



SEND Information Report

Chase Terrace Academy,
Bridge Cross Rd,
Burntwood,
Staffordshire,
WS7 2DB

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Key Staff at Chase Terrace Academy

- Headteacher – [Ms N Mason](#)
- Chair of the Local Governing Body – [Mr A Stewart](#)
- Deputy Headteachers – [Mr J Cain](#) and [Mr M Newman](#)
- DSL and Assistant Headteacher for Attendance - [Mrs D Thombs](#)
- Safeguarding Officer – [Mrs C Woodhouse](#)
- SENCO – [Mrs T Waters](#)
- Assistant SENDCo [Mrs R Hughes](#)
- Autism Specialist [Mrs S Stretton](#)
- Year 7 – [Mrs S Southwell](#), [Mrs H Hewitt](#)
- Year 8 – [Mrs G Lloyd](#), [Mrs S Pickin](#)
- Year 9 – [Mr M Birt](#), [Miss V Hobday](#)

- Year 10 – [Mr M Brotherton](#), [Mrs M Weaving](#)
- Year 11 – [Mrs E Scholes](#), [Miss K Grave](#)
- Year 11 – [Mr R Giles](#), [Mrs K Graham](#)

Email addresses follow the same format: first initial.last name@chase
terraceacademy.co.uk

For example, for the SENDCo Mrs T Waters: t.waters@chaseterraceacademy.co.uk

What are Special Educational Needs?

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England...Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. (Code of Practice 2014)

Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is 'A physical or mental impairment which has long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.'

What special needs are provided for?

Chase Terrace Academy is a mainstream school that provides inclusive SEND support for pupils with needs in all four broad areas of need:

- Communication and Interaction, such as Autism, Developmental Language Delays.
- Cognition and Learning, such as specific learning difficulties like dyslexia, dysgraphia.
- Social, Emotional and Mental Health such as ADHD, anxiety.
- Sensory and /or Physical difficulties, such as visual or hearing difficulties, wheel chair users.

The Four Areas of Need

The 0-25 SEND Code of Practice (2014) identifies 'four broad areas of [special educational] need and support'. The purpose of these areas is to allow schools to gain an overview of their pupils' range of needs and to plan action that the school needs to take, not to categorise pupils. Some pupils will have more than one area of need, and needs may change over time.

Communication and Interaction	Pupils experience speech, language and communication difficulties making it hard for them to make sense of language or to communicate effectively or appropriately.	Children and young people with Developmental Language Delays (DLD), Speech and Language difficulties (SaLT), Autistic Spectrum Condition (ASC) are likely to have difficulties with social interaction and communication
Cognition and Learning	Pupils learn at a slower pace. They may have difficulty understanding parts of the curriculum, poor memory or organisational skills.	Specific learning difficulties such as dyslexia, dyscalculia, dyspraxia and dysgraphia fit in this category.
Social Emotional and Mental Health	Pupils may have difficulty managing relationships, be withdrawn, isolated or display challenging behaviour.	Attention Deficit Hyperactive Disorder, Attention Deficit Disorder, attachment difficulties, depression and anxiety fit into this category.

Sensory and/or Physical	Sensory impairments and physical needs that require ongoing support and equipment,	Visual impairment or hearing impairments fit into this category as well as physical conditions such as cerebral palsy, epilepsy, diabetes and those with reduced mobility.
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Expertise and training of staff

- The Learning Support team is led by Mrs T Waters (NASENCO) the SENDCo, and Mrs R Hughes, Assistant SENDCo. Both are level 7 Exams Assessors and hold the CPT3A qualification.
- There are an additional 14 Teaching Assistants with varying areas of expertise including in autism, visual impairment and hearing impairment. Three members of the team hold HLTA status. One member of the team is currently training as an Emotional Literacy Support Assistant.
- Members of the team are trained in manual handling, hoist and evac-chair use.
- Training within the team is ongoing with last year's focus on Formulation, Autism, Sensory Environment, and using and understanding test scoring to measure impact and progress. Staff also undertook training in using the Educational Psychology Service School Non-Attendance resources.

- Whole school CPD is also ongoing and spread across a number of core sessions. Last year these included emphasis on quality first and adaptive teaching, adverse childhood experience, behaviour as communication and autism.

How do we identify individual special educational learning needs?

- We consider whether progress:
 - Is significantly slower than that of their peers starting from the same baseline
 - Fails to match or better the child's previous rate of progress
 - Fails to close the attainment gap between the child and their peers
 - Widens the attainment gap
- We recognise that slow attainment and progress is not always due to SEND.
- All pupils are screened early in year 7 using GL Assessments that offer standardised results across a range of skills. In addition to this, we screen children's reading and handwriting using recognised standardised tests, such as the Access Reading Test. Reading is then reassessed at the start of years 8-10 and handwriting at the start of year 9.
- Sometimes, we may use additional testing or screening to help us assess a pupil. This would ordinarily take place in school with our own staff. Sometimes, however, we will refer to, or seek advice from, specialised services such as the Educational Psychologist, or Speech and language Therapy. The findings would of course be shared with you and discussion would then take place as to any further appropriate steps.

- Our staff use a Barriers to Learning referral when they believe a child may be experiencing a barrier to their learning. These referrals are used by the Learning Support team to inform an assessment of need.
- If you have concerns that your child may have special educational needs, we will discuss this with you and will assess this through dialogue with the pupil, home and staff in school, alongside available data.

The Graduated Approach

- The Special Educational Needs and Disability Code of Practice of 2014 describes the method that educational settings should use when working with pupils who are not making appropriate progress despite reasonable adjustments. The Graduated Approach is a four-part cycle from which support for pupils with SEND arises:



- This approach is designed to encourage earlier decisions with actions being revisited, refined and revised, which should then lead to a growing understanding of the pupil's needs and the type of support that contributes to good progress, in turn securing good outcomes.

- The Graduated Approach is a constant cycle for all pupils at the whole school level – teachers and teaching assistants already go through a process of assessing, planning, implementing and reviewing their approach to teaching and supporting different classes and different children. However, once a pupil is identified as potentially having SEND, the process will become increasingly personalised.

After identification, what steps will be taken?

- The first response to an identified need is Quality First Teaching - the most powerful tool at our disposal. 'Good teaching for SEND is good teaching for all', and many barriers to learning will be addressed through effective teaching and classroom management.
- Where a pupil requires more specific adjustments or strategies to help them progress, the learning Support team will liaise with the teaching and pastoral teams and families to develop a plan for that child.
- Students with additional needs will be placed on our SEND register and information will be shared through a Personal Learning Plan to help staff to respond to the child's needs. This may include information such as an area of need, diagnosis, and adjustments they may require such as a seating arrangement, sensory or movement breaks and homework support and sometimes targets. Once students have been placed on our register, they will be assigned a member of the learning support team as their key worker. This member of staff will meet the pupil to gain their thoughts and seek contributions from parents. They will also act as the main contact for families.

What to do if I think my child or young person needs extra help?

You can contact the school on 01543 682286. You may wish to contact your child's Personal Development Tutor or subject teacher. You can also ask to speak to one of the pastoral team, such as their Head of Year or Student Support Officer, or the Learning Support team. Staff names are listed at the start of this document.

Where to find the SEND Policy, Accessibility Policy and other related documents?

<https://chaseterraceacademy.co.uk/our-school/policies/>

Who will oversee and plan the education programmes?

Subject leaders develop the curriculum and are overseen by line managers from the Senior Leadership team. The Learning Support team are able help make adaptations where required.

How are children and young people with SEND supported and how is teaching modified to meet a pupil's needs?

- In line with the Code of Practice, CTA provides the best teaching we can. As such, great emphasis is placed on high quality teaching for all.
- Through our Core CPD programme, led by Mrs C Cain (Assistant Head Teacher for Teaching and Learning) staff are trained to use adaptive teaching strategies and strategies that are known to benefit learners with SEND. We are an inclusive school. In all cases Quality First Teaching is expected and children are taught alongside their peers in differentiated groups. Teachers adapt their teaching constantly in order to cater for their pupils' needs.
- We recognise that 'good teaching for SEND, is good teaching for all' and base responses on research led advice from agencies such as NASEN and the EEF.
- We use the EEF 'Five a Day' principle of explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and using technology to support pupils inclusively in lessons.
- Our Autism Specialist, Mrs Stretton works with autistic children in classes and in the Learning Support Hub and liaises closely with families and other staff at CTA.
- Our Teaching Assistants provide support in class, which is based on the principles of Maximising the Impact of Teaching Assistants and aims to facilitate independence through a structured approach of self-scaffolding, prompting, clueing and modelling and try to avoid correcting or providing answers.

What additional support is available?

- TAs also run a range of interventions during Personal Development lessons first thing in the morning. The range of interventions varies, based on the needs of our children but includes reading, literacy and numeracy interventions, Zones of Regulation, social skills, Lego Therapy, ICT skills and mentoring.
- Where necessary, our Learning Support team can create bespoke individual resources for students with special educational needs to facilitate access to the curriculum.
- The Learning Support team work with a wide range of external agencies to provide expert advice and help monitor pupils including through the Autism Inclusion Team, Visual Inclusion Team, Hearing Inclusion Team, Educational Psychologist, Speech and Language Therapists, Occupational Therapists and CAMHS.
- Homework Clubs for our pupils with SEND are offered in the Learning Support Hub during the extended school day and are supported by Teaching Assistants.
- The dedicated Learning Support Hub is available for pupils to drop in and comprises a main open plan area, a secondary room, a small sensory room, a private garden and outdoor learning area.
- The Learning Support Hub is stocked with a wide range of resources to support pupils needs across all four areas of need and includes laptops, reading pens, personal white boards, interactive whiteboard, numeracy and literacy tools, wellbeing resources, swivel chairs, weighted plushies and lap blankets, beanbags, resistance bands, balance boards and planned space for a hammock chair and personal trampoline.

How support is planned and when will I be involved?

- Support is planned through the graduated approach and the use of the assess, plan, do, review cycle. This process is communicated to parents/carers in a number of ways, most often through email and phone communication by the SEND team and a pupil's Key Worker. Pupils and parent contributions will be sought when Personal Learning Plans are written.
- The academic, pastoral Learning Support and Leadership Team analyse student performance data on a regular basis to ensure students are making appropriate levels of progress and they will act accordingly on any issues raised by the data. This data helps to inform the next cycle of the graduated response.
- As part of some consultation evenings, Learning Support staff meet with parents/carers and pupils to review progress and plan next steps.
- Information from external specialists is incorporated and shared with parents to ensure open and transparent communication. Where this not of a confidential nature, it is shared with teacher and support staff to ensure they have a full understanding of the pupil to help them plan appropriate support.
- For students with an EHC plan parents will be invited at least once per year to complete the child's annual review. This process will include a meeting with the SENDCo or Assistant SENDCo, the parent/carer and will often include any other adults that have worked with the child throughout the year.

What arrangements are made for reasonable adjustments during exams?

- Where exam access arrangements are required, internal Exam Assessors work with pupils from the summer term of year 9 onwards to ensure pupils meet the JCQ criteria for these arrangements.
- Pupils with SEND, who need reasonable adjustments and those who have established normal ways of working, are tested using JCQ approved tests and where appropriate, applications are then made to the JCQ. CTA supports the full range of available access arrangements.
- An assessment is made for pupils with an EHC Plan and some diagnoses without the requirement for additional testing and is based on normal ways of working.
- Access arrangements may include adjustments such as extra time, use of a word processor, scribe, reader, prompt, separate room and modifications of exam papers for students with a visual impairment.

How is a pupil's progress assessed and reviewed?

- Baseline testing using GL alongside internal reading and handwriting screening is carried out in September of year 7. Subject areas also baseline attainment. Reading is retested at the start of years 8-10 and handwriting in year 9. In years 7 and 8, Accelerated Reader provides Star Testing data 5 times a year as a further measure of reading progress.

- The curriculum is carefully sequenced with regular assessments, both summative and formative, in place to ensure pupils are maintaining pace and teachers are able to respond accordingly.
- Directed improvement and reflection time enables areas of weakness and misconception to be addressed before moving onto the next stage of the curriculum.
- A system culminating with mastery is used to assess progress and directly links target setting through key stages 3 and 4. IBASEOM (Initial, Beginning, Approaching, Secure, Exceeding, Outstanding, Mastery) is used by curriculum areas to chart progress and is linked to GCSE grade targets.
- Attitude to learning is also assessed and a grade awarded at each reporting point.
- Progress is routinely monitored throughout the academic year as teachers routinely assess the needs of students and adapt their lessons accordingly. This adaptive teaching approach means teachers check the understanding of pupils, activate and make explicit links to prior knowledge and address misconceptions.
- Interventions are assessed for impact.
- Parents/carers receive formal reports during the school year.
- Where pupils are not making appropriate progress, they may be invited to subject specific interventions.
- In addition, pupils with SEND will have Personal Learning Plans which will include information about their strengths and areas for development, alongside teaching strategies and targets where appropriate. These plans will be reviewed in conjunction with parents/carers and pupils.
- Parent consultation evenings provide opportunities to discuss progress with academic, pastoral and Learning Support staff. Key workers will seek pupil and parental contributions when Personal Learning Plans are reviewed.

How is your budget for SEND allocated and managed?

The budget for SEND is managed by the SENDCo in conjunction with the Senior Leadership Team and Business Manager.

How is extra funding secured?

- If appropriate, and where we believe we would meet the Local Authority criteria for assessment, we decide on a case-by-case basis whether to make an application for an Education and Health Care Plan Needs Assessment.
- In some circumstances, CTA may work with Staffordshire SEND on an Enhanced Assess Plan Do Review cycle. This is designed for pupils with greater needs.
- We work with the Virtual School for looked after children and those post-adoption who provide some additional funding.

What support is there for behaviour, avoiding exclusions and increasing attendance?

- School attendance is monitored on a daily basis by the year offices and our own Attendance Officer, Mrs R Goodman, and where we have concerns related to attendance we will liaise with families and carers. Where appropriate we will work with external agencies to support and promote good attendance.

- A number of staff have received training in the Staffordshire Educational Psychology Service School Non-Attendance pathway to support individuals experiencing difficulties in attending.
- Mr Inman (Assistant Head Teacher) and Mrs Finch (Academy Progress Lead) work to support all students at the Academy to make the best choices and follow our Academy rules: be safe, be ready and be respectful.
- Students are explicitly taught a behaviour curriculum through their tri-weekly Personal Development lessons which provide contextual support and guidance on how to successfully adhere to the Academy rules.
- Where necessary the pastoral teams work with Mr Inman and Mrs Finch, in conjunction with the Learning Support team, to develop bespoke behaviour support plans.

What well-being support is available?

- Each year group has a dedicated pastoral team made up of a Head of Year, a Student Support Officer and Personal Development Tutors. Pupils with SEND also have their own Key Worker from the learning Support Department. Extra support is available to pupils with SEND in the form of mentoring and meetings with their SSO and/or Key Worker.
- The Tootoot platform provides a safe place for pupils to report concerns. This is particularly valuable for some SEND pupils who may struggle to voice concerns, sometimes related to bullying and safeguarding.

- All pupils attend Personal Development lessons 3 times a week and attend a weekly assembly. Matters relating to well-being, mental health and bullying form part of this curriculum.
- Pupils also have access to emotional and behavioural support through our Assistant Head Teacher, Mr Inman and the Academy Progress Lead, Mrs Finch.
- A trained Mental Health First Aid team is available who to offer support and signpost further support for pupils and parents/carers.
- Where we feel students may need greater specialised support we will discuss with family and more specific referrals to specialised services can be made. This may include the School Nurse, CAMHS, Malachi and Action for Children.
- The Library is open at break and lunchtimes and is often used as a quiet space by pupils. It also hosts a private dedicated safe space, which is available for pupils to use.
- The Learning Support Hub is open from 8.15am every morning through to 3.30pm in the afternoon and is staffed before school, at break, lunchtime and after school by Teaching Assistants. During non-structured social times, the department welcome children to make use of the supervised space as an alternative to the main yards and dining hall. The Hub has a small sensory room, private garden and is stocked with resources to support good mental health and wellbeing. During these times, we encourage pupils to eat together and facilitate friendships and social communication.

- Currently a member of the learning Support team is undergoing Emotional Literacy Support Assistant training (ELSA) in order to provide additional bespoke interventions to pupils.

What medical support is available?

- The First Aid Officer liaises with parents and external professionals to create medical care plans both as pupils arrive at CTA and later onset and temporary conditions.
- In the event of an accident, injury or health concern, our dedicated First Aider, Mrs A Elliot, will make basic preliminary assessments of a child's injury. In consultation with parents/carers will make appropriate referrals to more specialist help. In her absence, there are several other qualified first aiders in school.
- Personal Evacuation Plans are written to ensure the safety of pupils with both long-term health care needs and those with shorter-term injuries and illnesses.
- Medicines can be appropriately stored in school once a medical form has been completed. The medicines are locked away and can also be stored in a refrigerator if necessary.
- If a child has a long-term health condition, we work with external health professionals and charities to support the student with their physical and emotional needs and, where necessary, their rehabilitation and reintegration into school. These might include Physiotherapists, ABI coordinators, Visual and Hearing impairment services, CAMHS etc.

- Safe movement and toilet passes are issued where required.

How accessible is the school environment?

- The design of the building and adaptations of the building take into consideration the needs of all students, including those with more specific mobility issues.
- There are lifts in school buildings designed to transport a powered wheel-chair and user.
- A low-rise staircase is situated in the main building.
- Evac Chairs and hoists are situated at the top of key stairwells. Staff are trained in the use of the Evac Chairs and in manual handling and named on Personal Evacuation Plans.
- A number of disabled car parking spaces are available close to the main reception.
- Disabled and access toilets are situated around the school on all floors, one of which includes more specialist equipment providing access to a hoist and shower facilities.
- Doors in corridors are fitted with magnetic catches to ensure they remain open for easy access, and external doors are fitted with movement sensors so they open upon approach.
- The swimming pool has a hoist for easy access to and from the pool.
- Separate changing facilities are available in the PE department for a small number of users.

- All classrooms that house practical subjects have increased levels of equipment to support students with mobility and motor skill difficulties. Some classrooms have tables that can be raised and lowered. A table top riser is also available as a more mobile solution.
- Roller blinds are fitted in classrooms to prevent glare, and lighting is being upgraded.
- Resources are modified in liaison with the VI Service for the visually impaired.
- Cable splitters are available to ensure pupils with cochlear implants are able to hear video content played through interactive white boards.

Extra support services to help us meet the needs of our pupils with SEND

We access support from a range of professionals and liaise with services regularly. Where necessary we make referrals to external services. Some of these services include:

- Educational Psychology Service (EPS)
- Hearing Inclusion Team (HI)
- Visual Inclusion Team (VI)
- Physical Disability Support Service (PDSS)
- Occupational Therapist (OT)
- Autism Inclusion Team (AIT)
- Speech and Language Therapists (SALT).

- Education Welfare Officer (EWO)
 - Health Services
 - School Nurse
 - Children and Adolescent Mental Health Service (CAMHS)
 - Malachi Family Support
 - Action for Children
- To ensure that our liaison with other agencies is effective we need good communication and that may mean calling a larger meeting so we can all meet together to share and coordinate support and discuss common strategies. This meeting may be referred to as a Team Around The Child (TAC), or Team Around the Family (TAF) meeting brought together under an Early Help Action Plan.

What other activities are available for students with SEN in addition the curriculum?

- We offer a range of extra-curricular activities open to all students and bespoke support for pupils with SEND to enable them to attend where necessary. These activities/clubs are advertised in school and additionally on the website. They currently include War Hammer, Dungeons and Dragons, Pride, Christian Group, Art Wellbeing, Drama Productions and Sporting Clubs.
- Pupils with SEND and those with EHC Plans are included in day and residential trips, with Learning Support staff attending where necessary to ensure inclusion.

- Regular visitors to school bring our curriculum and our Personal Development and Assembly programme to life. Students with SEND are included in these opportunities and we provide staff to support their full involvement if needed. Enhanced school provision is chosen to be as accessible as possible.

How do we support pupils in their transition to the Secondary school environment?

- Transition to Secondary School is led by our Head of Year 7, Mrs S Southwell. She is supported by a team of staff, including the year 7 Student Support Officer, the SENDCO and Assistant SENDCo.
- We hold transition meetings with Year 6 leaders and Primary School SENCO's in the of the summer term to discuss needs, strategies and transition.
- If students have an identified special educational need or disability before they join CTA, we work with the people who already know and support the pupil. Staff liaise with primary schools to gather relevant information, carrying out visits where appropriate and obtain SEND files. In addition, we also work with External agencies for students who already receive their support – for example, the Autism Inclusion Team, Hearing Inclusion Team and Vision Inclusion Team.
- Transition days give pupils the opportunity to meet with their year team, their form tutor and experience some of the new subjects that Secondary school has to offer. They also get the chance to meet other children in their new form groups.
- An open event is offered to all year 6 pupils with SEND and their parents and carers to help begin their journey at CTA. This provides an opportunity to see the school through an activity-based tour and to chat to the Learning Support team.

- Where required, we plan enhanced transitions which may include a number of additional visits to see the school at quiet times and meet key staff.
- Parents and children who are joining our school mid-term are encouraged to visit the school before they start.
- When we are aware that pupils joining us from other settings have identified special educational needs, we will often arrange a visit to observe them in their familiar environment and to liaise with the staff who know the student best.
- When appropriate we write transition plans in collaboration with staff from the previous school and the key professionals who are already familiar with the needs of the child.

How do we support pupils in their transition to post 16 provisions?

- Our Head of Careers Information, Advice and Guidance, Mrs J Poppleton, works alongside other staff to support students moving on from Secondary School. She liaises with local and specialist colleges, training providers, employers and the voluntary sector to ensure that students are given the best independent and impartial advice regarding periods of progression and transition between Key Stages and when moving into Post 16 options.
- During Year 9 students are offered opportunities to gain information about KS4 option choices. Pupils with SEND are offered a one-to-one personal meeting at Learning Support to help with their choices. The Learning Support team run an open event for year 9 pupils and their parents and carers to drop in to talk through choices.

- Careers education is embedded into the curriculum and is overseen by Mrs J Poppleton and Ms J Devereux (Assistant Head Teacher).
- Additional meetings are held by Mrs Poppleton to consider course and career options and post 16 pathway for individual pupils. Early appointments are frequently arranged for pupils with SEND.
- As the end of KS4 approaches, we transition meetings with college representatives can be arranged. The Learning Support team has also accompanied pupils on visits to post 16 providers to support the process.

What can parents and carers do if they are not satisfied with a decision or what is happening?

If, in the first instance, if you are not happy with the SEND provision being provided for your child, please contact the Academy SENDCo, Mrs T Waters, to discuss this further. Additionally, you can also raise concerns through a member of the Senior Leadership Team, class teacher or a member of the Student Support team or Learning Support team.

How can parents and carers get additional support?



Telephone: 01785 356921

Website: www.staffs-ias.org/home.aspx

Email: sfps@staffordshire.gov.uk

- Staffordshire's Special Educational Needs and Disabilities Information, Advice and Support Service and provide free, impartial, confidential advice and support around Education, Health and Social Care. The team supports Parents and Carers

of Children and Young People with SEND (0-25) and also Children and Young People with SEND. The Parent Support Advisor at Burntwood Local Support Team can put parents in touch with a wide range of support groups as appropriate to the specific needs of your child.



- For more information on Staffordshire County Council's 'Local Offer' (Local Support Services available to parents, families and individuals with Special Educational Needs) please visit:
<https://www.staffordshire.gov.uk/education/Access-tolearning/Local-Offer-SEND-Pathway.aspx>

Some Useful Websites

- Young Minds UK

- <https://www.youngminds.org.uk/>
- CAMHS Sandbox
- <https://camhs.mpft.nhs.uk/south-staffordshire/sandbox>
- Malachi - Staffordshire Family Support & Outreach Service
- www.malachi.org.uk
- Action for Children
- www.actionforchildren.org.uk
- School Nurse
- <https://www.mpft.nhs.uk/services/health-visiting-and-school-nursing>
- National Autistic Society
- <http://www.autism.org.uk/>
- British Dyslexia Association
- <http://www.bdadyslexia.org.uk/>
- Dyspraxia Foundation

- <http://www.dyspraxiafoundation.org.uk/about-dyspraxia/>
- ADHD Foundation
- <https://www.adhdfoundation.org.uk/>

When was the above information updated, and when will it be reviewed?

SEND Information Report Last Update: September 2025

SEND Information Report Review Date: September 2026