










*Special Educational Needs Information Report  
2025 – 2026*

The following report provides information on how Chaucer School caters for the needs of those pupils identified as having Special Educational Needs/Disabilities (SEND). For further details please refer to the school's SEN Policy.

**Key Staff in school:** Mrs J Crewe (Headteacher), Mr J Dimler (Deputy Headteacher), Mrs A Jackson (Assistant Headteacher and SENCO: Special Educational Needs Co-ordinator) and Mrs L Walker (Deputy SENCO).

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### **What does Special Educational Needs and Disabilities mean?**

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. This means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

A child or young person has a learning difficulty or disability if she / he has a significantly greater difficulty in learning than the majority of others of the same age

Or has a disability which prevents or hinders him / her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.

### **What are Special Educational Needs?**

Special Educational Needs are categorised into 4 broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and / or Physical Needs

However, a student may have a need in more than one area.

### **How does the school know if a student needs extra help?**

We know if students need help if:

- Concerns are raised by the parents / carers, teachers or the child.
- If the child is making limited progress.
- There is a change in the student's behaviour or progress.
- We have talked to the previous school or setting your child attended.
- We have had information from external agencies, for example, medical services.

### **What should I do if I have concerns about my child?**

- Please talk to us. A parent with any concerns about their child's learning or social, emotional development should not hesitate to arrange a meeting with the subject teacher or Form Tutor. Your child's Head of Year and/or Engagement leader is also able to support you. The member of staff will pass the concerns on to the SENCO / Deputy SENCO who will contact the parents to discuss the concerns further.
- If you have further concerns, please contact Mrs Jackson (SENCO) or Mrs Walker (Deputy SENCO).

### How will Chaucer School support my child?

- The SENCO oversees all support and progress of any child requiring additional support across the school. All students are screened on entry to school for literacy and numeracy using standardised tests. All students are screened for dyslexia traits and further assessment is carried out for identified students. From September 2023 onwards all students now also complete annually New Group Reading Tests Assessments (NGRT), which provide supplementary information. Students who score below average on the standardised tests are further assessed using diagnostic assessments to determine level of need. In addition, contact is made with feeder schools to ensure all relevant information is shared.
- We work with a 'graduated approach'. This means that we will adapt the teaching in the class to meet your child's needs.
- If your child needs additional support, we may support your child in a small group. This group may be in or outside of the classroom. The group may be taught by your child's class teacher or a teaching assistant. Interventions are needs led and time related and we offer the following:
  - Literacy intervention
  - Reading interventions
  - Numeracy interventions
  - Speech and language
  - Self-esteem & self confidence
  - Social use of language
  - Stress management
  - Study skills
  - Study support
  - ASDAN
  - Alternative Provision - vocational experiences

The intervention will be reviewed regularly by those involved to make sure it is effective and to help with future planning.

- Student Progress meetings are held regularly each term with the student and relevant staff to discuss the progress of the students in their class. This discussion may highlight further areas that require support.
- Where deemed appropriate, Chaucer School will make referrals to external professionals for further assessment and to seek specialist advice. We will ask your permission to make a referral to these services. They will usually come into

school and work with your child. They will assess the work they have done and write a report for school and for you.

These currently include:

- Hearing Impaired team
- Visually impaired team
- Autism team
- Speech and language therapist
- Educational psychologist

School will seek advice and specialist support from external agencies when necessary and this enables us to work in partnership, alongside parents/ carers to access the best possible support and provide the best opportunities for our students to achieve their full potential.

- The school will write an engagement plan / individual learning plan or support plan with you and your child following their advice. The plan will outline outcomes for the child and the support that will be put in place. The school will put into practice the support written in the plan.
- If your child's progress is still of concern and / or has additional needs and requires an individualised approach to their learning with all the services joining together, an extended support plan will be written by the school in collaboration with you and any additional services. The extended support plan will detail your child's background and history, your child's strengths and needs for the four areas of Special Educational Needs and have outcomes and the support your child will receive.

### What is the SEND Register?

- It is a list of all students within the school who have SEND.
- It contains information about their areas of need and level of support required.
- It is a legal requirement for all schools to have a SEND Register and parents are informed when their child's name is added to it.
- It is reviewed regularly to ensure it is up-to-date.
- Using the Sheffield Support Grid (SSG) the provision of all students on the SEN register is levelled from 1 - 5. Further information can be found in our SEND policy.
- All students on the SEND Register have a learner profile (engagement plan / individual learner plan), which is shared with staff. Students at level 3 will have an engagement plan, which identifies appropriate outcomes and support. Students at level 3+ may benefit from a Support Plan or Extended Support Plan and these are initiated by school or external agencies in consultation with

parents and any agencies involved in supporting the child. In most cases, a support plan captures the support and provision of most students at level 3.

#### How will the curriculum be matched to my child's needs?

- All work within class is differentiated (a wide range of teaching techniques and lesson adaptations that are used) to an appropriate level so that students can access learning according to their needs. When a student has been identified with Special Educational Needs, their work may be differentiated on an individual basis if required. This could be through the teacher's use of questioning, how much support they require, having a different task to do etc. If you are unsure as to how your child's work is differentiated, please ask your child's teacher and / or refer to your child's support plan.
- If appropriate, specialist equipment may be given to the student e.g. a writing sloping board, pencil grip, coloured overlay, etc.
- If a student has been identified as having a Special Educational Need, the relevant documentations like an engagement plan / individual learning plan / support plan / extended support plan will be written. Outcomes will be set and details of support will be recorded. These support plans will be reviewed termly by you the parent / carer, the relevant staff member, your child and the SENCO if appropriate. You will have a copy sent home.
- Staff use all available information and data to inform planning and students receive support that is personalised and determined by need. Subject staff use data and individual student information to plan and inform mainstream lessons and provide quality first teaching to support SEND students to access their learning. SEND provision within the classroom is monitored through learning walks, work scrutiny and student voice.
- Additional information regarding individual student needs is shared regularly with staff that are likely to come into contact with identified students. These are done via student case conferences, individual student profiles (engagement plans) which are issued to relevant staff and through whole school staff briefings. Student case conferences are led by school staff as well as specialist medical staff e.g. diabetic nurse, ADHD nurse.
- This information provides key information about students' strengths as well as needs, and highlights a number of suggested strategies to use to ensure students are fully supported to access the curriculum.

#### How will I know how well my child is doing?

- School follows the requirements in the Special Educational Needs and Disability Code of Practice (2014) to use our best actions to make sure that a child with SEN gets the support they need.

- The progress of pupils with SEND is reported through the school's usual reporting systems, as well as through SEN Reviews and meetings, phone calls, emails, parents' / carers forums, letters and Parents' Evenings. You will be invited to a review meeting each term. We will call you to book a review meeting.
- We encourage parents / carers to contact us to via phone or email as and when needs arise.

#### How will you help me to support my child's learning?

- Every student will have homework set either online or on paper. This is work you can do at home with your child. The homework is designed so that all students in the class can access some of the activities.
- Your child's teacher / head of year / engagement leader will also suggest ways that you can help your child.
- If an outside agency is involved with your child, there are approaches and activities you could do at home. If you require advice or support, please ask your child's class teacher.

#### What support will there be for my child's overall wellbeing?

Chaucer School offers a wide variety of pastoral support for students. This includes:

- All students have a form tutor who is responsible for their social and emotional wellbeing on a day to day basis. In addition, each year group has a year leader and engagement leader and these staff are responsible for ensuring all students feel safe, have appropriate support and are able to achieve and make progress.
- As part of the Life curriculum students learn about social and emotional wellbeing, they are taught about 'differences' and how these affect individuals. This aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and wellbeing. Disability awareness is raised through assemblies and this is led by the member of the leadership team responsible for SEND/Support.
- During the school holidays Lodge keyworkers, Safeguarding Manager and Deputy SENCO make regular contact with identified vulnerable cohorts and groups of students are invited into school to participate in a range of activities. Student and parent voice meetings and questionnaires are in place and are monitored for effectiveness by the Headteacher and SEND link Governor (Ms L Bawden - Chair of Governors).
- Small group evidence-led interventions to support student's wellbeing are delivered to targeted students and groups to support improved social interaction skills, emotional resilience and wellbeing.
- Students who find unstructured times difficult are provided with alternative opportunities within the school and action is taken to develop their social interaction skills. During unstructured times students needing somewhere quiet

and/or a safe haven are able to access support from the Learning Support Team, or through their engagement leader. At lunch time students are able to bring their packed lunch or a 'grab bag' from the canteen and eat in our nurture area (NEST). At these times students are encouraged to participate in activities such as circle time to encourage them to gain a sense of belonging and develop social skills. Students who may find it difficult to access aspects of school due to anxiety access support again through Lodge or through their engagement leader. This support is carefully managed and arranged in partnership with relevant staff and parents.

- The school also supports students with individualised programmes of support arranged with discussion with parents, students and school.
- The school has a Behaviour Policy, Anti-Bullying Policy, SEND Policy and Equality Policy - all are reviewed regularly. Inclusion is embedded throughout all of our school policies. Chaucer School has a wide range of support and interventions for our students who may have difficulty managing their behaviour for learning. We have clear referral systems in place and students are offered different levels of support. These include individual and small group support through the following:
  - Social skills
  - Behaviour for learning skills
  - Anger management
  - Self-esteem & self confidence
  - Stress management
  - Alternative Provision - curriculum
  - Alternative Provision - vocational experiences
  - Emotional wellbeing
  - Counselling (Engagement Leader)
  - Access to triage support
  - Access to sensory room
  - Lodge programme
  - Access to 'recovery' room
  - Unravel
- Chaucer works closely with external agencies to provide targeted intervention for some of our most vulnerable students. This has enabled members of Chaucer staff to further develop their skills to ensure we are providing high quality support to identified students.
- Chaucer School has a three-stage governor support process for students who consistently disrupt the good order and discipline/ethos at Chaucer School.
- The different stages are as follows.

- GSP stage 1 - Written warning
- GSP stage 2 - Deputy head teacher and Headteacher panel.
- GSP Stage 3 - Single governor along with Headteacher and Deputy Headteacher.
- Where behaviours continue beyond this point, Secondary Inclusion Panel (SIP) may be used to support. The GSP process is aimed at being a preventative intervention involving student, parent, leadership, and governance. Wherever possible, a student will follow the GSP process before a permanent exclusion is considered.
- Where students present extremely challenging behaviour, school may look to modify their timetable in the short term. This means the students access our Lodge provision and for some students this provides access to our vocational on-site provision in construction, health and beauty, furniture restoration, site management, animal care or horticulture. When students are on a modified timetable these are revised fortnightly and students have a personalised learning agreement. This is only ever a short-term provision.

#### How will my child be supported if she / he has a medical need?

- If your child has a medical need, an individual Health and Care plan will be written with the support of medical professionals, parents, and if appropriate, the student.
- Where necessary and in agreement with parents / carers medicines are administered in school but only where a signed medicines consent form is in place to ensure the safety of both the student and staff member.
- There are designated staff in school who administer and supervise medications and who will complete formal training where required. For more information, see the Health & Safety & First Aid & Medicines policy.

#### What specialist services are available at the school?

At times, it may be necessary to consult with other professionals from outside agencies to receive their more specialist expertise. This will only be undertaken after parental permission has been given and may include:

The agencies used by the school include:

- Learning Support - provide support for learning needs. The Learning Support team will work with your child, assess their needs and provide a report for you and the school with details of your child's needs and details of appropriate support.
- Educational Psychologist - will provide specialist advice and support for a variety of Special Educational Needs.

- Speech and Language Therapy - for speech and language needs including social communication.
- Autism Team - Specialist support and advice for student with Autism or social communication needs.
- Ryegate Student's centre - including Neuro disability specialists, Occupational Therapy, Physiotherapy.
- Specialists from other schools, locality and the Multi Academy Trust
- Social Services and MAST (Multi-Agency Support Teams).
- Health partners such as the school nurse, dieticians, vision support service, hearing support service, epilepsy nurses, CAMHS (Student and Adolescent Mental Health Service) including Healthy Minds.

#### What is an EHCP and what is the process?

- An EHCP is an Education, Health and Care Plan.
- It is a statutory document which details the needs of the child, the outcomes for their learning and the provision the school must provide.
- It is written by the Local Authority using evidence from the child, parents and a range of professionals such as the Educational Psychologist.
- It is reviewed every year as part of the child's Annual Review.
- The Local Authority decides whether or not to issue an EHCP using the evidence provided.
- The SENCO and Deputy SENCO can give you further information about the EHCP process.

#### How will my child be included in decisions regarding their education?

- Every child on the SEND Register has an engagement plan or individual learner plan. These are completed by the student with adult support. The profiles outline what the student feels they are good at, what is important to them, what they feel they need help with and how to help them.
- Students are included in the review meetings held every term. The relevant documentation, e.g. engagement plan / individual learning plan and/or support plans are discussed with the student as appropriate for their stage of development.

#### What reviews will take place?

- Statutory reviews of Education Health Care Plans (EHCP) take place annually but parents are invited to reviews at least termly usually through invitation to the coffee afternoons, parents' evenings and 'drop down' days. Annual reviews are held as student centred reviews.

- When necessary school or other professionals may call a 'Team around the Child' meeting and parents are fully involved in this process. Where outside agencies are involved for example, FISS, reviews are held at least half termly.
- The effectiveness of SEND provision is evaluated termly and is done in a number of ways. Subject Leaders analyse data and identify and act on areas of underachievement through a range of interventions. Regular learning walks, student voice and work scrutiny take place to monitor teaching and learning. As a result of this process, senior leaders (including the SENCO) are able to evaluate SEND provision and SEND progress to check that it is at least in line with national expectations.
- When students receive additional interventions, they have an individual/group plan, do, review (APDR) plan with specific targets which ensures that provision is personalised and relevant. These targets are then used to measure progress and evaluate the impact of interventions. The Learning Support team are subject to the same quality assurance processes; learning walks, work scrutiny and student voice in the same way as other curriculum areas to evaluate the effectiveness of provision.

#### How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all.

- Risk assessments are carried out and procedures are put in place to enable all student to participate.
- If it is deemed that an intensive level of support is required, additional staff may be asked to accompany their child during the activity.

#### How accessible is the school environment?

As a school, we are happy to discuss individual access requirements.

At present we have:

- The school buildings are wheelchair accessible and we have 2 lifts to enable access to different floors. We have 4 disabled toilets with at least one on each floor.
- In PE we have disabled toilets that double up as changing rooms in the newer part of the building. In the older part there are large cubicles in the shower area for disabled students and adults to get changed.
- A range of reasonable adjustments are made to support all our students to access their learning. Students with physical difficulties have access to equipment to support their needs. Equipment is funded through the school's own resources and in some cases, through locality funding.

- The fire escape routes are suitable for all and Personal Emergency Evacuation Plans are in place to ensure all disabled students can be safely evacuated in an emergency. Please refer to the school Accessibility Policy for details.
- Please see our Local Offer for additional information.

How will the school prepare and support my child when joining Chaucer School or transferring to a new school?

Many strategies are in place to enable students' transitions to be as smooth as possible.

- Transition is led by Miss Maddison (Assistant Headteacher). Year 6 transition visits start once school has its published list of incoming students. The assistant head teacher/SENCO meets with Year 6 class teachers and a member of the SEND team meets with the primary SENCO to ensure quality SEN information is shared. The deputy SENCO attends SEND reviews in the summer term to support transition. The Safeguarding team makes individual contact with feeder primaries to ensure all relevant information is shared prior to transition. This has also been done remotely in the past.
- SEND open evenings have previously been offered early in the summer term providing an opportunity for parents/carers to meet with key staff and find out more about the transition process. Parents/carers and Y6 pupils also had opportunities to attend further sessions to ensure a smooth transition.
- We have three induction days to enable incoming students to have a broader experience at Chaucer. Members of the Learning Support team also ran additional induction afternoons for vulnerable pupils and for those we feel will benefit from additional time in Chaucer prior to transition.
- We seek advice from Year 6 / previous school setting teachers on 'best fit' student groupings when putting form groups together prior to transition to support the settling in process.
- When new students arrive mid-year they are placed very carefully and student leaders support students to settle in.
- The school's attendance officer collates information on Y6 students and new students to Chaucer with attendance that causes concern and plans are implemented prior to transition.

How will the school prepare and support my child when transitioning in to Key Stage 4?  
(From Year 9 in to 10)

- At transition from Key Stage 3 to 4 Year 9 vulnerable students are supported through the options process via a meeting with the AHT/SENCO/deputy SENCO to ensure that appropriate and relevant choices are made to enable our students to achieve their potential and have access to appropriate post 16 provision.

How will the school prepare and support my child when transitioning to Post 16?

- Support is offered throughout the Sheffield progress process and links continue to be established with post 16 providers and students are supported to attend open evenings and college visits.
- Students are also usually given support in their work experience choices in Year 10 and post 16 options.
- SEND students can also be supported through the careers interview process. Links are also made with the careers advisor to ensure SEN students have appropriate access to relevant courses.
- SEND students transition to a number of local colleges including Hillsborough, Longley, Tipton Sixth Form and Sheaf.
- For information on any aspect of our SEND provision please contact a member of our team either by email or by ringing us to make an appointment (on 0114 2322338).

How are the school's resources allocated and matched to the student's needs?

- The SEND budget is allocated each financial year. The money is used to provide additional support and resources depending on an individual's needs.
- The additional provision may be allocated following a discussion with the class teacher at progress meetings / parent evenings or if a concern is raised at any other time during the year.
- If your child has an EHCP (Education, Health and Care Plan) the provision your child needs is included within this.
- Provision will be recorded in your child's Support Plan.
- Funding is also used to access support from outside agencies, purchase specialist resources and provide additional training for teachers / support staff.

How is the decision made about what type and how much support my child will receive?

- These decisions are made in consultation with you, teachers and the Senior Leadership Team. Decisions are based on the tracking of student progress and as of a result of assessments within school and those completed by outside agencies and professionals.

How will I be involved in discussions about and planning for my child's education?

- Chaucer communicates with parents/ carers in a number of ways. All parents / carers are encouraged to contribute to their child's education.
- All parents / carers of identified SEND students are invited to coffee mornings/afternoons to share ideas and thoughts with other parents/carers and to look at the resources we are constantly updating. We also have specific foci for some of these sessions e.g. autism, ADHD and where possible invite external

agencies in to offer further advice and support. In addition, the SENCO invites parents of SEND students to make appointments at subject evenings.

- Regular contact with parents of SEND students takes place. Some students may have a home/school book that enables staff and students to record relevant information. Learning Support staff make regular phone calls home to keep parents/carers informed of progress. In addition, staff also communicate via email.
- Parents/ carers of SEND students and students are encouraged to be part of the review process and are actively encouraged to participate in the target setting process.

#### How is the SEND Provision at Chaucer School evaluated?

The school SENCO, in conjunction with teaching staff and the Senior Leadership Team, is responsible for monitoring the provision of SEND. We will regularly review the impact of the work we do through data monitoring, observations, feedback from staff and pupils and self-evaluation processes.

#### What do I do if I have a complaint?

We hope that complaints are rare, however, if you have a concern about any aspect of your child's experience please use the school's complaints policy to address this.

#### Where can I go for further information?

The SEND Policy and information about our 'Local Offer' is available on our website. If you wish to discuss your child's educational needs, please contact your child's head of year / engagement leader to refer you through to the SEN team.