

SEND INFORMATION REPORT



HARTFORD
CHURCH OF ENGLAND
HIGH SCHOOL

The content of this **SEND** Information Report was confirmed to be accurate at a meeting of the Full Governing Board held on 5 October 2026.

The next **SEND** Information Report is due to be circulated in the **Autumn Term 2027**.

Our Theologically Rooted Vision:

The vision for Hartford Church of England High School is that we will provide an exceptional, inclusive and aspirational education rooted in a shared set of Christian values that radiate the love and truth of Jesus. We will nurture, embrace and promote the God-given talents of our students both within and beyond the classroom. Growing in wisdom, our children will develop into thankful young people who will make a substantial contribution to the world. As a flourishing community, we will bring out the best in one another on a daily basis by being Happy, Achieving, Ready and Together.

And whatever we do, whether in word or deed, we do it all in the name of the Lord Jesus, giving thanks to God the Father through him.

(Vision based on Paul's Letter to the Colossians Ch3, v11b -17)

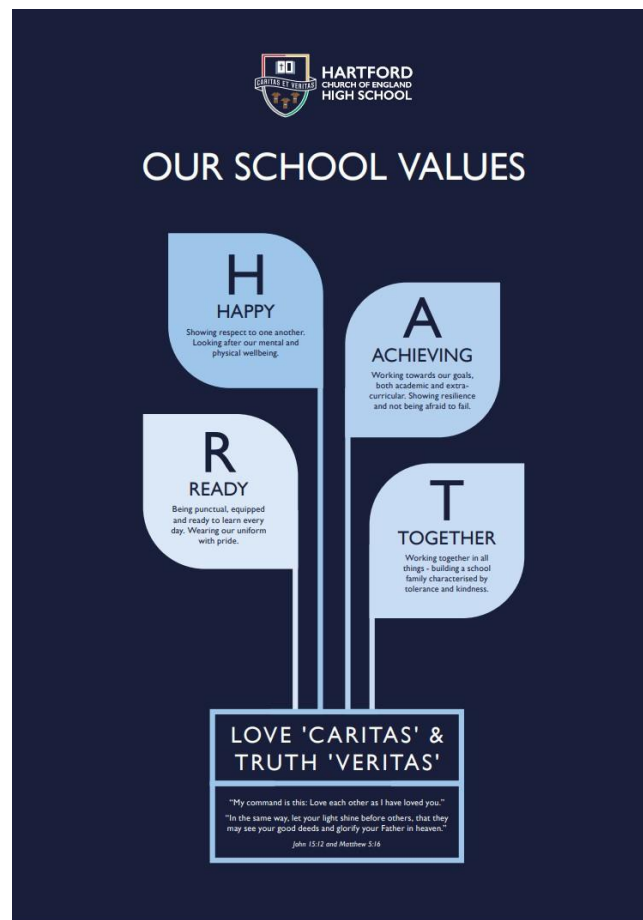
Everything we do at Hartford Church of England High School as students, staff, Governors and wider stakeholders, centres on the core values of our school:

Happy: Showing respect to one another. Looking after our mental and physical wellbeing.

Achieving: Working towards our goals, both academic and extra-curricular. Showing resilience and not being afraid to fail.

Ready: Being punctual, equipped and ready to learn every day. Wearing our uniform with pride.

Together: Working together in all things - building a school family characterised by tolerance and kindness.



Equally, the educational offer at Hartford Church of England High School is based on the Church of England's four key principles for education:

- Educating for wisdom, knowledge and skills
- Educating for hope and aspiration
- Educating for community and living well together
- Educating for dignity and respect

The SEND Information Report at Hartford Church of England High School fully embodies our theologically rooted vision, our values and the key principles for education set out by the Church of England.

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Leadership of SEND

The SENDCO at Hartford Church of England High School is Timothy Lee, Senior Assistant Headteacher – Inclusion.

Two colleagues work alongside Mr Lee in the leadership of SEND:

- Louise Lee – Senior Pastoral Lead - SEND
- Jacob Wootton – Aspiring SENDCO

The SEND leadership team can be contacted via email (send@hartfordhigh.co.uk) or via telephone (01606 786000).

SEND Information Report

This SEND Information Report provides information for parents and carers about the ways in which students with Special Educational Needs and Disabilities (SEND) are supported at Hartford Church of England High School.

The SEND Code of Practice (2015) states that 'a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if they have a significantly greater difficulty in learning than the majority of others of the same age, or if they have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'

Key Abbreviations:

ADHD	Attention Deficit and Hyperactivity Disorder
ASD	Autism Spectrum Disorder
CAMHS	Child and Adolescent Mental Health Services
EAL	English as an Additional Language
EHCP	Education, Health and Care Plan
HI	Hearing Impairment
HLTA	Higher Level Teaching Assistant
IHCP	Individual Health Care Plan
PD	Physical Disability
SEMH	Social, Emotional and Mental Health
SENDSCO	Special Educational Needs and Disabilities Coordinator
SLCN	Speech, Language and Communication Needs
SpLD	Specific Learning Difficulty (for example, dyslexia, dyspraxia or dyscalculia)
TA	Teaching Assistant
VI	Visual Impairment

How we help you to support your child's learning

If you have any questions regarding your child's SEND support, you can contact the school directly and arrange an appointment to speak to the SEND team. If you require independent advice regarding your child's SEND needs, you can contact the SEND Information and Support Service:

Telephone: 0300 123 7001

Email: iasservice@cheshirewest.gov.uk

Special educational needs and disabilities we provide for in our school

Hartford Church of England High School is an inclusive school with a commitment to meeting the needs of students with a wide range of additional needs in a way that suits them as an individual. All staff work collaboratively to create an environment where all children can thrive and go on to lead happy and successful lives.

The SEND Code of Practice (2015) identifies four broad areas of need for the classification of SEND:

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

Currently 14.9% of the school cohort is on the SEND register, of whom 3.7% have an EHCP. The SEND team is made up of the Senior Assistant Head - Inclusion, Senior Pastoral Lead - SEND, Aspiring SENDCO, Higher Level Teaching Assistants and Teaching Assistants with considerable experience and expertise in meeting the needs of

students with a wide range of additional needs. TAs are trained in a number of interventions which address difficulties across all four areas of need.

How we know if a student needs extra help

Many students are identified as having additional needs at the point of transition from primary school, and support can be put in place as appropriate. On arrival in Year 7, students undertake a range of formative assessments to support the earliest possible identification of educational need. The tests completed are the Access to Reading Test (ART) and the Cognitive Ability Tests (CATS). These tests give our school a holistic overview of each student and provide an individual academic profile for them, too. Specifically, these tests provide us with information regarding reading ability (both comprehension and fluency), verbal and non-verbal ability to process information and problem solve, numeracy and spatial awareness.

Where there are concerns about a child's progress, staff will raise these directly with the SEND Team and a course of action will be determined, which may involve further assessment, screening, or in some cases, consulting with other professionals. Where there are concerns regarding physical or emotional needs, a referral may be made to our school counsellor for further specialist support or to outside agencies.

Our **trigger system** supports the SENDCO and pastoral leaders in identifying students who may have areas of unmet special educational needs and/or disabilities (SEND), in line with the principles of the **SEND Code of Practice** and the graduated approach of *assess, plan, do and review*. The system enables us to identify patterns and concerns across areas such as behaviour, attendance, progress, emotional regulation, social interaction and engagement, allowing us to consider whether these may indicate an underlying special educational need. We recognise that **behaviour can be a form of communication** and therefore use behavioural information as an important indicator when considering a student's individual needs, rather than viewing behaviour in isolation. Where triggers are identified, the SENDCO works with staff, the student and parents/carers, where appropriate, to gather a wider picture of the student's strengths, needs and barriers to learning. This helps us to identify unmet need at an early stage, implement appropriate support and monitor its impact through the graduated approach, ensuring that provision is responsive to the individual needs of the student.

How we consult with students with special educational needs and involve them in their education

All students with an EHCP are assigned a member of the SEND Team as their Key Worker in school. This person will write the student's 'Individual Student Plan' (ISP) document and conducts a SEND review meeting with the student each term. At the review meeting, key information such as the student's current working levels, attendance and conduct logs will be discussed and the student will be directly involved in reviewing their current provision and planning their support going forward. This information is shared with parents/carers and discussed and agreed in meetings as and when deemed necessary.

We work collaboratively with students with SEND to develop an **Individual Support Plan**, ensuring that the student's voice, strengths, needs and aspirations are reflected in the support provided. The plan clearly identifies the reasonable adjustments, strategies and specific support required to remove barriers to learning and enable the student to access the curriculum. It provides teaching staff with clear, practical guidance to ensure that support is consistent, appropriate and responsive to the individual needs of each student.

How we know what progress students are making and how we keep them, and Parents/Carers, informed

Assessments take place regularly for all students throughout the academic year. This information is shared with the student and sent home at key points in the year so that issues with a student's progress can be identified and tackled quickly. Where a student is not making progress in line with their ability, discussions will take place at the child's termly SEND review meeting to identify what additional or different support can be put in place. We will discuss what parents/carers and the students themselves can do to ensure the best possible outcomes for the child.

How we support students with SEND and adapt teaching to best support them

Every student on the SEND register has a Student Passport which outlines their strengths, their barriers to learning and strategies that staff can use to support them in their learning. These are stored centrally for staff to access and are updated termly as part of the SEND review process. Teachers then implement the advice given on the Student Passport accordingly, adapting their teaching approaches, resources and the learning activities they provide to ensure that the student's needs are met. Using this approach, the vast majority of students on the SEND register can have their needs met through adaptive quality-first teaching.

For some students with SEND, small-group intervention sessions are necessary to address a specific area of difficulty, for example:

- Literacy support.
- Key Stage 3 Targeted Intervention focused on literacy and numeracy.
- Key Stage 4 Targeted Intervention focused on revision and coursework.
- Year 9- Stepping Up Programme.
- Handwriting Intervention.
- Emotional Literacy Support (ELSA).
- Living with ADHD awareness sessions.
- Individual Mentor/Counselling Sessions.
- Break and lunchtime clubs.
- Social Interaction support.
- Key Stage 4 functional skills.

These sessions are run by trained staff within the SEND department, and the progress of students undertaking interventions is carefully monitored. A small number of students access additional in-class support from a TA to help them build the skills to access their learning independently. These are usually students with an EHCP that deems it necessary

Adaptations to the learning environment and accessibility to best meet students' needs

We have a number of buildings on the school site. The Maths, RE and Science block have 3 floors and the English block has 2 floors. We ensure that this does not affect accessibility for SEND students. We have ramps to all external doors where necessary and we have lifts in both the Science and English buildings for students whose SEND need requires it. Students are required to be accompanied by a member of staff to access the lifts. All music and art lessons are within single floor buildings.

If students find it difficult to use stairs/steps with or without adult supervision, a risk assessment ensures that students can fully engage in their learning. We have accessible toilets in all buildings, and we are able to support any intimate care requirements as we have staff trained specifically in manual handling.

In addition to this, careful consideration has been given to support the sensory needs of students. There is clear signage around the school to support students' understanding of the physical layout of premises. Our school site acts as an excellent source of sensory breaks for students and supports any students with SEND needs associated with hyperactivity as regular movement is facilitated.

The school recognises the need to remove barriers to learning in order to support the best possible outcomes of all students to be achieved. With this objective in mind, we offer the Resources for Inclusion and Supporting Education provision (RISE).

It is deemed as a reasonable adjustment to timetable lessons in classrooms outside of the normal department areas to facilitate SEND students to access learning.

Resources for Inclusion and Supporting Education (RISE)

This provision supports a range of students identified as requiring SEN Support in school, in addition to those students who have an Education, Health and Care Plan (EHCP).

This area includes: a Learning Support Area, a quieter environment for independent work, 1:1 intervention, a small group work space, a sensory room and Multi-Agency accessible space which is used by visiting educational psychologists, specialist teachers, speech and language therapists, counsellors and professionals from a range of outside agencies.

RISE provides a safe and nurturing environment to support specific academic and SEMH needs of our SEND students. Whilst the aim of Hartford Church of England High School is to provide an inclusive and ambitious curriculum offer, we appreciate that at times students with SEND struggle to engage with the full curriculum offer and may need support to help manage emotions and promote high attendance. RISE works with students at a bespoke level, to develop a personal support package that facilitates the best possible outcomes of each SEND student being achieved.

Together, Happy, Ready, Inclusive, Valuing Education (THRIVE)

Hartford Church of England High School recognises that there is a need to ensure that our curriculum is inclusive and accessible, providing opportunities for all students to succeed. Moreover, we recognise the need to offer the type of provision that allows some students to achieve their potential outside of what is accessible in the mainstream classroom.

To facilitate this individual learning pathway, Hartford Church of England High School has developed its own internal alternative provision; THRIVE.

This provision is aimed to support students that are unable to access our mainstream offer, predominantly due to their recognised Social and Emotional needs. Students who access our THRIVE provision will be on the SEND register and will have been unable to successfully access the curriculum despite numerous reasonable adjustments within the mainstream provision. Students who are directed to THRIVE by the Headteacher for their educational provision will be intensely supported by a dedicated pastoral and SEND team at THRIVE. They will be taught the mainstream curriculum by teachers of Hartford Church of England High School, but will access this in the bespoke THRIVE setting. Students at Key Stage 4 undertake a vocational qualification at Reaseheath College.

How staff in the school are supported to work with students with special educational needs

Where students arrive with more complex needs, key staff liaise with the services involved, such as medical professionals and the Inclusion Service through outreach opportunities, to ensure that all necessary support, equipment and adaptations are in place for the student and that important information regarding strategies in place for that student is shared with other staff as necessary. All staff receive SEND training annually, and new staff receive additional training as part of their induction process. Within the SEND team, staff are trained in meeting the needs of students with a wide variety of SEND, and specialist support is sought where necessary. Where any staff in school feel that they need additional support or guidance to meet the needs of a child with SEND, they contact the SEND team directly for advice.

How we check how well we are doing in meeting the needs of students with SEND

Each individual student's SEND provision is continuously reviewed; students can raise issues informally through approaching a member of our SEND team, and provision is formally reviewed each term through the review

process. Where a student is not making adequate progress, provision can be changed or increased as part of the cycle of assessment, planning, actioning and reviewing as outlined in the SEND Code of Practice (2015). Where a student is consistently not making progress, further assessment of their needs will take place, possibly leading to a request for an EHCP assessment from the local authority to secure additional provision where necessary.

How we ensure that SEND students are included in activities outside the classroom, including physical activities and trips

Students with SEND are actively encouraged to get involved in the many activities and opportunities provided by the school, alongside their peers. Where a student needs additional support to access an activity or trip, this is provided by the SEND team. As part of our commitment to inclusion, no child with SEND misses out because of their additional needs. Student involvement in extracurricular activities and trips is encouraged and celebrated.

How we provide for SEND students overall wellbeing

Hartford Church of England High School provides an extensive range of pastoral support to ensure that students are safe, happy and successful. All staff receive regular safeguarding training, which covers a diverse range of topics and the most up-to-date information on best practice. Every child at the school is supported by their form tutor, Head of Family and Head of Year. We also have a Safeguarding Team, with more than 20 staff trained to DSL level, who are led by the Designated Safeguarding Lead (DSL). There is a strong emphasis on collaboration across the school to ensure that students are fully supported. We have numerous staff across the school community that are qualified mental health first aiders.

We employ a full-time school counsellor who works with students on a 1:1 basis, developing their resilience, supporting their mental wellbeing and social development. A lunchtime club is run to support students with SEND as we recognise that a student with SEND may face more challenges in social situations and will need the extra support to help them overcome these. Furthermore, we have a school Chaplain who provides counselling and informal spiritual guidance as another means of supporting our SEND students. We are also extremely proud that our students take on the roles of Buddies as well as other student leadership roles, and our SEND students are excellent when supporting other more vulnerable students in school.

In school, we have a RESTORE Room where, depending upon circumstances, students are given an opportunity to work through issues which are preventing their access to lessons. We also work closely with outside agencies including the Education Access team, Young Persons Services, Child and Adolescent Mental Health Service and Social Care.

Where necessary, students can be supported in managing conditions, such as diabetes care, provided by trained members of staff. Several staff are trained in first aid across the school. See the 'Supporting Children with Medical Conditions' Policy.

How we support the transition of students with SEND from Key Stage 2 to 3 and Key Stage 4 to 5

Communication is vitally important. The SENDCO welcomes contact from parents/carers and will endeavour to make every transition to Hartford Church of England High School as smooth as possible.

Students with SEND follow the standard admissions procedures. Where a student has an EHCP, the parents/carers will be asked in their Year 6 review to name the secondary school of choice. For this reason, we strongly encourage parents/carers of students with EHCPs to attend our Open Evening or otherwise contact the SEND team towards the end of Year 5, or early in the autumn term of Year 6, so that we can discuss their child's needs and how Hartford Church of England High School can meet them. Where appropriate, students with SEND receive additional transition visits to support them to manage the change from primary to secondary school. We also work closely with a number of local primary schools to identify students who may need additional support in preparation for transition.

All students in Year 11 have 1:1 appointments with the Careers Advisor, and students with SEND are prioritised on this list so that they can receive additional support, advice and guidance from the SEND team. This, again, facilitates the smoothest possible transition and thorough preparation for further pathways to be pursued.

SEND students moving between key stages will have transition reviews in conjunction with annual reviews in Year 9. From Year 9 onwards, during annual reviews we always consider 'preparing for adulthood', and where necessary, a SEND officer from the Local Authority will attend an annual review. SEND students have access to specialist careers guidance advice throughout Key Stage 4 and a transition review meeting in Year 11 will identify the support needed in moving to post-16 education. We work alongside Cheshire West and Chester Young People's Service during KS4 to secure the best transition and outcomes.

Where to find the School's SEND Policy and who can you contact for further information

The SEND Policy can be found on the policies page of the School website. The SENDCO is Mr Lee. Further information can be obtained by contacting him via the main school office or via the school SEND email address (send@hartfordhigh.co.uk).

Arrangements for handling complaints from parents/carers of children with SEND about our provision

In the first instance, please contact the SEND Team regarding any concerns around your child's provision. If you would like to make a complaint, please refer to the Complaints Policy on the school website.

Date approved by Governing Board: 05/10/2026

Applicable from: 05/10/2026

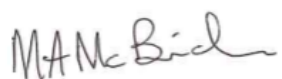
Signed by

Headteacher:



Date: 05/10/2026

Chair of Governors:



Date: 05/10/2026