



# **Chadsgrove School**

## **Special Educational Needs and Disabilities Report**

**March 2025**

### **Introduction**

Chadsgrove School is a purpose-built, local authority maintained, special school for children with physical disabilities and complex health needs located in Bromsgrove, north Worcestershire. The school is an all age (2-19) day school serving children from across the West Midlands (including Sandwell, Birmingham and Dudley).

Pupils at Chadsgrove may have physical disabilities such as cerebral palsy, muscular dystrophy, acquired brain injuries, complex medical conditions and epilepsy. In addition, pupils may also have associated, secondary, needs such as:

- Learning disabilities (moderate, severe or profound and multiple)
- Visual and/or hearing impairment
- Communication difficulties
- Autism Spectrum Disorder
- Social and emotional difficulties

About 80% of pupils at Chadsgrove use wheelchairs regularly.

All children at Chadsgrove have (or are in the process of obtaining) an Education Health Care Plan in which physical disability and/or complex medical difficulties are identified as the primary area of need.

Children may join Chadsgrove at any age between 2 and 19 years and at any point during the academic year. Through high quality teaching, learning and pastoral care, Chadsgrove aims to develop confident, caring and independent young people who are able to succeed in their chosen pathways.

Chadsgrove School maintained its 'outstanding' judgement by Ofsted in March 2020.

### **Specialist Support**

Chadsgrove offers specialist support to pupils in the following ways:

- Individualised learning pathways
- Nursing and medical care from on-site school nurses and trained support staff
- Physiotherapy including on site Hydrotherapy and Rebound therapy from physiotherapists or trained school staff
- Speech and Language Therapy from speech and language therapists or trained school staff

All classrooms are equipped with a range of specialist and adapted equipment to facilitate curriculum access and specialist bathroom management areas are available throughout the school in order to ensure that the personal care needs of pupils are well met.

Pupil medical care plans are in place and school staff are trained and updated in medical interventions and manual handling as necessary. There are also a number of trained first aiders in school.

## **How Chadsgrove Evaluates the Effectiveness of its Provision**

The Governors and Senior Leadership Team carry out a rigorous annual evaluation of:

- Teaching and Learning
- Behaviour and Attitudes
- Leadership and Management
- Personal Development
- Safeguarding

This evaluation is reported in the School's Self Evaluation Framework document and School Development Plan both of which are carried out in consultation with the Governing Body and take into account the views of parent carers/advocates, school staff, Ofsted, Training School Alliance Partners and the school's Self Evaluation Partner (an external consultant who regularly reviews the work of the school).

## **Chadsgrove's Arrangements for Assessing and Reviewing the Progress of its Pupils**

Pupils' academic work is marked regularly with work scrutiny carried out by the Senior Leadership Team to ensure that all pupils are making appropriate progress. The Leadership Team also engage with teaching staff in order to discuss the holistic progress of pupils, particularly when they do not produce 'written' work that is able to be marked.

'SOLAR', an electronic assessment system is used to track the progress of pupils not accessing accredited courses. Teachers are able to use this system to mark off achievements, add evidence to support their judgements and moderate these alongside other teachers.

Medical needs and interventions are monitored by on-site school nurses and the Medications Manager. In addition, other professionals such as Physiotherapists, Occupational Therapists and Speech and Language Therapists are able to assess, monitor and develop appropriate individual programmes for pupils.

Families are invited to discuss pupil progress at Team Around the Child meetings, Parents' Evenings and Annual Review meetings. They are also encouraged to make contact with school staff should they wish to discuss their child's progress at any other times.

## **Chadsgrove's Approach to Teaching Pupils with Special Educational Needs and Disabilities**

Chadsgrove has teachers and teaching assistants who are experienced in working with children and young people with special educational needs and disabilities and many have additional qualifications relevant to a particular area of interest such as Visual Impairment or Profound and Multiple Learning Difficulties.

School staff are also experienced in developing appropriate adaptations both to the curriculum and to the resources used in order to enable all pupils to fully access the opportunities available to them and achieve appropriate accreditation, as they get older.

The school believes that all pupils should be given every opportunity to succeed. All pupils are offered courses and qualifications that build on and develop progress made up to the end of Key Stage 4. Bespoke programmes of study are developed for all pupils that include English, Maths, ICT, PE, Creative Arts, Independent Living Skills and Work Experience.

Where appropriate, pupils are encouraged to move onto Entry Level or Functional Skills qualifications in relevant subjects.

Some pupils in Key Stage 4 and Post 16 have the opportunity to access work experience weekly, with varying degrees of support. They are able to experience life outside Chadsgrove and interact

with a variety of adults, away from the school environment, which enables them to develop the skills needed to move into the adult world.

All pupils are also encouraged to develop their self-confidence and social skills through sporting and performance events. Many pupils choose a pathway that includes Drama and Music and really enjoy sharing their skills in school and out in the wider community. Sporting activities are also a key choice for many pupils and enable them to develop confidence in their physical abilities and meet up with other pupils from a range of organisations when taking part in competitions.

### **Adapting the Curriculum and Learning Environment for Pupils with Special Educational Needs and Disabilities**

All pupils follow a curriculum that is appropriate to their needs. For pupils with a moderate or severe learning difficulty this will be a highly differentiated version of the statutory curriculum. Pupils with Profound and Multiple Learning Difficulties follow the Barr's Court curriculum which is a sensory based curriculum designed specifically for pupils with complex learning needs.

Where possible, all pupils access the curriculum in small classes with a high staff to pupil ratio.

Sports such as Boccia are offered to support the PE curriculum and many classrooms have physical adaptations such as rise and fall benches and specialist access technology. The learning environment at Chadsgrove is fully accessible to all pupils.

### **Additional Support for Learning Available to Pupils with Special Educational Needs and Disabilities**

As well as small group learning, supported by a high staff to pupil ratio, individual interventions are put in place where necessary. This may be to develop literacy or numeracy skills or to support a pupil in working towards a particular qualification, for example. Some pupils may also use laptops or other specialist ICT equipment in order to support their learning.

High quality specialist resources and facilities that motivate and engage our pupils, providing opportunities for them to achieve include:

- Multi-Sensory Room with an interactive floor
- Hydrotherapy Pool
- Floor Level Trampoline
- Sensory Garden
- Specialist Outdoor Play
- Soft Play area
- Open Orchestra
- Short Break Provision
- Specialist lunchtime clubs
- Portable Interactive screens in all classrooms
- Eye Gaze technology

### **Enabling Pupils to Engage in the Activities of the School**

The school environment is on one level and is adapted to be wheelchair friendly and accessible by all pupils at all times. In addition, specialist equipment such as hoists are available to ensure, for example, that pupils can access the hydrotherapy pool.

The school has an active School Council with representatives from all classes and this group is asked to contribute to decisions about extra equipment or activities in school. They also raise their own issues of concern in regular meetings with the Headteacher and have an important role to play in the appointment of new staff.

High staffing ratios are always available to support pupils in a range of activities both during and after the school day.

### **Improving the Emotional, Mental and Social Development of Pupils with Special Educational Needs and Disabilities**

There are trained well-being mentors available for pupils to talk to about any difficulties they have. In addition, a youth counsellor spends time at Chadsgrove each week supporting pupils who are experiencing any emotional difficulties. A member staff has been trained to deliver 'Drawing and Talking Therapy'.

A wide range of social activities are available to pupils and their families, facilitated by the Chadsgrove Families team and a working group for developing positive mental health across school meets monthly and includes staff, pupils and Governors.

### **The Specialist Expertise and Training of Staff in Relation to the Needs of the Pupils**

Many of the staff at Chadsgrove have additional qualifications in areas of particular interest such as Profound and Multiple Learning Difficulties and visual impairment.

All staff are trained in a wide range of health and safety techniques such as Manual Handling so that they are able to lift and assist children to move safely. The school also runs a wide range of training including Rebound Therapy courses.

Chadsgrove Training School courses, on a wide range of topics relevant to the needs of pupils with special educational needs and disabilities are available to any member of staff who expresses a wish to take part.

### **Availability of Specialist Equipment and Facilities to Support the Learning and Development of Pupils**

There is a wide range of technological support to enable pupils to learn effectively such as computers that utilise EyeGaze technology, switches and a wide range of programmes and apps for various subjects.

Equipment specifically to help those pupils with physical disabilities includes hoists, Acheeva beds and minibuses with tail lifts.

The school has its own Hydrotherapy pool and hosts facilities for NHS School Nurses, Speech and Language Therapists and Physiotherapists who work on-site.

### **Arrangements for Consulting Parent Carers/Advocates about their Child and how Parent Carers/Advocates are involved in The Education of their Child?**

Teachers, Phase Leaders and the Senior Leadership Team will often make a phone call home if they wish to consult quickly with a parent carer/advocate. Pupils also have home-school books which class staff use to communicate with them wherever necessary.

In addition, two Parents' Evenings are held during the course of the year and all pupils have an Annual Review of their Education Health and Care Plan to which parent carers/advocates have the opportunity to attend and contribute to. Parent carers/advocates are encouraged to contact the school if they have any concerns about the education of their child (or any other matters) whenever this occurs rather than waiting for a formal review meeting.

For older children, a 'Moving On' event where parent carers/advocates and pupils can access information about possible destinations after Chadsgrove is held each year.

### **Involving Pupils in Choices and Decisions relating to their Education**

Pupils are asked to contribute their views, wherever possible, to their Annual Review meeting. Pupils are also regularly asked to self-assess their learning to decide if they should move on or keep practising a particular skill. The School Council is consulted on a range of relevant matters and is involved in the appointment of new staff.

### **Making a Complaint about the Provision at Chadsgrove**

Initially, if parent carers/advocates are unhappy with any aspect of provision at Chadsgrove they should raise the matter with the Headteacher. If they are still unhappy then they should follow the school's complaints procedure, which is available on the school website.

### **The Role of the Governing Body in involving Other Bodies, including Health and Social Services, Local Authority Support Services and Voluntary Organisations, in Meeting the Needs of its Pupils and in Supporting Families**

The Governing Body is supportive of the involvement of all other agencies who contribute to meeting the needs of its pupils. They are keen to continue to offer facilities for professionals to work on-site and it is policy and practice to invite all relevant agencies to contribute to individual pupils' EHCPs. Where necessary, appropriate, budgets are put in place to buy-in relevant support from other organisations and support services.

### **Chadsgrove's Arrangements for Supporting Pupils with Special Educational Needs and Disabilities in a Transfer between Phases of Education or in Preparation for Adulthood and Independent Living**

Pupils often join Chadsgrove during the academic year and plans are made for phased induction visits where possible. It is usual that all professionals involved with a child would be consulted about the child's needs with regards to specialist equipment etc. When transferring between the primary and secondary phases at Chadsgrove, pupils would have regular visits to their new class base and class teacher before the full-time transfer; there is very close liaison between class staff.

Due to the specialist nature of the environment and curriculum offered at Chadsgrove, almost all pupils choose to stay at the school when moving on from Key Stage 4. If staff felt that the needs of a particular individual pupil could be better met elsewhere, they would do everything possible to support parent carers/advocates in accessing more appropriate provision. Equally, if a parent carers/advocate wished to move their child to a different organisation, Chadsgrove staff would do all they could to facilitate a move.

The curriculum at Post-16 is devised to enable all young people in Key Stage 5 to experience life in the community in a supported way. Independent Living Skills such as simple cooking, learning how to do laundry and go shopping are developed as appropriate alongside skills such as travel training. The school organises a 'Moving On' event in conjunction with another local special school during the Spring Term to enable parent carers/advocates and young people to gather information and advice about possible post-18 destinations.

### **Finding the Local Authority's Local Offer**

The Local Offer lists and describes all provision offered by Worcestershire County Council for children and young people (up to the age of 25) in the County and can be found at the website <https://www.worcestershire.gov.uk/council-services/schools-education-and-learning/send-local-offer>