



CHENDERIT SCHOOL

SEND INFORMATION REPORT 2026



VISION OF THE SEND DEPARTMENT

AT CHENDERIT SCHOOL, WE BELIEVE THAT EVERY CHILD HAS THE RIGHT TO A BROAD, BALANCED, AND **INCLUSIVE** EDUCATION. WE ARE COMMITTED TO HIGH QUALITY ORDINARILY AVAILABLE PROVISION AND ADAPTIVE TEACHING THAT **REMOVE BARRIERS** TO LEARNING, ENSURING EVERY PUPIL CAN **THRIVE**. ADDITIONALLY, WE ENSURE THAT ANY REQUIRED INTERVENTIONS AND SUPPORT ARE PUT IN PLACE WHERE NEEDED. INTERVENTIONS ARE DEVISED WITH THE ADVICE OF KEY PROFESSIONALS.

WE STRIVE TO ENSURE THAT ALL STUDENTS ACHIEVE THEIR POTENTIAL FROM WHATEVER THEIR STARTING POINT PERSONALLY, SOCIALLY, EMOTIONALLY AND ACADEMICALLY IN ALL AREAS OF THE CURRICULUM.

WHAT IS SEND?

SPECIAL EDUCATIONAL NEEDS (SECTION 20 (1))

A CHILD OR YOUNG PERSON HAS SPECIAL EDUCATIONAL NEEDS IF THEY HAVE A **LEARNING DIFFICULTY OR DISABILITY** WHICH CALLS FOR **SPECIAL EDUCATIONAL PROVISION TO BE MADE**.

LEARNING DIFFICULTY (SECTION 20 (2))

A CHILD OF COMPULSORY SCHOOL AGE OR A YOUNG PERSON HAS A LEARNING DIFFICULTY OR DISABILITY IF HE OR SHE

- HAS A SIGNIFICANTLY GREATER DIFFICULTY IN LEARNING THAN THE MAJORITY OF OTHERS OF THE SAME AGE
- HAS A DISABILITY WHICH PREVENTS OR HINDERS HIM OR HER FROM MAKING USE OF FACILITIES OF A KIND GENERALLY PROVIDED FOR OTHERS OF THE SAME AGE IN MAINSTREAM SCHOOLS OR MAINSTREAM POST 16-INSTITUTIONS

DISABILITY – SECTION 6 (1) EQUALITY ACT

A PERSON HAS A DISABILITY IF :

- THEY HAVE A PHYSICAL OR MENTAL IMPAIRMENT AND
- THE IMPAIRMENT HAS SUBSTANTIAL AND LONG-TERM ADVERSE EFFECT ON THEIR ABILITY TO CARRY OUT NORMAL DAY-TO-DAY ACTIVITIES

MEET THE TEAM



Mr Thompson - TA



Miss Hawkins - TA



Miss Simmons - TA



Mrs Williams- TA



Mrs Webb - TA



Mrs Kerry - TA



**Miss Greening
SENDCo**



Mrs Brenchley –
Pastoral Support
Manager KS3



Mrs Leibling – Pastoral
Support Manager,
Inclusion



Mrs Clarke – Pastoral
Support Manager, KS4



Mrs Smith – Pastoral
Support Manager, KS5



Ms Brown - HLTA

WELCOME TO INCLUSION



The Inclusion centre is a separate part of the school, with classrooms and work areas designed for small group work and 1 to 1 sessions.



Inclusion centre classroom



The canteen

FREQUENTLY ASKED QUESTIONS...

Welcome! We are a mainstream secondary school, we pride ourselves on being an inclusive community. We support students with a variety of Special Educational Needs and Disabilities (SEND). To give you an idea of how we can help, we look after four main areas of need, as guided by the SEND Code of Practice:

1. Communication and Interaction

We help students who find it challenging to communicate with others or understand the world around them. This includes young people with:

- Autistic Spectrum Condition (ASC)
- Speech, Language, and Communication Needs (SLCN)

2. Cognition and Learning

If your child needs a little extra help with learning, reading, writing, or numbers, we are here for them. We regularly support students with:

- Dyslexia, Dyscalculia, and Dyspraxia
- Moderate Learning Difficulties (MLD)

3. Social, Emotional, and Mental Health (SEMH)

A child's emotional well-being is just as important as their schoolwork. We offer a supportive environment for students managing:

- Attention Deficit Hyperactivity Disorder (ADHD)
- Anxiety or attachment disorders

4. Sensory and Physical Needs

We work hard to ensure our school is accessible and comfortable for students who have physical challenges or sensory differences, including:

- Visual Impairments (VI)
- Hearing Impairments (HI)
- Physical disabilities

A Note for Parents: Every child is unique. If your child's specific need isn't listed here, or if you just want to talk through how we can support your family, please get in touch. We are here to partner with you.

How We Identify If a Child Needs Extra Help

We know that every child learns differently, and we want to spot any extra support they might need as early as possible. We look out for children who may need SEND support in a few key ways:

- **Listening to You and Others (Information Sharing)**

You know your child best. We closely listen to any concerns raised by parents or carers, as well as information from your child's previous school or external support agencies.

- **Classroom Monitoring (Teacher Observations)**

Our teachers regularly track every student's progress and look closely at how they are doing. If a student is making less progress than expected—even with great, flexible teaching tailored to their classroom—teachers will flag this so we can take a closer look.

- **Focused Checks (Specialised Screening)**

Sometimes we use specific screening tools and diagnostic assessments to get a clearer picture of where a student might be struggling. This usually includes quick checks for:

- Reading
- Phonics
- Spelling

- * **Health and Medical Information**

We work closely with medical professionals. If a pediatrician or clinical specialist provides diagnostic information or medical advice regarding your child, we use this to help shape their support plan.

We're In This Together: If you ever feel your child is struggling or you have new information to share with us, please don't hesitate to reach out. Your insights are incredibly valuable to us!



WHO SHOULD I CONTACT IF I THINK MY CHILD HAS SEND?

YOUR FIRST POINT OF CONTACT SHOULD ALWAYS BE YOUR CHILD'S TUTOR. THEY OVERSEE YOUR CHILD'S DAY-TO-DAY PROGRESS.

IF FURTHER SUPPORT IS NEEDED, YOU CAN CONTACT OUR **SPECIAL EDUCATIONAL NEEDS CO-ORDINATOR (SENDCO)**:

- **SENCO NAME:** MISS ANNA GREENING

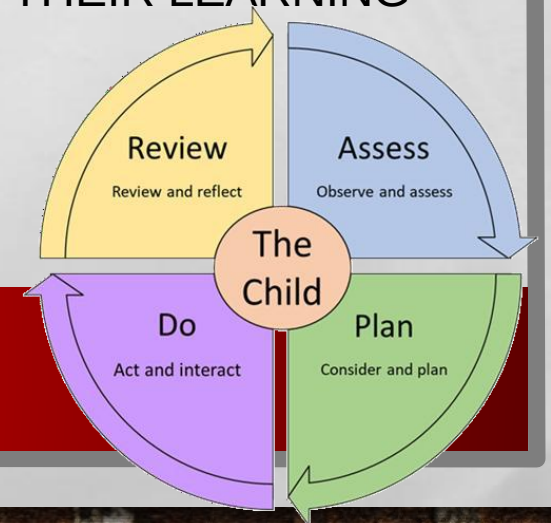
Email: agreening@chenderit.net



HOW DO WE INVOLVE PARENTS AND CHILDREN IN PLANNING SUPPORT?

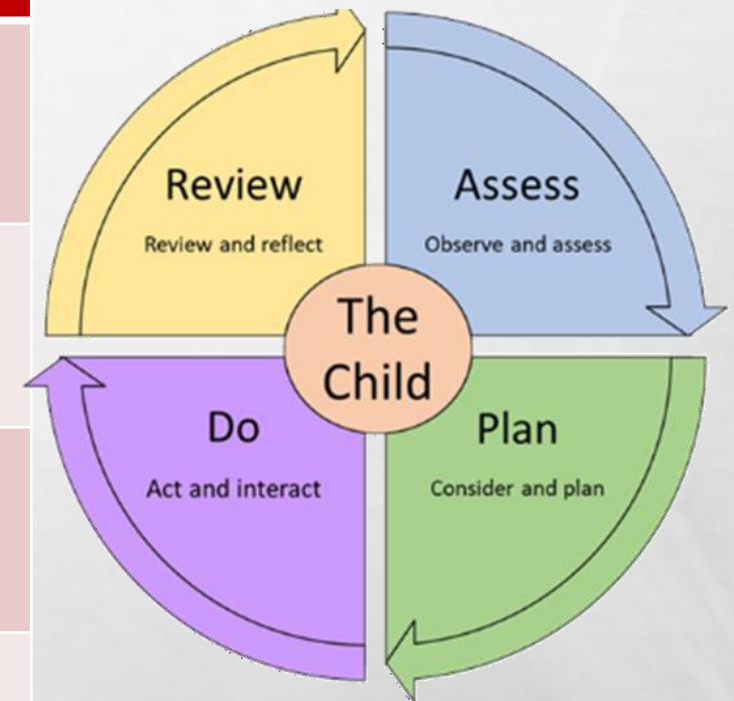
WE BELIEVE IN A PARTNERSHIP APPROACH...

- **FOR PARENTS:** WE OPERATE AN "OPEN DOOR" POLICY AND WELCOME COMMUNICATION FROM FAMILIES. FOR THOSE ON THE SEND REGISTER, WE HOLD TWO **ASSESS, PLAN, DO, REVIEW** (APDR) MEETINGS TO REVIEW YOUR CHILD'S LEARNING PROFILE AND THEIR ONE PAGE PROFILE. FAMILIES WILL ALSO HAVE ONE ANNUAL PARENTS' EVENING WITH SUBJECT STAFF TOO.
- **FOR STUDENTS:** WE ENSURE THE PUPIL'S VOICE IS HEARD. STUDENTS CONTRIBUTE TO THEIR OWN ONE-PAGE PROFILES, ATTEND REVIEW MEETINGS AND DISCUSS THEIR LEARNING TARGETS WITH A MEMBER OF STAFF.



WHAT IS ASSESS, PLAN, DO REVIEW?

Stage	What We DO
Assess	The class teacher and SENCo analyse the pupil's needs using data and observations.
Plan	We agree on the adjustments, interventions, and expected outcomes with parents and the student.
Do	The class teacher and support staff implement the targeted provisions daily.
Review	We evaluate the impact of the support and decide on next steps.



WHAT IS ORDINARILY AVAILABLE PROVISION?

THINK OF "**ORDINARILY AVAILABLE PROVISION**" AS THE BASELINE OF GREAT, INCLUSIVE TEACHING THAT EVERY MAINSTREAM SCHOOL SHOULD PROVIDE.

IT IS THE EVERYDAY TOOLKIT OF STRATEGIES, RESOURCES, AND ADAPTIONS THAT TEACHERS USE TO MAKE SURE ALL STUDENTS—including those with additional needs—CAN ACCESS THE LESSONS, FEEL WELCOME, AND SUCCEED.

THE GOLDEN RULE: A CHILD DOES NOT NEED A FORMAL MEDICAL DIAGNOSIS OR AN EDUCATION, HEALTH AND CARE PLAN (EHCP) TO RECEIVE THIS SUPPORT. IF THEY NEED IT TO LEARN, WE WILL DO ALL WE CAN TO ACHIEVE IT.



HOW DO WE ADAPT OUR TEACHING AND THE SCHOOL ENVIRONMENT?

WE BELIEVE THAT EVERY STUDENT DESERVES TO FEEL WELCOME AND SUPPORTED IN THEIR LEARNING. "ORDINARILY AVAILABLE PROVISION" IS THE FIRST WAVE OF SUPPORT FOR ALL OUR YOUNG PEOPLE.

HERE IS WHAT YOU CAN EXPECT TO SEE IN OUR CLASSROOMS EVERY DAY:

- **MAKING SCHOOL ACCESSIBLE:** WE ADJUST OUR SCHOOL BUILDINGS AND CLASSROOMS SO EVERYONE CAN MOVE AROUND COMFORTABLY AND SAFELY. WE ALSO USE HELPFUL TECHNOLOGY AND CLEAR VISUAL AIDS (LIKE TIMETABLES OR CHECKLISTS) TO MAKE LEARNING EASIER TO NAVIGATE.
- **SOCIAL AND EMOTIONAL WELLBEING:** SCHOOL CAN SOMETIMES FEEL OVERWHELMING. WE PROVIDE DESIGNATED "SAFE SPACES" TO TAKE A BREAK, ALONGSIDE STAFF MENTORS WHO ARE THERE TO LISTEN AND HELP STUDENTS WORK THROUGH ANY CHALLENGES OR WORRIES.
- **COMMUNICATION SUPPORT:** WE MAKE SURE INSTRUCTIONS ARE CLEAR AND EASY TO UNDERSTAND. WE USE HELPFUL SYMBOLS AND CREATE STRUCTURED OPPORTUNITIES FOR STUDENTS TO TALK THROUGH IDEAS WITH THEIR PEERS AND TEACHERS.
- **TOOLS FOR LEARNING:** TO HELP NEW IDEAS STICK, WE INTRODUCE IMPORTANT WORDS AND TOPICS BEFORE THE MAIN LESSON STARTS (PRE-TEACHING). WE ALSO REPEAT KEY INFORMATION AND USE HANDS-ON, PRACTICAL LEARNING TOOLS WHENEVER NEEDED.
- **OUR COMMITMENT:** THIS SUPPORT ISN'T AN "EXTRA"—IT IS A STANDARD EXPECTATION UNDER THE LAW (THE SEND CODE OF PRACTICE). WE MAKE SURE OUR SCHOOL IS FULLY EQUIPPED TO CELEBRATE AND MEET THE NEEDS OF ALL OUR DIVERSE LEARNERS.

WHAT EXPERTISE AND TRAINING DO OUR STAFF HAVE?

- OUR LEADERSHIP TEAM LINK, MRS NATALIE NOWELL (ASSISTANT HEADTEACHER), IS A QUALIFIED TEACHER WHO HOLDS THE NATIONAL AWARD FOR SEN CO-ORDINATION (NASENCO) AND PGCERT IN SEND. SHE ALSO HOLDS A L5 CERTIFICATE AND L7 DIPLOMA IN ASSESSING AND TEACHING LEARNERS WITH DYSLEXIA.
- THE SENDCO, MISS ANNA GREENING, HOLDS THE NPQSENDCO QUALIFICATION.
- WE PRIDE OURSELVES ON INNOVATIVE AND CURRENT PRACTICE. WE LOOK TO SHARE OUR BEST PRACTICE IN SCHOOL TO BE ABLE TO SUPPORT OUR STUDENTS TO ACHIEVE. THEREFORE, THE TRAINING OF ALL ADULTS IN THE SCHOOL IS PARAMOUNT TO THE SUCCESS OF ALL LEARNINGS, INCLUDING THOSE WITH SEND.
- REGULAR AND APPROPRIATE STAFF TRAINING TAKES PLACE, BOTH OF A GENERIC NATURE AND CHILD OR SEND SPECIFIC. WHOLE STAFF TRAINING SHARES KNOWLEDGE, EXPERTISE AND EXPERIENCE IN ORDER TO GAIN A CONSISTENT APPROACH TO SUPPORTING SEND LEARNERS.
- WHERE SPECIALISED SUPPORT IS REQUIRED, WE WORK CLOSELY WITH EXTERNAL PARTNERS INCLUDING EDUCATIONAL PSYCHOLOGISTS, SPEECH AND LANGUAGE THERAPY (SALT), CHILD AND ADOLESCENT MENTAL HEALTH SERVICES (CAMHS) AND OCCUPATIONAL THERAPY.

HOW DO WE ENSURE CHILDREN WITH SEND ARE INCLUDED IN ALL SCHOOL ACTIVITIES?

ALL OF OUR EXTRA-CURRICULAR ACTIVITIES, SCHOOL TRIPS, AND RESIDENTIAL VISITS ARE AVAILABLE TO ALL PUPILS.

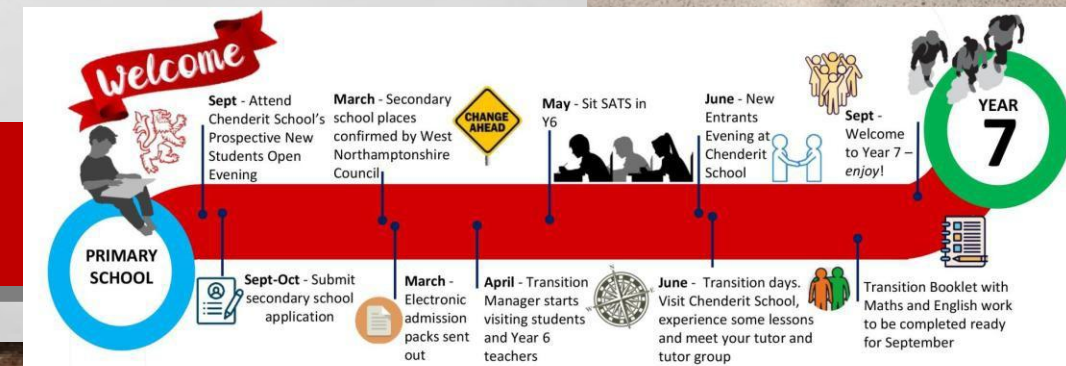
- WE CONDUCT COMPREHENSIVE RISK ASSESSMENTS PRIOR TO ANY TRIP TO ENSURE SAFETY AND FULL ACCESSIBILITY.
- WE DEPLOY ADDITIONAL STAFF OR ADAPT ITINERARIES SO THAT NO CHILD IS EXCLUDED FROM SCHOOL LIFE DUE TO THEIR SEND OR MEDICAL NEEDS.



HOW DO WE SUPPORT CHILDREN MOVING TO SECONDARY SCHOOL?



- WE HOLD AN OPEN EVENING IN SEPTEMBER FOR PROSPECTIVE YEAR 7 STUDENTS AND THEIR FAMILIES.
- WE ENCOURAGE STUDENTS WITH EHCP'S (AND THEIR FAMILIES) TO TOUR OUR SCHOOL WITH A MEMBER OF THE SEND TEAM.
- ALL Y6 STUDENTS HAVE TWO TRANSITION DAYS IN THE SUMMER TERM. WE ARRANGE AN EXTRA TRANSITION SESSION FOR VULNERABLE PUPILS.
- THE SEND TEAM AND HEAD OF YEAR 7 AND TRANSITION LIAISE CLOSELY WITH Y6 TEACHERS AND THE SENDCO IN PRIMARY SETTINGS.
- SEND RECORDS AND REPORTS ARE SHARED WITH THE SECONDARY SCHOOL WHEN THE STUDENT IS ON ROLL IN SEPTEMBER.



HOW DO WE SUPPORT CHILDREN MOVING TO POST-16 DESTINATIONS AND PREPARING FOR ADULTHOOD?

- STUDENTS HAVE PERSONAL DEVELOPMENT LESSONS AND IMPARTIAL CAREERS GUIDANCE THROUGHOUT Y7—13.
- WE ARE PROUD THAT SO MANY OF OUR YOUNG PEOPLE WITH SEND MOVE ON TO WONDERFUL DESTINATIONS AT UNIVERSITY, EMPLOYMENT, APPRENTICESHIPS AND BEYOND.



WHAT SOCIAL AND EMOTIONAL SUPPORT IS AVAILABLE FOR MY CHILD?

ALL STUDENTS HAVE A TUTOR. THE TUTOR WILL REGISTER THEM EVERY MORNING AND DEVELOP A CLOSE RELATIONSHIP WITH YOUR CHILD. WE HAVE HEADS OF YEAR AND PASTORAL SUPPORT MANAGERS (FOR EACH KEY STAGE) THAT PROVIDE ADDITIONAL SUPPORT. WE HAVE OUR WELFARE TEAM TOO WHO WORK VERY CLOSELY WITH SOME FAMILIES.

- WE RESPOND TO THE NEEDS OF THE INDIVIDUAL STUDENT AND SUPPORT THEM IN SMALL GROUP OR ONE-TO ONE PROGRAMMES OF SUPPORT AS AND WHEN NEEDED.
- WE UTILISE SPECIALIST AGENCIES FOR SUPPORT IF WE NEED EXPERTISE BEYOND OUR OWN STAFF.



Our pastoral support team

MY CHILD IS A LOOKED-AFTER CHILD (LAC) WITH SEND. HOW ARE THEY SUPPORTED?

OUR DESIGNATED TEACHER IS X. THEY HOLD REGULAR PERSONAL EDUCATION PLAN (PEP) MEETINGS WITH VIRTUAL SCHOOLS, HOME AND SCHOOL TO DISCUSS THE CHILD'S PROGRESS. A PEP MEETING USUALLY REFERS TO A PERSONAL EDUCATION PLAN (PEP) MEETING. THIS IS A STATUTORY, TERMLY REVIEW HELD FOR CHILDREN AND YOUNG PEOPLE IN CARE TO DISCUSS THEIR ACADEMIC PROGRESS, SET EDUCATIONAL TARGETS, AND COORDINATE THE NECESSARY SUPPORT AND FUNDING TO HELP THEM THRIVE IN SCHOOL.



WHAT SHOULD I CONTACT IF I'M NOT HAPPY WITH MY CHILD'S PROGRESS OR PROVISION?

WE ALWAYS AIM TO RESOLVE ISSUES INFORMALLY. IF YOU HAVE A CONCERN, PLEASE SPEAK TO THE TUTOR OR THE SUBJECT TEACHER IN THE FIRST INSTANCE. IF YOU ARE THEN STILL CONCERNED YOU CAN CONTACT THE HEAD OF DEPARTMENT. IF YOUR CONCERN WAS RELATED TO A PASTORAL MATTER YOU CAN EMAIL THE HEAD OF YEAR.

IF YOU FEEL YOUR CONCERN OR COMPLAINT IS NOT RESOLVED, THEN YOU CAN ASK FOR A MEETING INVOLVING A MEMBER OF THE SENIOR LEADERSHIP TEAM. IF YOU ARE DISSATISFIED, THEN YOU CAN REQUEST A MEETING WITH THE HEADTEACHER.

WE HOPE THAT THIS WILL HELP TO RESOLVE ANY CONCERN, HOWEVER, IF YOU WISH TO MAKE A FORMAL COMPLAINT, OUR COMPLAINTS POLICY IS HERE:

[HTTPS://WWW.CHENDERIT.NORTHANTS.SCH.UK/DOCS/POLICIES/COMPLAINTS_PROCEDURE_2026.PDF](https://www.chenderit.northants.sch.uk/docs/policies/complaints_procedure_2026.pdf)

IMPORTANT LINKS AND SEND SIGNPOSTING:

- CHENDERIT'S ACCESSIBILITY PLAN IS AVAILABLE ON OUR WEBSITE
- [OUR LOCAL AUTHORITY'S LOCAL OFFER: HTTPS://WWW.WESTNORTHANTS.GOV.UK/LOCAL-OFFER](https://www.westnorthyorks.gov.uk/local-offer)

THIS IS THE DIRECTORY SHOWING WHAT SEND SERVICES ARE AVAILABLE ACROSS THE COUNTY.

- **SENDIASS-** SENDIASS SUPPORT CHILDREN AND YOUNG WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) AND THE PARENTS AND CARERS IN WEST NORTHANTS. WE PROVIDE FREE, IMPARTIAL AND CONFIDENTIAL INFORMATION, ADVICE AND SUPPORT FOR SEND CHILDREN AND YOUNG PEOPLE AGED 0 -25 YEARS. [HTTPS://IASSNORTHANTS.CO.UK/](https://iassnorthyorks.co.uk/)