Chelveston Road School

Annual SEND Report

For Parents, Carers & Governors

2025-2026

1. Introduction

Chelveston Road School is a Special school for students aged 11 – 18 years. All students have an Education, Health and Care (EHC) plan that identifies difficulties as communication and interaction and cognition and learning according to the SEN Code of Practice 2015. It is recognised that students may also have a range of other associated or additional difficulties.

This SEND Information Report outlines information regarding ways in which we provide support for all our students in order for them to learn and grow intellectually, emotionally and socially in a nurturing environment.

Mr M Adams
Head of School

Inclusion (additional needs): **Mrs M Barron (Assistant Headteacher)**

Designated Teacher for Looked After Children: **Mrs M Barron (Assistant Headteacher)**

All Teachers share responsibility for maximising achievement of all pupils and making individual arrangements accordingly.

2. Definitions

A student has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that is generally made for other students or young people of the same age by mainstream schools.

3. SEN Information Report

3.1 The kinds of SEN that are provided for

The school meets the needs of pupils who:

- Have Cognition & Learning needs:

Working well below age-related expectations, on entry usually working within Key stage 1. Therefore, GCSEs are not part of the school curriculum.

- Have Communication & Interaction needs:

Students are verbal. They may have a diagnosis of an Autistic Spectrum Disorder, as well as learning difficulties.

The school cannot meet the needs of pupils who:

- Have significant SEMH needs
- Have PMLD needs

3.2 Transition to Chelveston Road School

Senior staff review the EHC Plan and advice sent to the school and make a judgement about whether the school is likely to be able to meet the needs identified. This decision is communicated to the referring authority (usually North Northants Local Authority).

Following this, a start date is agreed, subject to transport arrangements where necessary. The parents/carers are invited to tour the school and two transition days occur in July alongside the mainstream experiences to secondary school. Year 6 students are invited to attend a summer school prior to joining us in September. A parent/carer evening meeting is arranged to share information prior to starting.

During the students' transition, we aim to gather information from parents/carers, other adults who have been involved with the young person and of course, from the student directly, about what their strengths and difficulties are and where they may need more support. This adds to the assessment information we receive with the Education Health care Plan.

Where possible, Chelveston Road School staff may visit the student in their current provision to see how they respond.

Class staff ensure that new students are supported, often by other students, so that they know where everything is and how things work. Parents/carers are kept informed about progress through the class email and/or phone calls.

A parents/carers evening meeting with the class teacher is held to formally comment on progress and discuss any difficulties that may have arisen in the early weeks.

We use class teachers who deliver several subjects in Year 7, so that movement around school is minimal and the number of specialist staff that they have to get used to is kept to a minimum.

3.3 Assessing and reviewing students' progress towards outcomes

During the first six weeks of a student's entry, staff use a variety of assessment tools to ascertain the student's strengths and needs. Individual targets are set and shared with the student and parents/carers at a post-admission parents evening.

Following Annual Reviews of progress, an Individual Education Plan (IEP) will identify the objectives to work towards and the methods to be used to support the student.

The school provides a written report for each student at the end of the academic year, detailing progress made throughout the year. Parents/carers are also invited to school to discuss progress during a structured conversation.

The EHCP is considered at Annual Review meetings. Parents/carers are asked for up to date comments prior to the review and these will be considered at the meeting.

The school is also subject to the Ofsted framework.

3.4 How will I know how my child is doing?

Your child's progress and attainment is shared with you in a variety of ways, including:

- Parents evenings
- Annual reviews EHC plans
- PEP / CIC meetings for Looked After Children
- Annual reports home
- Through telephone contact with staff or individual meetings as necessary

Following the student's start date, we use the first few weeks to make further assessment of their development and progress in order to set targets for learning.

If we or parents/carers suspect that there are difficulties which were not identified in the original EHCP, we will involve other professionals, such as an Educational Psychologist to carry out further assessments.

3.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

We have a Careers Leader who will work with Parents and students to discuss transitions, options for P16 provision and links with other educational establishments. Our Careers Leader also arranges work experience placements for our year 11 students and visits to colleges throughout KS4.

Our Family Support Worker is also available to support with any issues regarding transition to the next phases of learning.

3.6 Our approach to teaching at Chelveston Road School

Teachers plan using students' achievement levels so that work is matched to ability- this is adaptive teaching. At CRS, teachers aim to support students of all abilities by using a range of strategies, such as providing a list of key words and definitions, simplifying language, using images which connect to the words being used, giving examples, modelling actions or technical vocabulary , clear, simple instructions , verbal explanation accompanied by modelling, placing students with certain skills next to students who need to develop those skills, model answers to show them what we are looking for, tasks which can be accessed in different ways, stepped activities get progressively more challenging, extension questions and tasks, matching, grouping and ranking activities are accessible to all students, questioning at different levels, thinking time, writing frames/sentence starters.

Teaching Assistant support is available in school, so that where necessary, students can work for periods of time individually or in small groups. Where appropriate, students access a range of resources, including technology, to support their learning. The curriculum learning blocks and theme days support the student's progress and motivation to ensure a high level of engagement.

3.7 Additional support for learning

Classes at Chelveston Road School are led by a Class Teacher and they are supported by a dedicated Teaching Assistant for each class.

We also have a Pastoral support team who can offer interventions on a 1:1 basis with students, they deliver the Protective Behaviours program to our year 7 classes and also offer Sensory Circuits to groups of students.

We have a team of HLTA's who are able to deliver a range of lessons when needed and also provide extra support to pupils in lessons.

We also work with the following agencies, in a limited capacity, to provide support for students:

- NHS School Nurse and Community Pediatrician
- Speech and Language Team (SaLT)
- Educational Psychologist
- Occupational Therapy
- Physiotherapy
- CAMHS
- MHST

3.8 Expertise and training of staff

All staff receive the following training:

- Child Protection and safeguarding

- Team Teach

In addition, all staff receive ongoing training to help them meet the varying needs of individual pupils. This training uses both internal and external providers.

There are specific staff with training in; The THRIVE approach, Drawing and Talking, ELSA and Restorative approaches.

3.9 Securing equipment and facilities

All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help our students, staff and visitors throughout our school including disabled toilets, lifts and Information Communication Technology (ICT).

Our school is a safe and accessible building.

There is extremely limited access to areas for emotional regulation, with only one dedicated calm room which can only support one student at a time.

There is limited outdoor hard standing space.

3.10 Evaluating the effectiveness of provision

We evaluate the effectiveness of provision for pupils by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by Teachers, Head of Key Stages, Curriculum Leaders and the Senior Leadership Team
- Holding Annual Reviews for pupils with our Annual Review Facilitator and Family Support Worker.

3.11 Enabling pupils to access activities outside of the classroom, including school trips

All of our extra-curricular activities and school visits are available to all our students, including our before- and after-school clubs.

All students are encouraged to go on our residential trip at the start of Key Stage 4 (Year 10).

All students are encouraged to take part in sports day/theme weeks/pop-up learning events/ join groups such as 'eco team'.

No student is ever excluded from taking part in these activities because of their SEN or disability.

3.12 Support for improving emotional and social development

The school has a variety of ways of supporting your child's wellbeing.

They include:

- A good ratio of adults to children; access to a familiar adult mentor is particularly important to build relationships
- Access to a range of intervention programmes to develop skills and knowledge with regard to individual well-being
- A safe and calm environment with structured and organised learning opportunities
- Opportunities for our pupil voice to be heard via the School Council.
- There is only one calm room for emotional regulation.
- Pastoral Team: Thrive & ELSA trained

3.13 The local authority local offer

Northamptonshire County Council is required to publish information about services available for children and young people with special educational needs and difficulties. This is called the local offer.

Northamptonshire's County Council local offer can be found on:

www.localoffer.northnorthants

or by contacting:

0300 126 3000

4. Monitoring arrangements

This policy and information report will be reviewed by the Head of School and Assistant Headteacher for Additional Needs **annually**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.