NICHOLAS CHAMBERLAINE SCHOOL

SEND Information Report

2025-2026

GRIFFIN SCHOOLS TRUST

Successful Learners | World Citizens

What kinds of special educational needs and disabilities can be provided for at the school?

We include many pupils with additional needs within our mainstream school and currently have pupils learning with us who have:

- Cognition and learning needs
- Specific learning difficulties
- Autistic Spectrum Difficulties
- Physical impairments
- Sensory impairments, such as visual and hearing needs
- Social, emotional and mental health difficulties
- Speech, language and communication difficulties

Some pupils will have Education, Health and Care Plans, whilst other pupils will have their needs identified and met at a school level.

Is the school accessible to those with physical disabilities?

Our Attenborough building is close to being fully accessible with a lift and disabled toilet facilities.

Our Lovelace building has no lift, so access would be to the ground floor only.

The VI Form Centre is purpose built to accommodate all students.

How are special educational needs and disabilities identified?

The needs of many students will already have been identified at primary school and we work closely with primary colleagues to share information as part of our transition programme.

For other students, their needs will be identified at secondary school in different ways, such as:

- concerns raised by parents/carers or students themselves
- concerns raised by staff
- screening tests and assessments
- regular tracking to monitor the progress of students against their targets

This may lead to further assessments by school staff or other specialists, such as Warwickshire Specialist teaching Service or Educational Psychologist, so that a plan can be decided on for support or intervention to address their needs.

How does the school work with external agencies?

The school works with a range of agencies such as:

- SENDIASS (The Special Educational Needs and Disabilities Information Advice and Support Service).
- Specialist staff from the Specialist Teaching Service
- The school nurse
- Child and Adolescent Mental Health Services (CAMHS)
- Early Help/Family Support worker
- Family Information Service
- The Educational Psychology Service
- Warwickshire Social care
- Place2Be counselling service
- Warwickshire SENDAR

Input or referrals are always discussed with parents\carers and a joint approach agreed.

How do we organise teaching, support and intervention for pupils with SEND?

Students with SEND will follow the mainstream curriculum, where teaching and grouping strategies will be used which allow students to learn at an appropriate pace and in a range of ways to suit different Learning styles. Individual student in class strategies are planned by staff using our class model approach.
The basic skills needed for effective learning and personal development are taught across the curriculum.

Some students will have additional input with basic skills, such as literacy and numeracy. Some students have an EHC plan, which may lead to them accessing additional support through a TA and targeted intervention to work towards achieving their plan objectives.

In Years 10 and 11 some students may also be eligible for special arrangements in exams such as reading support or extra time, which the school will arrange through an external assessment.

What other kinds of support and intervention is available?

Personal development is promoted through the pastoral system of tutor groups and houses, allowing students to develop social skills and non academic skills. All students have access to clubs, extra-curricular activities and trips. Support is provided for such activities if necessary. Social skills groups sometimes take place to help students' development in this area.

Each year group has a Head of Year who work with individuals and small groups of students, with or without SEND, to promote inclusion, achievement and aspiration.

Each year group has a Year Lead teacher who is responsible for tracking student progress and attendance.

How are parents and students involved?

Close working between a student, their family and school is always important for Successful outcomes and we encourage you to contact school at any time to discuss concerns and queries. The appropriate member of staff will try to talk with you as soon as possible to resolve issues.

The school's SENDCO is always available at parents' evenings, but is also contactable at any point in the year to discuss issues relating to SEND.

Parents of students with EHC plans will visit school at least once per year for the formal annual review of their child's SEND, but it is not unusual for other visits to take place for interim reviews or as issues arise.

Assessments are completed regularly on academic progress and approach to learning. Results are communicated to students and their families regularly.

Students are consulted about any interventions in school in which they will be taking part. They will know who to talk with if they want to discuss it further.

Students with EHC plans, or other levels of need, are encouraged to attend their review meetings so that they are involved in their own learning process.

What support is provided at points of transition?

We have an extensive Transition programme for all Year 6/7 students at NCS. We work closely with the staff who know the pupils best to gather as much information as possible. Our Head of Year 7 and SENDCo visit primary schools and attend review/transition meetings.

We have an extended transition programme for students with SEND, and other vulnerable groups, to visit NCS for additional transition afternoons, prior to their start date. They are sometimes accompanied by support staff from their Primary school.

During our Year 9 Options additional support is provided for SEND and/or vulnerable students to ensure they make the right choices for their future career aspirations.

At the end of Year 11, as pupils with SEND move into Post 16 options, we liaise closely with staff at the next provision, which is often a local college, training provider or our own VI Form College.

Which staff are responsible for pupils with SEND?

All teachers are responsible for the learning of students with special educational needs or disabilities within their classes. Staff undertake regular training, within school and outside of school, to equip them with the necessary skills; this process is on- going and according to student need.

The current school co-ordinator for special educational needs and disabilities is Ms Roberts who is a qualified SENDCO. Ms Roberts oversees the day-to-day provision and effectiveness of SEND work in school.

Our team of learning mentors and teaching assistants are experienced and well qualified in supporting students in a variety of ways to achieve their potential.

How does the school review the effectiveness of its SEND provision?

The progress and attainment of students with SEND is reviewed through a collection of assessment information, book looks, learning walks and feedback from students, staff and parents. This gives an overview of how well our students are achieving against the targets set for them and allows actions to be taken where expectations are not being met.

The Senior Leadership Team work with the SENDCO and Hub Team to review the SEND policy and its implementation, in line with all school policies, on an ongoing basis. One of the school's governors takes the role of overseeing matters relating to SEND and reporting back to the governing body.

The school sometimes works with specialists in an advisory capacity to help us take an objective view of our provision and plan for changes that will improve what we do.

How are resources allocated to ensure the school is meeting the needs of SEND learners?

The school is allocated resources on the basis of the number of students with identified special educational needs and the prior attainment of students at the school.

Decisions are made by the Head and the school's governors as part of annual budget planning. The SENDCO works with the Head and finance officer to manage resources in a way which meets the needs of SEND learners across the school.

If you have any further questions, please contact Ms Roberts, SENDCO at the school for a more detailed discussion.