



Chantry Middle School

SEND Information Report - 26/27



About this document

This SEND Information Report is published in line with the Children and Families Act (2014) and the SEND Code of Practice (2015, para 6.79). We update it every year.

Welcome

Welcome to our Special Educational Needs and Disabilities (SEND) pages. We hope you find the information here helpful. Our aim is to explain the support we can offer your child, so that every pupil has the chance to achieve their full potential.

At Chantry Middle School, we believe in including all children. The progress, well-being and achievements of every child are important to us. We value all children equally, whatever their ability or behaviour. Pupils with SEND are a full and valued part of our school community, and their individual needs are supported through a range of flexible approaches.

Key Contacts

If you would like to discuss SEND provision, please contact:

- **Special Educational Needs Co-ordinator (SENDCo):** Laura Alexander
- **Trust Lead for SEND (Cheviot Learning Trust):** Hannah McManus
- **Governor for SEND:** Lorraine Sykes
- **Pastoral Mentors:** Michael Dunn and Gillian Haddon

Telephone: 01670 512874

Email: info@cms.cheviotlt.co.uk

Please contact the school office or use the email address above if you wish to get in touch with any of the staff listed.

The Role of the SENDCo

If you have any concerns about your child's progress, we encourage you to first talk to your child's class or subject teacher. Together, you may decide it would be helpful to involve the SENDCo (Special Educational Needs Co-ordinator).

The SENDCo is responsible for:

Overseeing support for children with SEND – making sure plans are in place, progress is tracked, and targets are regularly reviewed and updated.

Supporting teachers and support staff – helping them to meet the needs of children in their classes so every child can make the best possible progress.

Co-ordinating SEND provision – developing and monitoring the school's SEND policy and practice, to ensure a consistent and high-quality approach for all pupils.

Working closely with parents – keeping you informed, involving you in your child's learning, and making sure you are part of the process when reviewing progress and next steps.

Liaising with external specialists – such as Speech and Language Therapists, Educational Psychologists, and other professionals who may support your child.

Keeping records up to date – maintaining the school's SEND register and ensuring detailed information is kept about your child's needs, support, and progress.

What Types of Special Educational Needs and Disabilities (SEND) Do We Support?

Every child is unique, and some may need extra help to succeed in school. Children who have a **Special Educational Need or Disability (SEND)** are recorded on our school's SEND register in one of two ways:

- **EHCP (Education, Health and Care Plan):** a legal document that sets out the child's needs and the support they must receive.
- **K (SEND Support):** the child does not have an EHCP, but receives extra support in school to meet their needs.

All SEND support is planned around the four broad areas of need described in the SEND Code of Practice (2014):

Communication and Interaction (e.g. speech, language or social communication difficulties)
Cognition and Learning (e.g. difficulties with reading, writing, memory or understanding)
Social, Emotional and Mental Health (e.g. anxiety, low mood, difficulties managing emotions)
Sensory and/or Physical Needs (e.g. hearing or visual impairments, sensory sensitivities, medical needs)

At our school, we provide support for a wide range of needs, including (but not limited to):

- Attention Deficit Hyperactivity Disorder (**ADHD**)
- Autistic Spectrum Disorder (**ASD**)
- Hearing Impairment (**HI**)
- Moderate Learning Difficulties (**MLD**)
- Social, Emotional and Mental Health needs (**SEMH**)
- Specific Literacy Difficulties (**SpLD**) such as dyslexia
- Speech, Language and Communication Needs (**SLCN**)
- Visual Impairment (**VI**)

Whatever your child's need, our aim is to provide the right support so that they can achieve their potential and feel fully included in school life.

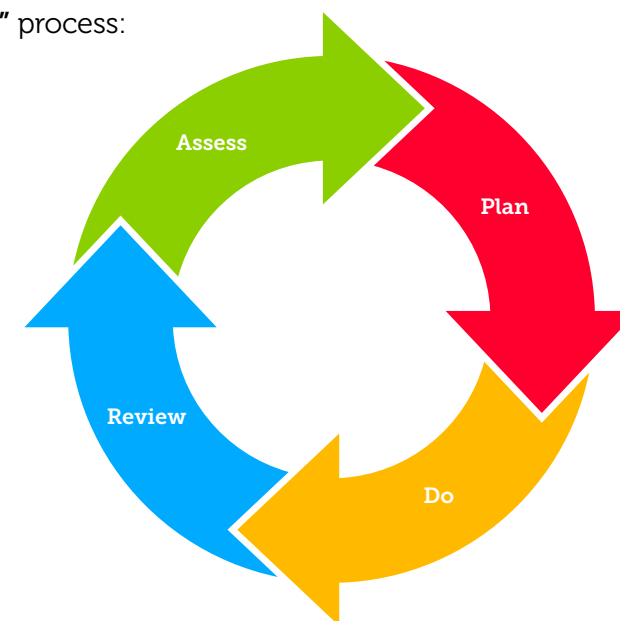
How We Identify Special Educational Needs

We gather information from a variety of sources to help us spot if a child may need extra support. This includes:

- **Before joining our school** – we use information from parents/carers, previous schools, teachers, SENDCos, and test results (reading, spelling, maths).
- **After starting** – teachers and support staff closely monitor each child's progress and well-being.

If concerns arise, we follow the **"Assess, Plan, Do, Review"** process:

1. **Assess** – identify what difficulties your child may be experiencing.
2. **Plan** – agree strategies and support to put in place.
3. **Do** – provide the agreed support.
4. **Review** – check how well it's working and make changes if needed.



Any member of staff can raise a concern with the SEND team. When necessary, we may also involve external specialists, such as an Educational Psychologist or a Speech and Language Therapist, to provide additional advice and support.

How Do We Teach Students with SEND?

Most students with Special Educational Needs and Disabilities (SEND) learn alongside their classmates in the regular classroom. To support every child's learning, teachers use a range of methods, such as:

- Adapting lessons and activities to suit different learning styles and abilities
- Using specially designed resources and tasks tailored to each child's needs
- Sharing information through Pupil Profiles, which help teachers understand the best ways to support your child
- Providing ongoing training for teachers so they can use these strategies effectively

This approach ensures your child's individual learning needs are met, helping them reach their full potential across all subjects. For children with an Education, Health and Care Plan (**EHCP**), their learning is planned specifically to meet the requirements set out in their plan.

How do we adapt the Curriculum and Learning Environment for Students with SEND?

At our school, we believe every child should be valued and supported to reach their full potential. We start by providing **Quality First Teaching** – this means excellent teaching that is carefully planned to meet the needs of all learners, including those with SEND.

We treat every child equally and with respect. For some students, this may mean a more personalised curriculum tailored to their individual abilities and needs. This could include extra help with reading, writing, or maths, smaller group interventions, a different number of subjects, or additional support outside of class.

All staff are aware of which children need extra support and are given guidance on how to help them in lessons. Teachers adapt their work and teaching style to ensure your child can learn and make progress. Thanks to the focused support from our SEND team and understanding of individual needs, we work hard to help students build confidence and succeed.

We also make sure that the physical environment is accessible to all students. The school has accessible toilet facilities, and students with mobility needs will be fully supported to move around the building safely. If necessary, we complete risk assessments and provide special equipment or resources for students with hearing or visual impairments.

Several staff members are trained in first aid and administering prescribed medication. All medication is securely stored away from students. Where needed, we arrange extra training or expert advice to support medical needs. For students with additional medical requirements, we work with parents/carers to create a Health Care Plan that details their specific needs.

You can find our full **Supporting Pupils with Medical Conditions Policy** on page 9 for more information.

Reasonable Adjustments and Additional Support for Students with SEND

We are committed to ensuring all students can access learning and feel like valued members of our school community. Adjustments and support are provided both in and out of the classroom, ranging from strategies that benefit everyone to more tailored approaches for individual needs.

This may include:

- **Curriculum flexibility** – adapting the curriculum and considering appropriate pathways for individuals where needed.
- **Specialist equipment** – working with professionals, parents, and students to identify and source equipment when required.
- **Informed teaching** – encouraging staff to use student profiles to adapt teaching approaches that work best for individuals.

- **In-class support** – Teaching or Support Assistants working alongside teachers to help students access lessons.
- **1-to-1 or small group support** – targeted interventions designed to meet specific learning needs.
- **Learning Support Assistants (LSAs)** – supporting both students and teachers by helping to adapt resources and approaches.
- **High-quality teaching** – embedding inclusive strategies that meet the majority of needs within lessons.
- **Homework Club** – a supportive space where staff help students complete homework and stay on track.
- **Social Clubs** – opportunities for students to develop social skills, build friendships, and enjoy quieter spaces at break and lunchtime.
- **Pastoral Mentor** – providing guidance and emotional support through challenges such as illness or family difficulties.
- **Medical support** – trained staff oversee medical needs, make appropriate provisions for physical disabilities, and provide first aid when required.

What Happens If My Child Is Falling Behind?

If your child is finding it a bit difficult to keep up with their class, we provide extra support to help them catch up. This usually involves regular individual or small group sessions with a Teaching or LSA. The support can be short-term or longer, depending on what your child needs. These sessions give your child extra practice and guidance beyond the usual classroom teaching.

For some children who need more intensive help, we offer targeted support based on advice from the SENDCo or outside specialists. In these cases, we create a personalised plan that outlines your child's current abilities, clear goals for the next 6 to 8 weeks, and the steps to reach those goals. This might involve working individually or in a small group with an adult several times a week and having specially adapted work in class to build independence.

We regularly check progress at the start and end of these support periods through informal assessments. This process—called Assess, Plan, Do, Review—helps us track how your child is doing, and we'll share the outcomes with you. If needed, we can also refer your child to outside agencies for further advice and support.

How Do We Assess and Review the Progress of Students with SEND?

We regularly monitor how your child is doing to ensure they are making good progress. If our checks show that your child is struggling or falling behind, we provide extra support to help them catch up.

We believe it's important for you to be fully involved. If you have any concerns, please contact your child's class or subject teacher as soon as possible. Working together helps us give your child the best support possible.

We will keep you updated about any additional help we think would benefit your child. The SENDCo works closely with teachers to offer advice and ensure your child can access the curriculum in a way that suits them best.

Every child with SEND has a Pupil Profile that explains their needs, includes your and your child's views, outlines useful teaching strategies, and sets targets for improvement. We invite you to meet with us each term to review progress and plan the next steps together.

How Do We Monitor and Evaluate the Effectiveness of SEND Support?

We regularly check how well all students are learning, including those with SEND. This involves:

- Reviewing data on students' progress and achievements to identify what is working well and where extra support is needed
- Looking closely at individual student information to make sure their specific needs are being met
- Collecting regular feedback from parents and students to understand their experiences and how the support is working in practice

Support for Social, Emotional and Mental Health (SEMH)

We aim to meet your child's learning needs while also supporting any emotional or behavioural challenges. We link different pastoral systems to help your child manage themselves and their learning in school.

Programs to help your child settle and feel comfortable include:

- Pastoral support from form tutors, pastoral staff, support staff, and Heads of Year
- Targeted interventions such as personal development program to build assertiveness and friendship skills
- Nurture groups run by ELSA-trained staff experienced in emotional and behavioural support
- Positive behaviour programs used as needed
- Referral to outside agencies for extra support if appropriate

Additional emotional and mental health support is available through:

- Pastoral Mentors (Michael Dunn, Gillian Haddon)
- School Counsellor (Elizabeth Ferguson)
- Thriving Minds for Learning team (Jill del Prete, Abigail Kinghorn)
- Play Therapist (Nicola Haugh)

Medical Needs Support

Several staff are trained in First Aid. Laura Mackenzie is the named medical contact at Chantry. Further information is available in the [Supporting Pupil with Medical Conditions Policy](#).

Support for Specific Needs

Speech, Language and Communication:

- Specialists visits, observations and assessments to set targets and review progress
- Interventions programs delivered by LSAs following specialist guidance, often 1:1 or in small groups
- Visual materials may be sent home for practice

Fine and Gross Motor Skills:

- Occupational or Physiotherapy programs may be followed in school and at home
- Interventions delivered by key staff on these programs
- Adapted materials and exercises are used to support your child's development

Autistic Spectrum Condition (ASC):

- We have extensive experience supporting children with ASC, including specialist staff training
- Support may include quieter workspaces, clear routines, social skills groups, and gradual steps to build independence and positive peer interaction
- Interventions delivered by key staff e.g: social groups, friendships etc

ADD and ADHD:

- We work with families and professionals to understand and support your child's needs
- Strategies include movement breaks, workstations, rewards, and use of equipment like wobble cushions
- If medicated, administration can be managed at school

Extracurricular activities

At our school, pupils with SEND are actively encouraged and supported to take part in the full range of extracurricular activities and school trips available to their peers. We are committed to ensuring that all pupils have equal access to opportunities beyond the classroom. Support is tailored to individual needs so that pupils with SEND can engage fully. Examples include:

- **Clubs and activities:** Clubs are made inclusive through smaller group options, adapted resources, and access to quieter spaces when required. In sports and creative activities, instructions, equipment, and groupings are differentiated, and additional adult support is provided where needed to enable participation alongside peers.

- **SEND-specific opportunities:** Where possible, we access SEND-focused events that provide a welcoming and nurturing environment for pupils who may find mainstream clubs or trips more challenging.

When planning trips, inclusion is considered at every stage. Risk assessments are designed to identify and meet support needs rather than limit opportunities. Adjustments may include:

- Additional staffing and support.
- Alternative transport arrangements.
- Social stories or visual timetables to prepare pupils.
- Adapted activities
- Flexible arrangements on residential trips, such as shorter stays, familiar staff support, and adjustments for medical or therapeutic needs.

We also recognise the importance of parental involvement. Parents have the option to stay close by to provide additional support if and when needed, ensuring pupils feel safe and confident while taking part.

Through these measures, pupils with SEND are enabled to participate fully in the same opportunities as their peers. Our aim is for extracurricular activities and trips to be inclusive, supportive, and enriching experiences for all pupils.

Staff Expertise and Specialist Support

School Staff Training:

- Our SEND team includes the SENDCo, Lead LSA, and Learning Support Assistants with a range of specialist training.
- All staff, including teachers and assistants, receive ongoing SEND training. New staff complete an induction with SEND information.

Access to Specialist Expertise:

If extra help is needed beyond what school staff can provide, SENCO, Heads of Year, Pastoral staff or the Headteacher can arrange specialist support. This may include professionals such as Educational Psychologists, Speech and Language Therapists, or Children and Young People's Services (CYPS).

- **Referral process** – Parents and carers are always consulted before a referral is made. We explain why we think a service could help and seek consent.
- **What specialists do** – They may observe, assess, and recommend strategies or interventions tailored to the student's needs. Written reports and feedback are shared with families and school staff to ensure joined-up support.
- **External agencies we may work with include:**
 - Social Care and Early Help**
 - Health Services** – School Health, Primary Mental Health, CYPS, Speech and Language Therapy
 - Local Authority SEND Services** – HINT (support for communication, literacy, autism, emotional well-being, behaviour)

Additional In-School Support

Alongside teaching and support staff, we also have access to specialist provision in school, which include:

- School Counsellor
- Thriving Minds for Learning practitioners
- Play Therapist

Facilities and Equipment

If your child requires extra equipment or facilities, we will work with professionals to provide or source these, including purchasing, renting, or loaning specialist items. Reasonable adjustments are made to ensure access to curriculum and activities. Needs and risk assessments are carried out when appropriate.

Parent and Student Involvement

Before your child starts at Middle School, you will meet the SENDCo and form tutor plan support and create the pupil profile together.

Throughout the year, there are drop-in evenings, termly parents' evenings, and Pupil Profile reviews. Annual Reviews happen for children with EHCPs.

Children with SEND are invited to contribute to their Pupil Profile reviews to involve them in their education.

Supporting Transitions

We work closely with feeder schools to identify needs early and plan support before your child transfers. If your child has an EHCP, a phase change review helps plan the move and feeder school SENCOs will invite a member of our SEND department to attend the review.

We run an extensive transition program for vulnerable students to address stresses and practical issues. Extra visits and pastoral support are offered for children who are anxious or vulnerable. Meet feeder school staff to share what has worked for students there and what the student requires to be successful.

Parents of SEND children will meet with a member of the SEND team to create a pupil profile in preparation for their start at Chantry.

Concerns and Complaints

Please speak to your child's class teacher in the first instance if you have concerns. If unresolved, contact the SENDCo: Mrs L Alexander. Please provide details of your concern, previous steps taken and outcomes.

If you feel that the issue has not been addressed appropriately, please contact the Headteacher, Mr Whitehead,

Telephone: 01670 512874

Email: info@cms.cheviotlt.co.uk

On our school website you will find a [policies page](#) which holds our SEND, Equalities, Accessibility and Complaints policies and plans.

The Local Offer

The Local Offer outlines the support available for children and young people with SEND, as required by law. It provides clear information about services and helps tailor provision to local needs through consultation with families and young people.

[The Northumberland Local Offer can be found here.](#)

Local Offers from Neighbouring Authorities:

As a comparison, please see other examples of Local Offers:

[North Tyneside](#)
[Newcastle](#)

There is also a Parent Carer Forum in Northumberland who work with the Local Authority, health and social care to improve services for children and young people with SEND and their families. This is a link to their website www.npcf.co.uk

Other Support Services for Parents

Additional resources and information are available through the Northumberland Local Offer website and other local parent/carers networks.

Contact us

Mitford Road
Morpeth
Northumberland
NE61 1RQ

01670 512874

info@cms.cheviotlt.co.uk

Please note that this information was accurate at the time of print but this is subject to change. Up to date information can be found on our website.