



Special Educational Needs and Disabilities Information Report

Written by:	Dionne Jude	Date: July 2024
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Headteacher: Ms Dionne Jude

SENDco and Deputy Headteacher: Ms Rena Johnson

Aim

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

1. What types of SEN does the school provide for?

Our school provides for students with an EHCP or one that is in process, with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

We work with students within all of these SEND areas. We recognise that some students may experience more than one of these areas and in some cases multiple complex needs. RISE works with a range of outside agencies and services to help monitor student progress and plan effectively for all individuals with SEND.

As the students have an Education, Health and Care Plan, the SENDCo works with the Local Authority to ensure that the needs of the child are met and reviewed regularly, to ensure that aims and objectives are appropriate, and that provision and intervention are matched to needs.

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENDCO

Our SENDCO is Ms Rena Johnson. They have experience in this role, is a qualified teacher and has achieved the National Award in Special Educational Needs Co-ordination.

Subject teachers

All of our teachers receive in-house and external SEND training, and are supported by the SENDCO to meet the needs of students.

Learning Support Mentors/In Class Support

We have a team of 5 learning support mentors who work closely with students on a 1:1 basis or in small groups, providing both in-class support and tailored interventions outside the classroom. They help students to access the curriculum, develop independence, and achieve their personal learning goals.

All Learning Support Mentors receive regular training in areas such as autism spectrum conditions (ASC), speech and language needs, and social, emotional, and mental health (SEMH) challenges. They are also trained in specific intervention strategies and behaviour management techniques to support positive learning experiences. who provide 1-2-1 interventions and who assist with in class support.

External agencies and experts

In addition to our in-house team, we work with specialist practitioners who deliver targeted SEND interventions such as speech and language therapy, occupational therapy, and educational psychology assessments. These practitioners are experts in their fields, providing tailored support for students' specific needs. We also bring in external professionals for more specialised therapeutic support, including trauma-informed practices and sensory integration therapy. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians, School nurses
- Child and adolescent mental health services (CAMHS)
- Social services and other LA-provided support services
- Voluntary sector organisations

We believe in continuous professional development to ensure that our staff remain well-equipped to support students with SEND. All staff receive regular training and updates on best practices for inclusive education, with a strong focus on understanding specific needs such as ADHD, dyslexia, and emotional regulation techniques. Our training programme includes a blend of in-house sessions, external workshops, and online modules.

3. Looked After Children with SEND

A looked after child with SEND will be provided with the same careful allocation of provision, however the analysis of need will be completed in liaison with their social worker, foster carers and the Virtual School (the part of the Local Authority responsible for the educational outcomes of

children looked after). Regular reviews will be undertaken via the PEP system. The school will use additional funding to support the student. Ms Rena Johnson is our designated teacher.

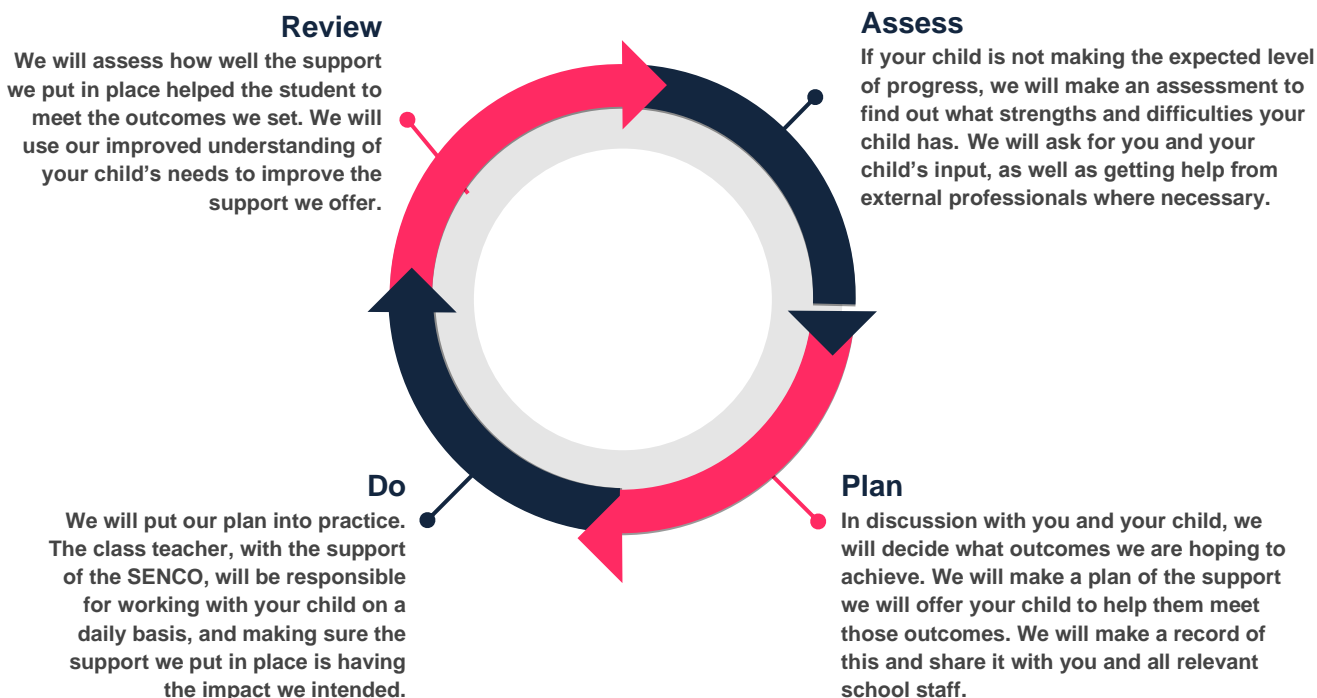
4. How will I know how my child is doing?

There are many opportunities for parents/carers to meet with the SENDCo or a member of the team to discuss how their child is doing. You are welcome to phone or email at any time and the SENDCo will be in touch at the earliest opportunity to discuss your concerns.

- Parents have a meeting at the beginning of the year to contribute to learning plans.
- Students receive school reports 3 times a year detailing their attainment and targets.
- The SENDCo tracks pupils and identifies areas of concern – discussed with parents.
- Parents may request meetings to discuss their child’s progress or discuss concerns.
- Parents are encouraged to attend progress meetings to discuss any issues arising.
- Attendance to EHCP’s formal annual reviews to discuss their progress.
- Parents are also invited to a six- monthly review to discuss targets set and to amend if required. Informal meetings are conducted as requested by parents.
- SENDCo support when meeting with professionals e.g. during consultations.

5. How will the school measure my child’s progress?

We will follow the ‘graduated approach’ to meeting your child’s SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a student has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

The SENDco, teacher or mentor will meet you to at least 3 times a year to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher via the school office.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the students in their class. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the student works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting and personalising our curriculum to make sure all students are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Learning support mentors will support students on a 1-to-1 basis and in small groups.

We may also provide the following interventions:

Communication and Interaction

- **Visual Aids:** Use visual timetables, symbols, and communication boards to support understanding and reduce anxiety.
- **Social Stories:** Develop personalised social stories to help students understand social situations and expected behaviours.
- **Structured Routines:** Establish clear and consistent routines to support students in understanding transitions and expectations.
- **Makaton/PECS (Picture Exchange Communication System):** Introduce alternative communication methods for students who struggle with verbal communication.
- **Speech and Language Therapy:** Work closely with speech and language therapists to develop tailored communication plans.
- **Modelling and Repetition:** Staff should model appropriate communication skills and provide opportunities for practice in a supportive environment.
- **Simplified Language:** Use clear, concise language and avoid idiomatic expressions that might confuse students with communication difficulties.

Cognition and Learning

- **Differentiated Tasks:** Modify tasks to ensure they are accessible, breaking them into smaller, manageable steps.
- **Assistive Technology:** Utilise tools such as text-to-speech software, predictive text apps, and dyslexia-friendly fonts.
- **Scaffolded Learning:** Provide visual and written cues to support learning progression, gradually reducing support as students become more independent.

- **Multisensory Approaches:** Incorporate visual, auditory, kinaesthetic, and tactile learning strategies to suit different learning styles.
 - **Repetition and Overlearning:** Allow for repetition and reinforcement of key concepts to support memory and retention.
 - **Chunking Information:** Break down instructions and tasks into smaller, clear chunks to help with processing and comprehension.
 - **Memory Aids:** Provide tools such as graphic organisers, mind maps, and checklists to help students organise and recall information.
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Social, Emotional and Mental Health

- **Emotion Regulation Strategies:** Teach students techniques such as breathing exercises, mindfulness, and relaxation techniques to help them manage emotions.
 - **Key Worker/Mentor:** Assign a trusted adult to provide 1:1 support, build positive relationships, and offer emotional guidance.
 - **Restorative Approaches:** Implement restorative practices to help students resolve conflicts, reflect on their actions, and restore relationships.
 - **Zones of Regulation:** Use colour-coded zones to help students identify and manage their emotional states.
 - **Clear Boundaries and Consistency:** Ensure that all staff provide consistent expectations and follow-through on behaviour plans.
 - **Reward Systems:** Use positive reinforcement, such as praise, certificates, or token systems, to motivate students and recognise their efforts.
 - **Safe Spaces:** Create designated areas where students can retreat to if they need time to calm down or regulate emotions.
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Sensory and Physical

- **Sensory Breaks:** Provide regular breaks for students to engage in sensory activities, such as using sensory toys or calm spaces.
- **Seating Plans:** Arrange seating to reduce distractions and ensure accessibility, such as placing students close to the teacher or away from high-traffic areas.
- **Adapted Equipment:** Provide specialised equipment such as sloped writing boards, adapted scissors, or sensory cushions for students with physical needs.
- **Assistive Technology:** Use devices like voice-to-text software, alternative keyboards, or screen readers to assist students with physical or sensory challenges.
- **Quiet Zones:** Create low-stimulation environments for students with sensory sensitivities, minimising noise, bright lights, and visual clutter.
- **Occupational Therapy:** Work with occupational therapists to assess physical needs and develop intervention plans to support fine and gross motor skills.
- **Noise-Cancelling Headphones:** Provide headphones or ear defenders for students who are sensitive to sound to help them focus and manage sensory overload.

These interventions are part of our contribution to the local offer of the local authorities that we work with.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions as part of a 6-weekly cycle
- Using student questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding an annual review

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

11. How will the school support my child's mental health and emotional and social development?

We provide support for students to progress in their emotional and social development in the following ways:

- Reward points, trips and assemblies.
- Learning plans and Intervention records with regular review by Leaders and staff.
- Nurture and mentoring with learning support where need is identified.
- Extra-curricular opportunities in many areas of the curriculum.
- Dependent on need, outside agencies may be consulted to advise.
- In school counselling or other members of the Pastoral Team
- Students with SEN are encouraged to be part of the school council
- We have a 'zero tolerance' approach to bullying.

12. What support will be available for my child as they transition between classes or in preparing for adulthood?

Between years

To help students with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the student's SEND is discussed

- Schedule lessons with the incoming teacher towards the end of the summer term

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Onto adulthood, FE and HE

We provide all our students with appropriate advice on paths into work or further education.

We work with the student to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

13. What should I do if I have a complaint about my child's SEN support?

For enquiries regarding SEND you should contact the SENDCo, who will be happy to answer any queries or discuss your concerns. If there are things you wish to discuss further in detail then you should contact the SENDCo to make an appointment. **Ms Rena Johnson –or email at Rena.Johnson@riseeducation.org.uk**

Complaints about SEN provision in our school should be made to the SENDco in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the student themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

14. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family. To see what support is available to you locally, have a look at your local offer, on their website.

Merton

- **Phone:** 020 8545 4811 (SEND Team)
- **Email:** localoffer@merton.gov.uk
- **Address:** Civic Centre, London Road, Morden, SM4 5DX

Croydon

- **Phone:** 020 8726 6400 (SEND Team)
- **Email:** localoffer@croydon.gov.uk
- **Address:** Bernard Weatherill House, 8 Mint Walk, Croydon, CR0 1EA

Wandsworth

- **Phone:** 020 8871 5229 (SEND Information Team)
- **Email:** fis@wandsworth.gov.uk
- **Address:** Town Hall, Wandsworth High Street, London, SW18 2PU

Bromley

- **Phone:** 020 8461 7630 (SEND Team)
- **Email:** localoffer@bromley.gov.uk
- **Address:** Civic Centre, Stockwell Close, Bromley, BR1 3UH

Sutton

- **Phone:** 020 8770 5000 (SEND Team)
- **Email:** localoffer@sutton.gov.uk
- **Address:** Civic Offices, St Nicholas Way, Sutton, SM1 1EA

Kingston upon Thames

- **Phone:** 020 8547 5004 (SEND Team)
- **Email:** sendlocaloffer@achievingforchildren.org.uk
- **Address:** Guildhall, High Street, Kingston upon Thames, KT1 1EU

Each borough's **SEND Local Offer** provides detailed information on support services, guidance, and resources available to children with special educational needs and disabilities and their families.

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

Merton SENDIASS

- **Website:** Merton SENDIASS
- **Phone:** 020 3131 5151 ext. 341
- **Email:** merton@kids.org.uk
- **Address:** 27-29 Vauxhall Grove, London, SW8 1SY

Croydon SENDIASS

- **Website:** Croydon SENDIASS
- **Phone:** 020 8663 5630
- **Email:** croydon@kids.org.uk
- **Address:** KIDS Croydon, Carer Support Centre, 24 George Street, Croydon, CR0 1PB

Wandsworth Information, Advice and Support Service (WAIASS)

- **Website:** Wandsworth SENDIASS
- **Phone:** 020 8871 8065
- **Email:** waiass@wandsworth.gov.uk
- **Address:** 3rd Floor Town Hall Extension, Wandsworth High Street, London, SW18 2PU

Bromley SENDIASS

- **Website:** Bromley SENDIASS
- **Phone:** 020 8461 7630
- **Email:** iass@bromley.gov.uk
- **Address:** Civic Centre, Stockwell Close, Bromley, BR1 3UH

Sutton SENDIAS (Special Educational Needs and Disabilities Information and Advice Service)

- **Website:** Sutton SENDIASS
- **Phone:** 020 8323 0462
- **Email:** sutton@cognus.org.uk
- **Address:** 24 Denmark Road, Carshalton, SM5 2JG

Kingston and Richmond SENDIASS (run by 'Achieving for Children')

- **Website:** Kingston & Richmond SENDIASS
- **Phone:** 020 3793 9596
- **Email:** sendiass@achievingforchildren.org.uk
- **Address:** Guildhall 2, High Street, Kingston upon Thames, KT1 1EU

Local charities that offer information and support to families of children with SEND are:

Merton

Merton Mencap

- **Support:** Provides services for people with learning disabilities and their families, including respite care, social activities, and advocacy.
 - **Website:** [Merton Mencap](#)
 - **Phone:** 020 3963 0597
 - **Email:** info@mertonmencap.org.uk
 - **Address:** The Chaucer Centre, Canterbury Road, Morden, SM4 6PX
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Croydon

Parents in Partnership (PIP Croydon)

- **Support:** Offers information, advice, and support to families of children with SEND, including workshops and advocacy services.
- **Website:** [PIP Croydon](#)
- **Phone:** 020 8663 5626
- **Email:** office@pipcroydon.com
- **Address:** Carers Support Centre, 24 George Street, Croydon, CR0 1PB

Croydon Mencap

- **Support:** Supports people with learning disabilities and their families, offering advocacy, respite services, and activities.
 - **Website:** [Croydon Mencap](#)
 - **Phone:** 020 8684 5890
 - **Email:** info@croydonmencap.org.uk
 - **Address:** Portland House, 678 London Road, Thornton Heath, CR7 7HU
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Wandsworth

Contact Wandsworth

- **Support:** Provides advice, support, and events for families of children with disabilities. Also offers guidance on benefits, education, and health.
- **Website:** Contact Wandsworth
- **Phone:** 020 8947 5260
- **Email:** wandsworth.office@contact.org.uk
- **Address:** 1 Siward Road, Wandsworth, London, SW17 0LA

KIDS Wandsworth

- **Support:** Provides support and services for children and young people with SEND and their families, including advocacy and play services.

- **Website:** KIDS Wandsworth
 - **Phone:** 020 8947 8111
 - **Email:** wandsworth.office@kids.org.uk
 - **Address:** 1 Siward Road, Wandsworth, London, SW17 0LA
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Bromley

Bromley Mencap

- **Support:** Offers services such as social clubs, support groups, advocacy, and training for people with learning disabilities and their families.
- **Website:** [Bromley Mencap](#)
- **Phone:** 020 8466 0790
- **Email:** enquiries@bromleymencap.org.uk
- **Address:** Community House, South Street, Bromley, BR1 1RH

CASPA (Children on the Autistic Spectrum Parents Association)

- **Support:** Provides clubs, respite, and activities for children and young people with autism, as well as family support services.
 - **Website:** [CASPA Bromley](#)
 - **Phone:** 020 8300 9298
 - **Email:** info@caspabromley.org.uk
 - **Address:** CASPA Club, Hawes Down Centre, Hawes Lane, West Wickham, BR4 9AE
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Sutton

Sutton Parents Forum (SPF)

- **Support:** A group of parents and carers who support families of children with SEND, providing advice, workshops, and opportunities to connect with other families.
- **Website:** [Sutton Parents Forum](#)
- **Phone:** 07557 760328
- **Email:** suttonparentsforum@outlook.com
- **Address:** Carshalton Beeches, Sutton, SM5

Sutton Mencap

- **Support:** Provides activities, advocacy, and services for people with learning disabilities and their families.
 - **Website:** [Sutton Mencap](#)
 - **Phone:** 020 8647 8600
 - **Email:** info@suttonmencap.org.uk
 - **Address:** 8 Stanley Park Road, Wallington, SM6 0EU
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Kingston upon Thames

Express CIC

- **Support:** A community interest company supporting young people with autism and their families, offering counselling, activities, and support groups.
- **Website:** [Express CIC](#)
- **Phone:** 020 8390 4273
- **Email:** info@expresscic.org.uk
- **Address:** 452 Ewell Road, Surbiton, KT6 7EL

Kingston Mencap

- **Support:** Offers services and activities for people with learning disabilities and their families, including social events and advocacy.
- **Website:** [Kingston Mencap](#)
- **Phone:** 020 8549 8311
- **Email:** info@kingstonmencap.org.uk
- **Address:** 31 Villiers Avenue, Surbiton, KT5 8BE

National charities that offer information and support to families of children with SEND are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

15. Glossary

- › **Access arrangements** – special arrangements to allow students with SEND to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a student’s EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a student with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation** – when teachers adapt how they teach in response to a student’s needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child’s needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority’s decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the student’s needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student
- › **Intervention** – a short-term, targeted approach to teaching a student with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for students with SEN in the local area
- › **Outcome** – target for improvement for students with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports students with SEN
- › **SEN support** – special educational provision which meets the needs of students with SEN
- › **Transition** – when a student moves between years, phases, schools or institutions or life stages