

## SEND Information Report

### January 2026

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## About Our School

Chandlers Ridge Academy is part of The Spark Education Trust, who is committed to providing an inclusive education that enables all young people, including those with special educational needs and disabilities (SEND), to achieve their potential.

If your child has Special Educational Needs already identified before admission to school, these should be discussed with the Head Teacher and SENDCo during admission. This is so that we can provide for the needs of your child as quickly as possible.

## Our Aims:

- To identify and support young people with SEND at the earliest possible stage.
- To ensure all young people have access to a broad, balanced and ambitious curriculum.
- To involve young people and parents/carers in decision-making about SEND provision.
- To make reasonable adjustments where required to avoid discrimination.
- To work in partnership with Local Authorities and external agencies to meet statutory duties.

## Roles & Responsibilities

### Headteacher

- Ensures compliance with statutory duties within their school.
- Ensures that their SEND Information Report is published on the school's website and updated annually
- Oversees the strategic development of SEND provision.
- Ensures that all staff receive CPD that supports them to meet the needs of all the young people in their class(es).

### SEND Governor

- Ensures implementation of the SEND policy at school level.
- Monitors effectiveness and outcomes for young people with SEND.

### Trust SENDCo

- Works with the Director of Education with responsibility for SEND to develop SEND policy and practice across the Trust
- Provides support for Headteachers and SENCOs in providing a high quality of education for the learners with SEND in their schools
- Liaises with external agencies including the Local Authority

### SENDCo

- Coordinates SEND provision
- Maintains the SEND register and oversees Education, Health and Care Plan (EHCP) processes.
- Liaises with staff, parents/carers, and external agencies.

### **Class Teacher**

- Responsible and accountable for the progress of all young people in their class, including those with SEND
- Implements high quality first teaching with appropriate adaptations, informed by learning passports, for young people with SEND

### **Teaching Assistants**

- Support the class teacher to deliver quality first teaching to all children, including the implementation of appropriate adaptive practices where required.
- Work with small groups, pairs or 1:1 as needed to deliver Wave 2 Targeted Support or Wave 3 SEND support.

### **How Do We Identify Special Educational Needs?**

The school follows the SEND Code of Practice and recognises four broad areas of need:

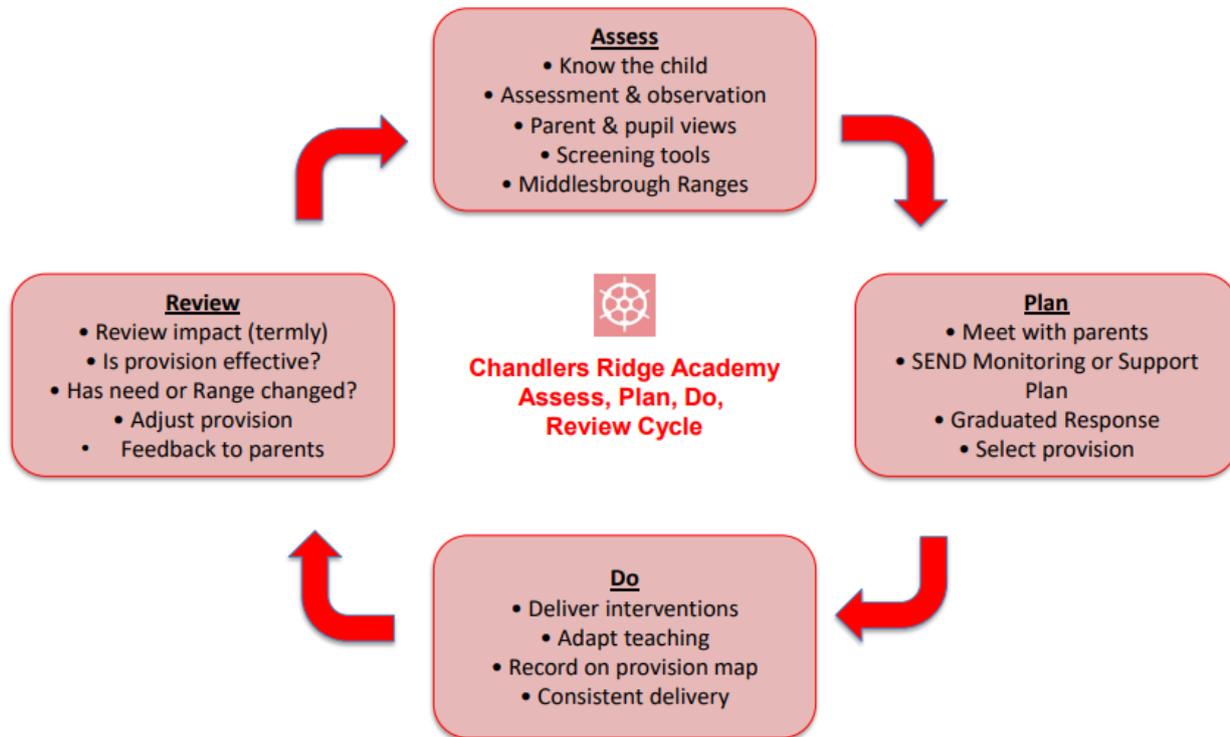
- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Physical and Sensory

If an area of need is identified, the child will be assessed against a threshold document to identify the severity of the need. Together, the area of need and the threshold level will inform the support required in school to enable a child to progress and thrive.

We identify barriers to learning through a range of methods:

- Concerns are raised by parents/carers /carers, teachers or the child
- Limited progress is being made
- There is a change in the pupil's behaviour or progress

Working within the Code of Practice guidance, we follow the Assess, Plan, Do, Review cycle which allows us to create individualised support that aims to meet the needs of each child. A graduated approach is adopted which progress through SEND Monitoring, SEND Support Plans, Higher Needs Funding and, where appropriate, an Education, Health and Care Plan (EHCP).



## 1. Assess

Assessment is the starting point for identifying and supporting pupils with SEND. Staff develop a clear understanding of the child's strengths, interests and barriers to learning through observation, assessment data, and discussion with parents/carers and pupils.

Assessment should include:

- Termly assessment data
- How the child engages with learning tasks
- How the child interacts with peers and adults
- External agency reports and advice
- Parent views and insights
- The pupil's own views and voice

## 2. Plan

Planning involves identifying appropriate outcomes and provision to meet the pupil's needs.

Support is planned collaboratively with parents/carers and, where appropriate, external professionals, ensuring that provision is tailored and ambitious.

Provision is categorised in the following ways:

- Wave 1: High quality First Teaching – high-quality teaching for all young people with adaptations for specific learners where appropriate and possible.
- Wave 2: Targeted Support – additional small group interventions.
- Wave 3: SEND Support – personalised interventions; outside agency involvement.
- EHCP – statutory assessment and provision for young people with complex needs.

### 3. Do

Planned provision and interventions are implemented consistently by staff. Quality First Adaptive Teaching is the first response, with additional support layered on where needed. This can include teaching styles, classroom management, seating arrangements, movement breaks, reduced language and many others which their classroom teacher would discuss with the parents/carers of the child. Additional strategies could include more specific support in small groups, use of specific equipment and access to tailored interventions. Some children may require additional adult support. External Agencies such as Speech & Language, Occupational Therapy and Play therapists may offer blocks of therapy sessions if required.

Some interventions and strategies used in school are:

- BLAST
- Dough Disco
- Colourful Sematics
- Visual timetables and now/next boards
- Core Word Programme
- Sensory Curriculum
- Sensory diet programmes
- Phonics interventions
- Playtherapy through Bungalow Partnership
- Precision Teaching
- Literacy Gold
- Social Stories
- Zones of Regulation
- Nurture Groups
- Sentence Structuring
- Reading Explorers

### 4. Review

Progress is reviewed regularly to evaluate the impact of provision and determine whether adjustments are needed. This ensures that support remains responsive and effective.

Progress should be reviewed regularly:

- Is the intervention effective?
- Does the pupil require a different approach?
- Have the pupil's needs escalated?
- Has the pupil's Threshold level changed?

Following review, the Assess, Plan, Do, Review cycle should be repeated to ensure provision continues to meet the pupil's needs through a graduated approach.

### **High Needs Funding**

If a pupil requires a significant level of additional adult support and this creates a cost implication above £6,000, High Needs Funding may be applied for to Middlesbrough Local Authority.

### **EHCP**

If a pupil is not making expected progress despite High Needs Funding and a high level of provision, or if they require support beyond what is ordinarily available in mainstream settings, an Education, Health and Care Plan (EHCP) may be required.

Once a pupil has an EHCP, there is a legal requirement to provide the specified provision and work towards the outlined outcomes.

All pupils with an EHCP must also have a support plan to work on smaller step targets. These will be reviewed with parents three times a year in line with other support plans. Annual Reviews must be held and shared with the local authority that issued the EHCP.

An EHCP allocated by the local authority does not come with funding attached. This must be applied for separately through the High Needs Funding mechanism.

### **Working with Families**

A support plan will be written and agreed by the class teacher, parents/carers and the pupil. The plan will outline what is important to the child, how best school can support them and will consist of targets for the child. These are reviewed at least three times a year; in October, February and May.

### **Working with External Agencies**

In addition to in-house support, we work closely with the following outside agencies:

- The Early Years & Primary Inclusion Service
- Neurodevelopmental Pathway
- Primary Inclusion & Outreach Team
- MIND
- CAMHS
- South Tees Speech & Language Therapy
- South Tees Occupational Therapy
- South Tees Paediatric Physiotherapy
- STARS
- Dr Craig Small, Educational Psychologist

In addition to this, we collaborate closely with private companies in supporting individual children, at parental request.

### **Overall Wellbeing**

The school places a strong emphasis on the emotional wellbeing and mental health of all pupils. We recognise that pupils with SEND may experience additional challenges and are committed to providing a nurturing, inclusive environment where pupils feel safe, valued and supported. Staff work proactively to promote positive mental health, resilience and self-esteem, and ensure that pupils know where to seek help and support when they need it. As a school, we adopt the Zones of Regulation approach to discussing and identifying emotions. We also work closely with our children to deliver strong anti-bullying messages. Our Chandlers Crew characters also help to nurture a sense of collaboration, respect, empathy, aspiration, tenacity and excellence between our pupils.

### **Expertise and Training of Staff**

The SENDCO has 9 years of experience in this role and completed the National Qualification for SENDCOS in July 2021. She is one of the school's Middle Leaders. She is allocated **3** days a week out of the classroom to manage SEND provision. We also have a team of skilled teaching assistants, who are trained to deliver SEND provision. The SENDCO's job is to support teachers in planning for children with SEND. Staff are encouraged to request support for those children that are not making as much progress as expected or if they feel they need emotional support. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the specific needs of their class.

### **Further Support Available**

If parents or carers require further support, advice or guidance, the following services are available:

SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) SENDIASS provides free, confidential and impartial information, advice and support to children, young people and their families about SEND matters, including education, health and care processes.

### **Complaints Procedure**

If you are unhappy about something regarding your child's schooling, please contact the school to arrange a meeting with class teacher or the SENDCO.

For any formal complaints regarding SEND within school, please follow the Trust's Complaints Policy.

To contact a member of staff, please direct your email to [enquiries@chandlersridge.org.uk](mailto:enquiries@chandlersridge.org.uk). The office team will then forward your email to the appropriate staff member.