


# SEN Information Report
# September 2025

Updated September 2025 (in accordance with Section 65(3) of the Children and Families Act 2014) by Carrie Smith, Caroline Hallows and Kirstin Dell.

**Introduction**

At Chetwynd Spencer Academy ("our Academy") our mission is 'For all our children to be kind, courageous and curious citizens, helping them to shine for a bright and happy future in our diverse world.' We aim to achieve our mission by being inclusive, maintaining a safe and stimulating learning environment, securing outstanding learning and teaching, delivering an Irresistible Curriculum (see our Academy's Teaching and Learning Policy and Procedures), following a values-based approach (STARFISH), and working with parents, carers and the wider community.

Our Academy is a mainstream primary school. We recognise the diverse and individual needs of all our children and always consider the additional support required by those children in our Academy with Special Education Needs and Disabilities ('SEND'). It is the intention of our Special Educational Needs and Disabilities Policy and Procedures 2024 ('our SEND Policy 2024) to ensure that all our children, who have SEND, are identified and have their needs met within a nurturing and inclusive environment. We review our SEND Policy annually, asking parents and children what is working well and what they want to improve. The next review will be in December 2025.

**Purpose of this report**

The purpose of this SEN Information Report is to inform parents and carers about:

- How we welcome into our Academy children with SEND;
- How we support these children in all aspects of school life and remove barriers to achievement;
- How we work in close partnership with parents/carers and our children; and
- How we make effective provision for all our children with SEND.

## INCLUSION TEAM

**INCLUSION MANAGERS**: Caroline Hallows supported by Kirstin Dell whilst completing the National Professional Qualification for SENCOs **Dedicated SEND time:** 1 day per week

**SEND GOVERNOR:** Liam Clark

**Contact details:** Chetwynd Spencer Academy, Chetwynd Road, Toton Lane, Nottingham NG9 6FW

**Email:** Info@chetwyndspencer.org.uk **TEL:** 0115 9177353




**Local Offer Contribution:**
https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/service.page?id=KTqXM27IcoU&newdirectorychannel=0

# Whole School Approach

Our whole school approach remained broadly the same last year in that we continue to closely monitor our children with Special Educational Needs and Disabilities ("SEND").

High quality first teaching and additional interventions are identified and defined through our annual dialogue across our Academy contributing to our provision management approach. These discussions help us to regularly review and record what we offer EVERY child in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

All teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** NASEN's Teacher Handbook: SEND 2021)

Underpinning ALL our provision in school is the **graduated approach** cycle of:




This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the child grows. This cycle enables the identification of those interventions which are the most effective in supporting the child to achieve good progress and outcomes.

**Assess:** This involves analysing the child's needs using our Class Teachers' and/or Teaching Assistants' daily assessments and experience of working with the child, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experiences of parents. The child's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with our Academy's information and assessment data on how the child is progressing.

This will be regularly reviewed to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

**Plan:** This will involve consultation between our Class Teacher, Inclusion Managers and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.




All those working with the child, including Teaching Assistants, will be informed of a child's individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. This will occur either during the year by our Inclusion Managers (if a child is new to our Academy) or as part of the transition process at the end of each academic year.

**Do:** Each Class Teacher will remain responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main Class Teacher. They will work closely with their Phases' Teaching Assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching.

Support with further assessment of the child's strengths and weaknesses, problem solving and advising on the implementation of effective support will be provided by our Inclusion Managers.

**Review:** Reviews will be undertaken termly in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the child and their parents. Each Class Teacher, in conjunction with our Inclusion Managers, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the child.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

# SEN Needs

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. **Communication and interaction** - Children have speech, language and communication difficulties that make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

   At our Academy, we will support these children through any one or more of the following ways as shown on the next page.

2. **Cognition and learning** – Children learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance, such as in literacy or numeracy.
   At our Academy, we will support these children through any one or more of the following ways as shown on the next page.




## Levels of SEND support

### Communication and Interaction
### Autism Spectrum Condition - ASC

| Wave 1 (QFT) | Wave 2 (SEND Support) | Wave 3 (Targeted Support) |
|---|---|---|
| • Scaffolding<br>• Simple, clear and limited language - say what you mean and mean what you say<br>• Additional processing time<br>• Attract attention - use the pupil's name before giving directions<br>• Positive direct language - explain what you want rather than what you don't want e.g. 'hands down/still' rather than 'no hitting'<br>• Inclusive and positive whole-school ethos<br>• ASC aware school - support and training for all staff<br>• Consistent routines<br>• Widgitonline visual support to aid routines and expectations - whole class / small group timetables, visual learning prompts, visual prompts for directions and instructions, checklists, prompt cards, timers<br>• Instructions broken down into small steps<br>• Consistent staffing where possible<br>• Clear explanations of transitions / when things change<br>• Social skills support during unstructured times | • Total communication approach - signing, symbols, modelling, verbal language, objects of reference, communication board<br>• Additional support to manage transitions and changes for example an individual visual timetable, meet and greet, countdowns.<br>• Clear visual prompts for example red crosses to signify out of bounds areas, first/then strip.<br>• Structured play sessions to teach play and social skills.<br>• Approaches to develop social interaction and communication skills<br>• Support to manage transitions which may include additional adult support and routines at | • Use of augmentative and alternative means of communication for example PECS, signing.<br>• Intensive Interaction.<br>• Attention Autism. |

## Levels of SEND support

### Cognition and Learning

| Wave 1 (QFT) | Wave 2 (SEND Support) | Wave 3 (Targeted Support) |
|---|---|---|
| • Appropriately differentiated and scaffolded learning activities<br>• Higher level of adult support - regular check ins, additional explanations / demonstrations, checklists, examples<br>• Graphic organisers<br>• Allow extra time to complete tasks<br>• Concrete-Pictorial-Abstract approach<br>• Use of practical materials to support learning<br>• Learning objectives & success criteria clearly communicated<br>• Working walls<br>• Use of ICT: whiteboards, laptops, iPads<br>• Topic word mats<br>• Regular reading with class teacher or teaching assistant<br>• Structured Phonics programme<br>• iPad programmes - reading plus/TTRockstars/Numbots/Purple mash/Phonics Play<br>• Power maths - whole class mastery approach<br>• Stem sentences<br>• My turn - together - your turn approach<br>• See QFT checklist. | • Pre-teaching / modelling of learning activities<br>• Learning routines to develop independence<br>• Chunking tasks and providing checklists<br>• Learning breaks<br>• Opportunities for over-learning<br>• Small group learning support<br>• Targeted programmes - Sounds Write Catch-Up/diagnostic tests, Numicon, Maths interventions<br>• Opportunities for alternative methods of recording work<br>• Rapid catch-up<br>• Reciprocal reading<br>• Whole word approach | • 1:1 learning support<br>• Personalised teaching approach<br>• Precision teaching |




3. **Social, emotional and mental health ('SEMH') difficulties –** Children have difficulty in managing their relationships with other people, are withdrawn, or they behave in ways that may hinder their and other children's learning or have an impact on their health and wellbeing.

   At our Academy, we will support these children by using any one or more of the following ways:

## The Graduated Response at Chetwynd Spencer Academy

### Levels of SEND support

#### Social, Emotional and Mental Health

| Wave 1 (QFT) | Wave 2 (SEND Support) | Wave 3 (Targeted Support) |
|---|---|---|
| • An inclusive and positive whole-school ethos which nurtures relationships and emotional development, self-regulation of emotions and behaviour in response to consistent and agreed boundaries<br>• Responsibilities and encouraging good choices<br>• Class Dojo<br>• Class reward systems<br>• Effective classroom/setting management<br>• Reflection time to reflect on incidents<br>• Supervision during unstructured times<br>• Break-time Buddies to assist at social times<br>• Safe areas provided in classrooms and around school<br>• Training for staff: de-escalation, attachment, restorative practices<br>• Regular home/school communication<br>• Better ways boxes<br>• Whole class mindfulness sessions - doodling, guided meditation, art activities, cosmic kids yoga<br>• Flexible but clear expectations<br>• See QFT checklist. | • Individual reward charts<br>• Individual work-station<br>• Social skills / self-esteem groups - ELSA resources.<br>• Check-ins<br>• Zones of regulation intervention<br>• Emotion coaching approach<br>• Pastoral Team support<br>• Regular sensory / regulation breaks<br>• Comic strip conversations<br>• Social stories<br>• Individual safe spaces<br>• Group interventions to develop relevant functionally equivalent skills, such as: development of play skills, emotional literacy, social interaction, emotional regulation<br>• Conflict Resolution, restorative approaches, or other non-punitive and skills-based approaches are used to manage difficult situations<br>• Support to manage transitions which may include additional adult support and routines at anxiety provoking times | • Therapy support<br>• CASY counselling<br>• Small group interventions - Theraplay<br>• 1:1 support from key adult / pastoral team<br>• Risk assessments and responses to challenging situations are planned for in collaboration with parents. Positive handling training should be attended if appropriate. |

4. **Sensory and/or physical needs** – Children with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

   At our Academy, we will support these children through any one or more following ways as shown on the next page.

For full details of our graduated response for many areas of need, please see our Graduate Response document, which can also be on our website, as this details our quality first teaching strategies (Wave 1 interventions) and the subsequent Wave 2 and 3 interventions.




## Levels of SEND support

### Sensory and Physical

| Wave 1 (QFT) | Wave 2 (SEND Support) | Wave 3 (Targeted Support) |
|---|---|---|
| • Chairs and tables appropriate size for children and staff<br>• Accessible, clutter free environment<br>• Position in the classroom to prevent poor posture<br>• Resources in accessible places to promote independence<br>• Building in time for physical breaks for example not too much sitting<br>• Recognising individual needs for movement for example fiddling<br>• Staff are aware of needs/impairment /disability/medication or emergency treatment or procedures<br>• Whole staff training for emergency treatment e.g. Appropriately trained staff - Paediatric first aider, First Aider at work<br>• Administration of medicines procedures e.g. Consent forms filled in by parents<br>• Accessible bathrooms and toileting support where necessary<br>• Accessible grounds and building<br>• PE and practical activities are differentiate as appropriate<br>• Sensory / calm resources and areas in classrooms<br>• Learning supports - pencil grips, chews, coloured overlays.<br>• Allowing extra time to complete all tasks - not just learning tasks. See QFT checklist.<br>• Ensure that sensory and physical supports are monitored and used by children e.g. children wearing glasses or hearing aids or using physical aids are encouraged to do so | HI<br>• Access to alternative forms of communication.<br>• Access to additional amplification systems.<br>VI<br>• Personal screen or whiteboard next to the pupil to reduce fatigue from tracking a large board<br>• Some modification and adaptation of normal print and other teaching materials<br>PI<br>• Individual risk assessments<br>• Standard (non-specialist) equipment for example laptop, writing equipment, cooking equipment, scissors, one handed equipment, stool with arms<br>• Gross/fine motor programmes - ECAM Active Hands, Physical Literacy<br>• Sensory/regulation breaks<br>• Teaching of specialist skills<br>All<br>• Modification of the classroom in order to improve the visual / acoustic environment<br>• Opportunities to present written work in accessible ways - laptop, iPad, pictorially<br>• Reasonable adjustments of the environment for example moving classroom location. | • Involvement of outside services for advice and recommendations: e.g. school nurse, GP, Community Paediatrician, Occupational Therapist, Hearing/Visual Impairment team, Educational Psychologist etc.<br>• Individual Care Plans<br>• Individual risk assessments where appropriate<br>• Specialist equipment |

As of July 2025, we had **46 (11% of our Academy)** children receiving some form of SEND support. This is reviewed termly to take account of children leaving and joining us.

As at the start of September 2025, we will have **40 (9.6% of our Academy)** receiving some form of SEND support. This will be reviewed during Autumn Term One 2025 once the children have had time to settle down.

Pupil need and progress for children with SEND is monitored on an individual basis at our Academy. Steps are taken to understand the needs of each child and progress is monitored through tracking not only academic achievements but also interpersonal and communication skills ('soft skills') and the SEMH needs of the individual. All staff are aware that sometimes these need to be addressed before any academic progress can be made.




Our current children's need by area as of September 2025:

| 2025-2026 | | | |
|---|---|---|---|
| Primary Area of Need | Number of Children | % of children in our Academy (417) | % of children in our Academy with SEND. |
| Communication and Interaction | 15 | 3.6% | 37.5% |
| Social Emotional and Mental Health | 12 | 2.88% | 30% |
| Cognition and Learning | 7 | 1.68% | 17.5% |
| Sensory and/or Physical | 6 | 1.44% | 15% |
| **Total** | 40 | 9.6% | 100% |

# SEN Provision

Our approach to identification and assessment of special educational needs is set out in our SEND Policy, and in our Graduated Response booklet.

Our SEND Policy sets out our approach to:

- the evaluation of the effectiveness of our provision for our children with SEND;
- our arrangements for assessing and reviewing the progress of our children with SEND;
- our approach to teaching all our children including those with SEND (also covered in our Graduated Response booklet which details our quality first teaching (QFT) strategies for all our children (Wave One interventions);
- how we adapt the curriculum and learning environment for our children with SEND (see our Wave 2 and Wave 3 interventions in our Graduated Response booklet);
- the availability of additional support for learning that is available to our children with SEND (see our Wave 2 and Wave 3 interventions in our Graduated Response booklet);
- how we enable our children with SEND to engage in the activities together with children who do not have special educational needs; and
- the support that is available for improving the emotional, mental and social development of our children with SEND, with details of that support covered in our Graduated Response booklet.




# Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

| Action/Event | Who's involved | Frequency |
|---|---|---|
| Termly SEND Support Plan Meetings | • Child<br>• Parents/Carers<br>• Any relevant and current outside agencies<br>• Class Teachers/Teaching Assistants<br>• Inclusion managers | Every Term if a child is not making progress.<br>Parents are invited to attend either a full 30-minute session or a drop-in (10-minute sessions) session, at least twice a year. This might be during Parents' Evening. |
| Annual EHC Plan meetings | • Child<br>• Parents/Carers<br>• Any relevant and current outside agencies<br>• Class Teachers/Teaching Assistants<br>• Inclusion managers | Annually or before if needed |
| Pupil Voice | • Child<br>• Class Teachers/Teaching Assistants<br>• Inclusion managers<br>• Senior Leaders | Every Term to add to discussion around progress.<br>Informal discussions with Class Teacher and/or Support Staff: As often as can to ensure they are happy and thriving in our Academy |
| Parents' evening | • Child may also join the discussion<br>• Parents/carers<br>• Teaching staff<br>• One of our Joint Inclusion Managers available for drop-ins | Twice yearly |
| SEND drop-in meetings/ surgeries | • Parents/carers<br>• Inclusion Managers | As required – requests can be made via class dojo to Miss Hallows or by contacting the office |
| Newsletters | • Parents/Carers | Termly |
| Annual new F2 intake | • Inclusion Managers | Annually |
| Parenting and Behavioural Support group | • Parents/carers<br>• Gemma Delfino/Gillian Brough | Monthly |
| Early Help Interventions including supporting with challenging behaviours | • Gemma Delfino, Early Intervention Practitioner<br>• Gillian Brough, Nurture Lead<br>• Natalie Westbury, Well-Being<br>• Angela Bolton/Gemma Delfino, Trauma-Informed and Relational Approach support | Monthly – Chetwynd Parents/Carers Support Group |




| Action/Event | Who's involved | Frequency |
|---|---|---|
| Armed Forces Interventions /STARFISH Troopers | Mandi Golding<br>Helen Gent<br>Gayle Rae | Individual sessions - as and when required to support with parent deployment<br>Group sessions – weekly/fortnightly/as required |

There are external support services available for parents of children with SEND. The contact details for these services are set out below:

| Name/Team | What they do | Contact |
|---|---|---|
| Anna Holmes - Family SENCo | Supporting SENCOs in the George Spencer Family of Schools | aholmes@rushcliffespencer.org.uk |
| Zena Argent - South Broxtowe Schools Behaviour and Attendance Partnership (SBAP) | Specialist teacher for Primary, Social and Emotional (PSED) Team<br>SBAP work collaboratively to support children with social, emotional and mental health needs, to prevent exclusion or missing education. | zargent@sbapsupport.co.uk<br><br>sbapteam@sbapsupport.co.uk |
| Kate Endersby | Educational Psychologist – offers a range of interventions and works with teachers or parents/carers for children who are experiencing difficulties in school | 0115 977 2924<br>kate.endersby2@nottscc.gov.uk |
| Vicky Jobson<br>EY SIS Specialist Teacher - Early Years and KS1 | Early Years Schools Inclusion Services (EY SIS) – a group of specialist teachers and learning support staff employed by Nottinghamshire County Council – focus on providing support for children with a range of complex special educational needs and disabilities from birth to the end of Key Stage 1 | 01159774606<br>victoria.jobson@nottscc.gov.uk |
| Karen Firth and various members of SIS Cognition and Learning Communication and Interaction or the Sensory Team | SIS Cognition and Learning Communication and Interaction or the Sensory Team – focus on providing support for children on the autistic spectrum or those who have other communication and interaction difficulties | 0115 854 6464<br>Karen.Firth@nottscc.gov.uk<br>For the Early Years SIS & the Sensory Teams - 0115 804 1232<br>SIS.sjrw@nottscc.gov.uk<br>For the Communication & Interaction and the Cognition & Learning Teams - 0115 854 6464<br>SIS.sev@nottscc.gov.uk |




| Name/Team | What they do | Contact |
|---|---|---|
| Neurodevelopment Support Team (NST) (previously Small Steps and Neurodevelopmental Behaviour Support Team) | NST Team providing early support to families where there are concerns that a child has neurodevelopmental behaviour support needs which may be indicative of ASC or ADHD<br>**NOTTINGHAMSHIRE:**<br>https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/service.page?id=MXWZStlJ1cc<br>**Derby and Derbyshire:**<br>https://derbyandderbyshireemotionalhealthandwellbeing.uk/neurodiversity/my-child-has-had-an-assessment/mchhaa-adhd/mchhaa-adhd-resources | **NOTTINGHAMSHIRE:**<br>referralsnst.familyservice@nottscc.gov.uk<br>About an existing referral: 0300 5008080<br>**NORTH DERBYSHIRE:** Referrals by letter by Health professionals, such as GPs, addressed to: Paediatrics Department, The Den, Chesterfield Royal Hospital, Calow S44 5BL. Referrals for children whose GPs are in North Derbyshire. Health professionals can refer from out of this area as long as child lives in North Derbyshire. Enquiries: 01246 514549.<br>**DERBY and SOUTHERN DERBYSHIRE:**<br>Making a referral: dhcft.SPOA@nhs.net<br>New and existing referrals:<br>SPOA Administrator - 0300 7900 264<br>Or for an existing referral Neurodevelopmental Pathway Coordinator: 01332 623726, option 3. |
| Healthy Family Teams | Specialist Public Health Practitioners and their teams (formerly known as Health Visitors and School Nurses). Includes Family Nurse Partnership Programme for young parents and National Child Measurement Programme. | Broxtowehftclusters@nottshc.nhs.uk<br>Single Point of Access (SPOA) Advice Line: 0300 123 5436<br>ParentLine - texts: 07520619919 |
| Ruth Hickling | Physiotherapist | Nottinghamshire Healthcare Children's Centre, Nottinghamshire Healthcare, City Hospital Campus, Hucknall Road NG5 1PB<br>Telephone 0300 1233387 |
| Keith Ball<br>Natasha Sime<br>Deb Jackson<br>Shelley Cantillon | Physical Disability Specialist Service (PDSS) is responsible for providing specialist advisory support and guidance to schools, pre-schools and post-16 educational settings, to support the inclusion of pupils with significant physical disabilities and complex medical/health needs to access their educational setting | pdss.office@nottscc.gov.uk<br>Telephone: 0115 8041088 |
| Nanya Dutton | Occupational Therapist – Physical disabilities | Children's Centre, Nottinghamshire Healthcare City Hospital Campus, Hucknall Road NG5 1PB<br>Telephone 0300 1233387 |
| Emma Goodall | Speech and Language Therapist Team Leader | Parents/Carers referrals, by post:<br>Speech and Language Therapy Referrals Admin<br>Children's Development Centre<br>City Hospital Campus, Hucknall Road NG5 1BP<br>Telephone: 0300 1233387<br>Referrals for schools:<br>childrensSLT@nottshc.nhs.uk |




| Name/Team | What they do | Contact |
|---|---|---|
| Nottinghamshire Virtual School (Charles Savage - Head)<br><br>Derby Virtual School (Graeme Ferguson – Head) | Virtual Schools for Looked After Children - education team who liaise with schools to meet the needs of LAC children. | General enquiries: 0115 977 4747<br>virtual.school@nottscc.gov.uk<br>Previously looked after children advice/guidance: 0115 804 4677<br>virtualschooladvice@nottscc.gov.uk<br>Children with a social worker advice and guidance: 0115 804 3275<br>virtualschool.cwasw@nottscc.gov.uk<br>graeme.ferguson@derby.gov.uk<br>01332 640362<br>catherine.ward@derby.gov.uk<br>01332 640346 |
| Single point of Access Team (SPA) | CAMHS – Broxtowe Emotional Health and Well-Being Team – form part of Child Adolescent Mental Health Services (CAMHS). Offer a range of interventions aimed at supporting children's emotional health. | Single Point of Access Team (SPA)<br>Pebble Bridge, Hopewood<br>Foster Drive, Nottingham, NG5 3FL<br>not-tr.CAMHSreferrals@nhs.net<br>Advice for professionals:<br>0115 844 0501 Advice for parent:<br>0808 196 3779 option 1<br>Parents - online referral form:<br>https://www.nottinghamshirehealthcare.nhs.uk/CAMHS-self-referral |
| Integrated Children's Disability Service (ICDS) – assessment and review of the education, health and care plan (EHCP) | The ICDS education, health, care (EHC) assessment team is responsible for delivering the education, health and care plan (EHCP) statutory duty as detailed in the Children and Families Act 2014 to children and young people with SEND.<br>The team manages requests for EHC needs assessments and for the writing of plans describing the statutory education, health and social care provision needed to meet the child or young person's need. | **NOTTINGHAMSHIRE:**<br>Integrated Children's Disability Service (ICDS)<br>Assessment Team Nottinghamshire County Council<br>Meadow House Littleworth Mansfield NG18 2TB<br>Duty Number: 0115 804 1275<br>Duty contact details for the assessment team:<br>Broxtowe/Gedling/Rushcliffe<br>icdsehcBGRlocality@nottscc.gov.uk<br><br>**DERBY:** EHCP@derby.gov.uk Tel: 01332 643616<br>Support for parents/carers:<br>https://derbysendiass.org.uk/about/<br>Derby SENCO Advice Line (SAL):<br>Telephone: 01332 956956<br>email: DerbySAL@derby.gov.uk. |
| Occupational Therapy Team | The team provides specialist assessment for disabled children and young people resident in Nottinghamshire up to the age of 18, who have a permanent and substantial disability or sensory loss which has an adverse effect on their ability to carry out normal day to day activities within the home environment. | Telephone: 0115 8041273<br>Email: childrenot.duty@nottscc.gov.uk |




| Name/Team | What they do | Contact |
|---|---|---|
| Ask Us | The information advice and support service (Ask Us Nottinghamshire) offers impartial and confidential information, support and advice to children and young people, and their parents and carers, to enable them to make informed decisions about education, health and care relating to their special educational needs and/or disability. | Contact: Edwina Cosgrove<br>telephone: 0115 8041740<br>email: enquiries@ppsnotts.org.uk |
| Casy Counselling | CASY is an emotional health and wellbeing charity that helps children by providing a confidential counselling service aimed at increasing emotional wellbeing. | Donna Richmond<br>Tel: 01636 704 620<br>Email: office@casy.org.uk |
| Juno Women's Aid<br><br>Broxtowe Women's Project (BWP)<br><br>Derbyshire WISH | Charities working with women, children and teens who have been affected by domestic abuse | General enquiries - 0115 947 5257<br>Referrals and agency enquiries - 0115 947 6490<br>Helpline: **0808 800 0340**<br>enquiries@junowomensaid.org.uk<br><br>BWP: General enquiries - 01773 718555<br>Referrals: outreach@broxtowewp.org<br>enquiries@broxtowewp.org<br>Helpline: 01773 719111<br><br>Derbyshire WISH - Derbyshire Domestic Abuse Support line: 08000 198 668.<br>www.ncha.org.uk |
| Equation | Nottingham-based specialist charity working with whole community to reduce the impact of domestic abuse, sexual violence and gender inequality.<br>Works with men over 16 years who have been affected by domestic abuse | helpline@equation.org.uk<br>Helpline: 0800 9956 999 |
| CAMHS support for further information:<br>https://www.nottinghamshirehealthcare.nhs.uk/camhs | | |
| Nottinghamshire County Council Local offer:<br>https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/service.page?id=KTqXM27IcoU&newdirectorychannel=0 | | |

N.B these do change due to organisational restructuring and funding. This is by no means an exhaustive list and we liaise with a number of professionals from healthcare, police and social care depending on a child's needs. Our Academy works with the organisations in meeting the needs of our children. This could be through a multi-agency approach or individual meetings/consultations.




# Staff contacts and development

The SEND provision within our school is coordinated by the Inclusion Managers. Our Inclusion Managers are Caroline Hallows supported by Kirstin Dell and they can be contacted by telephone: 0115 9177353 or email: Info@chetwyndspencer.org.uk or SENDCo@chetwyndspencer.org.uk We are committed to developing the ongoing expertise of our staff. We have current expertise in our Academy as follows:

| 2025-2026 | |
|---|---|
| **Initial of person** | **Area of expertise/Key Stage** |
| HG | Army and Nurture/Intimate Care/F2 |
| GR | Army/Autism and BSL/Positive Behaviour training Level 2/Intimate Care/F2 |
| NG | Individual support/Year 1 |
| JJ | Autism/Intimate Care/KS1 |
| HT | Physical and Sensory need/Intimate Care/KS1 |
| MK | Phonics catch up whole school |
| KH | Nurture/Dyslexia/Trauma informed attachment aware school/Intimate Care/KS1 |
| ED | Intimate Care/KS1 |
| GD | Theraplay, Nurture and Parent Support Group/Trauma informed attachment aware school/Early Intervention Practitioner – across school |
| GB | Nurture and Parent Support Group/Positive Behaviour training Level 2/KS1 |
| AP | First Aid/After-School Education Club Lead/Dyslexia/KS1 |
| TR | Autism, Downs' Syndrome/Makaton/Signs and Symbols/KS2 |
| TB | First Aid/Medical Needs/Health and Safety/Single Central Records/Dyslexia/LKS2 |
| AT | Forest Schools and Life Skills/Dyslexia/LKS2 |
| KW | Nurture/SEMH/LKS |
| JT | Phonics/Dyslexia/Trauma informed attachment aware school/Positive Behaviour training Level 2/LKS2 |
| AB | DARE and Life Skills/Nurture/Trauma informed attachment aware school/UKS2 |
| NA | Modern Foreign Languages/Well-Being/Dyslexia/Positive Behaviour training Level 2/UKS2 |
| MG | Behaviour Specialist/Army Lead/Dyslexia/UKS2 |
| KD | Supporting Inclusion Manager (completing the National Professional Qualification for SENCOs)/SEMH/Attachment/Dyslexia/Dyscalculia/UKS2 |




In the last academic year, we continued to provide ongoing safeguarding training, and we continued to develop our staff and our pupils' mental health well-being awareness.

The appraisal system for all teaching and learning support adults continues to cover performance management objectives and research-based projects that are directly linked to our Academy's Development Plan and objectives (our ADP).

Some parents have been supported through an anxiety workshop – a 6-week course in Summer Term 2025, through Life Education Centre, course leader - Liz Burton.

Staff continue to embed learning around small steps assessments (such as PIVATs 5 and Boxall) as per our ADP and staff have received bespoke training to support individual children covering the following areas:

- Bi-lateral hearing loss, mini-mic support
- BSL and Makaton training
- Visual impairment training and support
- Physiotherapy training and support
- Speech and Language training and support including making referrals and liaising with specialist speech and language therapist
- Communication and Interaction surgeries for both Early Years/Key Stage One (Vicky Jobson) and Key Stage (Lindsay Beech)
- Autism support and training from Lindsay Beech, Cand I Team, SIS Team
- Educational Psychologist (Kate Endersby) well-being and mental health/anxiety support
- Health-Related Education Team (HRET) support and advice
- Enhanced Provision – support from The Hive, John Clifford
- Dyscalculia – 1 member of staff received dyscalculia training through Nottingham County Council
- Relational Approach staff meeting – to support staff to develop trauma and attachment needs
- PICP (Personal and Intimate Care Planning) - Summer 2024. 4 members of staff received full training in July 2025. 8 members of staff will be renewing their training through PDSS's competency training services.
- TA Apprenticeship training Level 3 - 1 of our Teaching Assistants completed this course in Summer 2025 and another is due to complete the course in Spring 2026; the course is being completed through the teaching hub.
- Early Intervention Practitioner (EIP) Apprenticeship Level 4 **-** 1 of our Teaching Assistants will be continuing with this course which started in September 2024; due to complete this in Spring 2026.

# Staff Deployment

Considerable thought, planning and preparation goes into utilising our Teaching Assistants to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.




Staffing is considered on the skillset of our Teaching Assistants in consideration with the cohort of children with SEND within each phase. Individual provision maps (which can be seen on our SEND Support Plan) are then drawn up and in turn class provision maps are created to ensure individual SEND need is accounted for as a top priority.

This academic year, the staffing structure will be:

| Classes for 2025-2026 | | | | |
|---|---|---|---|---|
| | **Year** | **Class** | **Teacher** | **Support Team** |
| **EYFS** | **F2** | **Puffins Blue** | **Mrs Smith/Mrs Chambers** | **Mrs Gent (4 days)**<br>**Mrs Rae** |
| | | **Puffins Red** | **Miss Beatty** | |

| Classes for 2025-2026 | | | | |
|---|---|---|---|---|
| | **Year** | **Class** | **Teacher** | **Support Team** |
| **Key Stage 1** | **Year 1** | **Hedgehogs** | **Miss Moore/Mrs Tyas** | **Mrs Gleave (4 days)**<br>**Mrs Stevens**<br>**Mrs K Howard**<br>**Mrs Taylor** |
| | | **Rabbits** | **Miss Biro** | |
| | **Year 2** | **Moles** | **Mr Horsley** | **Mrs Jones**<br>**Miss Pendlebury**<br>**Mrs Brough** |
| | | **Frogs** | **Miss Squire** | |




| Classes for 2025-2026 | | | | |
|---|---|---|---|---|
| | **Year** | **Class** | **Teacher** | **Support Team** |
| **Lower Key Stage 2** | **Year 3** | **Buzzards** | **Mr Challen** | **Mrs Tooby (4 days)**<br>**Mrs Rika**<br>**Mrs Taylor (4 days)** |
| | | **Foxes** | **Miss Bennett** | |
| | **Year 4** | **Seals** | **Miss Bailey** | **Mrs Barratt**<br>**Miss Wenn** |
| | | **Badger** | **Vanessa Howard** | |

| Classes for 2025-2026 | | | | |
|---|---|---|---|---|
| | **Year** | **Class** | **Teacher** | **Support Team** |
| **Upper Key Stage 2** | **Year 5** | **Dragonflies** | **Mr Butterworth** | **Mrs Bennett (4 days)**<br>**Mrs Bolton** |
| | | **Otters** | **Abi Wisner/Mrs Davenport** | |
| **Upper Key Stage 2** | **Year 6** | **Ospreys** | **Mrs Ingram** | **Mrs Andrews (4 days)**<br>**Mrs Golding (3 days)**<br>**Mrs Dell (4 days)** |
| | | **Polecats** | **Mrs Kane/Mrs Dunn** | |

***Katherine Bullied and Tracey West – Out of class**
***Miss Reynolds – Maternity Leave - October/Mrs Gregson – Maternity Leave – Sept**
***Mrs Keetley – Phonics**
***Miss Delfino - EIP**

# School Partnership and Transitions

Our Academy works with a number of external partners including:

- Schools Inclusion Services (SIS)
- Children and Adolescent Mental Health Services (CAMHs)
- Physical Disability Support Services (PDSS)




- Early Help Team/Family Services;
- Personal, Social and Emotional Development Team (PSED)
- School Health; Speech and Language Therapists (SALT)
- Physiotherapists
- Occupational Therapists (OT)
- Paediatricians
- Health-Related Education Team (HRET)
- The Educational Psychologist (EPS)
- Paediatric Diabetes Specialist Nurse (QMC, Nottingham Children's Hospital)
- School for the Deaf
- Healthy Family Team
- Neurodevelopment Behaviour Support Team (NBSS)/Family Service
- South Broxtowe Behaviour and Attendance Partnership (SBAP)
- CASY Counselling
- Juno Women's Aid/South Broxtowe Women's Project/Derbyshire WISH

In order for this to happen, parents will be asked to give permission for our Academy to refer their child to the specialist professional e.g. SALT or EPS. This will then be taken to 'Springboard' where it will be discussed and taken to a panel. From here, the chosen agency will decide on what support is needed and feedback. The specialist professionals will work with the child to understand their needs and make recommendations as to the ways the child is given support. This will then lead to specific groups or individual work being carried out.

Our Academy works closely with the local authority which retains a strategic role across its area to support SEND provision. Details of that support are set out in the local authority's local offer.

https://www.nottshelpyourself.org.uk/kb5/nottinghamshire/directory/localoffer.page?newdirectorychannel=9

During 2024-2025, we welcomed **8 children** with SEND into our Foundation Stage and supported **12 children** to the next phase, Key Stage Three, in their education.

We recognise that transitions can be a challenging time for children with SEND and we continue to take steps to ensure that any transition for any of our pupils is as smooth as possible whether they are new to our Academy, moving within school to the next year group or for any pupils leaving our Academy.

# Complaints

An appointment can be made with our Inclusion Managers or the relevant Class Teacher, at any time, if a parent/carer wishes to discuss their child's needs.

If further discussions are needed, then the Principal or Senior Leaders may be included too. If a Parent/Carer feels uncomfortable speaking to a member of our staff, they should put their complaint or concern in writing




and a member of the Senior Leadership Team will respond to them within the week. All complaints are dealt with in accordance with the Academy's complaints procedure which can be found on the Academy's website.

2024-2025: We had 0 SEND complaints.

# Provision and Challenges during 2024-2025

Our Academy's Development Plan focused on continuing to provide high-quality education for all, continuing to provide high quality Personal Development with a focus on Inclusion and to continue to develop all leaders in school with a focus on pupil leadership.

1. **To advance high-quality education for all**

   This year we were specifically focusing on small step assessment tools such as PIVATS 5 to pinpoint and identify gaps in learning of children with SEND in order to support their progress

   In Autumn Term, we held data meetings with teachers to identify those children with SEND requiring further support with their progress and relevant small steps assessment tools were put in place or if already in place, reviewed. These tools were incorporated into reviews and progress shared with parents of funded children with SEND where their child required small step assessment to measure their progress.

   In Spring Term, progress was evident of small steps assessment tools being used with funded children with SEND

   In Summer Term, small step assessments tools were more embedded. and mostly being referred to within termly reviews and shared with parents (sometimes in separate meetings with the teacher) more consistently with support from the Joint Inclusion Managers.

2. **To continue to provide high quality Personal Development**

   Pupil Profiles were replaced with SEND Support Plans at the end of Autumn/beginning of Spring Term. Introductory staff meeting took place to remind staff about PIVATS 5 and small steps assessment tools including PIVATs 5, with further training for teaching assistants on PIVATs 5 and other small steps assessment tools as required. Time was allocated termly during staff meetings to enable staff to review and complete assessments and to write targets for children in reading, writing and maths or personal development/behaviour strategies.

   By the end of March, all year groups were using small steps assessment tools as a tool for measuring the progress of relevant funded children with SEND

   By the end July, with the support of the Inclusion Managers, there was more consistent use by all year groups of small steps assessment tools as a tool for measuring progress of all relevant children with SEND.




3. **To continue to develop all leaders in school**
   Throughout the year, the Inclusion Managers, supported staff to have an even better understanding of how to assess and support children with SEND. This was through half termly data meetings to review progress and to discuss assessment tools and to help with strategies for children with SEND. The Maths Lead supported staff with strategies for scaffolding and adaptive teaching in Maths so that all children including those with SEND could better access Maths activities with the view to using this across all other subjects. As a result, staff feel more confident in how to assess and support children with SEND across all subjects and can reference this training as required. We remain committed to ensuring that we adapt and develop a curriculum rich in learning and have continued to work hard to ensure the inclusivity for all children in our Academy with SEND through regular training and close monitoring.

School continues to prioritise and support our children's well-being through the use of Worry Monsters and weekly Well-Being drop-ins.

Our Academy continued to champion Enrichment activities with visits in and of school, residentials, sporting activities (including a trip to Wimbledon for some Year Five children) and competitions and celebration days including:

- Culture Day led by our Inclusion Steering group
- Mardi Gras and Bastille Day
- Careers Day
- World Book Day
- Wear Purple Day for the Military Child
- Yellow Day to raise awareness and money for Cystic Fibrosis (CF) led by a pupil with CF.
- Scarf Day and the Life (SCARF) Bus to promote and support mental health and well-being

Once again, throughout the year, and working alongside other professionals, we were able to alter our provision to ensure all children could learn effectively.

Over the year, additional support has included:

- Continuing to seek support from Schools Inclusion Services (SIS) over the year for children across school including use of the EY SIS Surgery/Consultation platforms for those children with additional SEND needs.
- Educational psychology services (EPS) with consultations.
- Monthly South Broxtowe Schools Behaviour and Attendance Partnership (South Broxtowe SBAP) meetings attended, and advice sought as and when required to support any children with behavioural needs.
- The introduction of an Early Intervention Practitioner, Gemma Delfino, who is supporting staff, children and parents across our Academy; she completes her apprenticeship in January 2026.
- Phonics specialist Teaching Assistant supporting children across school with phonics catch-up programme.




- Team around the Family/Child (TACs/TAFs) meetings with outside agencies to continue to support children with significant needs in all year groups.
- Referrals continue to be made to the local Healthy Families team when a child's mental health and well-being needs have been flagged up as requiring their support.
- We continue to receive training and support from the Teacher for the deaf (including BSL support) and the Visual Impairment Team to ensure we are continuing to deliver best practice in all areas of our provision.
- Beginning the process of Assessing for an Education, Health and Care Plan (EHCP) and annual reviews for these plans.
- A number of referrals continue to be made under the NHS Neurodevelopmental pathway (Nottinghamshire County Council), and the SPOA - Single Point of Access (Derbyshire) to support children with more complex behavioural needs such as autism and attention deficit hyperactivity condition.

We will continue to make referrals to these services to support parents and their children as required.

**For 2024-2025:**
**Pupils with Education Health Care Plan (EHCP**): **4** children. **2** children under assessment. **2** children joining from September 2025 with plans

**Pupils with SEND (as at July 2025): 51** children on the register **12.23%** of our roll.

Any children with SEND continue to be identified and monitored, in accordance with our SEND Policy, and relevant support and interventions are then put in place to meet their needs. To ensure effective monitoring of all our children in school we continue to use half termly SEND pupil progress meetings with all the class teachers of the 14 classes. In these meetings we discuss how current children on the SEND register are moving forward and their next steps. We also discuss children who we are monitoring and how they are progressing and their next steps. We also identify children who may be underperforming and those whose attendance is a concern. The aim being to ensure no children are slipping under the radar.

Due to the ongoing increase in social, emotional and mental health (SEMH) needs, we continued to contract CASY counselling to support any of our children with SEMH needs and in 2024-2025, the provision with a CASY Counsellor continued to be for a full day a week, supporting 5 children each week with sessions lasting between 6-8 weeks. In Autumn Term, we also had access to a Thrive-trained trainee counsellor and through the Trust, we were also able to engage the use of a music therapist.

Our teaching and support staff continued to work hard to ensure that all children new to our Academy feel part of the school as soon as possible.

All staff appraisals completed for the Teaching Assistants and pay recommendations submitted.




| 2024-2025 | |
|---|---|
| **SEND Documents reviewed/revised** | **SEND Documents introduced** |
| **Policies/documents:**<br>SEN Information Report - September 2024 (reviewed in August 2024)<br>SEND Policy 2024 – December 2024<br>First Aid and Administration of Medicines Policy – May 2025<br>Intimate Care – Spring 2025<br>Accessibility Plan 2022-2025 - Autumn 2022, annually monitored, next review September 2025<br>Chetwynd's SEND Offer on Notts Help Yourself website – August 2025<br>Our Inclusion Guide for Parents – August 2025 | **New SEND SUPPORT PLANS replaced Pupil Profiles:**<br>Introduced December 2024 - Spring 2025 and shared with parents Summer Two Term 2025. |
| **Record-Keeping:**<br>SEND files updated and children's information transferred between classes. All files kept in lockable cupboards in the child's new class. | |
| **SEND Assessment**: How we assess our children with SEND. This document and folder on Google Drive outlines assessment documents for our staff highlighting when they should be used to ensure consistency of approach. Following INSET Day training to teaching assistants in Summer Term 2024, staff meeting in Autumn Term to discuss key small steps assessment tools, such as PIVATS 5 and other assessment tools such as BOXALL profiles.<br><br>We continued to work with our PE Lead to support those children requiring support with their Fine motor (Helping Hands) and Gross motor skills (Mighty Movers) through our Physical Literacy programmes.<br><br>Our PE Lead continues to undertake Fine and Gross motor baseline Assessments for specific children across school. | |
| **Monitoring:**<br>SEND Pupil Progress Meetings - provision and next steps Excel sheets. | |




**Monitoring our children with SEND**

Whole school monitoring – Trust data analysis sheet continued to be used to monitor progress.

Half termly SEND Pupil Progress meetings with class teachers.

Meetings with the SEND governor.

Review meetings for all children with SEND were completed throughout the year. Some children with higher needs required termly reviews to ensure progress was being made and support was in place and monitored. Most were face-to-face and included class teachers. Some parents received phone calls or 10-minute slots as part of Parents' Evenings.

EHCP annual reviews.

Throughout the year, support and advice was provided to the parents of our children with SEND through Review meetings, Dojo, Team around the Child Meetings, and Parents' meetings. We make it clear that we have an open-door policy.

SEND Support Plans for all our children with SEND were completed and shared with parents by email by class teachers and for some children in review meetings.

We continue to maintain strong links with any secondary schools that our Year Six children were moving to. Meetings with parents during Summer Term 2025, involving a member of staff from the secondary school SEND Team, were held to help ensure as smooth as possible transition between Key Stages.

We continue to have 2 separate transition staff meetings. One solely to concentrate on children with SEND needs and one for the remainder of the children.

The funding process for additional family needs (AFN) funding for 2024-2025 took place during Autumn One Term 2024 for any children new to school. Observations by our Family SENCO during Spring Term 2025 for all children currently in receipt of AFN funding to enable moderation of their needs and to secure AFN funding for Summer 2025-Spring 2026 for these children or for children requiring new funding.

In Summer Term 2025, all nurseries were contacted and visited to gather information about all our new F2 children including those with SEND starting in Autumn 2024.

SEND Trust network Meetings were held termly to share good practice, CPD opportunities and build links between the Academies in the Trust. The Teaching Hub continued to offer outreach opportunities.

The SEND Register (Arbor/Spencer Data Portal) are used to help staff monitor progress termly of all children including those with SEND.




# Further development: 2025-2026

**For 2025-2026:**
**Pupils with Education Health Care Plan (EHCP**): **6** children. **2** children under assessment.

**Pupils with SEND (as at September 2025): 40** children on the register **9.6%** of our roll.

Our Academy's Development Plan continues to focus on providing high-quality education for all, providing high quality Personal Development with a focus on Enrichment and developing all leaders in school. This year, we will look to embed adaptive teaching strategies in all lessons.

We will further embed the use of small step assessment tools for children with SEND to support their progress. Our new SEND Support Plans will continue to include targets linked to these assessment tools and will identify key areas of learning to best support these children make progress.

Our Academy will continue to work with Bridget Thornhill (from the Schools and Families Support Services, Cognition and Learning Team) on the dyslexia-friendly schools initiative. We currently have a number of teaching assistants trained over 3 key phases; screening for dyslexia should only take place once a child has turned 7.

Wherever possible, we will continue to try to ensure that all our children with SEND are taught alongside their peers in their classrooms and are receiving Quality First Teaching from their class teacher. Some interventions, such as fine and gross motor interventions will continue to take place outside of the classroom or for example where a child needs a 1:1 intervention, and a quieter area is required for the task such as hearing as child read, this will continue to take place in an area available to each class either directly outside their class or in a zone available to the year group.

In response to sensory needs of current children in school, last year we developed a sensory room where these particular needs can be met. The introduction of this room has helped children who use it to cope better within the whole class setting and will continue to be used going forward.

We will continue to work with our PE Lead to ensure the delivery of our Fine Motor and Gross Motor skills programmes and to continue to use Lincolnshire children's Therapy Services First Move resource library and the Write From the Start unique programme to support developing relevant children's fine motor skills necessary for effective handwriting.

As always, we continue to want our children to feel happy, healthy and safe in their lives, developing and sustaining healthy relationships and to have an opportunity to air their views and opinions. Personal development, behaviour and pupil and staff well–being continue to be recognised as one of the priorities for development. Our Senior Leadership Team, together with our Joint Inclusions Managers and our well-being team will continue to drive and promote these objectives and wherever possible seek our children's views through our School Council and our child-led Steering Groups.




To support with the continuing rise in SEMH issues, we will still offer 1) weekly drop-in sessions run by our Well-Being Lead teaching assistant 2) support from our Well-Being Warriors (who act like a buddy system) to help children around school who may need a little guidance finding friends to play with at break times or signposting them to talk to a member of staff if they have a bigger worry and (3) Forest School sessions.

We continue to have a member of our support staff (in Key Stage One) experienced in delivery out of class nurture sessions for children who may have SEMH needs – this member of staff, along with our Early Intervention Practitioner, also offers advice and support to staff and parents and they will run our monthly parent support group to ensure support for the parents of our children with autism or behavioural needs continues. Our Early Invention Practitioner, who is also experienced in Theraplay, will also continue to work with selected children in school and will also provide advice and support to staff and parents.

We still have members of our support staff (all with an army background) who will continue to support over 50 army families and their children from the local Chetwynd Army Barracks. They work together with these children throughout their stay, at our Academy, to help ensure their emotional and mental well-being needs are met during periods of transition (arriving and leaving) and if a parent is deployed abroad, providing advice and support on an individual or group basis (if the children are within the same year group). We continue to have strong links to the army base and will continue to work with their Army Liaison Officer, who also supports individual children with a parent who has been deployed.

| **2025-2026** | |
|---|---|
| **SEND Documents to be reviewed/revised** | **SEND Documents to be introduced** |
| **Policies/documents:**<br>SEN Information Report, September 2025 - reviewed in August 2025<br>SEND Policy 2024 - December 2025<br>First Aid and Administration of Medicines – May 2026<br>Intimate Care (extra to the above policy) – Spring 2026<br>Our Inclusion Guide for Parents – August 2025<br>Chetwynd's SEND Offer on Notts Help Yourself website August 2025 and throughout the year, following key changes either to staffing or when key SEND documents have been reviewed | A Child-Friendly booklet explaining our SEND policy |

**Relevant school policies underpinning this SEN Information Report include:**
SEND Policy and Procedures 2024 (to be updated in December 2025)
Our SEND Graduated Response
Teaching and Learning Policy and Procedures 2024 (to be updated October 2025)
**Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

**Month presented to the Governing Body:** September 2025 **Month of next review:** September 2026