



SEND Information Report: November 2025

<p>What kinds of Special Educational Needs are provided for at the school?</p>	<p>The school supports Special Educational Needs (SEND) students with difficulties in:</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, emotional and mental health difficulties • Sensory and/or physical needs.
<p>How does the school identify children with Special Educational Needs and how are they assessed?</p>	<p>Identification begins as early as possible to ensure accurate understanding and timely support. We gather information through:</p> <ul style="list-style-type: none"> • Transition discussions with primary SENDCos, parents and teachers, including questionnaires completed by Year 6 staff • Visits to primary schools to observe pupils and discuss provision • Standardised assessments including CATS and Accelerated Reader, followed where appropriate by TOWRE 2, WRAT 5, WRIT, CTOPP, GORT 5 or DASH • Ongoing classroom observations and teacher referrals to the SENDCo • Regular progress tracking with Heads of Year and the SENDCo • Parent or carer referrals • External agency referrals where diagnostic capability is required • Consultation with the Local Authority SEND team <p>This evidence enables early identification of potential reading, writing or processing difficulties and informs targeted support.</p> <p>SENDCo: Charlotte Massey Contact: 0118 978 1144 MasseyC@crispins.co.uk .</p>
<p>What arrangements are there for consulting parents who have children with SEND and also to involve them in their child's education?</p>	<p>Parents and carers are valued partners in their child's education. Opportunities to contribute include:</p> <ul style="list-style-type: none"> • Parents' evenings • Termly subject reports • Annual EHCP reviews • Support Plan meetings • Conversations with Form Tutors, Heads of Year, the SENDCo or senior staff • Feedback questionnaires • Individual Education Plan or SEND Support Plan meetings <p>Parents are welcome to contact the school by telephone, letter or email at any time. Arbor enables families to monitor attendance, rewards and behaviour in real time.</p>

<p>How will the school work with young people with Special Educational Needs?</p>	<p>Pupil voice is central to our approach. We involve young people by:</p> <ul style="list-style-type: none"> • Co creating Classroom Support Plans • Supporting them to contribute to annual reviews • Encouraging pupils to set goals and express confidence levels • Explaining interventions clearly so that pupils understand their purpose and intended impact <p>This builds independence and ownership of learning.</p>
<p>How will the school assess and review the progress of a young person with Special Education Needs?</p>	<p>We follow the Assess, Plan, Do, Review cycle. Our processes include:</p> <ul style="list-style-type: none"> • Ongoing teacher assessments monitored by Heads of Year and the SENDCo • Teacher referrals where needs are identified, followed by collaborative planning • Standardised testing where appropriate • SEND support meetings and parents' evenings • Termly reports showing progress towards KS2 based targets • SMART targets in EHCP, Pastoral Support Plans and Classroom Support Plans <p>Provision is adjusted where needed to ensure sustained progress.</p>
<p>How does the school support young people with Special Educational Needs to join the school and to enter their next stage of education?</p>	<p>Support begins in Year 6 through:</p> <ul style="list-style-type: none"> • Collaboration with primary schools and attendance at annual reviews for pupils with EHCPs • Visits to primary schools to meet pupils and staff • Additional tours for families • Appointments with the SENDCo for individual advice • Enhanced transition programmes for pupils identified as vulnerable • Staff training before pupils join the school

	<p>All Year 11 students benefit from careers advice provided as part of the Enrichment Curriculum. Additional support for students with Special Educational Needs or Disability (SEND), when appropriate, includes:</p> <ul style="list-style-type: none"> • Support from the SENDCo • Additional support from a careers advisor including completing applications • Communication with the Learning Support department at the new establishment and sending information relating to the needs of the student to the next phase establishment • Mentoring to ease the transition and prepare the student with life skills • Visits by the college SENDCo (or equivalent) (Currently these are held via Teams or over the telephone) • Supporting the movement to a new school by an exchange of information with the new SENCo and facilitating visits for the young person to the new further education institute where possible • Inviting the college SENDCO to attend Year 11 Annual Reviews virtually, if the college place is a firm offer • Unifrog is an online platform used for students to build CVsfor universities, apprenticeships and Further Education.
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<p>What approach does the school have for teaching students with Special Educational Needs?</p>	<p>Quality first teaching ensures that lessons are appropriately adapted and planned to meet the needs of all students. A Classroom Support Plan is written by the SEND team with the student and shared with all staff. This offers teachers a summary of helpful information regarding the specific barriers to learning and preferred method of supporting for individual students with SEND. There are additional 'Quality First Teaching Strategies' available for each SEND type, which staff can access to support students further. Where diagnosis have been made by external agencies with diagnostic capability any recommendations can be incorporated into the classroom support plan, if the school can meet need.</p> <p>Where pupils require support beyond the universal offer, they may access interventions delivered over a six-week cycle. Interventions have clear intent, implementation and impact measures and support pupils significantly below age related expectations in literacy or numeracy. Additional programmes include life skills, emotional regulation, SALT, OT, pre teaching, study skills, revision and mentoring. Each child's needs are looked at individually to determine the best strategies for them and a range of strategies are employed. These could include:</p> <ul style="list-style-type: none"> • Visual support including pictures, writing frames or word banks • Visual timetables • Reward systems • Information and Communication Technology (ICT) support • Small steps with specific achievable objectives • Multi-sensory approach to activities. • Modelling, scaffolding, direct instruction <p>Staff receive regular training opportunities to refresh or extend their knowledge about supporting students with SEN. They are encouraged to seek advice about supporting specific individuals from the SENDCo in the first instance.</p> <p>Student's needs are primarily met by the class teacher through Universal Provision, where this is not sufficient students may be offered intervention which is criterion referenced.</p> <p>Intervention programmes are usually run on a 6 weekly basis to maintain a broad and balanced curriculum for the student. Interventions are linked to the students specific needs, with clearly defined intent and impact.</p> <p>Students that are identified as needing additional support in literacy or numeracy (being significantly below age related expectations) have the opportunity for intervention programmes.</p> <p>The school may also offer:</p> <ul style="list-style-type: none"> • Life Skills, Emotional Regulation, SALT, OT, Pre Teaching, Study Skills, Revision, Mentoring
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<p>What changes are made to the curriculum and the schools environment for students with Special Educational Needs?</p>	<p><u>Resources</u></p> <p>This will vary for each child but we will endeavour to provide resources as each young person with SEND requires. Any resources and equipment that a young person needs will be considered, based on recommendations made by specialist services. It includes but is not limited to; specialist desk and chairs; altered science equipment; sensory circuit equipment; the use of a laptop; and sensory tools such as theraputty or resistance bands.</p> <p><u>Examinations</u></p> <p>Each case is assessed by the Access Arrangements Lead who has a specialist qualification issued by the British Psychological Society. Evidence is needed to show history of significant and persistent need, history of use of access arrangements and qualifying standardised scores. Further testing can enable an application to be made in line with the Joint Council for Qualifications (JCQ) regulations. These access arrangements include:</p> <ul style="list-style-type: none"> • Reader (or exam pen) • Scribe • Extra time • Small group space • A word processor (with or without spell check) • Prompt • Supervised rest breaks • Practical Assistant • Own room • Bilingual dictionaries • Other less common access arrangements are available <p><u>Learning Environment</u></p> <p>Our school has a Grade II listed building status and restrictions on planning permission mean we are limited in giving access to all parts of the school to young people and parents/carers with mobility difficulties. However, we aim to meet the needs of individual students through careful timetabling. The science block has wheelchair access and a lift. The school has ramp access to all buildings at ground level. Steps and objects that could be an issue for visually impaired students are defined using yellow tape/paint. Any students using a wheel chair to access the school environment will have a risk assessment in place.</p> <p><u>Adaptations/improvements have been made to the auditory and visual environment</u></p> <ul style="list-style-type: none"> • Staff are asked to enable the young person to lip read as well as hear using their personal hearing devices • Blinds on windows to prevent glare, specialist equipment in class and yellow lines on outdoor steps. Stairs within school have an edge strip to enable access • The stairs leading into the hall have a guide rail to enable access. • Each area of the school has disabled toilet access.
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	<p>We are committed to adapting the internal environment where possible to meet the specific needs of each pupil, with advice from specialists.</p> <p>Students with SEND are offered the same full curriculum and course choice as all other learners. This includes General Certificate for Secondary Education (GCSE), Level 1 or 2 Certificates, Business and Technology Education Council (BTECs) at Level 1,2 or 3 and Advanced levels (A-levels).</p>
How are staff trained and what expertise do they have to meet the needs of students with Special Educational Needs?	<p>The SENCO has 18years of experience and is currently completing the NPQ SENDCo course. The SEND lead and SEND teacher in the department are also completing NPQ SENDCo course. Teaching staff and LSAs have the following training opportunities throughout the year:</p> <ul style="list-style-type: none"> • Professional Learning Group have representatives from the SEN department • Courses run by the Local Authority • Regular INSET sessions based on the training needs of the staff body • Regular CPD for LSA and SEN staff • Input by SENDCo to teacher training and newly qualified teacher induction programmes • Individual guidance and support from the SENDCo, • Circle Trust SEND meetings and training
How will the school evaluate its provision for young people with Special Educational Needs?	<p>We evaluate provision through:</p> <ul style="list-style-type: none"> • Termly data reviews of intervention • Annual review of the SEND Policy by School Local Advisors • Benchmarking against national outcomes • Panel meetings for safeguarding, attendance, behaviour, SEND and PPG • Half termly meetings between Heads of Year and the SENDCo <p>This ensures provision remains effective and continually improves.</p>

<p>How will young people with Special Educational Needs be supported to engage in activities?</p>	<p>Students with SEND are fully supported and encouraged to engage in all school activities. Throughout their time at school, the whole curriculum is available to SEND pupils as are extra-curricular activities. Where students need additional support to engage in activities a number of strategies are put in place which include LSA support and introductions to relevant staff.</p> <p>When a pupil has a physical need they are encouraged to be as independent as possible, however a practical assistant can be provided. The curriculum can also be tailored to the needs of the pupil in some cases, for example by small group teaching of a non-contact sport in PE.</p> <p>Students with SEND are invited to attend trips and activities with the rest of the school. Where a concern may arise from the SENCO, other staff or parents/carers, risk assessments are carried out and where appropriate an LSA who know the student with SEND, attend and support as required to allow participation on the trip. The Headteacher reserves the right to not allow a student to attend a visit should there be a health and safety concern for the trip leaders, supporting staff, the student with SEND or other students.</p>
<p>How does the school support the emotional and social development of young people with Special Educational Needs?</p>	<p>Support for improving emotional and social development can be provided through:</p> <ul style="list-style-type: none"> • Access to school counsellor through referral • Theme days that support young people with social issues • Supported lunch and break clubs • Access to the School Nurse through referral • Restorative practice embedded in the culture of the school. • Therapy Dog • Building Resilience In Young Minds (BRIYM sessions)
<p>How does the school work with specialist organisations from outside of the school?</p>	<p>Specialists come into school to support depending on the assessment of a student's needs. In school staff follow programmes provided by speech and language therapy, occupational therapy and physiotherapy services.</p> <p>Outside organisations we involve are:</p> <ul style="list-style-type: none"> • Child and Adolescent Mental Health Service (CAMHS) • Occupational Therapists • Physiotherapists • Speech and Language Therapists • Behaviour support advisors • Autism Spectrum Service for Information, Support and Training (ASSIST) • The Sensory Consortium • Mental Health Support Team

	<ul style="list-style-type: none"> • Educational Psychologist • Foundry College • Addington Outreach <p>Outside agencies are signposted to parents by the Head of Year, SENCo or Deputy Head (Pastoral).</p> <p>The school takes very seriously its responsibility for safeguarding and has very clear whole school systems in place co-ordinated by a designated teacher. The school liaises with Children’s Social Care services by attending Child Protection (CP), Child in Need (CIN) and Team Around the Family (TAF) meetings and by working together to ensure individual students and their families have the care and support needed. CPOMS is used to ensure that any concerning information or incidents are logged and shared to appropriate members of staff, whilst being mindful of confidentiality.</p> <p>Details of the Wokingham Borough Council Local Offer, can be found on http://www.wokingham.gov.uk/local-offer-for-0-25-year-olds-with-additional-needs/</p>
What should I do if I have a complaint about Special Educational Needs?	<p>Parents are encouraged to contact staff directly if they have concerns. The school website provides information on how to raise a complaint.</p> <p>The school website is: www.crispins.co.uk</p>