The Children's Trust School

SEND report 2026

The Children's Trust School

This information report outlines our Special Educational Needs and Disabilities (SEND) arrangements, which are designed to ensure that every child or young person receives the support they need. We follow a comprehensive approach that includes early identification, thorough assessment, personalised planning, and targeted support tailored to each individual's education, health, therapy, and care needs.

The report also aims to answer many of the frequently asked questions about the SEND provision at our school, helping parents and carers understand the support available.

Our school mission

To support children to live the best life possible and achieve excellence in Education, Health, Therapy and Care (EHTC).

Tell me about The Children's Trust School

> **The needs of pupils are always the first priority at The Children's Trust School. A caring, child-centred culture is tangible throughout the organisation from the work of trustees through to daily classroom interactions. Staff get to know pupils exceptionally well.**
>
> Ofsted 2023

The Children's Trust School is a non-maintained special school dedicated to providing education, health, therapy and care (EHTC) exclusively for children and young people aged 2 - 19 with complex EHTC needs.

We are committed to providing a secure, enjoyable, and stimulating learning environment, which will enable pupils to reach their full potential and have the best life possible.
As a special needs educational provision, we are aligned to the statutory requirements set out in the Special Educational Needs and Disability Code of Practice regulations (2014).

The SEND Code of Practice (Jan 2015), states that all children and young people are entitled to an education that enables them to make progress so that they can:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training.

The school advocates these aims and seeks to ensure that all pupils, no matter what the complexity of needs they have, achieve their potential: personally, socially, emotionally, and academically in all areas of the curriculum.

Children attending our school follow the ImPACTS curriculum and music derives from the Sounds of Intent framework.

The curriculum – teaching & learning - is at the heart of everything we do.

The school has been consistently rated Outstanding by OFSTED since 2023.

Introducing our senior staff members

Launa Randles
Headteacher

Melanie Burrough
Director of Therapies and Education

Maz Hanlon
Deputy Headteacher

Susie Nolan
Head of Therapies

How does the school determine if my child with complex health needs meets the criteria for admission?

We follow the SEND Code of Practice (2015) to identify pupils with SEND. A child has SEN if they have a learning difficulty or disability requiring special educational provision.

Our school supports children with:

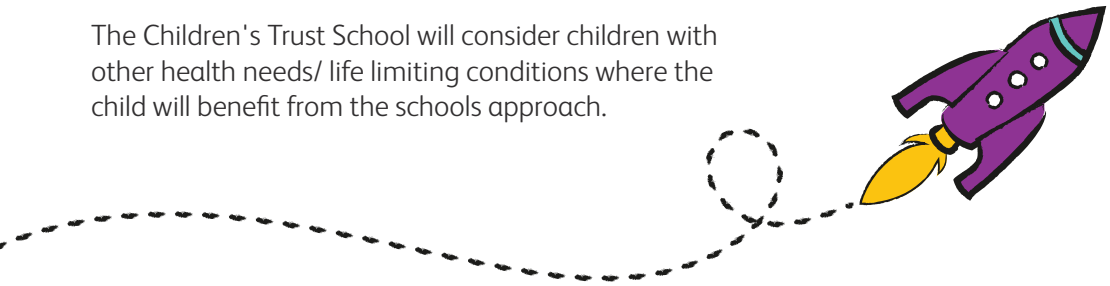
- Global developmental delay, Profound and Multiple Learning Difficulties (PMLD), and severe learning difficulties
- Neurological and degenerative conditions
- Brain injury
- Sensory impairments (visual, hearing, multisensory)
- Communication and interaction needs
- Complex medical needs, including:
  - Tracheostomy
  - Assisted ventilation
  - Complex medication
  - Epilepsy
  - Palliative care.

The Children's Trust School will consider children with other health needs/ life limiting conditions where the child will benefit from the schools approach.

We follow a clear process when considering new admissions, as outlined in our Admissions Procedures. It usually begins with a review of your child's EHCP (Education, Health and Care Plan) to decide whether a tour and visit to the school would be helpful.

After we receive a referral, your child may be offered a pre-screen assessment to help us understand whether we can fully meet their education, health, care, and therapy needs. This assessment is based at the school but may also include visits to your child's current setting and even your home.

The outcome of this assessment helps us identify your child's needs, any specialist equipment or support they may require, and how we can best prepare for a smooth and successful transition into school. More information can be found in our School Admissions Policy.



The Pupil's Charter

What should I expect from my child's EHCP Annual Review meeting?

A statutory Annual Review meeting is scheduled where the Educational Health Care Plan is reviewed. The school multidisciplinary teams work in collaboration with families and professionals to plan and assess impact. It is the responsibility of the whole team around the child to monitor progress and development, recognise changes in strengths and needs and recommend any changes to provision.

How will school staff support my child and who might work with them?

School staff support your child through respectful, trusting relationships and a deep understanding of their unique needs. Using personalised learning programmes we are able to create a safe, responsive environment focused on dignity and communication. All staff hold specialist PMLD qualifications, ensuring meaningful and informed support.

Your child is cared for by familiar, trusted adults throughout the day. Every adult in our school is known as a leader of learning, supporting each child to access and engage in every moment of learning. Your child will be supported by a wide range of professionals, including teaching staff, therapists and health specialists, all working together to deliver consistent, holistic support tailored to your child's needs.

She has truly blossomed under the care that she has received since moving to The Children's Trust in the last five years. Knowing that she's safe and her welfare is important to you all gives us, a family, the greatest comfort.

School parent

How will I know what progress my child is making and how will I be involved in discussion and planning?

Parents/carers are essential partners in their child's learning. They are always welcomed and encouraged to contact the professionals involved to discuss their child's progress at any point on their learning journey. We hold set dates to specifically discuss their child's learning intentions and progress. We have established virtual platforms to strengthen communication and keep families connected.

You will receive regular updates through ClassDojo via Class Story, School Story, and direct messaging. Teachers share photos, videos, and key moments from your child's day, and you can communicate directly with staff. Parents are actively involved in planning and review meetings, helping shape the support and progress of their child.

ClassDojo

You will be invited to the statutory annual review meeting to discuss your child's EHCP and overall progress. For children under 5, reviews take place every six months. You will receive an annual progress report 10 days before the meeting and are encouraged to contribute before, during, and after the review. Internal and external professionals also attend to review and recommend changes to the EHCP.

"From your warm welcome at the start of the day to the detailed heartwarming updates at school pick-up. It's an absolute joy to bring him to school to have our boy looked after in your dedicated loving hands."

School parent

How will the learning and development provision be matched to my child's needs?

At our school, every child has an Education, Health and Care Plan (EHCP), so from the very beginning we know exactly what your child requires.

Our research-based curriculum is designed to be both meaningful and respectful of each child's age and stage of development. When you walk into any of our classrooms, you will immediately notice how the environment reflects the age group. Our sixth form spaces feel very different from our primary classrooms, because we tailor everything from the physical environment to the learning activities to suit our students' age and needs.

We also integrate therapy into the school day, ensuring that therapeutic support is part of the learning experience, not a separate bolt on. This helps us provide a holistic approach that supports your child's progress, social development, emotional wellbeing and quality of life.

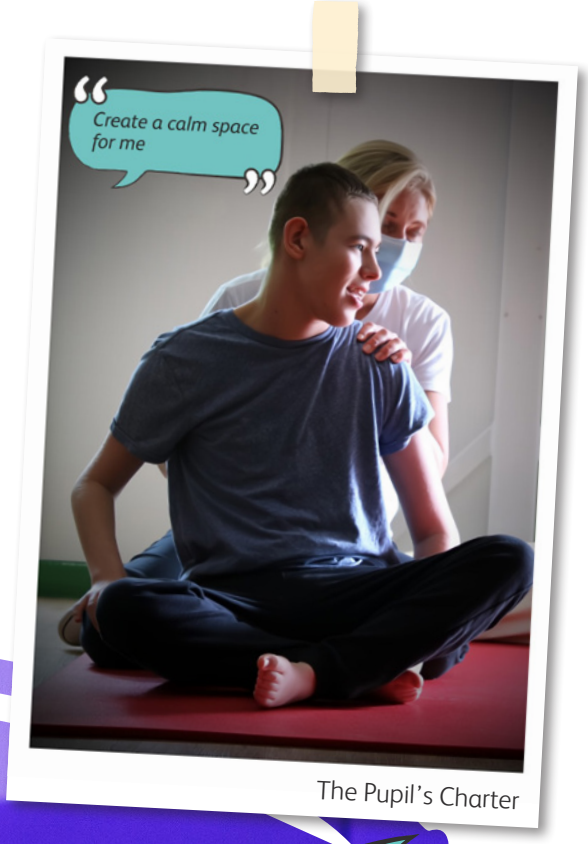
In short, our provision is carefully matched to your child's individual needs, combining the right curriculum, the right environment, and the right support to help them thrive.

The Pupil's Charter

For further information our curriculum guidance can be found in full on our website.
thechildrenstrust.org.uk/school/learning/curriculum

What support will there be for my child's wellbeing?

Emotionally we are tuned to know what they like/dislike, to know the step-by-step strategies to support feelings and emotions. Sessions are catered to meet their needs, removing any barriers.



The Pupil's Charter

The school excels at getting to know pupils' interests and talents, often finding innovative ways to nurture and develop them.
Ofsted Inspection report, September 2023

What specialist services are available or accessible from the school?

We provide relevant access to a large team of on-site specialists

- Teachers (including those qualified in Early Years, visual impairment, and multisensory impairment)
- Critical care response team
- Qualified professionals trained to deliver Sounds of Intent (music)
- Senior mental health lead who takes the lead on implementing Zones of Regulation
- Yoga specialist
- Many visiting professionals who support the curriculum and bespoke projects
- Play and leisure specialists
- Support staff (including specialist teaching assistants and care staff)
- Medical staff (including doctors and consultants)
- Children's support assistants
- Nurses (including pediatric and learning disability)
- Therapists (including occupational therapists, physiotherapists, speech and language therapists, music therapists and multi-disciplinary technicians)

Where applicable, pupils are able to access on-site clinics that are relevant to them, or that they may be referred to, such as orthopedics, orthotics, audiology, visual (seeability) and dentistry.

> To gain the appropriate skills required to do my job safely and understand each learner's capabilities in order for them to flourish and progress in their education and learning.
>
> **Staff voice**

What training do the staff supporting the children have?

We employ staff with the relevant skills to meet the diverse needs of our pupils, and we are committed to ongoing professional development, everyone in our school community is considered a learner. The school provides targeted training to ensure all staff are supported and equipped as specialists in working with pupils who face complex health challenges and multiple barriers to learning. This commitment ensures that our team remains responsive, inclusive, and empowered to deliver high-quality education and care tailored to each child's unique needs.

Staff training is continually updated and guided by the priorities outlined in our School Development Plan, as well as by the latest evidence-based research in the field of PMLD.

Our training is designed with a clear focus: keep all staff and children safe, improve learning, meet medical competencies, raise levels of achievement, and enhance the overall quality of life and opportunities available to all.

All staff are responsible for safeguarding and are trained in line with keeping children safe in education.

The Pupil's Charter

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

We understand that the most effective learning for pupils takes place when the school can work in partnership with parents/carers.

1. We use a digital platform called ClassDojo to support communication between teachers and parents. Regular updates are posted to share what your child has been doing in class. This helps keep you informed and gives you easy ways to start conversations or try simple activities at home to reinforce learning.

2. We encourage you to use your everyday routines, like getting dressed, eating, or moving around as natural opportunities to support your child's learning, especially in vision, hearing, touch, and movement.

3. We offer practical parent workshops where you work alongside your child – for example, joint special yoga sessions that highlight the benefits of shared activities. Workshop topics are decided through our Parent/Carer Forum, which meets in person or online via Teams.

4. We provide a variety of resources on our school website, such as Music Sounds of Intent (SOI) cards and social story ideas that you can use anytime.

5. Your child will have personalised learning and therapy targets linked to their EHCP outcomes. As a parent, you are involved in setting and reviewing these, so you know exactly what your child is working towards.

6. Parents are invited to celebrational events throughout the year from achievement assemblies to festivals and performances.

Together, with your involvement and our support, every moment becomes a chance to help your child learn, grow, and thrive.

The Pupil's Charter

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

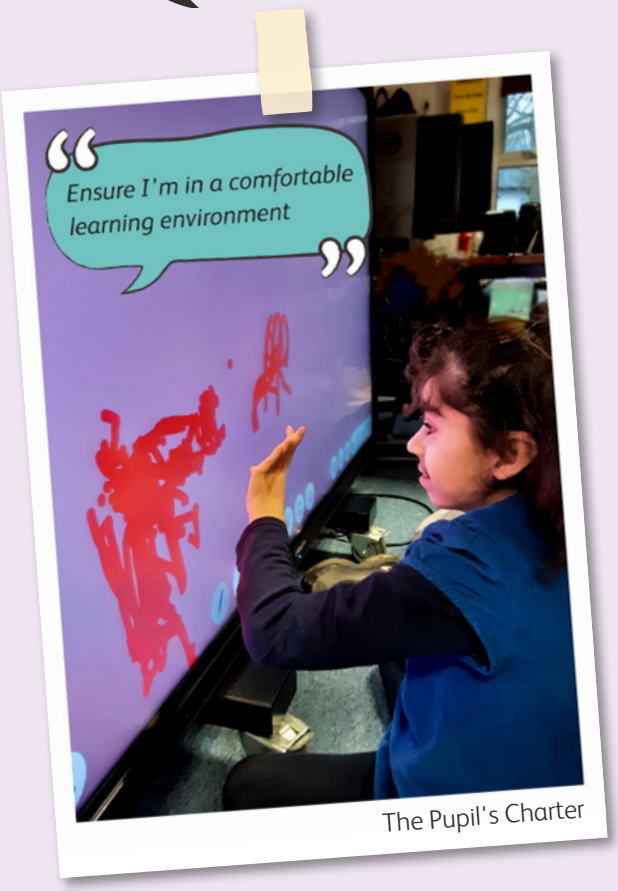
We believe every child should have the chance to take part in enjoyable, meaningful activities with people they like to spend time with. That's why the team work closely around your child to understand their interests and support their involvement in a wide range of enrichment opportunities.

This includes age-appropriate lunchtime clubs, enrichment weeks, and activities both on-site and in the local community. All carefully planned and risk-assessed to ensure safety and inclusion. We also support children to explore their spiritual interests, develop hobbies, and build safe, lasting connections with others.

The Pupil's Charter

Bubble Shows during enrichment week

> I would like to mention The Children's Trust amazing gardeners team. I can not imagine how they manage to keep such an enormous territory as a total oasis.
>
> School parent



The Pupil's Charter

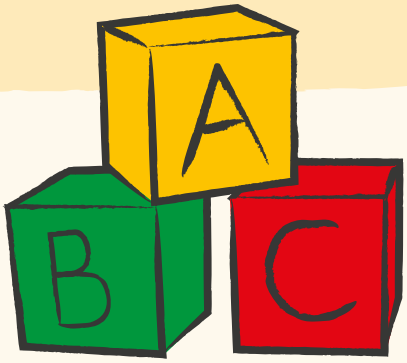
How accessible is the school environment?

As a specialist school, our whole environment is designed around the needs of our pupils. Multidisciplinary involvement creates learning environments, indoors and outdoors, that allows the learner to focus on learning.

Some bespoke facilities include:

- designated music hub
- hydrotherapy pool
- wide corridor for storage of daily positional equipment
- flexible sensory space
- resonant tails
- trampoline for rebound therapy
- outdoor sheltered learning areas
- multiple sensory rooms across the school.

What are the arrangements for the early years?



The Intent Statement for our Early Years is:

To create an inclusive and engaging environment in which children feel safe, valued and supported, which allows them to achieve their full potential and begin a lifelong love of learning.

Attend our **'Stay & Play' TADDIES playgroup** for children aged 0–5 with additional needs. As the Parents/carers you stay with your child, and the group offers a supportive space to connect with other families

Make an enquiry for our EYFS provision, known as **Tadworth Tots**. Enquires can be made directly by families / portage / Local Authority / Health

How will the school prepare and support my child at times of transition?

Transition – Early Years
School practitioners work closely with families, onward placements, and the local authority to ensure that the child makes a smooth transition.

School readiness is essential for the child and the family.

Some children do undertake a dual placement whilst attending Tadworth Tots. Regular contact is maintained with any other nursery setting so that the child benefits from both.

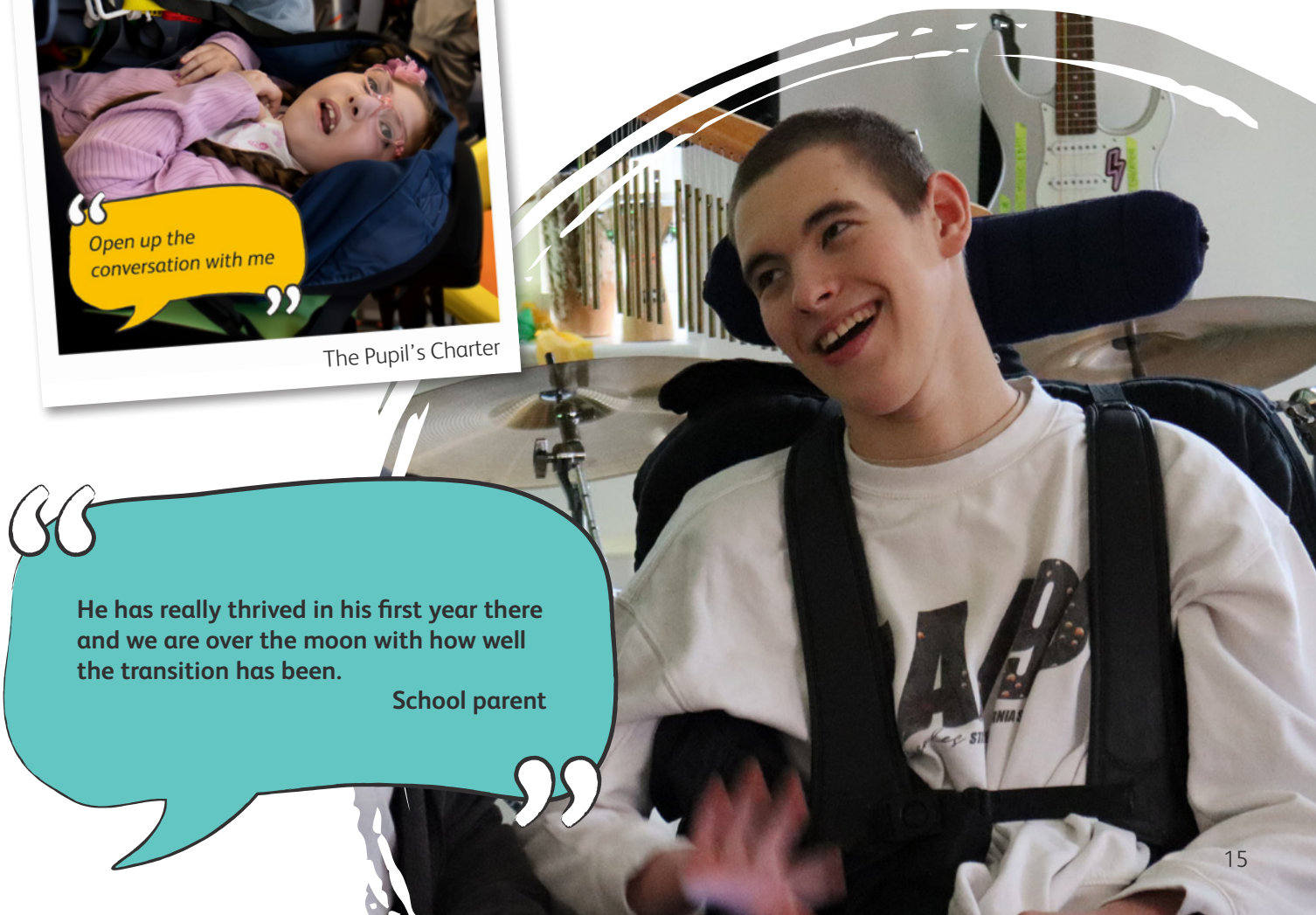
The Pupil's Charter

Transition – Preparation for Adulthood
Change and transition is an inevitable part of normal life but due to the complexities of the young people it has to be carefully planned and supported.

The school starts the formal process in school Year 9 at the child's annual review. At this stage, as a family you need to consider your own aspirations for what onward placement may look like for your young person and establish good working arrangements between education, health, therapy, and care services.

The annual review from year 9 provides the platform for transition details to be shared. There is key, year specific information that is given and this is clearly presented within the school 'Transitioning into adult life' booklet.

Throughout the process we host supportive and impartial transition platforms for all families. In the whole process we advocate hearing the voice of the young person and what is right for their future.



He has really thrived in his first year there and we are over the moon with how well the transition has been.

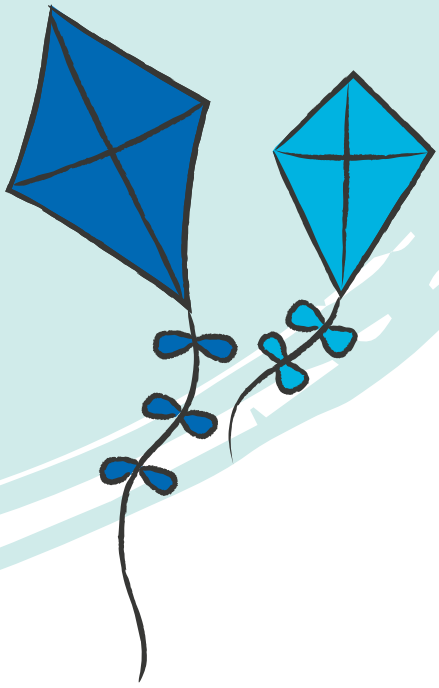
School parent

Is this school right for my child?

If the answer is yes, then your child will be in a school where we are committed to ensuring they:

- have the best possible start in their education
- develop strong communication skills to express themselves with confidence
- gain purposeful, functional skills that prepare them for life beyond the classroom
- build a sense of agency, independence, and control over their own learning
- are socially active and engaged, participating fully in school, local, and wider community life
- live healthy, active lifestyles with support and encouragement from school
- access a wide range of well-being strategies, activities, and opportunities
- feel safe, valued, and supported every day
- are empowered to succeed, thrive, and enjoy a high quality of life.

We are here to partner with you in giving your child every opportunity to grow, achieve, and flourish.



Want to learn more?

Download our prospectus

Visit our website thechildrenstrustschool.org.uk/school

The Children's Trust School
Tadworth Court
Tadworth, Surrey
KT20 5RU

01737 365 810
school@thechildrenstrust.org.uk
TCTSchool
TCTSchool

The Children's Trust is registered with the Fundraising Regulator and is rated a 'Good Provider' by Ofsted Care (for residential houses). The Children's Trust School is rated an 'Oustanding Provider' by Ofsted Education (September 2023).
Registered address: The Children's Trust, Tadworth Court, Tadworth, Surrey, KT20 5RU.
Registered Charity No. 288018. TCT_2234 10/26.