



GEORGE ABBOT SCHOOL

Policy Title:	SEND Information Report	
Author:	SENCO	
Date of most recent review:	September 2024	
Date of next review:	September 2025	
School Mission Statement: Academic excellence within a strong community of equality and respect, where potential and opportunity are realised.		

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1. Aims

George Abbot School respects the unique contribution which every individual can make to the community and seeks to place this contribution within a clear structure which both embrace the highest possible academic aspirations and accepts individual differences in ability, aptitude, and levels of skill.

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND).
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.

2. Legislation and guidance

This policy is based on the statutory [SEND Code of Practice January 2015](#) and the following legislation:

- [Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report
- The [Equality Act 2010](#) which informs the school's Equality Policy.
- [Supporting pupils at school with medical conditions 2015](#), which sets out arrangements for schools to support pupils with medical conditions.

3. Links with other policies and documents

This information report is written in conjunction with the following policies:

- Accessibility plan
- SEND Policy
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions

4. Contact details, Roles and responsibilities of SEND Leadership:

The SENCo is Mrs J Richings (Assistant Head) jrichings@georgeabbot.surrey.sch.uk

Responsibilities:

- Overall responsibility for SEND provision.
- Year 7 & 11 students with SEND
- Alternative and flexible provision
- Leadership and management of the SEND Team

Deputy SENCo – Mrs E Ferris eferris@georgeabbot.surrey.sch.uk

Responsibilities:

- Year 8 students with SEND

Deputy SENCo – Mrs E Boothman eboothman@georgeabbot.surrey.sch.uk

Responsibilities:

- Year 9 & 10 students with SEND

Deputy SENCo – Mrs C Donaldson cdonaldson@georgeabbot.surrey.sch.uk

Responsibilities:

- High need and alternative provision EHCP students

Deputy SENCo – Ms J Wallace-Jones jwallacejones@georgeabbot.surrey.sch.uk

Responsibilities:

- Year 12 & 13 students with SEND

Exam Access Arrangements (EAA) - Ms B Barratt bbarratt@georgeabbot.surrey.sch.uk

Responsibilities:

- Testing students for EAA
- Managing applications for EAA

English as an Additional Language (EAL) Coordinator – Mrs T Freland tfreland@georgeabbot.surrey.sch.uk

Responsibilities:

- Assessment of EAL students
- Delivery of EAL support

Haven Provision Lead – Mrs J Matthews jmatthews@georgeabbot.surrey.sch.uk

Responsibilities:

- Managing provision within the Haven
- Liaising with students, parents and HOYs of students in the Haven

They will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND and EAL, including those who have EHC plans.
- Monitor the quality of provision and the impact of interventions.

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality, inclusive teaching.
- Advise on the graduated approach to providing SEND support, including conducting annual reviews for students with EHC plans and managing provision mapping.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

Roles and responsibilities of the SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this.
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

Roles and responsibilities of the Headteacher

The Headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

Roles and responsibilities of class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class through the delivery of inclusive teaching methods
- Delivery of identified strategies in the classroom according to the Surrey Ordinarily Available Provision [Ordinarily available provision \(schools\) | Surrey Local Offer](#)
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy.

5. Arrangements for the admission of disabled pupils

The Pastoral, SEND and Admissions teams work together to ensure the smooth admission of new students who have SEND.

- The SENCO and/or HOY meet with parents and the student prior to admission to gather information
- For those students with EHCPs a consultation process through Surrey SEND is carried out to ensure we can meet need before a place is offered.
- Arrangements are made to ensure access to learning and the environment before admission
- Information is shared with all teaching staff

6. Adaptations to the curriculum and learning environment for students with SEND

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key

vocabulary, reading instructions aloud, etc.

- Providing Exam Access Arrangements (EAA) to ensure pupils with SEND are able to access exams and internal tests with equity.
- Offering additional interventions to individuals or small groups as required.

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEND Support from the school's own resources. For these pupils, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health, and Care Plan (EHCP) being provided. This process is in partnerships with the pupil, parents, the SENCO, and other professionals. Once in place, these are reviewed annually until no longer required.

7. Additional support and staffing expertise

The leadership of the SEND department is distributed across five trained staff with specific focus on defined year groups. This includes a qualified SENCO and four deputies. The Deputy Headteacher for Personal Development is also a qualified SENCO.

We have 16 Progress Mentors (PM's), including specialist staff who are trained to deliver interventions such as Speech and Language Therapy (SALT), Social Skills (ASD), Emotional Literacy Support and Assistance (ELSA), and English as an Additional Language (EAL). PMs are deployed to mentor and advocate for pupils on a 1:1, small group, and class support basis. Deployment is informed by staff feedback, observations, progress data and specialist reports. Each PM will be assigned to specific students who require wave two support in school.

We work with the following agencies to provide support for pupils with SEN:

- Limpsfield Grange Outreach
- Psychology First (Educational Psychology)
- STIPs (Specialist Teachers for Inclusive Practice)
- Speech and Language Support
- Physical and Sensory Support
- Occupational Therapy
- CAMHS
- Surrey Inclusion Team
- A number of alternative provision providers

8. Steps taken to prevent disabled pupils from being treated less favourably than other pupils

All students receive the same learning and pastoral experience, regardless of need or disability. We put the following actions in place to ensure this happens:

- We gather information about a student's needs or disability from parents and/or feeder schools in advance of admission to assess any reasonable adjustments/adaptations or support that is required.
- We work with the student to apply the kinds of support they require and would like to access learning and the environment as independently as possible.
- We monitor this as the student progresses through the school and adjust accordingly due to changes in need and their own personal development.
- Such reasonable adjustments and adaptations can be found in our accessibility policy and provision map.

9. Enabling pupils with SEND to engage in activities available to those who do not have SEND.

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

- All pupils are encouraged to take part in sports day/school plays/special workshops, etc. The Learning Support Department works in conjunction other departments to support pupils in activities that are curriculum related to improve accessibility.
- When students with SEND wish to or need to attend trips and visits off site we work with department staff to create risk assessments and ensure additional provision required is available. This may be in form of training for staff attending, providing an LSA to escort the student or working with the students and parents to ensure that student is able to access all aspects of the trip independently or with reasonable adjustments.

- Within the SEND department we offer a range of clubs/spaces for those students who find social time in school or large areas such as canteens and playgrounds challenging. This provides a calm space for students to socialise and learn new skills/hobbies.

10. Facilities provided to help students with SEND to access the school

- Our Haven provision has been created to allow those students with SEMH, ASD and/or EBSNA to access the school environment. Students identified by pastoral or SEND staff as struggling to access school are provided with a space in the Haven and a plan to get back into lessons.
- Students with physical disabilities can be provided with a number of facilities or support to access the school environment. Support with moving around school to amending rooming and/or seating in rooms to taking into consideration access, lighting, mobility, equipment and needs.
- The SEND and medical teams work in conjunction to ensure medical and physical needs are supported in combination. Recommendations from medical experts are also considered.

11. Complaints about SEND provision

Complaints about SEND provision in our school should be made to the pupil's class teacher, the SENCO or Headteacher, 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:

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

12. Monitoring arrangements

This information report will be reviewed by the SENCO **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.