The Chantry School
SEND Information Report 2026-27

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 adaptive teaching putting into place additional strategies, resources and provisions 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.”

SEND Reform

The school is mindful of the Government's developing reforms to the SEND system and the move towards a more inclusive mainstream education system. We will continue to review our SEND provision and this Information Report in light of emerging legislation and statutory guidance. During 2026/27, the school will use its Inclusive Mainstream Fund allocation, alongside existing resources, to further strengthen inclusive practice, develop early support and remove barriers to learning for pupils with SEND.

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?**
14. **How can parents/carers/pupils make a complaint relating to the SEND Team?**

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.

Neurodivergence Zone - Information on children, young people and neurodivergence for families and professionals.

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.

Virtual Family Hub - A range of resources to help support you and your family.

Support Groups for Parents and Carers (SEND) - Information, support and online groups for children and young people with SEND, which have been recommended to us as ones which other parents and carers have found useful.

Melo – **Melo** is available to all Children & Young People aged 0-25 and their families who need support to address early mental health issues, promote wellbeing and build emotional resilience

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.

Admissions
Admission and accessibility arrangements

The Chantry School aims to be an inclusive school which supports all pupils to achieve their potential. We do not discriminate against pupils on the grounds of special educational need or disability.

Admission arrangements
The Chantry School is an academy within the Heart of Mercia Multi-Academy Trust and is its own admissions authority. The school continues to work closely with the Local Authority to ensure that admission arrangements are transparent and fair.

Children and young people with an Education, Health and Care Plan (EHCP) which names The Chantry School will be admitted in accordance with the relevant statutory admissions arrangements. Where these places are known before the Admissions Committee meets, the number of pupils with an EHCP naming The Chantry School will be deducted from the 175 places available.

Pupils with disabilities are admitted to The Chantry School in accordance with the school's admissions arrangements and will not be treated less favourably because of their disability. Reasonable adjustments will be considered and made, where required, to ensure that disabled pupils are able to access education and participate fully in school life.

Further information about the school's admission arrangements can be found in our Admissions Policy 2027–28.

Accessibility arrangements
Please see our Accessibility Plan, which sets out how the school will:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment to enable disabled pupils to take full advantage of the education, benefits, facilities and services provided by the school.
- Improve the availability of accessible information to disabled pupils.

The school makes reasonable adjustments, where required, to ensure that disabled pupils are not placed at a substantial disadvantage in accessing education or participating in school life

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 (including Demand Avoidance behaviours) Speech, language and communication needs Developmental Language Disorders Speech dysfluency

Cognition & Learning	Moderate learning difficulties Specific learning difficulties including dyslexia, dyscalculia and Developmental Coordination Disorder (DCD). Processing difficulties Memory difficulties
Social, emotional and mental health	Social difficulties Emotional health difficulties ADHD Attachment difficulties Mental health difficulties e.g Obsessive Compulsive Disorder Behavioural needs – as a result of SEND
Physical and or Sensory	Cerebral Palsy Hypoxic Ischaemic Encephalopathy Sodium Valproate Syndrome Genetic Conditions Sensory processing disorder / difficulties Deafness 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 as monitoring, 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 provisions. 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 provisions to accelerate progress or enable children/young people to achieve their potential. This may include a bespoke timetable and ongoing provisions 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. A decision will then be made ss to whether they will be added to our SEND register, if your child is added to this register, you will be invited in their first half term to discuss/review needs and provision.

The SENCo/Assistant SENCO will request a 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 when invited. 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 SEND Team, 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 New Intake 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), monitoring 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 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, again shared digitally.
- Staff are asked to attend feedback sessions for those with EHCPs ahead of annual reviews so that the SENCO can best understand how the pupil is progressing and any further support needed. This also allows for a collaborative approach where staff can hear and understand how pupils are performing in different subject areas and share when appropriate additional strategies that are working.
- 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. This also provides an opportunity to confirm provision needed.
- When appropriate, pupil specific briefings/training sessions 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, performance management 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). Teachers share information with TAs through a template, showing key learning, common misconceptions and level of support is identified.

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.

- When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with high-quality teaching. If progress does not improve, the teacher should use the graduated approach to Assess-Plan-Do-Review, using the class data review. Depending on the nature of the difficulty the staff member will alert the relevant member of staff following our Early Identification Form (EIF) Process. From this point the following will be organised:
  - Information gathering from wider staff
  - A parent/carer and pupil meeting
  - Strategies decided and shared via a EIF
  - Two six weekly reviews, making adjustments to the EIF
  - A consideration as to whether formal assessment is required/relevant and where concerns remain a meeting with the SEND team will be arranged.
- During the year, the SENCo/Assistant SENCO will alert staff to the common areas of need, sharing an overview of the need e.g. ADHD, Autism, Dyslexia, following this, teachers will be asked to observe their classes looking for indicators that a pupil may be experiencing the identified need.

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

1. Hearing and sight test, including behavioural optometrist where appropriate.
2. A checklist of common traits of dyslexia collected from key teachers and parents.
3. Reading and spelling age checked along with writing speed. In some cases, an initial dyslexia screening.
4. If a significant number of traits identified, provisions begin focusing on areas of difficulty.
5. A PACE questionnaire with the family.
6. If progress is not made/limited and traits remain a formal assessment will be organised. 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 e.g. 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), Complex Communication Needs (CCN) Team or an Educational Psychologist.

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 or those with emerging needs. 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 Arbor, termly, which is then analysed by teachers, HODs and HOYs, concerns are if appropriate passed onto 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 provisions 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 out of class provision look like and what is currently provided?

Teachers and TAs deliver lessons/ provisions to support the progress of pupils. Where these 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 and how they can be linked/applied to classroom teaching. Targets are set and reviewed by the member of staff delivering the provision and the details of this, this year will be uploaded to provisions in Arbor, to allow all staff to view the provision in place.

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
- SEND Pathways, Learning Assessment.
- Autism/Complex Communication Needs Team
- Education Mental Health Practitioner
- Child and Adolescent Mental Health Service (CAMHS)
- Visual Impairment Team
- Deaf Support Team
- Educational Psychologists (EPs)
- Speech and Language Therapists
- Occupational Therapist Team
- Medical Education Team (MET)
- Social Services
- Umbrella Pathway
- Pathways Provision
- Early Help
- Post Order Support
- Careers Guidance
- School Nurse
- Community Paediatrician
- Melo
- GP

	What provision is being made for these pupils?	What impact is this provision having?
Pupils on SEN Support, those with an EHC plan and those with emerging SEND.	Touch-Typing	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.
	IT Equipment	Laptops/iPads allow pupils to record work more easily, making lesson tasks more accessible. Reading pens increase independence when accessing reading material. 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.
	Dyslexia/Literacy Support	Supports pupils with dyslexia, dyslexic traits, and with other literacy related difficulties. Pupils increase their knowledge of phonics, spelling, punctuation and grammar. Pupils become more confident.
	Spellzone Programme	To develop spelling and reading skills. It is an online programme that creates a bespoke programme for each individual learner.
	Nessy Read and Spell	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.
	No-nonsense Spelling	A comprehensive spelling program for Years 2-6 of the UK National Curriculum.
	Talk-about Programme: Social Skills	Helps pupils develop social skills in a small group situation. Pupils develop assertiveness, conversational skills, body language etc.
	Resilience Programme	This programme offers a highly visual approach to facilitate discussion among pupils which focuses on developing resilience.
	Carol Grey – Social Stories	Supports pupils to understand, interpret different scenarios and situations and looks for solutions for difficult situations.

	Lunch Club	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 Senior Pupil Leaders (SPLs).
	David Nash Intervention	Helps to develop inference and narrative skills for young people with communication difficulties.
	Speaking and Listening Intervention	Helps to develop verbal and written narrative skills. It also improves attention, listening, receptive and expressive language skills.
	Oral to Written Narrative	This supports young people to move from oral to written narrative.
	Word Aware	An approach that promotes vocabulary development.
	Rapid Reader Plus	To support pupils with weak reading and vocabulary. It develops word reading, comprehension/inference skills and vocabulary.
	Maths intervention	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.
	Handwriting Support	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.
	Exam dispensation	Access Arrangement testing can be provided in school, where teachers hold evidence that a pupil has needs and requires and arrangement. It also must be their normal way of working.

	Teaching Assistant Support Bespoke provision	Pupils with an EHCP may have up to 25 hours of TA support in class, depending on their level of need. Some pupils also require supervision and support at social times. Pupils who require SEN support but do not have an EHCP can benefit from TA support in lessons, usually focusing on the core/high prevalence areas. Sometimes highly bespoke provision is required to support a pupil with a specific need.

7. <u>What support is in place to improve the social, emotional and mental health development of pupils with SEND?</u>

What provision supports the social, emotional and mental health development of pupils with SEN?	Purpose
Learning Mentors	Provide advice and support, either as a drop in service or planned appointment. The learning mentor works to provide pupils with the tools to help them reach their potential. This can include support for anxiety, low self-esteem etc.
Support from our Education Mental Health Practitioner	Pupils are supported to share their experiences and try out tools to improve their mental health.
Peer Mentor	The Head of Year 7 and Learning Mentors work closely with the SENCo to assign those who need extra support in Y7, a trained peer mentor. The peer mentor is someone who has experience of the school who they can get to know and share worries and celebrate success.
Key adult/Mentoring	A member of the SEND team can become a key adult for a pupil, getting to know them, celebrating success and supporting them through any worries etc.
Autism Mentoring	A mentor to children within the setting with autism who has had training from the Complex Communication Team.
Mentor Link / Sports Mentoring	To provide a weekly opportunity to talk to a designated mentor who is not school or home.

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.
Melo	Melo is available to all Children & Young People aged 0-25 and their families who need support to address early mental health issues, promote wellbeing and build emotional resilience.
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.
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.

Please Note: This academic year we are reviewing the provision provided, looking to move towards more evidence based, pre-planned programmes that offer clear measures of progress. In the last academic year we have trained key staff on three additional provisions, namely, Reading Quest and Lego Therapy.

The Hub and Nurture room

The Hub is our proactive strategy to support regulation and successful re-engagement with learning. It is a supervised space, where pupils can access adult support and or resources to help them regulate before returning to the classroom. It was introduced last academic year as a pilot and after careful review we are continuing this provision but this year making is accessible every lesson rather focussing on afternoons.

We also have a small nurture room, which can be accessed by those with a known need (pass) or in the moment via communication with the SEND team if needed. It is a small space where pupils can take a break privately away from their peers if for example upset/emotional or in need of a quiet place to work until the end of the lesson. Staff are on hand to support pupils in these moments.

8. <u>What support is available to help pupils prepare for adulthood?</u>

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.

This academic year we are adding a new layer of support for all pupils on the SEN register in Y10, through via the ‘Curiosity Museum’. In October the external team will support pupils in a more hands-on, creative way to support deeper thinking about their future.

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/carer contributions are central to development of the plan. For those in Year 10 and 11 with the highest need fortnightly sessions are scheduled focussing on preparation for adulthood, covering health, careers/post-16 education and participation in the community. Additional work experience placements are organised with these pupils.

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 (ICHP) to allow staff to plan to include all pupils. TAs support individuals in after school clubs when necessary for them to access.

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) instigates communication with every pupil on the SEND register and their parents/carers, termly. Emails are sent inviting parents/carers to a virtual, phonecall 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, provisions 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. The third review meeting is held in school as an opportunity take part in a parent/carer workshop. Workshops we put on over the few years include, emotion coaching, sleep, supporting reading at home, ICT, revision strategies and managing anxiety. 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.

Looked-after and previously looked-after children with SEND

Where a pupil with SEND is looked after or previously looked after, the SENCo, who is also the school's Designated Teacher for looked-after and previously looked-after children, works with relevant school staff, external professionals and agencies to ensure that SEND provision and the pupil's wider support arrangements are coordinated effectively.

Please Note: This academic year we are looking to create a Parent/Carer Forum (SEND) with the support of the LA.

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 pupils SEND, with reference to their SEND Passport.
- Quality First Teaching with reasonable adjustments and adaptive teaching strategies in place for all who require it.
- 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.
- Provision where appropriate through targeted, time-limited or ongoing intervention programmes.
- Individualised provision through adapted resources and assistive technology.
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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 access functional skills in maths and English as well as support to prepare for adulthood. In some cases, Alternative Provision is accessed to support SEND needs. In Year 9 we also have functional skills groups to promote accelerated progress in English and maths.

Assessing for assistive technology and training staff

We make an assessment for what pupils might need in terms of assistive technology, through dialogue with parents/carers and pupils via transfer info shared by their previous school, in the SEN Passport/EHCP Review meetings, when assessing for access arrangements or when advised by external professionals e.g. Dyslexia Assessment Reports. In terms of staff training, during the pandemic training was given around using accessibility features on Teams and in Office 365 e.g. Immersive reader, read aloud function, dictate, making changes to the background and line spacing etc. This academic year we will check what teachers are able to do in terms of accessibility functions so we can plan some training to address any necessary gaps.

12. How are staff trained specifically around SEND?

In the academic year 2026-27, there will be a continued focus on Inclusion and Adaptive Teaching to support the inclusive classroom. There is also the ongoing Focus Five intuitive where teaching staff and form tutors must focus in on five pupils including those with SEND, when planning lessons and reflecting, using the graduated response, this allows staff to look through the lens of a pupil with SEND. In addition, staff receive specific training from external services such as the Deaf Support Team and Visual Impairment Team.

The SENCO has also planned to use a number of morning briefings to train staff on common areas of need and ways to support, with the emphasis of ‘what is necessary for some is beneficial for all’. These will also support early identification.

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

There are currently eighteen TAs and one specialist communication assistant 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 are gradually working towards subjects specific TAs. 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.

This academic year we are going to be working our two new to role HLTAs a little differently, with Lynne Willetts taking the lead on managing The Hub and providing advice and support for SEMH needs and Clare Jennings, leading on literacy again providing advice and support. They will deliver a high proportion of interventions and ensure interventions are reviewed thoroughly and recorded accurately on Arbor.

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. In the academic year 2025-26 the teaching staff and teaching assistants have worked together to develop key information needed to best support in classes, which is now provided to TAs supporting, it highlights key learning, common misconceptions and allows both to consider the level of support required.

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 2026- 27

SENCO

Ruth Robinson

Assistant SENCO

Melissa Powell (Access arrangements assessor, dyslexia assessor and specialist dyslexia teacher).

SEN Administrator

Rachel Winfield

Higher Level Teaching Assistant (HLTA)

Clare Jennings (Literacy lead)
Lynne Willetts (SEMH lead) *Undergoing Emotional Literacy Support Assistant (ELSA) Training.

Specialist Communication TA (BSL)

Karen Riches-Jackson

Teaching Assistants

Alice Barker
Dolly Cant
Zoe Cawley
Sophia Dimmock
Ruth Fisher
Nicola Fraser
Naomi Goddard-Hood
Angie Griffiths
Karen Kirby
Dympna McDonnell
Leanne Jinks
Carol Parkinson
Becky Powell
Charlotte Sargeant
Sara Smith
Sylwia Trojanowska

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 2015-25

- 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 & 2026)
- Understanding Dyslexia Training (2023)
- DSL Safeguarding Training (2023)
- Psychology in Action Workshop: Managing Change for and with LAC and PLAC (2023).
- Am I seeing dyscalculia or general math difficulties (2024)
- Raising awareness of physical disability (2024)
- Train the Trainer training: Anxiety and Attendance (2025)
- Inclusion Conference (2025)
- Deaf Awareness Training (2025)
- Visual Impairment Awareness Training (2025)
- Loss, endings and transitions (2025)
- Annual Reviews and preparing for adulthood (2025).
- Designated LAC Teacher Training (2025)
- Positive Handling (2025)
- Executive Functioning (2025)
- Sensory Processing Differences in the classroom (2025)
- How do we engage families through trauma informed practices webcast (2026)
- Changemaking Leadership for Inclusion (2025-26)
- ISDR Training (2026)
- Use of Emotion Cards with Children and Teenagers: To Help them Heal' webinar (2026).

The SENCo line manages the TAs and through performance management targets TAs work to develop themselves in their role. Examples of training below:

- Handwriting Technique
- Autism Awareness
- Supporting pupils in PE
- Dyslexia awareness
- Deaf and Visual impairment awareness
- Speech, Language and Communication Awareness
- TRS Training for Readers, Scribes, Invigilators and other Adult Helpers in Exams
- First Aid / Epi Pen training
- Attachment Awareness
- Dyspraxia Awareness Training
- Memory retrieval
- Mental health and emotional literacy
- Team Teach Training (updated in 2024)

14. How can parents/carers/pupils make a complaint relating to the SEND Team?

Parents and carers are encouraged to raise any concerns about SEND provision with the SENCo in the first instance, so that these can be discussed and, where possible, resolved promptly. If the concern relates specifically to the SENCo, it should be directed to Mrs Clear, Headteacher. Where a concern cannot be resolved informally, parents and carers may follow the school's published Complaints Policy.