



**Special Educational Needs and  
Disabilities (SEND)  
Information Report (Senior School)**

## Contents

1. What types of SEND does the school provide for?
2. Which staff will support my child?
3. What should I do if I think my child has SEND?
4. How will the school know if my child needs SEND support?
5. What if my child has an Educational Health Care Plan (EHCP)?
6. Public examinations access arrangements
7. How will the school measure my child's progress and evaluate whether the support in place is helping my child?
8. How will school resources be secured for my child?
9. How will I be involved in decisions made about my child's education?
10. How will my child be involved in decisions made about their education?
11. How will the school adapt its teaching for my child?
12. How will the school ensure my child is included in activities alongside pupils who don't have SEND?
13. How does the school make sure the admissions process is fair for pupils with SEND?
14. How does the school support pupils with disabilities?
15. How will the school support my child's mental health and emotional and social development?
16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?
17. What support is in place for looked-after and previously looked-after children with SEND?
18. What support is available for me and my family?
19. What should I do if I have a complaint about my child's SEND support?
20. Glossary

The aim of this information report is to explain how we implement our Special Educational Needs policy and how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on the [school website](#).

**Note:** If there are any terms we have used in this information report that you are unsure of, you can look them up in the Glossary at the end of the report.

### Overview of SEND support at Colfe's

As an academically selective school, we are able to support pupils with mild to moderate needs.

Reasonable Adjustments: We will make every effort to provide reasonable adjustments to ensure that no pupil is working at a substantial disadvantage in accordance with the Equality Act 2010. This includes ensuring we have in place access arrangements that are in line with guidelines set out by the JCQ for

public examinations. We ensure pupils have the best advice on subject choices where appropriate, but do not offer a modified curriculum and it is expected that pupils will follow the broad and balanced curriculum we offer.

### 1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs:

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

### 2. Which staff will support my child?

#### Head of Learning Support

Alex Coode BA(Hons), PGCE, DTLLS (Literacy), CPT3A

#### Assistant Head of Learning Support and Key Stage 3 Co-ordinator

Sophie Duke BA(Hons), PGCE, CPT3A (maternity leave)

#### SEND Teachers

Tina Kanetis BA(Hons), PGCE (part-time maternity cover)

Zara Wright BSc(Hons), PGCE (part-time)

#### Teaching assistants (TAs and HLTAs)

We have a team of full time and part-time TAs who are trained to deliver SEND provision including interventions such as social skills.

In the last academic year, TAs have been trained in supporting pupils and students with Dyslexia, Autism Spectrum Disorder, ADHD and Social, Emotional and Mental Health difficulties.

## **External agencies and experts**

Sometimes we use extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families.

These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists

## **Subject teachers**

All our teachers receive in-house SEND training and are supported by the Learning Support department to meet the needs of pupils who have SEND. We provide ongoing training and advice, and teachers are also able to access online training courses.

### **3. What should I do if I think my child has SEND?**

If you think your child might have a special educational need, the first person you should contact is your child's form tutor or Head of House. They will pass the message on to the Learning Support department who will be in touch to discuss your concerns. You can also contact the Learning Support department directly ([learningsupport@colfes.com](mailto:learningsupport@colfes.com)).

We will discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. We will seek feedback from your child's teachers and, if relevant, carry out an assessment to determine whether there are issues with an area or areas of processing speed which may indicate a specific learning difficulty. If ADHD or ASD is suspected, we will seek feedback from your child's teachers and prepare a referral letter for you if required.

If we decide that your child needs SEND support, we will notify you and your child will be added to the school's Learning Support register.

### **4. How will the school know if my child needs SEND support?**

All our class teachers are aware of SEND and are alert to any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include reading or writing issues, difficulty in Maths or friendship issues.

If the teacher notices that a pupil is falling behind, they will first try to find out if the pupil has any gaps in their learning. If they can find a gap, they will help the pupil to try to fill it by giving extra support in class or in clinics and clubs. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If a pupil is still struggling to make the expected progress, the teacher will talk to the Head of Learning Support and/or make a referral to the Learning Support department and parents will then be contacted to discuss the possibility that your child has a special educational need.

A member of the Learning Support department will observe the pupil and will collate information from your child's teachers, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers, initial assessment data and available national data.

They may assess your child for processing issues and to see if Exam Access Arrangements such as extra time might be relevant.

The Learning Support department will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, suggest that the opinion of external experts such as a speech and language therapist or an educational psychologist is sought.

Based on all of this information, the Head of Learning Support will decide whether your child needs SEND support and you will be informed of the decision.

If your child does need SEND support, their name will be added to the school's SEND register, and the Learning Support Department will work with you to create a SEND support plan for them if this is deemed necessary.

## **5. What if my child has an Educational Health and Care Plan (EHCP)?**

We welcome pupils with an EHCP and will consult with the local authority to decide if the school can meet the child's needs within the terms of reasonable adjustments. Pupils with an EHCP have strategies and targets detailed in the individual Provision Plan and IEP. An Annual Review of their EHCP is conducted with the parents, any external agencies involved in the overall provision for the pupil, and the local authority.

## **6. Public examinations access arrangements**

This policy can be made available upon request.

## **7. How will the school measure my child's progress and evaluate whether the support in place is helping my child?**

The school measures progress through a number of means. Pupils have regular tests during the year and these are supplemented by grade cards which include approach to learning and attainment grades. Approach to Learning grades can highlight issues regarding focus in lessons or organisation, for example.

Pupil attainment is benchmarked against MidYIS in the lower school and ALIS in the Sixth Form. Both tests are supplied by Cambridge Centre for Evaluation and Monitoring (CEM). CEM provides the school with baseline data, predicted grades and value-added results, with nationally standardised scoring, comparing performance to national and independent school average.

**MIDYIS** is an adaptive aptitude test which covers four key areas: vocabulary, mathematics, non-verbal ability (such as recognising shapes, matching patterns, applying spatial awareness) and visual intuition, and skills such as proofreading, perceptual speed and accuracy. Pupils sit MIDYIS in year 7 and it provides the school with predicted grades for most GCSE subjects. While there can be some variation and the accuracy of these tests is higher across a cohort than for individual pupils, these predictions, coupled with school assessment data, provide a helpful benchmark for the progress of pupils.

**ALIS** is also an aptitude test, covering the same areas as the MIDYIS test, but for A levels. It also provides predicted grades and value-added data, and grades can be benchmarked against GCSE/IGCSE performance or the test results.

We will track your child's progress against these benchmarks over time and, in conjunction with learning conversations with your child, we will adapt our support as necessary.

This process will be continual. If a pupil has made progress, they may no longer need the additional provision made through SEND support.

We will evaluate the effectiveness of provision for your child by any one or more of the following:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the Learning Support Department
- Holding an annual review if they have an Education, Health and Care Plan (EHCP).

## **8. How will school resources be secured for my child?**

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

- Extra equipment or facilities – reasonable adjustments are usually provided within the school's Learning Support budget
- 1:1 teaching assistant hours – funded by parents
- External specialist expertise – funded by parents. We will consult with external agencies to get recommendations on what will best help your child access their learning.
- EHCP funded pupils are funded or partially funded by the local authority.

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

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

- When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:
- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

All pupils receive regular grade cards and at least one written report per year on their progress. There is also the opportunity to speak to your child's subject teachers at parents' evenings.

Individual meetings can also be arranged 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.

If you have concerns that arise between these meetings, please contact your child's Form Tutor, Head of House or the Learning Support Department.

### **10. How will my child be involved in decisions made about their education?**

We aim to involve pupils in decisions about their support throughout their time at Colfe's. They are often the best people to articulate the support that is most effective for them.

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

- Attend meetings to discuss their progress and outcomes
- Discuss their views with a member of staff or mentor
- Express their views through the Learning Support Student Forum

### **11. 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 pupils in their class.

High-quality teaching is our first step in responding to your child's needs.

Teachers will adapt how they teach where possible to suit the way the pupil works best. We work on a case-by-case basis to make sure the adaptations we make are meaningful to your child.

All teachers are provided with generic guidance for supporting pupils with Specific Learning Difficulties such as Dyslexia, ADHD and Dyspraxia and more focused individual suggestions are provided via a Personal Profile where necessary.

These adaptations include:

- Study skills as a subject option in years 8 to 11
- 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.

- Teaching assistants supporting pupils on a 1-to-1 basis when they have an Education Health Care Plan in place which provides for this.
- Teaching assistants may support pupils in small groups for Social Skills sessions.
- SEND Teachers may provide additional support in small groups for dyslexic pupils or pupils who struggle with numeracy.
- Training for teachers to support pupils with special educational needs is ongoing throughout the academic year, through both formal CPD and informal training.

## **12. How will the school make sure my child is included in activities alongside pupils who don't have SEND?**

All our extra-curricular activities and school visits are available to all our pupils, including our lunchtime and after-school clubs. We will make reasonable adjustments where possible to enable pupils with SEND to participate in these activities.

All pupils are encouraged to go on our school trips, including our residential trips. Pupils with Education, Health and Care plans who have a Teaching Assistant working with them will need to be accompanied by their TA or another member of teaching staff and the cost for this will need to be met by parents if the trip takes place outside school hours.

## **13. How does the school make sure the admissions process is fair for pupils with SEND?**

Please see the school [Admissions policy](#).

## **14. How does the school support pupils with disabilities?**

The school's Accessibility Plan is available on request.

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

Each pupil has a Form Tutor, Head of House and Assistant Head of House who provide pastoral support for all pupils. The Learning Support Department have an 'open door' policy and the Teaching Assistants are also available during breaks and lunchtimes for additional support. We encourage pupils to progress in their emotional and social development by:

- Joining the school council or clubs such as Library club, Strategy Games club, and many others, to promote teamwork and build friendships
- Taking part in Student Forum for pupils/students with SEND to discuss how the school can support them most effectively.
- Participating in weekly PSHEE sessions for all pupils/students and fortnightly Eudaimonia classes covering, for example, relationship and friendship issues.

- We have a zero-tolerance approach to bullying. See [Harmful and Abusive Behaviours – Anti Bullying Policy](#).

## **I6. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?**

A member of the Learning Support Team meets with all new pupils on the SEND register to discuss their needs and how to support them in their first term.

### **Between years**

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

Ensure that new teachers are aware of the needs of the pupil and of strategies to use in class to help support them.

Provide additional training for new teachers in respect of pupils with more complex needs.

### **Previous educational setting**

#### **If your child has an existing diagnosis or received learning support in another school (including primary)**

Some pupils join the school with SEND diagnoses already in place and we will liaise with their previous education setting to ensure that appropriate support continues where this is still relevant. We will meet with the pupil and, if necessary, with you to gain your input and that of your child.

### **For pupils moving from Colfe's Junior to Colfe's Senior School**

The Junior DoLS meets with the Head of Learning Support in the senior school to discuss the needs of the incoming pupils near the end of the summer term.

Year 6 teachers meet with the Head of Year 7 for a comprehensive handover meeting.

We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.

All Year 6 pupils visit the library and meet with the Librarian, who then supports and guides some of the pupils with SEND through the first few weeks of the new school year.

### **On to adulthood**

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

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

## **17. What support is in place for looked-after and previously looked-after children with SEND?**

The Director of Pastoral Care will work with the Head of Learning Support, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

## **18. 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 Greenwich, Lewisham, Bromley and Bexley's local offer. All local authorities publish information about the local offer on their website:

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

- [Greenwich \(councilfordisabledchildren.org.uk\)](http://councilfordisabledchildren.org.uk)
- [Lewisham \(councilfordisabledchildren.org.uk\)](http://councilfordisabledchildren.org.uk)
- [Kent \(councilfordisabledchildren.org.uk\)](http://councilfordisabledchildren.org.uk)
- [Tower Hamlets \(councilfordisabledchildren.org.uk\)](http://councilfordisabledchildren.org.uk)

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

- [Drumbeat School and ASD Service - Home \(drumbeatasd.org\)](http://drumbeatasd.org)
- [Dyslexia Action | Training and Professional Development](http://dyslexiaaction.org)

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

- [IPSEA](http://ipsea.org.uk)
- [SEND family support](http://sendfamily.org)
- [NSPCC](http://nspcc.org.uk)
- [Family Action](http://familyaction.org.uk)
- [Special Needs Jungle](http://specialneedsjungle.com)
- [SOS!SEN – The Independent Helpline for Special Education Needs – We offer a free, friendly, independent and confidential telephone helpline for parents and others looking for information and advice on Special Educational Needs \(SEN\) \(sossen.org.uk\)](http://sossen.org.uk)

## **19. What should I do if I have a complaint about my child's SEND support?**

Complaints about SEND provision in our school should be made to the Head of Learning Support in the first instance. If you are not satisfied with the school's response, you can escalate the complaint. Our complaints policy can be found on the [school website](#).

## **20. Glossary**

**Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams

**Annual review** – an annual meeting to review the provision in a pupil's EHC plan

**Area of need** – the four areas of need describe different types of needs a pupil with SEND can have. The four 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 pupil's needs

**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 these.

**Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

**JCQ** – Joint Council for Qualifications

**Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

**Reasonable adjustments** – changes that the school makes to remove or reduce any disadvantages caused by a child's disability

**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 support** – special educational provision which meets the needs of pupils with SEN

**Transition** – when a pupil moves between years, phases, schools or institutions or life stages