



Chew Valley School SEND Report to Governors September 2025

School Profile for SEND

Chew Valley School is a mainstream 11–18 comprehensive school. The number of students with SEND remains broadly in line with the national average at approximately 14%. For 2025–26, there are currently 39 students with Education, Health and Care Plans (EHCPs) and 8 under assessment. A total of 104 students are supported through SEN Support.

Categories of Need

Communication and Interaction (SCI): 32

Cognition and Learning (C&L): 60

Social, Emotional and Mental Health (SEMH): 43

Sensory and/or Physical Needs (PI, VI, HI): 8

Identifying Students with SEND

SEND continues to be identified through early liaison with primary schools and other feeder settings. The SENCo communicates with all feeder schools where there are identified students with SEND. Students may also be identified throughout their school career through staff or parental concerns, or via data analysis. Once a student is identified, a graduated response is followed, and a personalised profile is produced in consultation with the student, family, and key worker. These profiles are managed via Provision Map and are accessible to all staff through ClassCharts.

Update on the School's Implementation of the SEND System

Support is allocated according to individual need, with statutory provision for students with EHCPs carefully monitored. There continues to be a growing need in communication, interaction, and SEMH. Reading and literacy interventions remain a priority, especially in Years 7 and 8, and staff training continues to focus on emotional literacy and adaptive teaching. Chew Valley School now provides key workers for all students with SEND, ensuring consistent communication with families and effective review processes.

SEND Provision 2025–26

- Management of larger numbers of students with SEND
- Interventions tailored to the evolving profile of need
- Continued work towards Dyslexia Quality Mark, aligned with the Teaching and Learning Framework
- Adapted curriculum and personalised pathways
- Appointment of a SEND Administrator to manage increasing numbers and systems
- 3 x review meetings per year with all SEND families
- In-class support and teacher empowerment through CPD
- Focused Year 11 support – careers, interviews, access arrangements
- Continued CPD and SEND focus through staff briefing and training platform
- Lunch and break support for students
- Parents' evenings with measurable impact

Priorities for 2025–26

- Achieve Dyslexia Quality Mark (DQM) by 2025, embedding consistent literacy and inclusive practice
- Systematic management of increased numbers through recruitment of an administrator

- Maintain high-quality provision despite national funding pressures
- Retain and recruit experienced support staff to meet demand
- Ensure high outcomes and readiness for next steps (no SEND students NEET)
- SEND Progress 8 to remain at or above national average (2024–25 P8: -0.32, Non-SEND: -0.7)

Learning Support Base

The Learning Support Base (LSB) continues to be developed as a high-quality learning environment, equipped with appropriate furniture, IT, and specialist resources. Outward-facing work continues through collaboration with the Chew Valley Primary Hub, the Lighthouse School Partnership (LSP), and BANES SEND services.

Staff Development

All teaching and support staff continue to receive SEND-specific CPD through the SEND focus programme. Key SEND staff have achieved AET Level 2 training, and additional ELSA training has been completed to enhance emotional literacy provision. SEND CPD remains embedded through fortnightly staff briefings and online training resources.

SEND Funding

Funding continues to be allocated in line with individual need and statutory requirements. Provision mapping software enables precise tracking of provision and costings. As in previous years, additional funds are allocated for external assessments, particularly from educational psychologists. The SEND team has grown proportionately to meet rising demand, with support from the new SEND Administrator.

Work with External Agencies

Chew Valley School continues to work closely with a wide range of external agencies, including:

- Larch Psychology
- Impact Mentoring
- Mentoring Plus
- SASS ASD Outreach (Fosse Way and BAT)
- HCRG Speech and Language
- Sensory Support Services
- CAMHS
- Connecting Families
- Access Arrangements testing

Collaboration ensures effective multi-agency support for students with complex needs.

Rachel Hale remains the SEND Governor for 2025–26.