

## SEND INFORMATION REPORT

### 1. What does having a special educational need mean?

The Code of Practice (2015) states that:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

have a significantly greater difficulty in learning than the majority of others of the same age;

or

have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEND definition.

### 2. Who is responsible for young people with SEND at Conyers School?

The SENDCo at Conyers School is Mrs Pack who will monitor, coordinate and evaluate provision for these students. She can be contacted at [send@conyers.org.uk](mailto:send@conyers.org.uk).

The SENDCo has day-to-day responsibility for the operation of the SEND policy and coordination of specific provisions made to support individual students with SEND and medical conditions, including those who have Education, Health and Care plans. They also provide professional guidance to colleagues and will work closely with staff, parents/carers and other agencies

The Deputy Head teacher Angela O 'Boyle is responsible for

- o working closely with the SENDCo and SEND team
- o analyse progress data with SENDCo to monitor significant groups and vulnerable students
- o liaise with the Headteacher and governors concerning statutory responsibilities, resources and student outcomes

The Headteacher Chris Coleman  
is responsible for

- The day to day management of all aspects of the school, this includes the support for students with SEND.
- Ensuring that your child's needs are met, although she will give responsibility to the SENDCo and class teachers to achieve this.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Governance : Care, Support and Guidance Committee

Ensuring that statutory provision is made for children with SEND at Conyers School.

Subject Teacher:

Responsible for providing excellent teaching and differentiation for all students, including those with SEND. As part of this provision they will:

- Monitor the progress of your child, identifying, planning and delivering any additional help your child may need for them to achieve their full potential.
- Ensure that the guidance on the student's SEND needs is followed and targets are worked towards.
- Ensure that the school's SEND Policy is followed in their classroom.
- Work closely with any SEND support assistants attached to their classes to ensure effective provision for children with SEND.

Some SEND students may require additional support for their needs which will be provided by the SEND Support team. Pastoral support is also provided by their form tutor and pastoral manager.

### **3. What kinds of SEND are provided for in the school setting?**

At Conyers School we make provision for a range of SEND under four categories:

Communication and Interaction –Autistic Spectrum Disorder, Asperger Syndrome, Speech, Language and Communication.

Cognition and Learning – Moderate Learning Difficulty, Developmental Coordination Difficulty – dyspraxia, dyscalculia, Specific Learning Difficulty – dyslexia.

Social, Emotional and Mental Health – Attention Deficit Hyperactivity Disorder, Attachment difficulties, trauma, anxiety.

Sensory/Physical – sensory difficulties, hearing impairment, visual impairment, medical needs.

### **4. How does the school identify that a child has a special educational need and assess their needs?**

The SEND team and the pastoral manager responsible for Key Stage 2/3 transition will liaise with all primary schools to ensure that information on students is shared effectively, in line with the local authority transition protocol.

At the start of Year 7 or on entry, the school will undertake relevant assessments of all students to ascertain their ability/difficulties and a profile of their needs. This information will be used alongside data from primary/previous schools to ensure that students who may need additional support are identified.

The SEND team liaises with all staff and monitors the progress of students who are not meeting required levels of progress as identified through the school's current tracking system.

Students with additional needs are referred to the SEND team by staff if they feel there are concerns about a student's learning.

Students who have been identified as having special educational needs will be consulted with and involved in the arrangements made for them as part of person-centered planning.

Students on the SEND support register have been identified in Tiers based on their level of needs:

Tier 1 - monitoring

Tier 2 - requiring classroom adjustments and readily available resources

Tier 3 - interventions are required

Tier 4 - external support beyond what is available in school

Tier 5 - EHCP and Children in care

This system is designed to ensure all students are supported with an appropriate level of provision for their needs and monitored more effectively.

### **5. What arrangements are there to consult with parents/carers of young people?**

Conyers School recognises the need for parents/carers to be fully aware of their child's progress:

Where required the SEND team will contact parent/carer to discuss the child's needs and difficulties and the possible support schools are considering.

Parents/carers will have the opportunity to meet with a member of the SEND Support team, three times a year to discuss the targets set for their child and any changes in circumstance.

Parents/carers are contacted by the SEND team if and when required to discuss student progress and are encouraged to contact the SEND team if they have concerns. A partnership between school and home is invaluable in ensuring the needs of the child are best met.

Parents/carers of students with an Education, Health and Care Plan will be invited to contribute to and attend their annual review, which, wherever possible will also include other agencies involved with the student. Parents/carers will be actively supported to contribute to the assessment, planning and review.

## **6. What arrangements are there to consult with young people with SEND and involve them in their education?**

School will involve students in all decisions around the type of support they would find useful and personalise this where appropriate.

Student voice will be requested as part of a review process to ensure needs are being met.

## **7. What are the arrangements for reviewing and assessing student progress towards outcomes.**

SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing strong outcomes. This is known as the graduated approach and consists of: Assess – Plan – Do –Review. Students will be involved in this process and have opportunities to discuss their needs and progress.

All teachers of a student receiving SEND Support will be made aware of the student's SEND passport. Where a student is receiving SEND Support the parents/carers will have the opportunity to meet with the school at least three times over the year.

Where relevant the SENDCo will enlist the services of specialist professionals such as Educational Psychologists and Advisory Teachers.

Details of each student with SEND, recommended teaching strategies, strengths and history of provision will be available to all teaching staff via the school SEND support register.

Students with SEND all have a personalised student profile which highlights the student's areas of strength, needs and what intervention is necessary and how it is best delivered to secure strong outcomes. All teaching staff will be made aware of this information and informed when any significant changes are made.

SEND support is fluid and during the process of review students, parents/carers and school will assess the degree of need and whether provision continues to be relevant.

### **Specialist Individual support**

If your child has been identified as needing a particularly high level of individual support, high needs funding or an Education, Health and Care Plan (EHCP) may be appropriate.

Your child may also need support from a professional from outside the school. This may be from:

- Local Authority services
- Outside agencies such as the Speech and Language Therapy Service, CAMHS

For your child this would mean:

The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.

After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you) they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with SEND Support at school level and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

The EHCP will outline the individual support your child will receive, how the support should be used and what strategies must be put in place. It will also have long and short term targets for your child.

This type of support is available for children whose learning needs are:

Severe, complex and lifelong.

## **8. How will Conyers School support my child in transition stages?**

We work closely with the educational settings attended by students before they transfer to Conyers School in order to seek information which will make the transition as seamless as possible. This will include information about their identified special needs and/ or disability and any provision needed to be in place on transfer.

We offer a transition plan depending on the severity of the student's needs.

There are open evenings and taster days for all year 6 pupils who are transferring to Conyers School at the start of year 7.

Parents of students who have special educational needs are invited to meet with the SEND team at the start of the academic year.

Additional enhanced transitions for pupils with identified SEND needs are offered. Year 6 pupils will be referred by their primary school.

The SEND team and pastoral manager will conduct transition visits to all primary schools.

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

Students in year 11 are supported into sixth form or other further educational settings by forwarding information and liaising with students and parents/carers about appropriate post-16 pathways. Students have careers support from dedicated staff. For students with an EHCP this might include accompanied visits to their chosen setting/s.

## **9. What is Conyers School's approach to teaching students with special educational needs?**

High quality teaching is on offer to all students, regardless of their learning needs. This means that teachers take into account the learning needs of all students and differentiate lessons to match. We believe that additional intervention and support cannot compensate for lack of good quality teaching, which is why we regularly and carefully review the quality of teaching for all students, including those at risk of underachievement or those who have been identified as having special educational needs.

We offer a broad and balanced curriculum to all students, including those with special educational needs, and most if not all learning takes place in mainstream lessons.

## **10. How does Conyers School adapt the curriculum and learning environment for students with special educational needs?**

At Conyers School we believe that your child's learning needs will first and best be met through the high quality teaching delivered by mainstream subject 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 your child's special educational needs and/ or disability.

Where necessary, subject teachers will break down lesson content into smaller chunks and use lots of repetition and different teaching approaches to ensure that new concepts are learned and retained in memory.

In a small number of cases, it may be appropriate to provide additional, small group interventions in addition to the mainstream curriculum and/or to allocate in class support.

Specialist advice is sought for students who make little or no progress in spite of differentiated and targeted work as outlined above. For a student with an Education, Health and Care Plan we follow the advice and strategies described in their plan.

When necessary, accessibility aids and technology may be used to support the child's learning.

At Conyers School we review our Accessibility Policy annually to ensure that all children have the fullest access to the curriculum and the school site.

## 11. What additional support for learning is available for students with special educational needs?

At Conyers School we have a three-tiered approach to supporting student's learning needs.

At **UNIVERSAL** level, we use our notional SEND funding – money we receive as part of our budget – to provide quality teaching, which may include some very minor adaptations to match learning needs.

We provide **TARGETED** support when we consider it appropriate to make additional short term special educational provision to remove or reduce any obstacle to your child's learning, or to help them to catch up when they have fallen behind their peers. This takes the form of a graduated four part approach of:

- Assessing your child's needs
- Planning the most effective and appropriate short term intervention
- Completing this intervention
- Reviewing the impact on your child's progress towards individual learning outcomes

Such specific, targeted one to one or small group interventions may be run outside of the classroom. These will be limited to a number of weeks to minimise disruption to the regular curriculum. You will be kept informed of your child's progress towards learning outcomes.

We provide **SPECIALIST** support when we consider it necessary to seek specialist advice and /or regular long term support from a professional outside of the school in order to plan for the best possible learning outcomes for your child. This may include:

- Educational Psychologist
- Speech and Language Therapist
- Input from specialist sensory advisory teachers for students with, for example, hearing or visual impairments

When in spite of targeted support, students continue to make slow or no progress, in consultation with parents/carers we will seek advice from professionals outside of the school. Such professionals will undertake an assessment and report on any detected learning difficulties, as well as advise the school on best strategies and/or interventions to allow the student to make progress. At this point we will have identified that the student has a special educational need.

In exceptional circumstances where students fail to respond to all of the above, a request will be made to the Local Authority to undertake a statutory assessment of the student's needs and consider issuing an EHCP.

Throughout the process, we will ensure that all teachers and support staff who work with the student are aware of the support to be provided and the teaching approaches to be used.

## 12. How does Conyers School ensure the teaching staff are appropriately trained to support my child's special educational needs and /or disability?

We access specialist training from a range of providers including:

- o Independent providers commissioned by the school for specific training
- o Specialist services provided by the Local Authority

Teachers and SEND support assistants have had the following awareness training:

- o Quality first teaching for students with SEND
- o Teaching students with attachment difficulties
- o Teaching students with learning difficulties

In addition, teachers and SEND support assistants have received the following enhanced and specialist training:

- o Autism awareness
- o Awareness of Mental health
- o Hearing impairment
- o PIVOTAL
- o Tourettes awareness
- o Working with individuals with Learning Difficulties
- o THRIVE

Where a training need is identified beyond this, the school will seek an appropriate provider to deliver.

The school's support staff also have access to any relevant training.

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

**13. How does Conyers School secure equipment and facilities to support students with special educational needs or disabilities?**

Where external advisors recommend the use of equipment or facilities which the school does not have, we will seek to secure this through the Local Authority, or purchase using the notional SEN funding.

**14. How is the effectiveness of SEND provision made for students evaluated?**

As part of the quality assurance for SEND at Conyers School the SENDCo monitors and measures the impact of all interventions on a termly basis.

Learning walks, observations, book scrutiny and teacher/ student voice are used to inform the SEND team.

Data is collected regularly from teachers on student academic progress and attitude to learning.

Individual student data and information around Communication and Interaction, Cognition and Learning, SEMH and Sensory/Physical needs will be used to inform impact and progress made towards positive outcomes.

**15. How are students with SEND enabled to engage with activities available with those in school who do not have SEND?**

We offer a range of clubs, visits and activities to all students at Conyers School.

Conyers School is an inclusive school and committed to providing equal opportunities for all students.

When necessary the school will make reasonable adjustments to ensure that students with SEND and /or disabilities are included in all activities.

You should feel free to contact your child's form tutor or the school's SENDCo if you have any concerns regarding participation in clubs, visits and extra-curricular activities.

**16. What support will there be for improving emotional and social development [SEMH] and wellbeing at Conyers School?**

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

We cover aspects of emotional wellbeing in our Personal, Social, Health curriculum which is delivered by the form tutor in tutorial.

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

- o Access to therapy eg. Lego Therapy, Art Therapy
- o An external referral to Child and Adolescent Mental Health Service [CAMHS]
- o Key worker to liaise with.
- o Time out space for identified students to use when upset or agitated.

Please contact your child's form tutor or pastoral manager if you have any concerns about their happiness and wellbeing.

With regard to concerns around bullying students can report any issues directly to a member of staff. Students have access to an App to report any concerns. Bullying is taken very seriously. See the anti-bullying statement in our Positive Behaviour Policy for more detail.

**17. How does Conyers School involve other bodies in meeting the needs of students with special educational needs or disabilities, and in supporting the families of these students?**

At Conyers School we have support arrangements or service level agreements in place with the following specialist bodies:

- o Early Help Service
- o MIND Educational Psychology Service
- o REACH ASD Support service
- o Sensory Teaching Advisory and Resources Service [STARS] – service for hearing and visual impairments
- o Speech and Language Therapy Service

**18. Who is the person I should talk to if I have a concern about the support being provided for my child at the school? How can I share my concerns or make a complaint?**

Regular communication between home/school is essential and central to your child's progress. This might be in the form of a telephone call, letter, or email and we would encourage you to make contact at the earliest opportunity to discuss concerns.

Your child's tutor, classroom teachers and pastoral manager are available to discuss progress, concerns, and share information about what is working well at home and school, so that similar strategies can be used.

If you are not happy that concerns are being managed, please contact the SENDCo, Mrs Pack  
Any formal complaints should be made through the Complaints Procedure as detailed on the school website.

**19. Who can I contact outside of the school for impartial advice about special educational needs?**

SEND Information Advice and Support Service offers free independent advice, information and support to all parents and carers of children with special educational needs. You can contact the service on telephone 01642 527158

**20. Where can I find information about the Local Offer from the Local Authority?**

The Local Authority's local offer is published

<http://stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page>

If you do not have access to the internet you should make an appointment with Conyers School SENDCo for assistance in gaining the information you require.

Claire Pack

Director of SEND  
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