



## School Name

# Special Educational Need and Disabilities Information Report

## School Badge

This document will have due regard to legislation, including but not limited to: Children and Families Act 2014  
Health and Social care Act 2014  
Equality Act 2010

Mental Capacity Act 2005 Children's Act 1989

This policy will take into account statutory and non-statutory related guidance, including, but not limited to: SEN Code of Practice 0-25 (2014)  
Supporting Children with Medical Conditions  
Keeping Children Safe in Education

Working together to Safeguard Children.

For the purposes of this report the terms "Disability" and "Special Educational Needs" are as defined in the Acts.

October 2020

	<b>Name of School</b>	<b>School</b> is a Mainstream Co-educational Catholic <b>Secondary Comprehensive</b> School. <b>School</b> educates children within the mainstream whilst meeting their Special Educational Needs and disabilities as outlined below; <b>Add here if you have any additional specialism or centres</b>
	Questions	School Response
1	<b>How does <b>School</b> know if young people need extra help and what should I do if I think my child may have special educational needs or a disability?</b>	<p>The progress of all students is monitored regularly through half termly assessment by Tutors, Subject Teachers, Heads of Departments and the Senior Leadership Team so that when a student is not making expected progress in a particular area of learning the school can identify the need for additional support. This will then be discussed with parents/carers and the student concerned.</p> <p>If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the Form Tutor/class teacher to discuss their concerns or alternatively they can speak to our Special Needs and Disability Coordinator (SENDCo).</p>
2	<b>How will <b>School</b> staff support my child?</b>	<p>When the school identifies the need for additional support to enable a student to make expected progress the parents/carers will be invited to a meeting at the school with the SENDCo to discuss a plan of support.</p> <p>This individual provision plan will detail what sort of provision is in place, what outcome is expected, who is providing it and for how long.</p>

		<p>The Child is expected to also take part in their planning and their view is central to the discussion.</p> <p>Our School Provision Map shows the range of interventions in place in our school which will be used where we identify students who will benefit from these interventions.</p> <p>All the intervention programmes we use are evidence based and known to support students to make increased progress.</p> <p>We will monitor the progress of all students receiving additional support to ensure that the provision we have put in place is having the impact we are expecting through half termly assessment and reporting and at the end of each intervention if appropriate.</p> <p>Governors are responsible for monitoring the effectiveness of the provision in place for students identified with SEND and they will receive a report from the SENDCo on the progress of students with SEND.</p> <p>How is the child involved?</p>
3	<p><b>How will the curriculum be matched to my child's needs?</b></p>	<p>All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all students are able to make progress. If, for example, a student has Speech, Language and Communication Needs teachers will use simplified language and pictures to support them to understand new vocabulary.</p>
4	<p><b>How will both you and I know how my child is doing and how will you help me to support my child's learning?</b></p>	<p>Parents/carers will be invited to a review meeting along with their child (if appropriate) in November and May/during the parents evening meeting slots to discuss with the student the support that the school are providing, evaluate impact and success and support the parents/carers in knowing how they can help their child at home.</p>

		<p>At this meeting we will talk about the progress your child is making and share ideas about how we can together help them to do even better Specialists are available at meetings to share ideas and think strategically moving forward for the child should this be necessary.</p>
5	<p><b>What support will there be for my child's overall well-being?</b></p>	<p>All students are supported with their social and emotional development through the curriculum.</p> <p>Students with identified SEND are mentored regularly by members of the SEN team.</p> <p>Students with SEND are invited to come to a Safe SEND space at break and lunchtimes.</p> <p>Students with SEND are invited to attend a Home Learning Club each night where support is available to help them.</p> <p>Small groups are offered to develop self-esteem and social confidence. Attendance is closely monitored on a daily basis and monitored through regular meetings with Heads of Year and SEND team.</p> <p><b>School</b> operates a robust Behaviour for Learning Policy.</p> <p>Support is offered through support plans to minimise exclusion.</p> <p>Children are supported in asking for help should they need it.</p> <p><b>Some thing about bullying...</b></p>
6	<p><b>What specialist services and expertise are available at or accessed by <b>School</b>?</b></p>	<p><b>School</b> has a number of internal staff who work alongside the SEND team to offer expertise and support these include;</p> <ul style="list-style-type: none"> <li>• Trained ELSA's</li> <li>• Trained ELKLAN LSA's</li> </ul>

		<ul style="list-style-type: none"> <li>• Level 1 AET trained staff ( Autism Education Trust)</li> </ul> <p>The Xavier Multi Academy Trust provides additional staff who can come into school and support your child, these include;</p> <ul style="list-style-type: none"> <li>• Educational Psychologist</li> <li>• SEND Lead Advisor</li> <li>• Safeguarding Lead Advisor</li> </ul> <p>External advisors may also come into School to work alongside the SEND team from Surrey LEA these currently include;</p> <ul style="list-style-type: none"> <li>• Language and Learning Support Advisory Teacher</li> <li>• Behaviour Support Advisory Teacher</li> <li>• Hearing Impaired Advisory Teacher</li> <li>• Visually Impaired Advisory Teacher</li> <li>• REMA support teachers</li> <li>• Educational Psychologist</li> </ul> <ul style="list-style-type: none"> <li>• School also sources external support from;</li> <li>ASD Outreach Service</li> <li>• Referrals to CAMHS (Child and Adolescent Mental Health Service)</li> <li>• ADHD Nurse Advisor</li> <li>• School Nurse</li> </ul>
7	<p><b>What training are the staff supporting children and young people with SEND had or are having?</b></p>	<p>The SENDCo's and LSA's regularly receive training both in the school and through the Xavier CET.</p> <p>The LSA's are fully trained in the MITA principles to best support children learning in the classroom.</p> <p>We have also had additional training in .....</p>

8	<p><b>How will my child/young person be included in activities outside the classroom including school trips?</b></p>	<p>All students are invited on all activities and school trips; this can involve support from an LSA, or additional member of staff.</p> <p>Parents with additional concerns may be invited in to discuss this with staff and other professionals. Action plans for the trip and an individual Risk Assessment may also be written with the parent's support.</p>
9	<p><b>How Accessible is the school environment?</b></p>	<p><b>School</b> is a small primary with 3 accessible classroom that directly face out to the playgrounds.</p> <p>Disabled toilets are available, located....</p> <p>There is high contrast on stairs throughout the school.</p> <p>All correspondence is conducted in English, however every effort is made to use staff or others to translate when necessary for letters or meetings.</p> <p>Students with SEND may be offered computer aided technology to support them in lessons or activities if it promotes their learning and progress.</p> <p>Students with SEND are always part of the conversation around meeting their needs and making the learning environment</p> <p><b>Disabled children...</b></p> <p>Additional information can be found in the Schools Accessibility Plan.</p>
10	<p><b>How will <b>school</b> prepare and support my child to join the school, transfer to a college or the next stage of education and life?</b></p>	<p>SENDCo is available at Open Evening or during School Tours for any immediate questions.</p> <p>A robust transition programme is in place including individual additional primary school visits for students with SEND.</p>

		<p>Students with SEND are fully supported throughout the transition days/afternoon in July.</p> <p>Students with SEND are offered additional opportunities to visit the school after transition days.</p> <p>Students with SEND benefit from Pathways Advisors who support their career decisions and attend review meetings throughout KS4.</p> <p>Students with additional needs may benefit from additional support from U-Explore advisors.</p> <p>SEN Staff can help interview preparation, course selection and attend interviews. SECONDARY</p> <p>Year 6 children prepare for transition during additional sessions with their LSA or ELSA.</p> <p>Children can be accompanied to tour their new school with their LSA.</p> <p>The SENDCo's from both provisions meet early to discuss needs and smooth transitions.</p> <p>Yr 5 parents are given extra support in selecting the most appropriate school for their child. PRIMARY</p>
11	<p><b>How are the school's resources allocated and matched to children's special educational needs or disabilities?</b></p>	<p>Children are offered an LSA support package at a level reflective of their needs based on their progress.</p> <p>A tailored package of support is carefully matched to each student's needs as they evolve. This can include social support, LSA support in lessons, small group withdrawal, one-to-one withdrawal and IT support.</p> <p>Resources may be adapted to support visually impaired students and those with Specific Learning Difficulties, for example.</p>

12	<b>How is the decision made about what type and how much support my child will receive?</b>	<p>Where a child is not making sufficient progress the Tutor/Teacher, Head of Year/Keystage, LSA's and SENDCo may feedback, make assessments and make amendments to the provision as appropriate.</p> <p>Assessment is made regularly through monitoring tests to assess impact of interventions.</p>
13	<b>How are parents involved in the school? How can I be involved?</b>	<p>Parents are invited in regularly to information evenings to discuss curriculum and learning</p> <p>Individual parent meetings to discuss individual progress throughout the year.</p> <p>Parents are always welcome to make an appointment at a mutually convenient time whenever the need should arise.</p> <p>Parents with SEND are fully supported to engage with the school, and make use of the school buildings.</p>
14	<b>Who can I contact for further information</b>	<ul style="list-style-type: none"> <li>• <b>SENDCo Name email</b></li> <li>• <b>School Admissions Name email</b></li> <li>• <b>SEND Governor Name email</b></li> </ul>
		<ul style="list-style-type: none"> <li>• <b>The Local offer for Surrey SEND can be found at:</b>  <a href="http://www.surreylocaloffer.org.uk">www.surreylocaloffer.org.uk</a></li> </ul>