



Chew Valley School SEND report to governors

September 2024

1. School profile for SEND

Chew Valley School is mainstream year 7-13 comprehensive school. The number of students with SEND is in line with national average at 14%, there are currently 37 students with EHCPs and 6 under assessment.

Communication and interaction		Cognition and learning		Social, emotional and mental health difficulties		Sensory and/or physical needs	
No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan	No. of pupils with this need	No. of pupils with an EHC plan
20	11	60	13	40	10	2	3

2. Identifying pupils with SEND

SEND is identified in a number of ways; Contact with the primary or previous school is key to early identification. The SENCo visits or communicates with all feeder schools where there is a student(s) with an identified SEND. Liaison between schools where a student joins us mid-year is also a key starting point. Students can be identified at other times and a graduated response is followed, for example staff or parents may raise a student with the SENCo or they could be identified via assessment and data analysis. There is close liaison between the family and the SENCo to establish the type of need and sometimes outside agencies and other professionals are also involved.

Once a young person is identified as having a SEND there is clear communication with parents and staff. A profile is produced in conjunction with the student, the family and a plan is formulated and a key worker is allocated, we now use provision map to create student profiles and these are now easily available to staff via classcharts. The student may receive an intervention or may have a deliberate level of adaption within the classroom. The plan for the student is reviewed and amended as necessary.



3. Update on the school's implementation of the SEND system

Support for students is allocated to students that have EHCP funding, we have a statutory responsibility to fulfil the provision that is described in an individual's EHCP, this is closely monitored and funding discussed at least annually. Provision for SEND students closely follows need. It has been identified that there is a growing need in the areas of communication and interaction and in the area of mental health. We have identified large numbers of students in year 7 and 8 that require significant intervention to improve their reading and basic literacy skills, hence substantial resources being allocated to this area. We have continued to invest in the training of staff to become ELSAs (emotional literacy support assistants) who mainly support those with social and communication or emotional needs. Research shows that early intervention yields rapid progress, by identifying the weakest readers in year 7 we can resource and deliver a quality program that will produce substantial and sustained progress.

The role of the key worker is now embedded at Chew Valley School. All young people with SEND have a key worker. The key worker deliberately builds a positive relationship with the student and their family and acts as the first point of contact between home and the learning Support Team. The key worker will co-produce the student profile with the student and their family and will engage them in 3 progress meetings throughout the year. These progress meetings follow an 'assess, plan, do, review' format.

The SEND Code of Practice 2015 describes a graduated response to SEND. At Chew Valley School we believe in quality first teaching being the first wave of intervention for a student. Within SEND we are ensuring that the way in which we inform staff of SEND is of high quality and of use within the classroom, the student profiles that we write are easily accessible and are becoming extremely personalised and of a high standard. Alongside informing staff of individual need we are embedding a comprehensive professional development program that is woven into the school priority of 'meeting the needs of all learners'. Some students require additional support that is different from that delivered in the classroom, interventions for the range of needs can be delivered from Chew Valley staff and occasionally we will require a higher level of support from outside professionals like educational psychologists, occupational therapist experts and the ASD outreach team.

The priorities within SEN 2024-25 include:

Statutory compliance

- Work alongside primary feeder schools to identify need and intervene at the earliest of opportunities, including in requests for needs assessments
- Maintain a high quality provision despite the limited funding and resources and huge increase in SEND numbers

Outcomes

- SEND P8 in line with national average in comparison to non-SEND P8
- Ensure no SEND students are NEET 2025 and ready for their next steps



- To maximize the curriculum so that SEND students are able to complete Entry level qualifications (where appropriate) in a range of subjects

SEND Provision in and out of the classroom

- continue to up-skill our staff and enable them to have the ability and confidence to 'meet the needs of all learners by using the staff briefing slots
- Embed provision map for student profiles and 3 yearly review meetings
- VB and HK to enter provisions on to Provision Map
- VB deliberately working across secondary lighthouse school and alongside challenge partners
- Some students are unable to fully access learning at Chew valley School. When this is the case we work with the local authority and the family to coordinate and off-site provision. For example hospital education, MIAG, Bristol-ALP
- To manage the rise in ADHD and ASD diagnosis by continuing the work towards <https://www.nurtureuk.org/> accreditation by 2025
- To work towards the Dyslexia quality mark award by end of 2025

Hub of Excellence

- Ensure the Learning Support area (the LSB) becomes a place where high quality learning and support happens, equipped with the best resources including furniture, IT and programs of study where staff, parents and students are proud of the space
- Induct new staff and develop staffing so it matches need
- Continue with outward facing work started within the Chew Valley Hub of Primary schools, LSP schools and BANES SEN team
- To increase knowledge and understanding of statutory assessment further by SENCO sitting on BANES LA panel

Rachel Hale remains the SEND governor

4. SEND funding

The SENCo allocates resources. Funding and provision is mapped for students with EHCPs via the annual review process, The school (as part of the LSP) has recently purchased provision mapping software to enhance the precision of this work.

It has been recognised that additional funds needed to be allocated to assessment of students via the educational psychologist. The SEND team is relatively small for a large school, but has grown over the last 3 years in line with the increased numbers of EHCPs and associated funding.



5. Staff development

Since 2022 training has included:

All student facing staff AET Level 1 trained

Key SEND staff AET Level 2 trained

VI and HI CPD from advisory group

2 TAs trained as ELSAs and 1 TA on the programme in 2024

Speech and language development delivered by therapist

Focused SEND CPD for new staff

SEND fortnightly focus for all teachers and support staff (videos made by the SENCo)

The SENCo does not have a teaching load, but they do teach small group literacy.

We currently have the equivalent of 16 full time TAs. The TA team predominantly support students with EHCPs and offer a range of provisions including in-class support, interventions outside of the classroom and a supported, supervised provision at unstructured times. An after school homework club is also offered.

6. Work with external agencies

Chew Valley School has a working relationship with the following outside agencies and services:

Larch Psychology

Impact Mentoring

First Response

Mentoring Plus

SASS ASD outreach (Fosse Way and BAT)

HCRG Speech and language

The teacher of the Deaf



Sensory Support Services

CAMHs

Connecting Families

Access Arrangements testing with Beth Stubbs

Due to the location of Chew Valley School, Students come from a mixture of counties, it is therefore impossible to offer a consistent service to our SEND students.