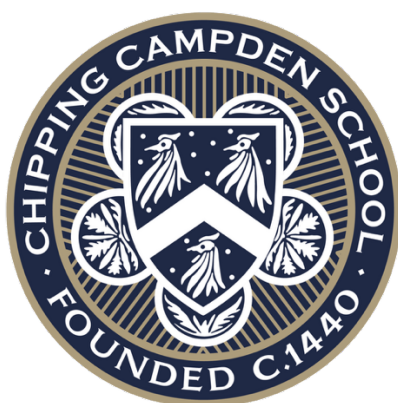




SEND Information Report 2025-2026

As part of the SEND code of practice, all local authorities have a legal duty to publish a 'Local Offer'. This means that the Local authorities must publish in one place, information about provision they expect to be available in their area for children and young people from 0-25 with Special Educational Needs.

At Chipping Campden School, we have contributed to the Gloucestershire 'Local Offer' by producing and publishing our own 'Information Report'. The aim of this offer is to:

- Provide clear, comprehensive and accessible information about the support and opportunities that are available.
- Outline specifically the provision you would expect a student with SEND to be offered at Chipping Campden School.

1	How does our school know/identify that children have special educational needs (SEN)? Information from primary schools (transition meetings), KS2 scores & data, Reading & spelling screening, MIDYIS tests, feedback from subject teachers, regular intervention meetings, tracking and monitoring of assessment data, screening for dyslexic tendencies, Social Emotional Mental Health, Communication & Interaction, Physical & Sensory needs and where deemed necessary, an Educational Psychologist Consultation.
2	What are the first steps our school will take if special educational needs are identified? Communication and sharing of information with subject teachers, students and parents via a SEN Toolkit. Communication/referrals to external agencies where necessary and where budgets allow. Support identified and a plan of action put in place, within the Gloucestershire Graduated Pathway.
3	What should parents/carers do if they think their child has SEN? How can they raise concerns? Contact the Tutor, Pastoral Year Lead, Assistant SENCo or Head of Inclusion: SENCo
4	How will our school include parents and students in planning support?

	Invite parents into school for meetings and open communication links via telephone or email. Parents have the opportunity to attend an SEN Clinic once per fortnight to talk about their child with the SENCO.
5	How will our school teach and support children with SEND? a For children without an Education, Health and Social Care plan (EHCP) High quality differentiated/adaptive teaching in the classroom supported by a SEN Toolkit, differentiated curriculum (eg. Literacy & / or numeracy intervention), access to the Student Support Centre (The Hive) & staff training and awareness. Students who are brought onto the SEND register will be identified as SEND Support; My Plan or My Plan+ on the Gloucestershire Graduated Pathway. b For children with an EHC plan High quality differentiated/adaptive teaching in the classroom supported by a SEN Toolkit, TA support in the classroom where appropriate, differentiated curriculum (eg Socialisation, literacy intervention), advice and guidance given from external agencies applied, access to the Student Support Centre (The Hive) & staff training and awareness. c How does our school plan the support? How are our resources allocated and matched to needs? The school will look at a student's progress, gather information from subject teachers, students and parents, identify needs & determine a plan of action based on available time & resources. d How is the decision made about the support your child will receive? Discussions with staff involved, students & parents in order to establish the resources available and the ability to deploy these resources. This will be tracked and monitored through the Graduated Pathway. e How will progress towards identified outcomes and effectiveness of our SEN provision be assessed and reviewed by us and how will we involve parents, children and young people in this process? SEN Toolkits and targets/outcomes on a My Plan will be reviewed. This coupled with the tracking of data and monitoring of student progress will trigger conversations/meetings with teachers, students and parents.
6	Who will be working with your child? Tutor, subject teacher, Academic Director of Learning, Pastoral Year Lead, Director of Learning: Year Transition 6/ 7, KS3, KS4, KS5, SENCo, Assistant SENCo, Higher Learning Teaching Assistant (HLTA), Teaching Assistants (TA), external agencies.
7	How does our school ensure that the information about a child's SEN or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child? SEN Toolkit – a one-page document identifying a student's areas of strengths and difficulties, strategies for the classroom teacher, appropriate adaptive teaching, current interventions, and short-term goals. Regular updates issued to staff regarding individual students. My Plan or My Plan+ outcomes. Outside agency recommendations feed into this process.

8	What role will the child's teacher play? High quality teaching in the classroom which is adapted to meet individual needs. Where a student has TA support, a classroom teacher will give guidance and instruction on how they would like them to support an individual student. All teachers are teachers of SEND.								
9	What expertise does our school and staff have in relation to SEN? <table border="1"> <tr> <td>a</td><td> The school has varying degrees of experience & understanding around the four broad areas of need: Cognition & Learning Communication & Interaction Social, Emotional & Mental Health Sensory & Physical Disability To include: Visual impairment Hearing Impairment Dyslexia Dyspraxia Speech & Language difficulties Autism Attention Deficit Disorder (ADHD & ADD) </td></tr> <tr> <td>b</td><td> ELSA- Emotional Literacy Support Assistant 2x Counsellors Young Carers Coordinator Access Arrangements Coordinator Literacy Coordinator Interventions Coordinator Dyslexia Lead Lead on Autism HLTA for Social, Emotional & Mental Health and Communication & Interaction </td></tr> <tr> <td>c</td><td> What intervention programmes does our school run for children with SEND and how are they delivered? 3 tiered literacy intervention programme tracked and monitored by the English Department and SENCo Numeracy catch up intervention - Year 7 Smaller classes in English & Maths - KS4 Emotional Literacy Intervention delivered by trained Emotional Literacy Support Assistance – KS3 small group extraction or one-to-one KS4 small group Maths intervention Socialisation programmes – offered to students with Learning Support Mentors Supported Study Accelerated Reading Programme Abigail Steele Literacy Programme Pastoral Support </td></tr> <tr> <td>d</td><td> What teaching strategies does our school use for children with learning difficulties: </td></tr> </table>	a	The school has varying degrees of experience & understanding around the four broad areas of need: Cognition & Learning Communication & Interaction Social, Emotional & Mental Health Sensory & Physical Disability To include: Visual impairment Hearing Impairment Dyslexia Dyspraxia Speech & Language difficulties Autism Attention Deficit Disorder (ADHD & ADD)	b	ELSA- Emotional Literacy Support Assistant 2x Counsellors Young Carers Coordinator Access Arrangements Coordinator Literacy Coordinator Interventions Coordinator Dyslexia Lead Lead on Autism HLTA for Social, Emotional & Mental Health and Communication & Interaction	c	What intervention programmes does our school run for children with SEND and how are they delivered? 3 tiered literacy intervention programme tracked and monitored by the English Department and SENCo Numeracy catch up intervention - Year 7 Smaller classes in English & Maths - KS4 Emotional Literacy Intervention delivered by trained Emotional Literacy Support Assistance – KS3 small group extraction or one-to-one KS4 small group Maths intervention Socialisation programmes – offered to students with Learning Support Mentors Supported Study Accelerated Reading Programme Abigail Steele Literacy Programme Pastoral Support	d	What teaching strategies does our school use for children with learning difficulties:
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d	What teaching strategies does our school use for children with learning difficulties:								

		A range of teaching strategies are used to meet the needs of individual students. Advice and guidance is gained from external agencies and applied in the classroom.
	e	What support does our school put in place for children and young people who find it difficult to conform to normal behavioural expectations and how do we support children and young people to avoid exclusion? The school will use the graduated pathway to set and review outcomes for students and monitor their progress. The Pastoral Year Lead is initially responsible for monitoring a student's behaviour. A learning contract may be implemented to help support a student's behaviour in the classroom. A student may be mentored by the Pastoral Year Lead or Director for Learning. A Learning Mentor may be assigned to a student to support anger management and self-esteem issues. Other tools that are used are: Risk Assessments and Behaviour My Plan for students who are at risk of exclusion. Advice and guidance are sort from external agencies.
10		Which other services do we use to provide for and support our pupils/students? Advisory Teaching Service – Communication & Interaction Team, Cognition & Learning Team, Visually and Hearing-Impaired Teams and the Communication & Interaction Advisory Team. Local Authority Casework Team Families First Team Youth Support Team Educational Psychologist Health including CAMHs, Occupational Therapy & speech & Language Social Services School Nurse Counsellors Please refer to the local authority offer for services that parents and the school can access. However, in order to manage its limited resources effectively, the school will assess and prioritise any request for service provider input against the current anticipated demand.
	a	How do we support families of students with SEN? The SENCo has open communication with parents who are fully aware how to contact her. The school supports parents through meetings, regular contact, review meetings, seeking the best professional advice and referring to external agencies if required.
11		How does our school provide support to improve the emotional and social developments of our SEN pupils/students? Emotional Literacy intervention, mentoring, formal & informal Counselling, access to the Student Support Centre (The Hive), socialisation programmes, engagements with the health sector including CAMHs. Quality First Teaching ELSA- Emotional Literacy Support Assistant PSHE Programme

	a How does our school manage the administration of medications? See school website
	b How does our school help with personal care where this is needed? An intimate health care plan will be drawn up involving the SEN, student, parents', school nurse and Medical Officer or external agency who would need to be involved.
	c What is our policy on educational visits, school outings, health and safety arrangements? All SEND students will be considered for a school educational visit with appropriate support and reasonable adjustments.
	d What extra pastoral support do we offer, and what pastoral support arrangements are in place to listen to pupils/students with SEN? What measures are in place in our school to prevent bullying? The pastoral care at Chipping Campden School is strong with a team that is experienced in all aspects of pastoral support. Please see the policy on the school website.
12	What access do our SEN pupils/students have to facilities and extra-curricular activities available to all children? All students with SEND have access to all extra-curricular activities. A student with an EHCP may have a TA who could attend a club with them, where funding is available.
13	Who will be talking to and keeping in touch with the parent/carer? Tutor, TA, Pastoral Year Lead, Director for Learning, Assistant SENCo, Head of Inclusion: SENCo, Director for Learning: Pastoral & Vice Principal: Pastoral, Designated Safeguarding Lead
	a Who will explain and discuss this with parents/carers? Anyone of the above
	b How will parents/carers know how well their child is doing? Written Reports, parents evening, phone calls home, meetings, review of EHCP
	c How does our school measure outcomes and impact of the support provided to the pupil/student? SEN Toolkit Reviews, levels of progress, progress towards targets, lesson observations which look at deployment & impact of TAs, learning walks, book scrutiny, analysis of attendance data, warnings & rewards & case studies.
	d When and at what interval will this happen? Formally through three assessments reported to parents throughout the academic year. Then on an individual need's basis through meetings and

		reviews. The SEN register is reviewed three times per year, the outcome of which will be formally given to parents via letter.
	e	Who will explain and discuss this with young people (where applicable) Tutor, TA, Pastoral Year Lead, Director for Learning: Pastoral, Assistant SENCo, Head of Inclusion: SENCo, & Vice Principal: Pastoral
14		How will our school involve young people with SEN in their education? Student voice, particularly in meetings and EHCP reviews plus their contributions to their own SEN Toolkit.
15		What accredited and non-accredited courses do we offer for young people with SEND? We offer a wide and varied KS4 curriculum. Students can be entered for GCSE courses (level 2) as well as some level one and entry level courses. There are alternative pathways when it comes to options at KS4, and these are targeted to meet student's needs.
16		How do we assess and evaluate the provision we have arranged for your child? As a school we look at a student's starting point and area of need and evaluate the impact of any provision or intervention on a regular basis.
17		How do we prepare our school to welcome and support SEN pupils/students and how do we arrange and support a transfer to another school/educational establishment? The SENCo/Assistant SENCo conducts transition meetings and visits throughout an academic year. Extra visits can be planned for students and their parents. Information is shared between schools and external agencies are involved in this process.
	a	How do we prepare our pupils/ students for adult life? Careers guidance is given to all students from Year 8 onwards. Year 10 Work experience An HLTA oversees the post 16 transition for other students with SEND, advising, guiding, and arranging open day visits.
	b	What special arrangements are made for exams? Access Arrangements are made for external exams at KS4 & KS5. This is based on a history of need and requires approval by JCQ, not the school. The school will attempt to apply all access arrangements in mock exams where provision, time and resources allow. Subject teachers will be advised regarding individual student needs in KS3 and will attempt to apply extra time, use of a word processor, reader or scribe only if provision, time and resources allow.
	c	What resources and equipment do we provide for children with SEND? We work closely with the Advisory Teaching Service & Occupational Therapists to ensure that all avenues have been explored with regards to identifying what equipment may be needed to help support access to the curriculum for individual students. The school would seek to supply such equipment where appropriate as long as it is in our financial means and would represent value for money to do so. There is access and support for students with a physical disability or medical need.

	d	How accessible is our school to pupils/students with SEN? Our school has taken great strides in making the building accessible for all. Ramps have been introduced in areas around the school and there is a lift in East Block, West Block, the Art Block and the Sixth Form Centre. Staff have been Evac Chair Trained.
18		Where can you find our SEND policy? Chipping Campden School Website
19		What role do the governors have? What does our SEN governor do? The SEN Governor has termly meetings with the SENCo to discuss SEN progress and SEN provision within the school.
20		What can you do if you are not happy? Contact Tutor, Pastoral Year Lead, Assistant SENCo or SENCo. Beyond this, please see our School's Complaints policy.
21		How can parents/carers arrange a visit to our school? What is involved? Tutor, Pastoral Year Lead, SENCo – parents make initial contact. Issues can be discussed over the telephone or an appointment can be arranged for the parents/carers to visit the school or meet via Teams. Parents/Carers can visit the school at the following times: Year 6 Open Evening, Year 6 parents evening, Year 9 Options Evening, Sixth Form Opening Evening & parent/teacher consultation evenings. Details of which are published on our school calendar which can be viewed on the school website.
22		When was the above information updated? September 2025