SEND Information Report 2025-26

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Introduction

This SEND information report is designed to share with current prospective parents and carers a clear overview of the schools approach to providing support for pupils with SEND. The document is designed in the style of a Q&A, answering the most frequently asked questions. We have worked with families and pupils to design the report to ensure information is as clear and straight forward as possible.

The Charter School East Dulwich is an 8-form entry mainstream secondary school and sixth form with 1400 students. We believe that every teacher is a teacher of pupils with SEND.

What is the school's ethos when it comes to pupils with SEND?

The Charter School East Dulwich is a part of a family of schools in The Charter Schools Educational Trust. The Central Trust Mission is to provide 'Better Futures for Children and Young People'. Inclusivity is a central value of our family of schools, and we are passionate about provision the best possible school experience for all pupils without exception.

At The Charter School East Dulwich, Our mission is:

'To celebrate our diverse community, educating our students to thrive and confidently shape their futures with a love of learning, excellent qualifications and strength of character.'

Our school values are:

We are curious, we work hard, we care and we act with integrity.

These values run throughout everything we do at The Charter School east Dulwich and shape the approaches we take for supporting pupils with SEND.

What kinds of SEN are provided for?

The SEND Code of Practice (2014) defines Special Educational Needs are defined as:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post16 institutions

At The Charter School East Dulwich, we support pupils across four main areas of Need:

Cognition and Learning (C&L):
Difficulties might include challenges with reading and spelling, learning new information and concepts, working with numbers, working memory and concentration. Such difficulties might include 'Specific Learning Difficulties' (i.e. dyslexia, dysgraphia) and moderate learning difficulties.

Communication and interaction (C&I):
Difficulties might include understanding or using language and communicating socially with others. This might include conditions or disorders such as: Specific language impairment, autism and speech sound disorders/delay.

Social, Emotional and Mental Health (SEMH):
Difficulties might include experiencing anxiety, stress, distress or anger that have an impact on accessing education.

Sensory and/or physical (S/P):
This might include sensory processing difficulties affecting movement and co-ordination, physical disabilities, sensory sensitivities and sensory impairment (i.e. Hearing Impairment)

It is common for students to have SEND difficulties in two or more of these areas. If this is the case, SEN support is designed to best support your child's need using the resources available.

1. How do you identify and assess students with SEND?

For your child to access the best possible support, it is important that SEND difficulties are identified early. At The Charter School East Dulwich, dependent on a student's specific areas of need, assessment can take place in many ways.

Before pupils join The Charter School East Dulwich, we work closely with primary schools to identify pupils with SEND, to ensure effective sharing of information to best understand pupils strengths, differences and the strategies that work best for each pupil.

Once a pupil joins, using the information available, the Special Educational Needs Coordinator (SENCo) will develop the SEND register for pupils who require SEND support. The purpose of this register is to ensure that all staff are aware of a child's needs and are therefore able to plan lessons and use strategies to support pupils. The SEND register is updated termly with pupils joining or leaving the register, depending on their progress in school.

For pupils joining and those who are currently at the school, to get new or updated information and guidance on how best support individual pupils, there are a range of assessment and screening methods used:

Universal (all pupils): ● Benchmark assessment in English, Maths and Science ● Reading Screening ● Classroom learning walks/observations ● Teacher referrals
Targeted (addressing a specific concern identified) carried out by SEND team: ● Speech and language screening and observation ● Focused observation ● Screening for specific difficulties (social, emotional and mental health, specific learning difficulties and sensory and physical differences) ● All students on the SEN register and those flagged by teachers will be screened for Access Arrangements at the end of Year 9. These assessments will help us determine which adjustments students qualify for that can then be put in place for KS4 assessments
Specialist (pupils with more complex or long term difficulties) carried out by specialist external professionals or assessors: ● Educational Psychologist Assessment ● Speech and Language Therapist assessment ● Occupational Health Assessment ● Children and Adolescent Mental Health Service (CAMHS) assessment ● Paediatric Assessment ● Sensory Impairment Specialist teacher assessment (i.e. Hearing or visual impairments) All of these assessments require partnership working with families to agree consent and for referrals to be made. In all cases, clear evidence is required of universal and targeted assessment to have been carried out and recommendations have been implemented and impact reviewed. Please note that CAMHS, ADHD & Autism assessments can be requested via GPs.

Assessments, and screening activities are always developmentally appropriate for individual students. We work closely with families to agree on assessment methods.

As parents/carers and students, you have vital and unique knowledge of your child's or your own strengths, difficulties and interests. At The Charter School East Dulwich, we believe that you should be fully involved in every step of the SEND process, from initial identification through to making decisions about support in place in school. We call this process the Assess, Plan, Do, Review cycle (APDR) or Graduated Approach. Communication between school and parents should be two-directional and the information below outlines what you can expect.

How do you review progress and tailor support?

Progress for all pupils (with and without SEND) is monitored and evaluated though Achievement evening meetings and School Reports.

Achievement Meetings

These meetings take place annually. These are a great opportunity to meet your child's teachers, discuss progress and next steps. Meetings directly with the SENCo can be requested by sending an email to the SEND Team: SENDCO@chartereastdulwich.org.uk

School Report:
After each assessment cycle, you will be sent a school report. This will include your child's assessment information.

For pupils with SEND, there is an additional layer of monitoring and evaluation through the Graduated Approach.

The Graduated approach is designed to ensure that pupils receive the right support (not too much, not too little) at the right time. This graduated approach is known as the Assess, Plan, Do, Review cycle (APDR).

Assess
As outlined above, Assessment of needs or difficulties is the first step and may be initiated by the school, parents or health and care professionals (i.e., GP/social worker).

School initiated - If your child's teachers or head of year has concerns, they speak to you to ask for your thoughts and input. They may also speak to the school's Inclusion and SEND teams for tips and advice.

Family initiated – If you have concerns about your child's learning and/or development, in the first instance, speak to your child's Year Leader or subject teachers. They will be able to give you feedback on how your child is doing in school and you can develop a support plan for your child. Your concerns will be shared with the SEND team to monitor progress and consider any further next steps.

Health and Care Professional Initiated – If a concern is raised by a health or care professional, they will usually communicate only with parents, rather than the school. It is important that you share as much information as possible or you feel comfortable sharing about concerns raised or relevant diagnoses your child might have so we can put the right support in place. Please inform the SENCo, Carissa Walton if this is the case (cwalton@chartereastdulwich.org.uk)

Further Assessment
For some students, the type of assessment may be more specific including formal screening in school for specific needs or require referral to a qualified professional such as an educational psychologist, speech and language therapist or paediatrician. You would always be contacted to ask for your consent and contributions towards a referral being made. Further detail on this is listed in the 'How do you identify and assess students with SEND?' section.

Plan
If your child has special educational needs, you, and your child (where appropriate) will be invited on a termly basis to develop an individual learning plan to develop personalised targets with linked strategies for staff to use to support pupils to achieve their targets. These strategies will be using evidence-informed strategies for supporting pupils with SEND, shaped by input from parents and carers, pupils and any supporting documents/reports from external services where applicable.

Do
Once and individual learning plan has been developed and shared with staff, agreed strategies will be implemented in classrooms and (where applicable) in targeted and specialist support groups. The SEND teams will work with staff to support the implementation of agreed strategies.

Review
All learning plans are reviewed and updated termly, reflecting on progress and achievements. As part of the review process, we will identify strategies that have been successful to ensure these are sustained and/or recognising where support is no longer necessary or appropriate. These changes will be reflected in the learning plans.

How do you support pupils moving between phases of education and in preparing for adulthood?

Secondary transfer
- The SENDCo, Assistant SENDCo, HLTAs meet with every feeder school for handover meetings about SEN students joining the school
- SEN students are invited for an additional taster day hosted by the SEND team in the summer term
- SENDCo available to meet with parents at Year 7 Information Evening
- SENDCo attends Year 6 Annual Review meetings for students joining with an EHCP
- HLTAs run a workshop for each feeder school at their primary school
- All children with an EHCP are invited to attend for an additional tour

Key Stage 3 to Key Stage 4
- All students with an EHCP are offered a careers meeting each year
- SEND students are supported in the options process by senior members of staff who have detailed knowledge of their strengths and needs and guide them through the process of selecting options they can be successful in
- SENDCo meetings are available by request at Year 9 Options information/achievement evening
- Options process discussed at Year 9 EHCP annual review
- Students with an EHCP will have additional opportunities for discussing options with their Key Adult during weekly meetings

Key Stage 4 to Key Stage 5
- We also provide an enhanced transition for KS4 pupils moving onto their Post-16 choice.
- For students with an EHCP, this can include visits with familiar staff to a new provision and and inviting staff from other settings to Y11 Annual Reviews where needed. The period of transition will depend on the individual needs of the pupil.
- If your child is moving to another school we will contact the school SENCO and ensure they know about any special arrangements or support that need to be made for your child. We will make sure that all records about your child are passed on as soon as possible
- Your child will be supported by the careers team who will support by creating a plan for their Post 16 education

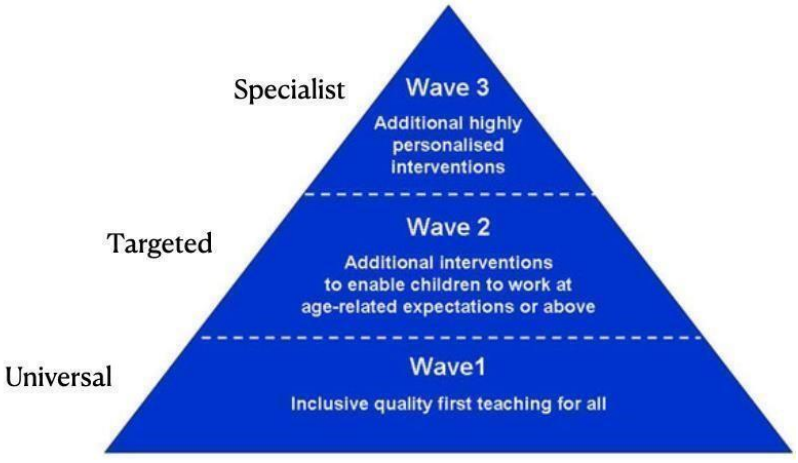
- Students are offered additional support by the careers team to identify and apply for post-16 settings and courses
- The careers team and SEND team work closely together to ensure that students have opportunities to visit post-16 settings
- Students complete work experience in Year 10 and are offered additional support to secure a placement and prepare for it
- Where necessary, the SEND team will arrange for transition days for students with an EHCP who are transferring to new settings
- All relevant SEND Information will be shared with the provider the student transitions to.

Key Stage 5 transition

- Your child will be supported by the careers team who will support by creating a plan for their next steps
- Students are offered additional support by the careers team to identify appropriate pathways, providers, settings and courses
- Students complete work experience in Year 12 and are offered additional support to secure a placement and prepare for it
- The careers team, sixth form team and SEND team work closely together to ensure that students are aware of different pathways
- Where necessary, the SEND team will arrange for transition days for students with an EHCP
- All relevant SEND Information will be shared with the provider the student transitions to

What is your approach to teaching pupils with SEND?

At the Charter School East Dulwich, we have a 3-tiered approach to SEND support across the school. Depending on students' strengths and difficulties, support will look different for individuals.



Wave 1 – Universal Support

To a great extent, good teaching for students with SEND is good teaching for all. Our first priority at The Charter School East Dulwich is to ensure the highest standard of inclusive teaching possible for all students. This forms Wave 1, the of our 3-tiered SEND offer.

This level of support will involve a range of evidence-informed adaptive teaching strategies including:

1. Flexible grouping of students,
2. Supporting students to develop independent thinking and learning strategies,
3. Clear and precise instruction and explanation,
4. Effective use of technology
5. 'Scaffolding' of work to allow students greater access to learning. Learning activities in school are differentiated or personalised for individual students' needs in order to access the curriculum.

Wave 2 – Targeted Support

When progress for pupils remains a concern despite high quality Wave1, universal support, elements of Wave 2, targeted provision may be necessary to supplement but not replace their classroom experience. These provisions will usually be targeted, group-based support for a fixed term (usually 6 weeks) with clear pre and post assessment to monitor. These sessions, are usually run by Learning Support Assistants (LSAs) and include support for difficulties across the 4 broad areas of need such as:

- Cognition and Learning: specific literacy and mathematical skills, organisation and study skills
- Communication and interaction: language groups, social skills
- Social, Emotional and Mental Health: ELSA, mentoring, emotional regulation,
- Sensory and Physical: Sensory circuits, OT activities, Motor skill development

Wave 2 support aims to help students make accelerated progress against their individual targets and remove barriers to learning. The impact of these targeted support strategies is evaluated on a termly basis.

Wave 3 – Specialist Support

For a small number of students, a highly personalised and individualised approach to learning is required, using recommendations from external professionals such as a speech and language therapist (SaLT), Educational Psychologist (EP) or therapists or specialists from other services. This type of support will vary significantly between individuals dependent on strengths and difficulties.

Students who might benefit from Wave 3 support will most often have or require an Education, Health and Care Plan (EHCP) in order for the school to provide the level of specialist support required.

All support across the school is monitored and evaluated every term. This is to ensure that the support in place is meeting the needs of individual students.

Wave 2 and 3 support:

Cognition and Learning	Communication and Interaction
- Literacy and Maths groups - Nurture Provision - Targeted Maths support - Targeted literacy - LSA support (EHCP)	- Language groups - HLTA & Speech Therapist - Social skills/communication groups
Social, Emotional and Mental Health	**Sensory and Physical**
- Designated person (EHCPs) - Counselling - Emotional Literacy Support (ELSA) - Mentoring (external agencies)	- Assistive technology (recording learning and HI) - Fine motor development - Sensory aids

What adaptations are made to the curriculum and learning environment of children and young people with SEND?

For children and young people with SEND, there can be a range of reasonable adjustments made to reduce barriers to learning. What works best for individual pupils will vary however our key evidence-informed 'best bets' that are likely to support most pupils with SEND are:

Universal:

- Carefully considered seating plan that takes the needs of individual students into account and is implemented consistently
- chunked tasks in small achievable steps to reduce cognitive overload and support metacognition
- increased checking for understanding
- 1:1 support from the teacher during the 'We' section of lessons before the independent 'You' tasks
- increased checking during live marking or classroom circulation
- increased support for memory difficulties – recap, revisiting previous work, prompts such as sentence starters and support
- using the 'I do, we do, you do' model as worked through examples
- increased reading support (inc. ruler reading prompts and guidance) for decoding, fluency support, vocabulary and comprehension
- use of reading fluency strategies to support with comprehension activities
- use of mini-whiteboards to provide low stakes extended writing opportunities ahead of writing in books

Targeted/personalised:

- Where more than the above is required, teachers will work under the guidance of the SENDCo to ensure that provision and strategies are in place as per recommendations from professional reports, EHC plans and those agreed in collaboration with the SENDCo, parents and child

These may include:

- Support in class from a Learning Support Assistant
- Targeted intervention in small groups
- Targeted intervention 1:1
- Assistive technology

What expertise and training do staff have to support children with SEND?

All staff: SEND Code of Practice training, ASD training by Autism Education Trust, Adaptive Teaching training throughout the year, staff sharing for key students (weekly)
Some staff: Neurodiversity training, Attachment training, Graduated Response training, ADHD training, Dyslexia training, OCD training, SCLN training
Specialist staff: NASENCO qualification, SPLD specialist teacher qualification, Access Arrangements Assessor qualification, ELSA qualification, ELKAN qualification

How are pupils with SEND enabled to engage with activities available with pupils who do not have SEND?

- **An extensive range of lunch clubs and after school clubs are available to all students at TCSED. Form tutors encourage all students to attend and offer additional support for SEND students to identify clubs of interest**

What arrangements are made for pupils who are Looked After and have SEND?

All Looked After Children who are on the SEN register have access to all of the aforementioned support. In addition, the SENDCo will attend PEP meetings where a child has SEND to ensure appropriate provision is in place. The SENDCo works closely with the child, family and the Designated Teacher for LAC.

Who can I contact with more questions or concerns about my child?

Name	contact
Carissa Walton - SENDCo	SENDCO@chartereastdulwich.org.uk
Head of Year	contact details on website for each Year Lead

Education, Health and Care Plans (EHCPs)

For some students, our universal and targeted level of support (Waves 1 and 2), are not enough to enable them to learn most effectively. For students with more complex or significant needs, a more personalised and specialist approach might be required. In many cases, a student might require an Education, Health and Care Plan (EHCP). This is a legal document that describes a student's special educational needs, the support they require and intended outcomes for the appropriate key stage. The support in these plans must be provided by the local authority, meaning that an EHCP can give a student extra educational support as well giving parents more choice about which school their child can attend.

An EHCP can only be issued after a student has gone through the EHC needs assessment. This can be applied for by school or by parents.

For more information about EHCPs, what they are and how to request one, visit the sites below or contact the SENCo (contact details above)
https://www.ipsea.org.uk/pages/category/educationhealth-and-care-plans
https://localoffer.southwark.gov.uk/education-health-and-care-plan/

Where can I find information about the Southwark SEND Local Offer

A local offer refers to activities, services, events or support that are available to parents of students with special educational needs. As part of the Charter Schools Educational Trust, we are proud of our own 'TCSET Local Offer', open to families in our communities and schools. We also signpost families to the 'Southwark Local Offer'.

Southwark Local Offer
To learn about the Southwark Local Offer follow this link: https://localoffer.southwark.gov.uk/

Southwark Information, Advice and Support Team
The Southwark Information Advice and Support team (SIAS) is a service which offers impartial advice to parents and young people. SIAS provide parents, students and young people with the information and support necessary.

SIAS was established to ensure that parents, carers of students and young people aged 0 to 25 years old with Special Educational Needs and Disabilities (SEND) have access to information, advice and guidance to allow them to make informed decisions about their education and 16 plus choices. For more information, visit:
https://www.southwark.gov.uk/schoolsandeducation/information-for-parents/southwarkinformation-advice-and-support-team-sias

7. How can I share concerns about provision or make a complaint?

If you are concerned about any aspects of SEND provision in school, please contact the SENCo, class teacher or head of year in the first instance. If a complaint cannot be resolved, parents will then be referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if it is believed that the school has discriminated against their students. Parents 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

This information report will be reviewed by The SENCo and the Assistant Head of Inclusion every year. It will also be updated if any changes to the information are made during the year. It will be considered and approved by the governing board.