



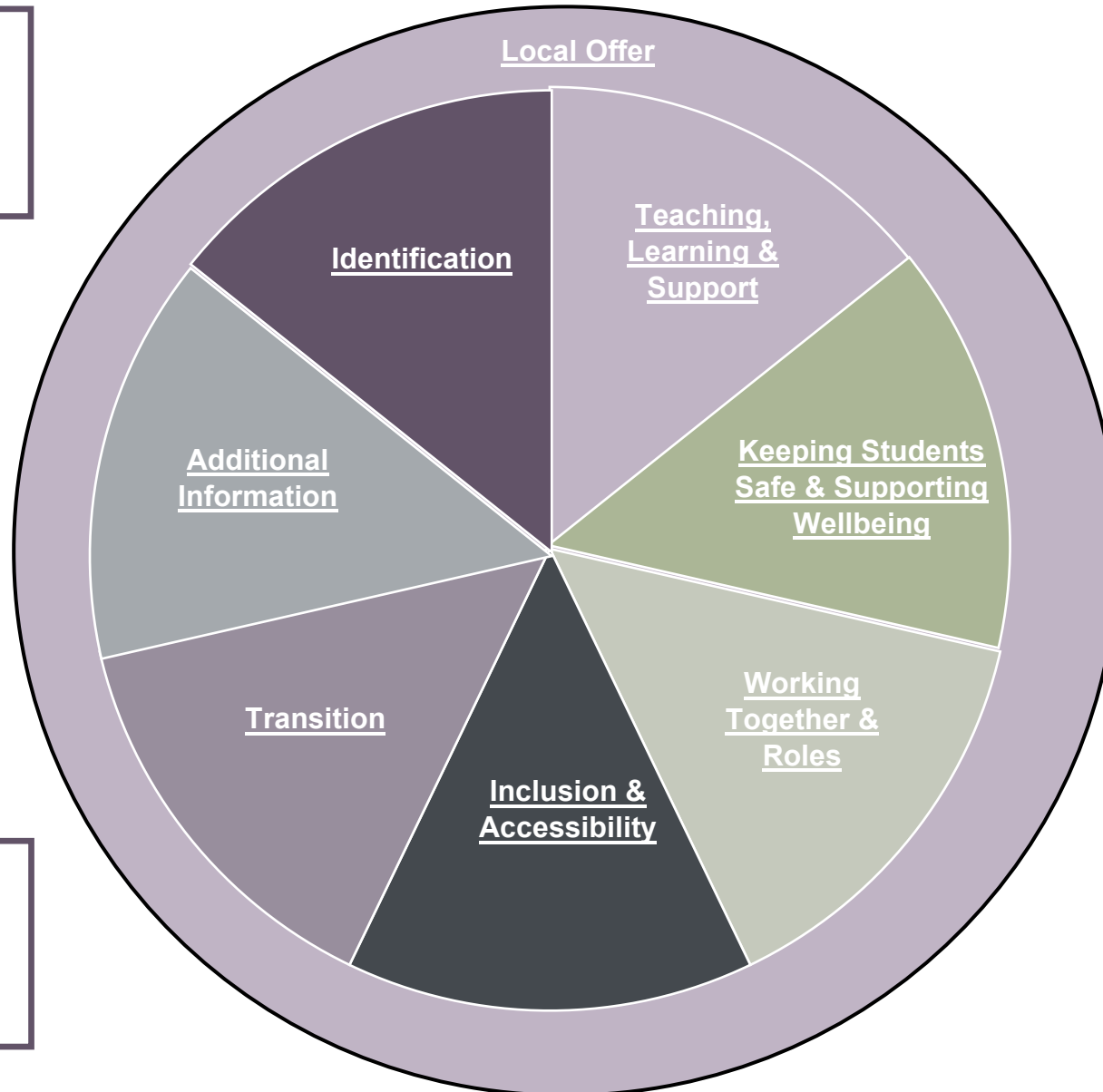
SEND Information Report

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Last reviewed: October 2025

Next Review: July 2026

Please click the relevant words on the wheel to be taken to the corresponding section.



Please see the following page for information on this setting's age range and setting type.

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Name of Setting	Cheadle Hulme High School
Type of Setting (tick all that apply)	☒ Mainstream ☐ Resourced Provision ☐ Special ☐ Primary ☒ Secondary ☒ Post-16 ☐ Early Years ☐ Post-18 ☐ Maintained ☒ Academy ☐ Free School ☐ Independent/Non-Maintained/Private ☐ Other (Please Specify)
Specific Age range	11-18
Number of places	On Roll- 1700
Which types of special educational need do you cater for? (IRR)	☒ We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. ☐ We are an inclusive setting that offers a specialism/specialisms in

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).

Questions from the Parent/Carer's Point of View:

Identification

How will you know if my child or young person needs extra help? *(IRR)*

At Cheadle Hulme High School (CHHS), we are committed to the early identification of students with SEND. Our Heads of Year, Heads of House and SEND department work with our partner primary schools to collate information on the specific needs of students with SEND. We also collaborate with all of the relevant outside agencies and with parents, to ensure that a full picture of need is established. They ensure that we have the right information so that the best possible provision, intervention and support can be put in place from the start of a student's time in our school.

We closely monitor the academic performance of all our students via progress data which is reported termly. This allows us to target underperformance and to provide students with the right support to achieve their potential. Our pastoral team monitor the social and emotional well-being of our students and pick up concerns raised by staff, parents and the students themselves. This allows us to help students to develop within a supporting and caring environment. During the transition process we hold additional transition events where we carry out literacy screening of groups of students prior to them starting at CHHS in September and prepare for small literacy group interventions. We also monitor numeracy through a baseline screening process at the start of each year which will identify students in need of small group intervention. To monitor progress, we will analyse impact reports via mid-term and end of year assessments.

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

If you have any concerns about your child or young person and you think that they may need some extra help, then you can contact the following people;

Assistant Headteacher | SENCO link - Rachel Odell

Trust Director of Inclusion and SENCO– Rachel Robinson

Head of Learning Support – Elaine Higgs

SEND Lead KS4 - Beth Boyle

SEND Lead KS3 -Jess Humphrey

Trust Director of Inclusion – Emma Cookson

Trust Director of Inclusion – Mark Sackville-Ford

Please contact via email - sendleads@chhs.org.uk

Where can I find the setting/school's SEND policy and other related documents? *(IRR)*

The school's SEND policy and other relevant policies can be found on the **school website**. *(IRR)*

Teaching, Learning and Support

How will you teach and support my child or young person with SEND? (IRR)

The school teaches students with SEND in accordance with the Stockport's Local Offer.

Cheadle Hulme High School is committed to ensuring full entitlement and access for students with SEND, to high quality education within a broad, balanced and relevant curriculum. We will maintain a standard whereby all staff within our school are aware of the importance of identifying and providing for those students who have special educational needs.

How will the curriculum and learning environment be matched to my child or young person's needs? (IRR)

All staff are dedicated to ensuring that the curriculum for students with SEND is tailored appropriately to meet their individual needs. We educate students with SEND, wherever possible, alongside their peers in the classroom, using a differentiated curriculum that provides a variety of learning opportunities for all students. The Learning Support team produce a 'School Focused Plan' for each student with SEND, to outline specific strategies to be used by their teachers to support and plan for their individual needs. The plan also includes information on the student's strengths, difficulties and interests as well as targets for improvement. These documents are produced in conjunction with the student and their parents, to ensure that they are highly personalised. These documents are reviewed and amended on a continuous basis to ensure that they remain relevant.

We recognise that some students require an alternative curriculum to support them to make progress academically, socially and emotionally. Provision mapping and timetabling of support for children and young people with SEND is completed by the SEND Lead in consultation with Curriculum Leaders and the Senior Leadership Team.

We provide alternative curriculum pathways for identified students which may include provision such as:

- Additional numeracy and literacy lessons
- Speech and Language sessions
- Social Skills intervention
- Counselling
- Interventions for Social, Emotional and Mental Health needs
- Reduced Curriculum Options at KS4

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Teaching, Learning and Support

The SEND Lead and Learning Support Team will liaise with parents, children and young people and the appropriate outside agencies to make sure that reasonable adjustments are made to ensure that children and young people are fully included and supported in every aspect of school life.

Students are assessed for exams access arrangements where a need is identified. Assessments are conducted by Mr T Gallagher, who holds the relevant Level 7 Assessors qualification. He employs a wide range of diagnostic assessments that meet the exam board requirements set out by JCQ. Applications for exams access arrangements must meet the strict criteria laid down by the JCQ, which is subject to change annually. The ultimate decision on whether an exam access arrangement is granted for a student lies with the JCQ exam board, based on the evidence submitted by the specialist assessor and SEND Lead.

How are the setting, school, or college's resources allocated and matched to children or young people's needs?

The management of the SEND budget is the responsibility of our Senior leadership team in collaboration with the Trust Directors of Inclusion, and regular discussion and monitoring takes place to ensure that resources are allocated appropriately. We use performance data, and careful provision mapping, to make decisions on the best strategy to implement for each student, to ensure that they are able to make progress academically, emotionally and socially.

How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis? *(IRR)*

For students entering our school, transition information collated by our Heads of Year, Heads of House and SEND department, as well as prior attainment data, will inform the level and nature of the support provided for students with SEND. The decision on the provision that is necessary to meet a student's needs, will rest with the Trust Directors of Inclusion.

The Trust Directors of Inclusion and SEND Lead will continuously monitor the progress of students with SEND, both academically and socially and emotionally in conjunction with other members of our pastoral team. The SEND Lead will use academic progress data, as well as feedback from parents, staff and outside agencies, to ensure that intervention and provision has a measurable impact on progress.

Students with complex needs who are in receipt of additional funding, will receive the support and provision as outlined on their Education and Health Care Plan (EHCP). These students will have an annual review to review their progress and to adapt provision where necessary in light of their progress.

Teaching, Learning and Support

How will equipment and facilities to support children and young people with SEND be secured? (IRR)

We are committed to ensuring that the necessary equipment and facilities are in place for all of our students. We regularly review our Disability Access plan, to ensure that we continue to develop the learning environment and to ensure that it is fully accessible for students with SEND. We seek advice from Occupational Therapists and other relevant external agencies for individual students, to ensure that we have professional advice on the equipment and facilities we require. We use our SEND budget to procure equipment to support students with SEND where necessary.

How will you and I know how my child or young person is doing and how will you help me to support their learning? (IRR)

Each student's progress is assessed by their subject teacher. This is done continuously via internal in class assessments. This information is used to produce a termly progress check, which is sent home to parents. Each year group has an annual parents evening for parents/carers to discuss their child's progress in more detail, and to discuss how they can be further supported at home.

The Heads of Year, Heads of House and the Learning Support Team, are responsible for monitoring, evaluating and reviewing the progress of learners within their respective areas. This team of people collaborate and communicate concerns regarding the progress of identified learners, and decide on the best form of action to take to ensure that each student has the support necessary to achieve their full potential.

Parents with concerns throughout the course of the academic year are welcome to contact the Head of Year for their son/daughter's year group, subject teacher, Head of House or SEND Lead.

Parents are invited to attend numerous events throughout the year which are designed to support parents to support their children at home. This includes the following events;

- Literacy and Numeracy evening
- SEND welcome evening
- Year 6 parent induction evening
- Year 9 options evening
- Parent consultation evening for each year group
- Access Arrangements evening

Teaching, Learning and Support

How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? (IRR)

Students with SEND jointly create their School Focused Plan in conjunction with SEND Leads and their parents.

Every student with SEND, whatever their level of need, takes part in a yearly review meeting with a member of the Learning Support team, to allow them an opportunity to review and refine their School Focused Plan, and to express any concerns that they may have about their education. An annual review of a student's Education and Health Care Plan is used to evaluate the progress that is being made against set objectives. As part of this process, students are asked to reflect upon their progress and on the support that they receive. Students are encouraged to express any concerns they may have and to put their ideas forward. This helps to inform our planning for the following academic year.

How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? (IRR)

The school Trust Directors and Director of SEND/SENCO, Head of Learning Support and SEND Leads, in collaboration with the rest of the Learning Support team, Heads of Year and Heads of House, undertake regular monitoring of student progress which allows us to assess the effectiveness of provision for students with SEND. Every intervention that we offer is assessed individually alongside the usual data tracking processes. Due to the nature of some of the interventions that we offer, e.g. social skills, academic quantitative data is replaced with qualitative data, which includes a student's own reflection on their progress as well as observed progress by teachers, parents and support staff.

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Keeping Students Safe and Supporting Their Wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

Student safety is of the upmost importance. Information about students with SEND or vulnerable students is communicated to relevant school staff via their linked documents on our central student data base. These documents outline any areas which could pose a risk to the student.

Where risks are identified, measures are taken to limit these, these measures include;

- Supervising students at the beginning and end of the day
- A highly supervised break and lunch area is provided **called 'Matrix'**
- Staff on duty during unstructured times
- Access to Heads of Year, at any point during the day
- Students have access to the support in the Student Support Centre throughout the school day

What pastoral support is available to support my child or young person's overall well-being?

All students can access their Form tutor at least once per day. In addition to this, we have six Heads of Year (non-teaching staff) who are responsible for the behaviour, achievement and well-being of each student within their year. These members of staff are available to support students at any time of the day, and have at their disposal the option to refer students to the school nurse, a confidential school counsellor or outside agencies where necessary. Heads of Year are available for students to report bullying issues to, and to provide help and support to those suffering from bullying. Bullying is always thoroughly investigated by Heads of Year with action taken immediately. The school's policy for bullying can be found on the [school website](#).

The Heads of Year maintain close communication with parents, Learning Support and the SEND Leads to ensure that the needs of each student in their care are fully understood and communicated effectively.

There are a number of social and emotional based interventions designed to support students with social, emotional and mental health issues. These include access to a SEMH specialist, Behaviour Support Services, Mosaic, School Nurse, Young Carers and Counselling. These services run confidential advisory services, counselling, social skills groups, self-esteem, anger management and anxiety workshops for identified students. We provide a number of mentoring programs for students who need some extra support. The form this mentoring takes is dependent on the needs of the student, but students are identified who it is felt would benefit from having a keyworker and LSAs are allocated based on the year group that they work with most closely.

Keeping Students Safe and Supporting Their Wellbeing

How will the setting, school or college manage my child or young person's medicine or personal care needs?

Administration of Medicines is covered by our medical policy which is available on the **school website**. We have a dedicated member of staff responsible for managing the storage of medicines and medical information. This member of staff coordinates individual health care plans for students and ensures that all members of staff have access to the right information which is centrally stored within our school database. Where a student's medical needs have a profound effect on their education and/or they are at risk within school, a meeting is arranged with the relevant members of staff to ensure that we are equipped with the right information to support the student, and training is organised where necessary.

We have four members of staff within our Learning Support team trained to provide personal care. In addition to this, all relevant members of the team have an up-to-date manual lifting and handling certificate. We have two physio rooms fitted with self-cleaning toilets to provide maximum independence for students.

In the event of a medical emergency, the school would follow the medical policy and the individual health care plan for the student, utilising one of the many trained First Aiders to deal with the emergency, who are always on call. Medical appointments are managed by the attendance team and in exceptional circumstances where the appointment spans more than 48 hours, teachers are asked to provide work for students.

What support is available to assist with my child or young person's emotional and social development? *(IRR)*

Where there are concerns about the emotional and social development of a child or young person, we would discuss these issues with parents and the child or young person. Children and young people may be referred to an appropriate outside agency, such as CAMHS where necessary.

Where necessary, we offer one to one or small group intervention to target specific emotional and/or social difficulties. This intervention is tailored to the needs of each individual in consultation with all relevant members of staff, outside agencies, parents and the student themselves. These interventions include, social skills groups, counselling and self-esteem, anger management and anxiety workshops.

Keeping Students Safe and Supporting Their Wellbeing

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

There are a number of actions that CHHS take to support and promote positive behaviour and to avoid exclusions.

All staff implement the school's behaviour policy, which is a whole school approach to managing behaviour. Most behaviour in school is managed and dealt with by the classroom teacher with support from subject or curriculum Leaders where necessary. For children or young people who require further behaviour intervention, our Heads of Year intervene. We seek advice from outside agencies where appropriate to help support children and young people at risk of permanent exclusion. A wide variety of strategies are implemented where appropriate. These can include the following;

- Key worker for students with complex SEND needs
- Pastoral Mentoring
- Report cards
- Reward systems
- Modified timetables
- Social skills support
- Timeout cards
- Further assessment of need
- Individual Behaviour Support Plans
- BLIP Pathway – a programme within school designed to provide extra support for those students most at risk of permanent exclusion due to their challenging behaviour

In terms of increasing attendance there are a number of actions CHHS takes to support and promote good attendance:

- Children and young people are rewarded for good attendance throughout the year
- Attendance is reported termly to parents via progress checks and if there are concerns about attendance, letters are sent home to parents to highlight concerns
- Meetings and individual strategies and plans are used to support children and young people who have difficulties maintaining good attendance. Parents are encouraged to contact Heads of Year to discuss any concerns they may have
- CHHS liaise with outside agencies to support good attendance as necessary. There are regular meetings with the Education Welfare Officer
- Parents are required to phone the attendance officer to report any absences so that this can be carefully monitored and to safeguard our students if they are absent from a lesson for any reason. If a student doesn't arrive for the first lesson of the day, parents are notified

Working Together & Roles

What is the role of my child or young person's class teacher?

Students will have a variety of different teachers throughout their school life. All students will have a Form Tutor with whom they will have contact with Monday-Friday during tutor periods.

The role of a subject teacher is to;

- Ensure that they are aware of any students with SEND and the strategies that are implemented to meet their needs
- Ensure that all students have access to a broad, balanced and relevant curriculum in which they can thrive and make progress
- Monitor student progress
- Implement any additional support (catch-up sessions)
- Ensure that any student who is entitled to exam access arrangements receives these for any in-class assessments/tests

Who else has a role in my child or young person's education?

- Children or young people with SEND may have additional LSA support in class and/or receive targeted interventions from the Learning Support Faculty
- The Trust Directors of Inclusion, SENCO, Head of Learning Support and SEND Lead will manage provision for students with SEND to ensure that their needs are met.
- The Heads of House are responsible for ensuring that the learning needs of our students are met. They ensure that academic progress is carefully monitored, and appropriate interventions are put in place where necessary
- A child or young person has a Head of Year is responsible for looking after pastoral needs. Each year has a Senior Leadership Link

How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

- Every student with SEND has a School Focused Plan which is produced in conjunction with parents and the students themselves. This document outlines the specific needs of the student and how best to differentiate for them in the classroom. These are updated on a continuous basis in response to changing needs

Working Together & Roles

- The Trust Directors of Inclusion, SENCO, Head of Learning Support and SEND Lead ensure that all SEND documents including EHCPs are stored centrally, and are attached to a student's profile
- The Trust Directors of Inclusion, SENCO, Head of Learning Support and SEND Lead ensure that any changing or emerging needs are communicated via meetings, staff briefings and via email where necessary
- The Trust Directors of Inclusion, SENCO, Head of Learning Support and SEND Lead collects feedback on the progress of students with SEND from subject teachers on an ongoing basis
- The Trust Directors of Inclusion, SENCO, Head of Learning Support and SEND Leads provide regular training, support and advice to all staff, on the specific needs of students with SEND, and on differentiation strategies within the classroom

What expertise is available in the setting, school or college in relation to SEND? *(IRR)*

We are committed to delivering high quality Continuous Professional Development to staff on all aspects of SEND. This is built into our CPD calendar.

Our highly skilled Learning support department include staff who have specialisms in the following areas;

- Physiotherapy and personal care
- Numeracy and Literacy
- Autism spectrum condition
- Attention deficit (hyperactivity) disorder
- Social Emotional and Mental Health

This is not an exhaustive list, and appropriate training is undertaken where necessary to ensure that our knowledge remains up to date and appropriate to the needs of our students.

The SENCO and SEND Lead are supported by the Trust Directors of Inclusion

Emma Cookson has over 14 years of experience working with young people with SEND and 8 years' experience as a SENCO. The Trust Director of SEND has achieved SLE (Specialist Leader in Education) status in the area of SEND and Mathematics. The Trust Director of SEND also holds the following qualifications; PGCE Maths, BSc Psychology, National Award for SEND co-ordination, NPQSL, MA Education.

Mark Saville-Ford has been a teacher for 20 years and has extensive experience across a range of educational sectors. He has held the position of SENDCO in the past and has significant experience around behaviour and social, emotional and mental health needs (SEMH). Mark also holds the following qualifications; PGCE Primary Education, MA Inclusive Education and SEND, Doctor of Education (EdD)

Which other services do you access to provide for and support students and students with SEND (including health, therapy and social care services)? (IRR)

The school rely on the expertise of external agencies to provide support and guidance where necessary. Currently Cheadle Hulme High School has access to support from;

- The Educational Psychology service
- CAMHS (Child and Adolescent Mental Health Services)
- Neurodiversity Team
- School Nurse
- Education Welfare Officer
- Services for Young People
- Children's Services including Social Workers, Family Support Workers
- Occupational Therapy
- Physiotherapy
- Speech and Language Team (SALT)
- Hearing and Vision Specialist Service
- Youth Offending Team

A referral to an outside agency would always be made in consultation with, and with consent from parents. Outside agency support from agencies not listed above would be sought where necessary.

Working Together & Roles

Who would be my first point of contact if I want to discuss something?

The first point of contact is dependent on the topic for discussion;

To discuss behaviour, achievement or wellbeing, a student's Head of Year would be your first point of contact;

- Senior Head of Year Mrs Geddis
- Year 7 - Mrs Stacey Charnock
- Year 8 – Lisa Foley
- Year 9 - Nicola McCarthy
- Year 10 – Mrs Greenhalgh
- Year 11- Mrs Dita McCormick
- Pastoral Heads of 6th form - Mrs Sue Reddy

Email to hoy@chhs.org.uk

To discuss academic progress, the relevant Head of House would be the first point of contact;

Citius House – Miss Katie Levy
Altius House – Mrs Kate Pearson
Fortius House - Miss Charlotte Allen
Laurus House - Miss Blackledge
Magnus House – Mrs Faulkner

Email to hoh@chhs.org.uk

For help and guidance with careers or transfer to college post 16, at this time parents can contact our careers advisor Sue Barron on 0161 474 2300 or via email sue.barron2@stockport.gov.uk or our Laurus Trust Careers Advisor.

Working Together & Roles

Who is the SEN Coordinator and how can I contact them? (IRR)

What help and support is available for the family through the setting, school or college? (IRR)

The SENCO is Mrs Rachel Robinson.

The Head of Learning Support is Mrs Elaine Higgs.

The Trust Director of Inclusion is Mrs Emma Cookson

Assistant Trust Director of Inclusion – Rachel Robinson

To contact via phone, the number is: 0161 485 7201

Email : sendleads@chhs.org.uk

What roles do have your governors have? And what does the SEN governor do?

Our governors are fully involved in the admissions procedure for students with SEND, and are always involved in any changes to policy and practise within the Learning Support Department. Our SEND governors are consistently involved in the monitoring, evaluation and review of the SEND policy and the annual development plan for Learning Support. Our link Trustee for SEND is Pauline Benton.

How will my child or young person be supported to have a voice in the setting, school or college? (IRR)

- Student's views are sought as part of our student voice scheme
- Children and young people are encouraged to attend meetings which discuss their progress and plan for their future especially Annual Review meetings for SFPs or Education, Health and Care Plans
- Children and young people may have mentors with whom they are encouraged to express their concerns and views

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Parents have the opportunity to join the board of governors when vacancies arise; they are displayed under the vacancies section on the school website.

Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*

We ensure that all students are able to attend enrichment opportunities such as after school clubs and school trips wherever possible. We work creatively and flexibly to make the relevant adaptations to enable students with SEND to attend. This may mean that an additional Learning Support Assistant is provided, alternative travel is arranged and additional risk assessment procedures are in place where necessary.

Is the building fully wheelchair accessible?

Details (if required)

There are several rooms in the Maths and Science blocks which are second floor with no lift access but all students can access

Are accessible changing and toilet facilities available? ☒

Details (if required)

Do you have parking areas for pick up and drop offs? ☒

Details (if required)

There are accessible parking bays in the main carpark at reception.

Do you have accessible parking spaces for students (post-16 settings)? ☒

Details (if required)

NA

Transition

Who should I contact about my child/young person joining your setting, school or college? (IRR)

Information, including the admissions policy, can be found on the **school website**. This details the admissions requirements and entitlements for students with SEND.

The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled students. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other students.

Please Contact Miss Anna Ballard on 0161 485 7201 or email enquiries@chhs.org.uk to discuss mid-year transfers or general admissions.

How can parents arrange a visit to your setting, school or college? What is involved?

The school has an Open Evening each year. Parents, carers and young people can visit the school and talk to staff representing each faculty. Details of the Open Evening are published on the school's website

There is also a Sixth Form Open Evening. Details of the Open Evening are published on the school's website.

Transition

How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) *(IRR)*

For children and young people joining us in Year 7 from Primary School;

- There is a one-day transition event for each student joining our school. This is designed to facilitate a smooth transition by introducing students to our curriculum and to our pastoral support systems
- Heads of Year, Heads of House and the SEND department work with our partner primary schools to collate information on identified students with SEND
- Where appropriate, CHHS organises additional transition events for students with SEND on top of the ones provided for all students

For children and young people joining us within an academic year from other schools/ educational establishments;

- Individual transition plans will be made for student's dependent on need.
- Contact Miss Anna Ballard to discuss mid-year transfers or general admissions.
- Contact Learning Support if you would like to find out more about our support for students with SEND, using the relevant email addresses below
 - The Head of Learning Support is Mrs E Higgs.
 - The SENCO is Rachel Robinson

For young people transferring from KS4 to KS5;

- During the summer term, the Trust Director of SEND and SEND Lead will liaise with the local colleges/6th form centres to discuss transition needs for students with SEND and to provide the necessary information on each student's individual needs
- Young people with Education, Health and Care Plans will have a transition focus as a part of their Annual Review from Year 9.
This will be supported by Services for Young People

Services for Young People(SfYP) supports students in their preparation for transition Post 16. For SfYP contact Sue Barron on 0161 474 2300 or via email sue.barron2@stockport.gov.uk

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Additional Information	
What other support services are there who might help me and my family? (IRR)	
Where a parent wishes to access another support service, the school are more than happy to support them or direct them to the appropriate professional. Parents in Partnership Stockport (PIPS) are a service designed to support parents and offer advice and guidance. This service can be accessed via; www.pipstockport.org Some additional useful websites are listed below: - www.sensupportstockport.uk www.stockportsays.co.uk www.dyslexiaaction.org.uk www.bdadyslexia.org.uk – British Dyslexia Association	
When was the above information updated, and when will it be reviewed?	
This document was updated in June 2021 and will be updated in June 2022	
Where can I find the Stockport Local Offer? (IRR)	
www.sensupportstockport.uk	
What can I do if I am not happy with a decision or what is happening? (IRR)	
Parents can give feedback to the school through a number of ways; • Contact can be made with reception who will direct the call to the relevant member of staff • Emailing enquiries@chhs.org.uk with your request will allow it then to be forwarded on to the appropriate member of staff • Feedback can also be given at parent's evenings If you are unhappy with the SEN provision your son/daughter is receiving, then please contact the Trust Directors of Inclusion to share and discuss your concerns using the email addresses below.	

Emma Cookson
Mark Sackville-Ford
Rachel Robinson

sendleads@chhs.org.uk

If you wish to make a formal complaint, this needs to be undertaken in conjunction with the trust's complaints policy which is available on the Laurus Trust website. All complaints need to be in writing. We will address all complaints objectively in line with policy and standard procedure.