



The Charter School
Bermondsey

Special Educational Needs and Disabilities (SEND) Information Report

Approved by:	Head Teacher and Local Governing Board (LGB)	Date: September 2026
Last reviewed on:	September 2026	
Next review due by:	September 2027	

Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs 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 our website:

<https://www.charterbermondsey.org.uk/policies>

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

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	EXAMPLES OF CONDITION(S)
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
	Anxiety
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Introducing our SEND team at The Charter School Bermondsey:

Role	Staff Members	Specialist Training/Experience
SENco	Raj Blanchard	MA Special and Inclusive Education, NPQH, NASENCO, MCCT
Deputy SENCo	Louise Wiltshire	BA HONS, MA

Specialist Teachers	Rahmia Miah	BA HONS
Higher Level Teaching Assistants	Anna Wisniewska-Chiliquinga Anthony Christie Jing-Jing He	MA, Linguistics Fully Qualified Science Teacher BA HONS
Teaching Assistants	Anna Jamil Mamoon Hassan Emmanuel Bello Karina Kargbo Isioma Ochudume Elizabeth Ings	All TAs have a range of qualifications to assist teaching as support staff. Other qualifications may also include BA HONS and Master's-level study.
Year Group Leaders	Melissa Tofts – Year 7 Wafa Seid – Year 8 Daniel Kargbo – Year 9 Entrina Jackson – Year 10 Anthony Wilson – Year 11	
External Professionals	Speech and Language Therapist Educational Psychologist Southwark SEND Consultant Place2Be Groundworks	

3. What should I do if I think my child has SEN?

We believe early identification of needs is important. We work closely with primary schools, pupils and families in preparation for transition to understand pupils needs and what works to support them in school. The steps below outline what to do if you have concerns or queries about possible special educational needs.

1	2	3
If you think your child might have SEN, the first person you should tell is your child's teacher. You can get in touch by emailing the school office: info@charterbermondsey.org.uk They will also pass the message on to our SENCO who will work with the teacher(s) to support planning next steps.	We will discuss your concerns with you and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.	If we decide that your child needs SEN support, we will formally notify you and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or emotionally/socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap or difficulty, teachers will ensure that they use more targeted classroom strategies

including questioning, extended explanations and break tasks down into smaller chunks. Pupils who don't have SEN usually make progress quickly once gaps in learning have been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and around the school site to identify strengths and difficulties are. They will have discussions with 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 and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

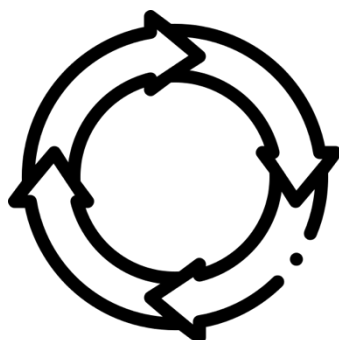
5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

Review

We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.



Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.

Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins or use pre-existing data. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

We will provide reports on your child's progress at least annually.

A member of the SEND team will contact you to:

- Review academic and social/emotional progress
- Discuss the impact of support implemented
- Identify what we will do next

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child's class teacher(s).

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

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

- Attend meetings to discuss their progress and review outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Write a 'HAT profile' considering your child's views, needs and strategies to be shared with your child's teachers.

8. 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 the pupils in their class. SEND support generally works on a 3 tier basis – Universal, targeted and specialist.

Universal (for all): Strategies and support that are classroom-based, usually through high-quality inclusive teaching (see below) and reasonable adjustments where appropriate. This will be the best support for a vast majority of pupils with SEND.

Targeted (for some): Support that is available for pupils who require provision that is additional and/or different from that which is ordinarily available in the classroom. This will be necessary for a small proportion of pupils. These provisions are usually, short-term and carried out in groups, either within or outside of the classroom. These supplement but don't replace the universal provision i.e. high quality, inclusive teaching).

Specialist (for few): Support that is highly personalised and requires specialist input from external agencies (i.e Educational Psychology, Speech and Language Therapy, Occupational Therapy, CAMHS etc). This support is usually in small groups or individually. This will be necessary and available to a small number of pupils and is usually accessed by pupils who have an Education, Health and Care Plan due to the level of specialism and resources required.

Specialist+: This year, we are running a pilot Inclusion Support Base in Years 7 and 8. This is a small class of up to 10 pupils to deliver a highly adapted lessons working on the same curriculum as their peers. Lessons are led by qualified teachers who are subject specialists. This is a form of enhanced transition support for pupils with an EHCP who have very significant attainment gaps to their peers and face great challenges in accessing the curriculum in larger classes. This is a temporary provision which is designed to support pupils to make accelerated progress in English and Maths, to support access to the curriculum and full re-integration into their mainstream classes. All decisions to include pupils in the Inclusion Support Base will involve discussions and mutual agreement between school and parents/carers. Pupils remain fully engaged in all school activities and curriculum. Pupils' progress is monitored closely, and pupils will transition back to their mainstream classes through a carefully planned transition period as soon as they are ready.

High Quality, Inclusive Teaching (Universal)

High-quality, inclusive teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will use adaptive strategies in teaching to reduce barriers to learning. At the Charter School Bermondsey, we focus but don't limit to adaptations around:

1. **Checking and Intervening** – Regular checks for understanding through questioning and marking and giving feedback, guidance and support
2. **Planned circulation routes** – Teachers have annotated seating plans identifying pupils they want to have more frequent interactions with to check how they are getting on.
3. **Scaffolding** – Temporary support through visual, verbal and written 'prompts' to support pupils' access to learning i.e:
 - a. a written checklist for steps required to complete a task
 - b. word banks with language and symbols or pictures to support understanding
 - c. verbal/written questions to promote independent problem solving – "Look back at the text. Which part gives you a clue about the character's feelings?"
4. **Effective deployment of Teaching Assistants** – Teaching assistants support learning in the classroom through effective scaffolding.

Targeted and Specialist Provision

We currently also provide the following intervention groups.

AREA OF NEED	TYPES OF TARGETED AND SPECIALIST PROVISION	SPECIALIST+
Communication and interaction	Speech and Language Therapy and Support Lego Therapy Social Skills	Pilot Y7&8 Inclusion Support Base
Cognition and learning	Reading Fluency Phonics In class teaching assistant support for core subjects Lego Therapy Social Skills	
Social, emotional and mental health	Emotional Literacy Support Lunch & Break Club Place2Be Counselling Designated person check-ins	

Sensory and/or physical	Handwriting Touch Typing	
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The provisions listed above have both targeted and specialist caseloads. For example: Targeted speech and language may include a group of 6 pupils working with a trained teaching assistant. Specialist speech and language therapy may include 2 pupils with similar objectives working directly with a specialist speech and language therapist. Specialist provision is accessed by pupils who have an Education, Health and Care Plan (EHCP) where provision is specifically listed in section F of the plan.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all our pupils. All pupils are encouraged to go on our school trip and take part in sports events, productions and workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make reasonable adjustments as needed to make sure they can be included.

11. How does the school support pupils with disabilities?

We are committed to ensuring that pupils with disabilities are not treated less favourably than their peers and can access all aspects of school life. Reasonable adjustments are made in accordance with the Equality Act 2010 and the SEND Code of Practice, including adaptations to teaching, the curriculum, the environment, and the provision of auxiliary aids and services where required.

The school provides a range of support to enable pupils with disabilities to access education, including specialist equipment, assistive technology, adapted resources, and additional adult support where appropriate. Staff receive training to promote inclusive practice and remove barriers to learning.

Our Accessibility Plan sets out how we will:

- Increase the extent to which disabled pupils can participate in the curriculum.
- Improve the physical environment to enable disabled pupils to access education, benefits, facilities and services.
- Improve the availability of accessible information for disabled pupils and their families.

The Accessibility Plan is available on the school's website or on request from the school office.

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

Between years

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

- Hold transition planning workshops for current and future teachers to share information
- Develop relationships with key adults to support transition.

Between schools

When your child is moving on from our school, we share key information regarding special educational needs and provisions.

Between Phases

We work closely with primary schools to ensure we have the most up to date information about your child's progress, attainment and special educational needs and provisions. We use this information to inform our approaches and support leading up to and upon transition.

Moving 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.

13. What support is in place for looked-after and previously looked-after children with SEN?

Mr Haverty is the designated LAC Teacher. They will work with our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN 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 SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

14. What should I do if I have a concern or complaint about my child's SEND provision?

At The Charter School Bermondsey, we believe that concerns are best resolved through open, constructive communication. If you have a question, concern or are unhappy about any aspect of your child's SEND provision, we encourage you to contact us as soon as possible so that we can work together to understand the issue and seek a resolution.

In the first instance, we recommend speaking with your child's subject teacher(s) and/or form tutor, as they are often best placed to discuss day-to-day provision, progress and support. Many concerns can be resolved quickly through these conversations.

If your concern remains unresolved, or if it relates to a wider aspect of your child's SEND provision, we encourage you to arrange a meeting with a member of the SEND team. We value the views of parents, carers and pupils and will always seek to listen carefully, work collaboratively and identify solutions wherever possible.

If, following these discussions, you feel that the matter has not been resolved, you may make a formal complaint. Complaints relating to SEND provision should be addressed to the Headteacher in the first instance and will be considered in accordance with the school's Complaints Policy, which can be found here: <https://www.charterbermondsey.org.uk/policies>.

If you remain dissatisfied with the outcome, you may be able to escalate your complaint in line with the procedures set out in the school's Complaints Policy. In some circumstances, this right also applies to pupils

themselves. Further information about routes for resolving disagreements and making complaints can be found in the SEND Code of Practice (pages 246-247): <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

If you believe that your child has been discriminated against because of their disability or special educational needs, you have the right to make a claim to the First-tier Tribunal (Special Educational Needs and Disability). Information about disability discrimination claims can be found here:

<https://www.gov.uk/complain-about-school/disability-discrimination>

Claims may relate to:

- Admissions
- Exclusions
- The provision of education and associated services
- A failure to make reasonable adjustments, including the provision of auxiliary aids and services

Before pursuing a tribunal claim, parents and carers may wish to consider disagreement resolution or mediation services, which can often help to resolve issues without the need for a formal hearing. Information about local disagreement resolution and mediation services is available from

<https://localoffer.southwark.gov.uk/information-and-support-parents/support-groups-and-services/advocacy-and-mediation-services>

15. What support is available for me and my family?

If you have any questions or concerns about your child's special educational needs or disabilities (SEND), we encourage you to get in touch. We are committed to working in partnership with pupils, parents and carers to ensure that every child receives the support they need to achieve and thrive.

At Charter Bermondsey, we believe that high-quality, inclusive teaching benefits all learners. The SEND Team works closely with Learning Family Time tutors, Heads of Year, classroom teachers and external professionals to identify needs, remove barriers to learning and coordinate appropriate support.

If you would like to discuss your child's needs or the support available, please contact:

- **Raj Blanchard, SENCo:** rblanchard@charterbermondsey.org.uk
- **Louise Wiltshire, Deputy SENCo:** lwiltshire@charterbermondsey.org.uk

We welcome communication with families and aim to ensure that parents and carers are actively involved in decision-making about their child's education and support.

To see what is available to you locally, have a look at Southwark's local offer. Southwark publishes information about the local offer on their website: <https://localoffer.southwark.gov.uk/welcome-southwark-send-local-offer>.

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are: <https://localoffer.southwark.gov.uk/information-and-support-parents-and-carers/southwark-information-advice-and-support-sias-service>

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

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

16. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 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
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **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 information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages