does the school enable pupils with SEND to engage in school activities alongside pupils who do not have SEND?

School ensures that all pupils are able to engage with school activities regardless of their SEND such as sports clubs, sports teams, drama productions, young enterprise etc. Pupils with complex healthcare needs have an Individual Health Care Plan (IHP) to allow staff to plan to include all pupils.

10. What arrangements are in place for consulting with both parents/carers and the young people with SEND?

The SENCo (or appropriate member of staff) meets with every pupil on the SEND register and their parents/carers, termly. Emails are sent inviting parents/carers into school for a 15-20 minute (virtual or face to face) meeting; if parents/carers cannot attend they can return a questionnaire with their views detailed. During the meeting, strengths, difficulties, strategies, intervention and targets are discussed and reviewed with both the pupils and the parents/carers. This information then feeds into the one page pupil profiles, which we call SEND passports. In 2015 Post Graduate research was conducted into whether pupils feel their voices are heard and matter in the Passport Process. The results of this were positive and demonstrated that the process in place is effective. The third review meeting is held in school as an opportunity to take part in a parent workshop. Workshops we put on over the last three years include, emotion coaching, sleep, supporting reading at home and ICT and revision strategies. These workshops allow parents/carers to come together and share their experiences and offer support to each other. The SENCo and an appropriate member of staff is on hand so that reviews can still take place and questions answered.

11. What approach does The Chantry School have for teaching young people with SEND?

All teachers at The Chantry School work hard to make sure that pupils with SEND get the support they need – this means that they do everything they can to meet the needs of each pupil through:

- A sound knowledge of each pupil's SEND, with reference to their SEND Passport.
- Quality First Teaching with reasonable adjustments and strategies in place for pupils with SEND or emerging SEND.
- TA support where appropriate to complement the work of the teacher.
- Access arrangements in place.
- Reduced class sizes in English, maths and science when appropriate to allow extra time for support within the lesson from the teacher/TA.
- Individualised provision where appropriate through targeted, time-limited or ongoing intervention programmes.
- Individualised provision through adapted resources and assistive technology.

Curriculum Adaptation

The school responds to the needs of individual pupils using the resources available within the school making reasonable adjustments/adaptations to timetables and the curriculum. While there is not a specific pathway for those with SEND, the school does offer an alternative route in Key Stage 4 (if needed in a specific cohort), which provides pupils with opportunities to accelerate progress in maths and English as well as build up life skills and qualifications. In some cases, Alternative Provision is accessed to support SEND needs (see Alternative Provision Policy 2023-24).

12.How are staff trained specifically around SEND?

Training to develop staff understanding and knowledge of SEND is delivered and linked to performance management arrangements. Last academic year (2023-24) staff could access the following training sessions:

- Our responsibilities for pupils (particularly EHCP pupils) to make reasonable adjustments to access, engage and experience success in the classroom.
- Supporting autistic pupils in the classroom.
- Supporting Speech language and communication needs.
- Protect, Relate, regulate and reflect approach. A trauma informed approach to support pupils.

13.How are staff deployed and developed to support young people with SEND?

There are currently fifteen TAs assigned to classes/interventions. The majority of TAs are assigned to pupils with EHCPs or pupils with high level needs and therefore support across a range of subjects. We reduce dependency through providing a mix of TA support rather than one TA to one child. Core subjects are targeted for support first, but the views of pupils and parents/carers are considered when allocating the support.

TAs have high expectations of all pupils and use their knowledge to enable pupils to achieve in lessons. Teaching staff plan lessons to make effective use of TAs either to assist individual pupils, take small groups, or assist the whole class. Teaching staff are given guidance on best practice for deployment of TAs.

TAs meet fortnightly as a team, to celebrate the achievement of pupils with SEND, discuss pupil concerns, strategies and progress with the SENCo/Assistant SENCo. Continued professional development (CPD) also features as an agenda item to ensure the team can share learning from courses/training they have attended, with an aim of it impacting positively on the pupils they work with. Information from the meeting is circulated to the appropriate staff on a need to know basis. The SEND team also works closely with the pastoral team.

SEND Staff list 2022- 23

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| Dolly Cant | Teaching Assistant |
| Zoe Cawley | Teaching Assistant |
| Angie Griffiths | Teaching Assistant |
| Karen Kirby | Teaching Assistant |
| Dympna McDonnell | Teaching Assistant |
| Caroline Gurney | Teaching Assistant |
| Clare Jennings | Teaching Assistant |
| Leanne Jinks | Teaching Assistant |
| Becky Powell | Teaching Assistant |
| Sara Smith | Teaching Assistant |
| Sylwia Trojanowska | Teaching Assistant |
| Lynne Willetts | Teaching Assistant |
| Sophia Dimmock | Teaching Assistant |
| Karen Riches-Jackson | Specialist Teaching Assistant (Communication Professional) |
| Rachel Winfield | SEN Admin |
| Melissa Powell | Assistant Special Educational Needs Coordinator |
| Ruth Robinson | Special Educational Needs Coordinator |

Training

The SENCo holds a 2:1 BSc in Sport and Exercise Sciences (with honours), MA Education (merit), specialising in Special and Inclusive Education, holds the National SENCo Award and has a Level 5 Diploma in Trauma and Mental Health Informed Schools and Communities (Practitioner Status). She is highly motivated in terms of continuing professional development, regularly attending training linked to her role.

SENCo CPD from 2015-24

- National SENCo Award
- SENCo survival course through language for Learning
- Attended SENCo Network meetings organised by Chadsgrove Special Schools, teaching alliance and Worcester Children First
- Completed Attachment Training
- Attended British Dyslexia Association International Conference
- Completed Building Adolescent Resilience Training
- Certificate of Personal Effectiveness Workshop
- Dyspraxia Awareness Course
- Personality Disorders Training
- Foetal Alcohol Syndrome Training
- Childhood Attachments Training
- Attended Special Needs and Disability Conference (2018)
- Completed Women and Girls on the Autism Spectrum Module
- Completed NASEN Focus on Secondary SEND Online course
- Trauma informed schools training (2019)
- Emotion coaching training (2019)
- Foetal Alcohol Syndrome online workshop (2020)
- Attachment training online workshop (2020)
- 'Special interests' online workshop (2020)
- The Transition Back to School Webinar for Designated Teachers (2020)
- St Richards Bereavement Training (2020)
- Student's Mental health: The Return to School Post-COVID-19 (2020)
- Chadsgrove School Support Services- Return to School in September (2020)
- Trauma Informed (Covid 19) 2020
- SENCo Leadership Programme (2021)
- Anxiety and Emotionally based School avoidance (2021)
- The Ripple Effect -supporting our children looked after and previously looked after (2021)
- Self-Harm (2021)
- Level 2 Certificate in Understanding Autism (2021)
- JCQ Examination Access Arrangements Training (2021)
- Sleep Workshop (2022)
- Screen time Workshop (2022)
- Level 5 Diploma in Trauma and Mental Health Informed Schools and Communities (Practitioner Status) Distinction (2022)
- Team Teach Training (2022)
- ADHD and impulsivity (2022)
- Introduction to neglect (2023)
- National Trauma Conference (2023)
- Understanding Dyslexia Training (2023)
- DSL Safeguarding Training (2023)

The SENCo line manages the TAs and through performance management targets TAs work to develop themselves in their role.

TA Training

- Handwriting Technique
- Challenge for All – whole staff
- Autism Awareness
- Supporting pupils in PE
- Practical solutions plus: spelling course
- Dyslexia and auditory processing disorder awareness training
- Self-harm awareness
- Pathological Demand Avoidance training
- Social skills workshop -speech and language therapy team
- Stuttering workshop
- Level 2 or 3 Apprenticeship in supporting learners
- Building Adolescent Resilience Training
- Accelerated reader update
- Supporting young people with hearing difficulties Training
- TA Survival: Speech, Language and Communication
- TRS Training for Readers, Scribes, Invigilators and other Adult Helpers in Exams
- First Aid / Epi Pen training
- Attachment Training
- Dyspraxia Awareness Training
- Memory retrieval
- Emotion coaching training
- Mental health and emotional literacy
- Level 3 Diploma in Specialist Support for Teaching and Learning in Schools
- Level 2 Certificate in Specialist Support for Teaching and Learning in Schools
- Bereavement training
- Wellbeing for education return Covid-19, supporting resilience and wellbeing of students and staff
- Language for Learning
- Team Teach Training (updated in 2024)
- Level 7 Exam Access Arrangement Assessor (Melissa Powell)

