Special Educational Needs (SEN) Information Report

The Chalet School

AREA:	THE CHALET SCHOOL
AUDIENCE:	ALL STAKEHOLDERS
REVIEW FREQUENCY:	ANNUALLY
DATE 1st ISSUED:	SEPT 2025
LAST REVIEW DATE:	OCTOBER 2026
NEXT REVIEW DATE:	SEPTEMBER 2027
OWNED & REVIEWED BY:	HEADTEACHER & BRUNEL EDCUATION TEAM
APPROVED BY:	CHAIR OF BAT BOARD OF TRUSTEES
LAST APPROVAL DATE:	OCTOBER 2026

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Tier 1 policies are centrally held policies relating to Education, Governance, People Services, Finance, ICT and Operations and are the direct responsibility of BAT. Tier 1 policies are created by the BAT Central Services Team but adopted and reviewed by the BAT Board.

We are committed to a sustainable future and to improving the social, economic, and environmental well-being of the community. We are dedicated to environmental improvements that foster a sustainable future and lead to social and economical improvements in the communities we operate within.

Amendments to policy		
Date	**Section**	**Amendment**

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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

The Chalet School is a Special School catering for pupils aged 3 to 11.

Our school provides for pupils who have a primary need and diagnosis of Autism with a wide range of Special Educational Needs and Disabilities (SEND), which may include:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Multi-sensory impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENCO

Our SENCO is Elizabeth Kitchen

They have 5 years experience in the SENCo roleboth within mainstream and specialist settings. Prior to this Elizabeth has worked in mainstream settingsfor over 30 years as a qualified teacher and achieved the National Award in Special Educational Needs Co-ordination in 2013 through the University of Bath.

You can contact Elizabeth by email at ekitchen@thechaletschool.org.uk

Class teachers/leads

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of approximately 40 TAs, including 9 senior teaching assistants (HLTAs) who are trained to deliver SEN provision.

The Chalet School recognises that all members of staff, in conjunction with the Local Authority, have a responsibility to ensure that every student has an equal opportunity to attain their maximum potential in all aspects of the curriculum.

Training is available through a programme of INSET Days, staff meetings and external training. Training is delivered both on a whole school level and for individual staff members for individual needs. All new staff are given a full period of induction training.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists to set and monitor programmes for our pupils and work alongside teaching and support staff to implement
- Specialist teachers or support services
- Educational psychologists

- Occupational therapists
- Child and adolescent mental health services (CAMHS)
- Support and guidance from a designated Education Welfare Officer
- Social services
- Swindon and Wiltshire SEND service
- Multi Agency Safeguarding Hub (MASH),
- Learning Disability nurse team

3. How will the school know if my child needs SEN support?

All pupils at The Chalet School already hold an Education, Health and Care Plan (EHCP). These are reviewed annually and amended as necessary when pupils are preparing to change key stage. Class teachers and outside professionals, including a Speech & Language Therapist, Occupational Therapists are involved in the assessing, reviewing and amending process. Parents/carers and pupils are an important and integral part of this process too, submitting their views and where appropriate contributing to their annual review presentations.

If pupils present with new needs, or experience changes in their lives which impact their ability to learn, the SENCO will meet with parents and teachers to identify possible causes, look at strategies to support and where necessary refer to external agencies for advice and input.

4. How will the school measure my child's progress?

As part of our assessment process we use a variety of methods to assess student's progress. We have developed our own bespoke curriculum to meet the needs of our pupils and as a result we use Earwig to capture pupil progress throughout their learning programmes. This provides regular updates on how a student is progressing.

In addition we will also set regular 12 week targets which link back to student's EHCP targets. These are reviewed formally at the annual review process where recommendations may be made to update targets if a student has achieved them or amend them if a student requires additional support to make progress with their targets.

Teachers review the 12 week targets on a regular basis and will provide parents and carers with feedback around student progress at regular intervals throughout the school year. If you wish to find out further information about your child's progress class teachers are able to provide this at any point throughout the year.

5. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress at the end of each academic year as well as the annual review of their EHCP.

The school has key meeting/reporting dates with parents/carers each academic year:

Parents meeting to review pupil progress

Annual review meeting to review the student's EHCP and more holistic student needs

Annual report to parents summarising and celebrating achievement.

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. The school office are able to provide contact details for your child's class teacher.

6. How will the school adapt its teaching for my child?

Every student within the school is working daily towards the outcomes identified within their Education, Health and Care Plan (EHCP) through their individual learning pathways, and our bespoke curriciulm. The outcomes are regularly reviewed by class teachers and discussed/developed with parent/carers through Parents Meetings and Annual Reviews. Outside professionals e.g. Speech and language, Physiotherapist etc. will also support the design and delivery of a student's individual outcomes.

Class teachers use Quality First Teaching and the support of Teaching Assistants to work together to deliver our adapted curriculum in a functional and meaningful way, through whole class, small group and one to one working.

Additional support for learning is provided through the curriculum's three differentiated pathways with opportunities to move between each pathway depending upon a student's individual needs and rates of development. These are:

The Foundations Pathway

The Foundations pathway is the starting point for all pupils aged 4-7 years old. This curriculum pathway is based on the Early Years Foundation Stage – Birth to Five and Development Matters documents. The focus is on sensory engagement, early communication, emotional regulation and physical development. In this pathway pupils focus on the outcomes identified in Birth to Five Matters Framework using the published ranges within the seven areas of learning. This pathway enables pupils to develop and secure the foundations of their knowledge and skills, before moving through the school. It also supports the assessment and identification of pupils for the pathway that would best suit individual pupils.

The Footsteps Pathway

The Footsteps pathway is based on the Early Years foundation Stage Birth to Five and Development Matters documents, with additions from the Autism Education Trust Progression Framework to further develop and focus on primary areas of need e.g. communication and interaction. This pathway supports knowledge and skills development through immersive and continuous delivery (similar to that of the Early Years Foundation Stage model). This pathway is for pupils who are not yet ready to access a more formal way of learning. This pathway includes clear structure and routine e.g. group time, Curiosity, Attention Autism, Intensive Interaction and learning through play. It places high importance on sensory stimulation for pupils' development and the need for multi-sensory approaches to learning.

The Stepping Stones Pathway

The Stepping Stones pathway supports pupils who are able to access a more formal curriculum in the core subjects and are working around the End of Reception/Year 1 knowledge. In this pathway pupils are supported to engage in the wider curriculum in a continuous learning environment. With additions from the Autism Education Trust Progression Framework to further develop and focus on primary areas of need such as communication and interaction. Pupils in this pathway require some structured learning space within the classroom and some informal learning for continuous learning in My World, My Voice, My Emotions and My Independence.

7. How will my child be involved in decisions made about their education?

As part of the annual review process of the EHCP all pupils will have their views incorporated as part of this meeting. Pupils voice is collected in a way that is appropriate for each child's individual needs and may include staff observations, pupils completing 'what I like/dislike' information sheets and pupils being invited to the annual review meeting with a box of their favourite things to do.

8. How will the school adapt its teaching for my child?

At our school, we take a highly individualised and holistic approach to teaching, learning and curriculum delivery, ensuring that all pupils, can access meaningful and relevant education tailored to their unique needs. Our curriculum is fully aligned with pupils' Education, Health and Care Plans (EHCPs) and is structured around their personalised targets. We prioritise Quality First Teaching and implement Tier 1 universal strategies across all our classrooms and curriculum pathways, ensuring that inclusive, evidence-based teaching practices are embedded consistently throughout the school.

We have developed our own bespoke curriculum by drawing on a range of nationally recognised frameworks, including Birth to Five Matters, Development Matters, Equals, and the National Curriculum. At The Chalet school, our curriculum is broken down into distinct pathways designed to meet pupils at their individual stages of development and need.

Each pathway offers a carefully tailored teaching and learning approach, with adaptations made to ensure that learning is both accessible and meaningful for every pupil. Staff personalise lesson content, communication strategies, and methods of assessment to reflect pupils' cognitive, physical, sensory and social-emotional needs. Adaptations include the use of assistive technologies, visual supports, sensory-friendly environments, alternative communication methods (e.g., Signalong, PECs, AAC), and structured routines to reduce anxiety and support engagement.

This support contributes not only to the wider Local Offer but also our Universal Offer at The Chalet School. Further information around our Universal Offer as well as our Targeted & Specialist Offer can be found on our school website.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child through:

- Learning walks and lesson observations
- Work scrutiny
- Assessment
- The annual review process – this is completed by class teachers and overseen and monitored by the SENCO.
- Reviewing their progress towards their goals each term
- Monitoring by the SENCO
- Using provision maps to measure progress

10. How will the school resources be secured for my child?

Each student's EHCP provides additional funding to enable student's needs to be met. At Exeter House School each student is able to access a variety of resources and provision through this funding, such as;

- Small class sizes
- High adult to pupil ratio
- A specialised curriculum that develops student's individual
- Access to a wide range of resources (including communication supports, visual aids and accessible equipment where appropriate)
- On site therapies (including Play Therapy, Music Therapy, OT) – where appropriately identified for a student's needs.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More support from a teaching assistant (such as 1:1 support)
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. Where appropriate, we will work alongside the local authority to request additional funding and ensure that student's EHCPs are reflective of their needs.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

As a special school, all pupils have an EHCP and admissions are managed through the Local Authority. The school works with the LA, families and professionals to ensure placements are appropriate to each student's individual needs.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

The Chalet School is fully accessible including with accessible toileting facilities.
The school has an Accessibility Plan which is reviewed regularly. Within classrooms, pupils can access equipment which supports their learning and physical needs such as writing slopes, writing aids and other resources to help access to learning.

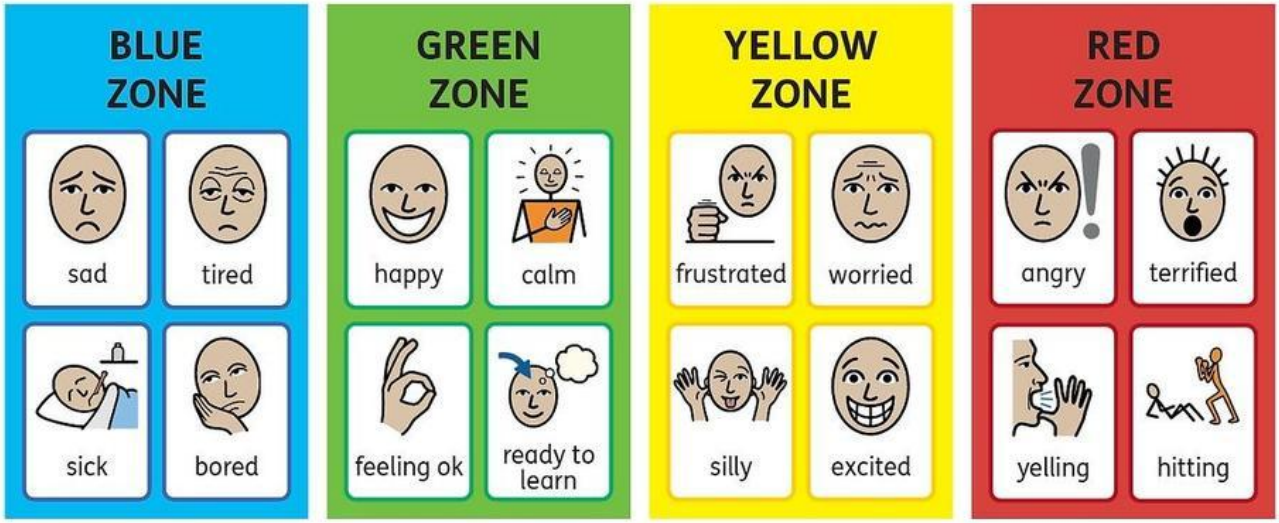
As a special school, all pupils have an EHCP and admissions are managed through the Local Authority. The school works with the LA, families and professionals to ensure placements are appropriate to each student's individual needs

The school has one on site part time Occupational Therapist who works alongside class teachers, the SENCo and the wider team to ensure that student's sensory needs are met

13. How will the school support my child's mental health, and emotional and social development?

We work to support all pupils to develop their emotional and social development. All staff follow a clear behaviour policy. Staff receive regular training in Positive Behavioural Management. The school school employs a full time Behaviour Support Coordinator who works alongside class teams to ensure that pupils with social, emotional and mental health needs are supported within the school.

As a whole school we teach emotional regulation through using the Zones of Regulation. The school follows the processes of Zones of Regulation but will adapt and amend the teaching of this programme as appropriate to student's needs and ages.



14. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

Depending on each student's needs, our classes are often mixed ages. As a result there may be years where students do not move class and they do not have a change in class teacher. When a student has a new class we:

- Ask both the current teacher and the next year's teacher to work together to discuss the student's needs.
- Look at provision that is required currently and in the student's new class.
- Ask class teams (including teaching assistants) to ensure they have read and understood student's individualised paperwork.
- Support with building in transition times. This will be individualised for each student to ensure they have the most appropriate support for their needs.

Between schools

When your child is moving on from our school, we will work alongside the new school to ensure that all information is shared. We will work alongside parents/carers and the new school to prepare students for transitioning to their new school.

When your child is joining our school we will provide a bespoke transition package depending on each students needs. This may involve home/school visits, a reduced timetable for a small number of weeks or later starts / earlier finishes. This will be discussed with parents and other professionals where appropriate.

15. What support is in place for looked-after and previously looked-after children with SEN?

Kim McConnell is our designated teacher. Kim will work with Elizabeth Kitchen, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

16. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

To find out about disagreement resolution and mediation services in our local area, parents can also contact the Swindon SEND Information, Advice and Support Service (SIAS) email: SIAS@swindon.gov.uk, call: 01793 466515 for support in this process.

17. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Swindon Borough Council's local offer. Swindon Borough Council publishes information about the local offer on their website. This can be viewed here:

Swindon Borough Council SEND Local Offer- localoffer@swindon.gov.uk

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

Local charities that offer information and support to families of children with SEN are:

Swindon SEND Information, Advice & Support (swindonsias.org.uk)

National charities that offer information and support to families of children with SEN are:

• IPSEA - (IPSEA) Independent Provider of Special Education Advice

• SEND family support - SEND Family Support - Helping Familes Care For Children with SEND

• NSPCC - NSPCC | The UK children's charity

• Family Action - Our work & impact - Family Action

• Special Needs Jungle- Special Needs Jungle — News, resources & informed opinion about Special Educational Needs, disability, children's physical and mental health, rare disease.

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan

- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

20. Monitoring arrangements

This document will be reviewed **annually** by the Education Team. At every review, it will be approved by the BAT Standards Committee.

21. Links with other policies and documents

This report links to the following policies and procedures:

- Special educational needs (SEN) and disability policy
- Safeguarding and Child protection policy and procedures
- Supporting pupils with medical conditions Policy
- Behaviour Policy
- Attendance Policy

This report is adopted by the BAT Board of Trustees and will be reviewed every year or earlier if change to legislation.

Signed:  CEO

Signed:  Chairman of BAT Board of Trustees

Date: 24th September 2025

This report is adopted by The Chalet School (part of the Brunel Academies Trust) and will be reviewed every year or earlier if change to legislation.

Signed: Headteacher

Signed:  SEND Inclusion Lead

Date: 6.11.26