



Central Region
Schools Trust

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Special Educational Needs Information Report 2025 to 2026

**How we support children with special
education needs and disabilities.**

Welcome to our SEND Information report.

This report can be looked through page by page or use the 'quick links' to find answers to a specific question.

Areas of Special Educational Needs



At Church Hill Middle School, we appreciate that every pupil is different and therefore every child's individual needs are different. This is reflected in the provision that we offer for pupils with SEND.

The four identified areas of need are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical needs

The support given to pupils will depend on what their specific needs are within these areas. These are designated by the DfE and are the same nationally. Each area incorporates various sub-categories.

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What should I do if I think my child has Special Educational Needs?

There are many people that you can talk to about your child's needs.

Firstly, speak with your child's class teacher. They will be able to discuss any concerns you have, offer the appropriate support as necessary and implement any reasonable adjustments that are agreed.

After that, you can speak to Ms Harris, who is our Special Educational Needs and Disabilities Co-ordinator (SENDCo), or Ms Turner, who is the Assistant SENDCo.

You may also wish to speak to your GP, the school nurse team or other professionals.

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What should I do if I think my child has Special Educational Needs?

We will have a discussion with the pupil's parents/carers when identifying if they need some special educational provision. These conversations will make sure that ...

1. Everyone develops a good understanding of the pupils' areas of strength and difficulty. We consider parent/carers' concerns.
2. Everyone understands the agreed outcomes sought for the child and everyone is clear on what the next steps are.

This will be added to the pupil's record, and we will formally notify parents when it is decided that a pupil will receive SEND support.

If a child needs to be referred to an outside agency, parents will be asked for their permission and views, which form part of the referral process. If a child has an Education and Health Care Plan (EHCP) then the parent will be involved in the application and review process.

The SENDCO is available for drop-in meetings with parents / carers. An appointment can be made at the school office. Information can be shared about the child's progress, individual targets and interventions and ideas for parents to support their child at home.

How does the school know if a child needs extra help?

At Church Hill, we passionately believe that early identification of children's needs is essential if we are to effectively address their difficulties before they escalate.

Positive relationships with parents/carers and partner organisations let us gather information about any additional or complex needs of individual children.

We are committed to providing the extra considerations needed to help children reach their potential and achieve the highest possible standards (see our school offer).

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How does the school know if a child needs extra help?

To identify children with additional or complex needs we use a wide range of information:

- Observations of children throughout the school day e.g. in class, at play and lunchtimes
- Information from parents/carers
- Information from previous schools (if a child is admitted mid-way through the school year, or after Year 5)
- Termly assessments and data analysis
- National tests: SATs Year 6
- Information from a range of professionals
- Diagnostic assessments
- Identification checklists
- Outside agency / external specialists' professional opinions

How will both school and I know how my child is doing?

We will follow the **graduated approach** and the four-part cycle of **assess, plan, do, review**.

The class/subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and/or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff, who work with the pupil, will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions through the impact on the pupil's progress.

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How will school help me support my child's learning?

Your child's **class teacher** can offer practical ways that you can support your child at home. If your child is receiving SEND support, they will have an Individual Education Plan in the form of a 'Passport' with individual targets.

These will be discussed with you and your child on a termly basis with your child's class teacher. We offer a variety of ways to help support your child, which may include:

- Reading books at home with an adult
- Specific target work/resources may be sent if appropriate
- Links and information on the school website
- Informal discussions with school staff

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How will the curriculum be matched to my child's needs?

Teachers are responsible and accountable for the progress and development of **all** the pupils in their class. High-quality teaching (known as Quality First Teaching) is our first step in responding to pupils who have SEND. We aim to teach all children together in their classes where possible with the class teacher pitching and matching activities to the needs of pupils.

This may involve:

- Scaffolding learning
- Support allocated **within** the classroom
- Specific resources to support learning

We may follow advice from outside agencies following an assessment. Sometimes, it may be necessary for a child with SEND to access interventions; either as part of a small group or 1:1.

For a few children, the school uses outside support and agencies for specialist support. We will follow their advice following an assessment.

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How are the school's resources allocated and matched to children's special educational needs?

Every year, we allocate funding from our school budget towards our educational provision for all our pupils.

To support our pupils with identified Special Educational Needs, additional funding is used. This budget is used to provide outside agency provision, achievement assistants, resources and training for staff.

You can discuss the provision your child is receiving when you are reviewing your child's passport with your child's class teacher and/or the SEND team.



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How will the school decide the type of support my child will receive?

The class teacher and SENDCo will discuss your child's needs with you and decide what support is appropriate. Assessments, observations and pupil discussions will enable us to match the appropriate support to the needs of the pupils. We will always however, value your perspective as the main care giver at home and take this into consideration when reaching an agreed plan.

Different children require different types of support if they are to achieve their potential. What works for one child may not work for another. Therefore, we will review the provision and its outcomes to identify the next steps for each pupil.

The SENDCo, the SEND team and all class teachers work closely together to deliver personalised learning.

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How does the school judge whether the support has had an impact?

These are our indicators in identifying successful provision:

- Half-termly pupil progress meetings between school leadership, class teachers and the SEND team
- Reviewing pupils' passport targets termly
- Reviewing the impact of interventions
- Whole-school data analysis
- Conversations with pupils - 'pupil voice'
- Conversations with parents/carers
- Collation of children's work and moderation
- Observations of children by teachers and the SEND team
- Holding annual reviews for pupils with EHC Plans as well as interim meetings
- Monitoring by the SENDCo/SENDCo assistant

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How will my child be included in activities outside the classroom including school trips?

All our extra-curricular activities, school visits and after-school clubs are available to all our pupils, as part of our inclusive culture.

We actively encourage all pupils to take part in our wider school opportunities and enrichment activities. No pupil is ever excluded from taking part in these activities because of their individual needs or disabilities.



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We are a nurturing and caring school that promotes the wider well-being of everyone, including their social, emotional and mental health.

What support will there be for my child's overall well-being?

- Breakfast club
- Social skills interventions
- Emotional literacy Interventions
- Meet and greet with our AAs
- Keyworkers
- Mental Health ambassadors
- Zero-tolerance approach to bullying

In addition, the SENDCo is non-class based and is therefore able to provide timely support for individuals and groups of children as needed.

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What training have the staff supporting SEND had or what are they having?

Our SENDCo recently joined school in September 2024 and has over 10 years' experience of SEND. She has experience of a variety of settings as well as certification in a range of areas such as Autism. The SENDCo role is a full-time post so maximum support can be offered.

We have a large team of Achievement Assistants who are trained to deliver SEND provision. Between the whole team, we can offer support in the following areas with ongoing training:

- Autism/ADHD friendly classrooms
- Relational PACE approaches - behaviour and culture
- Writing effective passports with SMART targets
- Trauma-informed approaches
- Phonics catch-ups (Fresh Start) including implementing SALT advice
- Numeracy interventions
- Social skills groups

We use specialist staff for Speech & Language therapy, Educational Psychology, Behaviour Support, Complex Communication Support, Beacon PRU outreach and CRST Autism, EHCP, Literacy Difficulties and SEMH specialist support.



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How accessible is the school both indoors and outdoors?

We have a range of provision to support pupils with SEND needs within the classroom as part of 'quality first teaching' (QFT).

The school is on two levels so there are stairs to the first-floor classrooms in Years 5 and 6. It should be noted that no lift is available.

Our Accessibility Plan ensures we are:

- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services we provide
- Improving the availability of accessible information to disabled pupils.

How are parents involved in the school? How can I get involved?

Parents/carers are encouraged to play an active role in school life. We are very grateful for your continued support.

- Volunteering in school activities - DBS checks are required
- Regular communication with staff
- Attending parents' evening meetings
- Events such as performances, charity events, community cafes, charity coffee mornings, family learning activities and parental engagement sessions.

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How do children contribute their views about their support and who can help them?

We actively encourage pupils to express their own views about their education and share their voices.

Children who receive SEND support will take part in pupil voice activities where they can talk about what help they feel they need and what they have been successful in. It's important we celebrate their achievements!

Many children will eventually have a key adult (keyworker) with whom they check in daily or weekly about their overall wellbeing. They can find support and strategies to help the pupils in school.



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These are some of the agencies that we work closely with:

What specialist services are available or can be accessed by the school?

- Speech and Language therapy (SALT)
- Specialist SEND teachers / consultants
- Children and Adolescent Mental Health Service (CAMHS) / WEST
- Community Paediatric Service (ADHD)
- Family Front Door - Children's Services
- Parent Partnership - Special Educational Needs and Disabilities Information Support Service (SENDIASS)
- Visual Impairment Team
- Hearing Impairment Team
- Worcestershire County Council Inclusion Support Service
- Occupational Therapy
- School Nurse
- The Beacon/Forge PRUs
- CRST specialist input for Autism, EHCPs, Literacy Difficulties and SEMH support

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How will the school prepare and support my child when transferring classes or schools?

Every staff member works hard to ensure that there is a smooth transition both for the children joining Church Hill and for those transferring to High school (or other schools during the academic year).

Meetings are held where each child is discussed in detail and necessary information is passed on.

For the children joining Year 5 or transferring at the end of Year 8, opportunities are provided for the pupils to spend time in their new school and meet new key staff. Additional time is allocated if deemed necessary / requested.

Staff also try to visit pupils in their first school settings and create passports to support settling into their new school, just as we collaborate with colleagues in High schools to ensure pupils have the transition arrangements to ensure success.

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Who can I contact for further information or to complain about SEN issues?

Our complaints policy is available on the website or from the school office.

Complaints about SEND provision in our school should be made to the SENDCo in the first instance.

They will then be referred to the school's complaints policy. The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

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The Local Offer

To find information on what is 'ordinarily available' for SEND pupils in Worcestershire schools please visit:

<https://www.worcestershire.gov.uk/council-services/childrens-services/send-localoffer>

[SEND Local Offer | Worcestershire County Council](#)

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School Contact details:

Church Hill Middle School

Wood Piece Lane

Church Hill

Redditch

B98 9LR

SENDCo - Rhonda Harris

Assistant SENDCo - Alex Turner

Principal - Laura Jarvis

Contact - office@churchhill.crst.org.uk



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Worcestershire County Council - Virtual Family Hub - offering a range of resources to help you and your family

<https://www.worcestershire.gov.uk/council-services/childrenservices/virtual-family-hub>

What other support services can help me?

SENDIASS - Special Educational Needs and Disabilities Information, Advice and Support Service - offering a dedicated team of advisors, legally-based and easily accessible information and advice about special educational needs and disabilities (SEND).

<https://www.worcestershire.gov.uk/sendiaass/what-we-dosendiass-herefordshire-and-worcestershire/how-we-can-help>

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