SEND Information report

Approved by:	Governors	Approved:	September 2026
STA Contact:	SENDCo	Revision due:	September 2027

Legal framework

This SEND Information Report meets the requirements set out in Section 69 of the Children and Families Act 2014 and Schedule 1 to the Special Educational Needs and Disability Regulations 2014. It is written with reference to the SEND Code of Practice: 0-25 Years (January 2015), and the Equality Act 2010 (Part 6 and Schedule 10), which sets out the school's duty to make reasonable adjustments for disabled pupils and to plan for increasing accessibility. This report should be read alongside the school's SEND Policy and Accessibility Plan.

The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, and moderate, severe, profound and multiple learning difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- 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 and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

When identified as a pupil with SEND, staff work with students to create a personalised passport to support staff in understanding their needs. This is reviewed annually with the student, and parents are updated each term on the student's progress, both academically and pastorally.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly; a minimum of three times a year.

All teachers and support staff who work with the pupil will be made aware of their needs via the pupil passports, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We work closely with the educational settings used by pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible, in line with GDPR and data protection legislation. This will include information about their identified special educational needs and/or disability and any provision we need to have in place for when they start with us.

We offer a transition program, depending on the severity of pupils' needs:

- There is a Transition Day for all year 6 pupils who are transferring to in year 7.
- Parents of pupils who have special educational needs are invited to meet with the SENCo at the start of the academic year.
- An additional transition session for pupils with identified SEND needs are offered to all primary SENCos in our catchment area. Year 6 pupils will be referred by the Primary schools.
- SENDCo and Transition Lead conduct transition visits to all primary schools in the catchment area.

Pupils in year 9 are provided with detailed information to support their option choices for Key Stage 4.

Pupils in year 11 are supported into college or other further education settings by providing information to the next setting. For students with an Education, Health and Care Plan, this might include accompanied visits to the next setting of their choice.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Our approach to teaching pupils with SEND

All teachers are expected to deliver quality first teaching strategies in their lessons. This includes differentiation, chunking instructions/activities, seating students to accommodate hearing or loss with vision; larger font

worksheets; visual reminders; lists of key vocabulary; dyslexia friendly classroom strategies e.g. font type, colour, size, spacing, background colour and allowing students thinking time before expecting an answer. Teaching staff are regularly reminded of this expectation and strategies are regularly shared by the SENCo for individual students – though they would benefit all students. All pupils on the SEND register have a Pupil Passport outlying the specific strategies that teachers should use to benefit them.

We could also provide some of the following interventions:

- Lunch and break circle
- Time out card for movement/sensory breaks
- Support with regulating/use of the regulation room
- Readers and scribes and support of read&write programme
- Lexia – online literacy programme intervention sessions
- In class LSA support (scaffolding, modelling, differentiated instructions etc)
- Settling in group
- Literacy and Numeracy groups
- 1:1 support
- Regulation room
- Use of laptops
- Dyslexia screening
- Coloured paper books/large font worksheets
- Reading pens
- Transition support
- Speech and Language intervention sessions
- KS4 Core Support Group
- Reading Group
- Spelling Group
- EAL teaching and differentiated lesson resources
- Social Skills Group
- Mentoring Support
- College application support and attending interviews
- Homework club
- Homework Support
- Exam practice
- KS3 targeted intervention
- SEN room open at break and lunch
- Welcome desk
- Dyslexia testing
- Coloured overlays
- Dyslexia group
- Bespoke timetables
- Reduced homework
- Bespoke target setting using Pupil Passport
- Exact assessments
- Access arrangements
- Literacy support for pupils with EAL

Adaptations to the curriculum and learning environment

We believe that our pupils' learning needs are best met through the high quality teaching delivered by teachers. We provide all teachers with information about the learning needs of individual students with special educational needs or disabilities, along with strategies they might use to ensure that these students can access the learning and are fully included in every lesson.

Subject teachers will adapt lesson planning and teaching in accordance with this information to match pupils' special educational needs and/or disability. Where necessary, teachers will break down lesson content into smaller chunks and use lots of repetition and different teaching approaches to ensure that new concepts are learnt and retained in memory.

In a small number of cases, it might be appropriate to provide additional, small-group interventions in addition to the mainstream curriculum.

Specialist advice is sought for students who make little or no progress in spite of differentiated and targeted work as outlined above. For students with an Education, Health and Care Plan we follow the advice and strategies described in these documents. When necessary, accessibility aids and technology may be used to support learning, for example we provide laptops for students who are unable to write due to physical disabilities or those with illegible handwriting.

We regularly review our Accessibility Plan to ensure that all pupils have the fullest access to the curriculum and the School site.

Additional support for learning

We have a three-tiered approach to supporting students' learning needs.

In Wave 1, to provide quality teaching, which may include some very minor adaptations to match learning needs (see above).

We initiate Wave 2 support when we consider it appropriate to make additional short term special educational provision to remove or reduce any obstacle to learning, or to help students to catch up when they have fallen behind their peers.

This takes the form of a graduated four-part approach of;

- Assessing a pupil's needs
- Planning the most effective and appropriate short-term intervention
- Providing this intervention
- Reviewing the impact on pupil progress towards individual learning outcomes

Such specific, targeted one-to-one or small group interventions may be run outside the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum.

We provide Wave 3 support when we consider it necessary to seek specialist advice and/or regular long-term support from a specialist professional outside the School in order to plan for the best possible learning outcomes.

This may include:

- Educational Psychologist
- Advice and support from a Speech and Language Therapist
- Input from specialist sensory advisory teachers for students with, for example, hearing or visual impairments
- Seeking advice from specialist advisory teaching services, LBAT, ASCT
- Occupational Therapy Service
- Advice and support from the Primary Mental Health Worker
- Child and Adolescent Mental Health Service (CAMHS)
- Advice and support from the school nurse and community paediatrician
- Multi-agency meetings to identify and make provision for vulnerable pupils.
- Targeted support for families on a variety of issues through the Designated Schools Team
- Referral to the Education Welfare Officer Service
- The school has quality First Aid provision
- Learning Support Assistants

Expertise and training of staff

We access specialist training from a range of specialist providers including:

- Specialist services provided by the local authority
- Specialist partner organisations
- Independent providers commissioned by the School for specific training

Where a training need is identified beyond this, we will find a provider who is able to deliver it.

The cost of training is covered by the notional SEND funding.

Securing equipment and facilities

Where external advisors recommend the use of equipment or facilities which the school does not have, we will seek to secure it through the local authority, or purchase it using the notional SEND funding.

Evaluating the effectiveness of SEND provision

Each pupil with an Educational Health Care Plan, EHCP has a formal Annual Review, usually chaired by the SENCo or Assistant SENCO with parents/carers and pupil and, where appropriate, a SEND Officer from the Local Authority to review progress towards outcomes and targets set and to ensure that the EHCP reflects the pupil's current needs. Progress against targets and resources to meet need are reported back to the Local Authority for their consideration following the Annual Review.

Although the EHCP is usually reviewed on an annual basis, if it is felt, either by the school or parents, that there is a change in need or a need for additional support an emergency or early review can be held to make this request to the local authority.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

We are an inclusive School and committed to providing equal opportunities for all pupils. When necessary the School will make reasonable adjustments to ensure that pupils with SEN and /or disabilities are included in all activities.

We offer a range of clubs, trips and activities to all students at St Andrew's. Any concerns regarding participation in clubs, trips and extra-curricular activities should be referred to the SENDCo.

Our school has an accessibility policy, which is reviewed regularly. As part of this review, we ensure that the school environment is accessible for all students, including those with physical and sensory needs.

The School is barrier free, with access to first and second floor rooms via a lift.

Support for improving emotional and social development

We understand how important emotional well-being is for learning. An important feature of the School is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly with every conversation adults have with pupils.

We cover aspects of emotional well-being in our PSHCE curriculum.

For some pupils with the most need for help in this area, we are also able to provide the following:

- Time-out space for identified pupils to use when upset or agitated
- Individual and group support
- Support provided by an Emotional Learning Support Assistant (ELSA)
- An external referral to Child and Adolescent Mental Health Service (CAMHS)

Any concerns regarding a pupils' happiness and well-being should be raised with the SENDCo or Head of year.
We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of extra-curricular clubs to promote teamwork/building friendships

We have a zero-tolerance approach to bullying.

Working with other agencies

Where appropriate we seek further assessment and/or screening in collaboration with many external agencies to provide continued support for all our students regardless of their disability or educational need, including but not limited to:

- Educational Psychologist
- School Nurse
- ADHD Specialist Service
- Occupational Health Service
- Community Paediatricians

Regular liaison takes place with other professionals that can contribute to providing continued support and allocation of intervention services. Some of these agencies are:

- Children's Services
- Child and Adolescent Mental Health Service (CAMHS)
- Youth and Crime Prevention Officer (Police)
- School Nurse and other Health Services
- Educational Psychological Service
- Careers Service
- Children Looked After Team.

Complaints about SEND provision

Complaints about SEND 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.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

Contact details of support services for parents of pupils with SEND

The West Sussex Local Offer helps you find information about local services, support and events for children and young people aged 0 - 25 years who have special educational needs or disabilities (SEND).
https://westsussex.local-offer.org/

Further information on Section 32 can be found here:
https://www.legislation.gov.uk/ukpga/2014/6/section/32/enacted?view=interweave)

SENDIAS offer accurate, up to date and impartial information about the law on special educational needs and disabilities. If needed, support can also include helping with letters, attending meetings with you or supporting you in discussions with the local authority, school or other setting. This support may be offered by way of a SENDIAS volunteer. The service will also do their best to tell you about, or put you in touch with, other groups or organisations that can help.
send.ias@westsussex.gov.uk or 0330 222 8555

Contact details for raising concerns

Maria Stewart, Senior Assistant Headteacher, SENDCo
Email: stewartm@sta-worthing.com Telephone: 01903 820676

The local authority local offer

The Local Authority Local Offer, gives early years settings, schools and colleges guidance as to what support the local authority would expect a child or young person, if necessary up to the age of 25, to receive through the learning setting's own practical and financial resources so they have a positive journey through education and prepare successfully for adulthood.

The Local Offer for West Sussex can be accessed here. https://westsussex.localoffer.org/information_pages/74-local-authorities-local-offer-what-west-sussex-county-councilexpects-education-settings-to-offer-area-wide-offer

Monitoring arrangements

This policy and information report will be reviewed by SENDCo every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on: Accessibility plan

- SEND policy
- Equality Policy
- Conduct and Consequences
- Suspension and Expulsion policy
- Equality information and objectives
- Supporting pupils with medical conditions
- Data Protection & GDPR Policy