



Shortenills and Shortenills Abbey SEND information report

This policy was adopted:	March 2026
Reviewed by:	Executive Team, Trustees Ratified by Trustees March 2025
Review date:	February 2027

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1. Aspire Shortenills and Shortenills Abbey

Shortenills and Shortenills Abbey are small nurture provisions, within Aspire Alternative Provision schools, which aim to provide education for students with an Education Health and Care Plan (EHCP) and the primary need listed as Social, Emotional or Mental Health (SEMH).

Shortenills, Chalfont St. Giles

The site is set in ten acres of Buckinghamshire woodland and aims to make use of this fantastic natural environment for the curriculum and to support students' SEMH needs. There are four classrooms on the site, each accommodating a maximum of 8 students.

Shortenills Abbey, Aylesbury

This site follows the same nurture principles as the Chalfont St. Giles site and supports an additional 24 students in three classes, each containing 8 students.

2. Our SENDCos

- Nat Griffiths is the SENDCo at Shortenills, and can be contacted via ngriffiths@aspireap.org.uk
- Sharon Barnes is the SENDCo for Shortenills Abbey, and can be contacted via sbarnes2@aspireap.org.uk.

Both are experienced teachers and SENDCos and hold the National Award for SEN Co-Ordination.

3. What sort of needs do we support?

Shortenills and Shortenills Abbey support students referred by the Local Authority who have an EHCP which states SEMH as the primary area of need. (To view the local offer, please use this link: [Bucks SEND Local Offer | Family Information Service](#)).

Each child that joins our provision is unique with a range of strengths and difficulties. Some children may have a range of additional needs such as:

- Autism
- Attention Deficit Hyper Activity Disorder (ADHD)
- Attachment difficulties
- Difficulties relating to trauma or adverse childhood experiences
- Dyslexia
- Dyspraxia
- Developmental Language Disorders
- Selective Mutism
- Tourette's

4. How we identify students with SEND

All of our students come to us with an EHCP already in place, and often with a range of assessments from professionals which help us learn about their SEND.

To help us to identify students' learning and SEMH needs, we may take the following additional steps:

- Requesting full information from referring schools or the Local Authority. For example, previous school reports, reports from professionals, a completed Boxall assessment and risk assessment. This enables us to get as full a picture as possible before meeting a young person, and helps us develop an initial personalised learning plan with appropriate targets and strategies.
- Using a range of baseline assessments for students when they arrive, including reading age and SEMH assessment, so that we can identify needs and plan provision that meets them.
- Working alongside external agencies to support assessments for students.

5. How we support young people with SEND

We use a graduated approach to SEND support at Shortenills and Shortenills Abbey.

At a whole school and whole class level, we use a nurture approach that is designed to support students with SEMH. This approach has six key principles:

- Children's learning is understood developmentally
- The classroom offers a safe base
- The importance of nurture for the development of wellbeing
- Language is a vital means of communication
- All behaviour is communication
- The importance of transition in children's lives.

To allow this to happen we have:

- Small class sizes, there is a maximum of 8 students per class
- Timetables have been developed with nurture principles at the core (for example, meet and greet, nurture breakfast, supported transitions between activities, etc)
- Positive, relational approaches to behaviour and de-escalation
- Classrooms are designed to offer a safe, calm learning environment, with individual workstations, intervention/ sensory spaces and quiet reading areas
- Each class is taught by a designated class teacher and supported by a teaching assistant
- A member of staff is always on call to support students who are struggling to focus or remain in class
- Visual timetables and other supportive visuals are used across the school
- Sensory and movement breaks timetabled into the school day
- Emotional learning and reflection timetabled into the school day
- Designated quiet spaces/ sensory rooms are available for students to use throughout the day, where required, to support their SEMH needs
- Supervised break and lunch times
- All students have IEP targets set by their class teacher, which are reviewed termly
- External support from specialists such as CAMHS, speech and language therapists and occupational health specialists, can be organised and facilitated.

We also have an intervention menu for support, which details available support in school and from external professionals that we work with at Shortenills and Shortenills Abbey. Some examples are:

<i>Support available from staff at Shortenills and Shortenills Abbey</i>	<i>Support available from external staff who visit Shortenills and Shortenills Abbey, to work with students or advise staff</i>
• Additional one-to-one in class for literacy or numeracy • Speech, language and communication interventions, as directed by Speech and Language Therapists • Access to our sensory de-escalation rooms • Reading Intervention • Lego Therapy • Reactive PSHE sessions	• Support from CAMHS • Speech and Language Therapy • Occupational Therapy • Professional Mentors

For a full, up to date intervention menu, please contact the school.

Formal training and continuing professional development opportunities are provided for all staff through inset and twilight CPD sessions. Sometimes these sessions focus on topics like sensory needs, autism, or meeting the needs of students with an EHCP.

6. Our curriculum

Our curriculum is developmental, not chronological. That means that teachers start from where students are, and help them make the next step in their learning. We don't talk about where students "should" be at any particular age or year group. We assess where they are, and go from there.

We also adapt our curriculum at KS4 by changing the number of qualification subjects that a student is entered into. We intend that all students leave with as many qualifications as possible. Students might do fewer subjects, for example, and have more English and Mathematics time to ensure that they pass these critical subjects. Or they might have more intervention time for their SEMH and study fewer exam subjects to help them manage their mental health and anxiety. Our curriculum is personalised to each student.

Shortenills is a woodland setting which allows for Bushcraft and outdoor related activities to be part of the regular weekly timetable. Shortenills Abbey is a town setting which has outdoor space for breaks and regulation. Some young people enjoy the outdoor aspects, whilst others can feel more comfortable and secure in an urban location. The students' views on the environment suited to them, alongside the curriculum offers, are considered when evaluating a possible placement with us.

7. Working with parents, carers and families

At Aspire, we believe in the power of relationships. We want to form strong, positive relationships with families so that we can all work together to support our young people. We maintain regular communication with parents, carers and outside agencies that support our students. Our class teachers call parents/carers regularly, and at least once a week, to let them know how students are doing in school.

Parents will be invited into school at least three times per year to have a termly review. In this meeting, we will review your child's work, discuss and consider what progress has been made, and what additional support might be required for students to move on to the next steps in education or employment. One of these termly meetings will be the student's annual review, to which we will also invite any professionals working with the student.

8. Consulting with students

We believe it is vital that a student has a say in their educational provision. Before an annual review meeting staff will spend some time reflecting with students and will support them to think about what they want to be shared in the meeting. Staff might do this in a number of ways depending on student's age and developmental stage.

9. Reviewing progress

We review progress regularly for all our students. All students at Shortenills and Shortenills Abbey will always have a number of personalised targets. These are set by the class teacher with the involvement of SLT and the SENDCo, making use of the long-term outcomes in the EHCP, and all staff know them and support students to work towards them.

We collect progress data from class teachers for all students every half term, which the school SLT look at in order to change targets, support and/or intervention. Every full term we also do a range of other assessments, including Boxall and reading age assessments, and there is then a pupil profile review meeting (as described above). During this review we assess the extent to which a student has achieved their targets or made progress towards them, and consider which support and interventions are having a positive impact. We consult with parents and carers at this point, as described above, so that their views on their child's progress and needs are fully considered when we plan the student's next targets, support and intervention. This information, alongside learning walks and observations, is used to monitor the quality of our SEND provision.

10. Post 16

Students are supported with identifying and applying to appropriate further education, apprenticeships and traineeships, including courses suitable for SEND students. College visits are provided and support in interviews is given, if required. This support is given to all students moving from KS4 to post 16 education. The school communicates the contact details for the support listed above to the students and their families via:

- The school website [Aspire Alternative Provision - Careers Advice & Guidance](#)
- 1:1 discussions
- Annual reviews

11. Key contacts

Shortenills

- Head of School: Mrs Liz Wolfenden: lwolfenden@aspireap.org.uk
- SENDCo: Natalie Griffiths: ngriffiths@aspireap.org.uk

Shortenills Abbey

- Head of School: Mrs Jo Hodge email: jhodge@aspireap.org.uk
- SENDCo: Mrs Sharon Barnes: Email: sbarnes2@aspireap.org.uk

If you wish to make a complaint, then please contact the Head of School, or visit our website www.aspireap.org.uk to read and follow our Aspire Complaints Policy.