

THE MINSTER SCHOOLS

SEND INFORMATION REPORT SEPTEMBER
2025

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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 SEND 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 or ask for a hard copy from the school office.

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?

Explain the types of needs your school can meet here. Please note, the below are suggestions only.

1.1 Our school provides for pupils with the following needs:

Area of need	Condition
Communication and interaction	Autism spectrum disorder
	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 hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
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?

2.1 Our SENCO is Derrick Francis – office@theminsterschools.co.uk

- (a) Mr Francis has over 9 experience in this role, He is a qualified teacher and holds the NASENCO award - the National Award in Special Educational Needs Co-ordination
- (b) They are allocated 3.5 days a week a week to manage SEN provision.

2.2 Class teachers

- (a) All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.
- (b) Our staff have also had the following training:
 - Training by the Educational Psychologist on Autistic spectrum disorder
 - Occupational Therapy Training

- Speech & Language Therapy Training – the Wellcome Speech and Language Screen tasks
- Visual Timetable Training
- Cause for Concern Training
- Lesson Adaptation Training
- Toolkit planning

2.3 Teaching assistants (TAs)

- We have a team of 6 TAs, across both schools including who are trained to deliver SEN provision.
- We have 6 teaching assistants who are trained to deliver interventions such as Occupational Therapy, Lego Therapy
- In the last academic year, TAs have been trained in ASD, visual timetable, red tray/green tray, Positive Handling etc

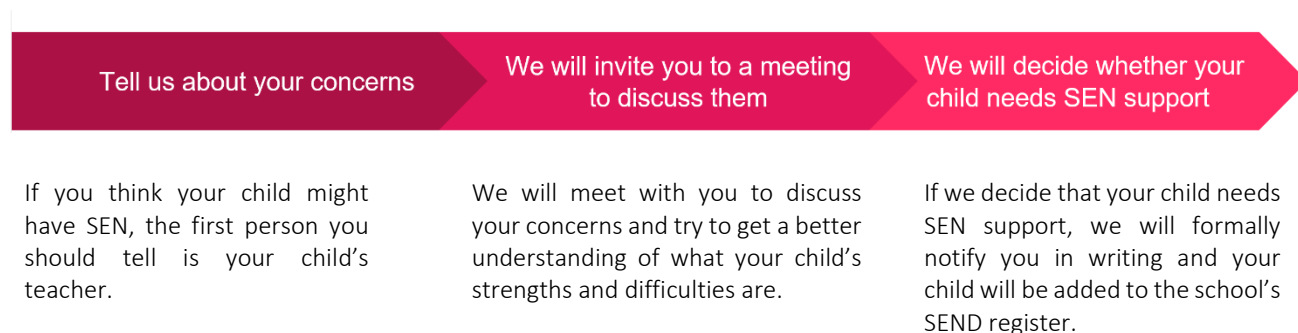
2.4 External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Counsellors and therapists who work with adults and children

3. WHAT SHOULD I DO IF I THINK MY CHILD HAS SEN?

Explain your school's approach here. Insert details about how parents/carers can tell you that they think their child might need SEN support. Insert at what stages the pupil will be involved.



Explain how parents/carers can get in touch with their child's teacher here.

They will pass the message on to our SENCO, [insert name here], who will be in touch to discuss your concerns.

You can also contact the SENCO directly. [Insert SENCO's contact details here]

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. You will also be given a copy of this.

4. HOW WILL THE SCHOOL KNOW IF MY CHILD NEEDS SEN SUPPORT?

Explain your school's approach here. Insert details about how your school identifies pupils with SEN. Please note, the below are suggestions only.

- 4.1 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 socially. This might include [insert examples such as reading, writing, number work].
- 4.2 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, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.
- 4.3 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.
- 4.4 The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, 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.
- 4.5 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.
- 4.6 Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.
- 4.7 If your child does need SEN support, their name will be added to the school's SEN 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?

Explain your school's approach here. Insert details about how your school assesses and reviews pupils' progress. Please note, the below are suggestions only.

- 5.1 We will follow the 'graduated approach' to meeting your child's SEN needs.
- 5.2 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 pupil 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 you and your child's input, as well as getting help from external professionals where necessary.



- 5.3 As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.
- 5.4 Whenever we run an intervention with your child, we will assess them before the intervention begins. 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.
- 5.5 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.
- 5.6 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?

- 6.1 We will provide termly reports on your child's progress .
- 6.2 Your child's class teacher will meet you , to:
 - (a) Set clear outcomes for your child's progress
 - (b) Review progress towards those outcomes
 - (c) Discuss the support we will put in place to help your child make that progress
 - (d) Identify what we will do, what we will ask you to do, and what we will ask your child to do
 - (e) The SENCO may also attend these meetings to provide extra support.
- 6.3 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.
- 6.4 We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.
- 6.5 If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.
- 6.6 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, and you will be given a copy.
- 6.7 If you have concerns that arise between these meetings, please contact your child's class teacher. You can arrange to speak to your child's teacher by emailing office@theminsterschools.co.uk

7. HOW WILL MY CHILD BE INVOLVED IN DECISIONS MADE ABOUT THEIR EDUCATION?

- 7.1 The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.
- 7.2 We may seek your child's views by asking them to:
- (a) Attend meetings to discuss their progress and outcomes
 - (b) Prepare a presentation, written statement, video, drawing, etc.
 - (c) Discuss their views with a member of staff who can act as a representative during the meeting
 - (d) Complete a survey

8. HOW WILL THE SCHOOL ADAPT ITS TEACHING FOR MY CHILD?

We adapt all lessons so that children of all abilities can access their learning but also be challenged appropriately.

Our accessibility plan ensures that children of all abilities and disabilities can access the curriculum. accessibility plan in this report and confirm that it covers increasing the extent to which disabled pupils can participate in the curriculum.

- 8.1 Your child's teacher/s is/are responsible and accountable for the progress and development of all the pupils in their class.
- 8.2 High-quality 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.
- 8.3 We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.
- 8.4 These adaptations include:
- (a) Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
 - (b) Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
 - (c) Adapting our resources and staffing
 - (d) Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
 - (e) Teaching assistants will support pupils on a 1-to-1 basis when directed to do so by the Classteacher/SENCO
 - (f) Teaching assistants will support pupils in small groups when directed to do so by the Classteacher/SENCO
- 8.5 We may also provide the following interventions:

Area of need	Condition	How we support these pupils
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope, coloured overlays

	Moderate learning difficulties	
	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Quiet workstation
	Adverse childhood experiences and/or mental health issues	Nurture groups
Sensory and/or physical	Hearing impairment	Work with Croydon Impairment team
	Visual impairment	Limiting classroom displays and sensory overload
	Multi-sensory impairment	
	Physical impairment	

8.6 These interventions are part of our contribution to Croydon's local offer.

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:

- 9.1 Reviewing their progress towards their goals each term
- 9.2 Reviewing the impact of interventions after 6 weeks
- 9.3 Using pupil questionnaires
- 9.4 Monitoring by the SENCO
- 9.5 Using provision maps to measure progress
- 9.6 Holding an annual review (if they have an education, health and care (EHC) plan) and sometimes call an Emergency annual Review if we feel the plan is not meeting a child's needs.

10. HOW WILL THE SCHOOL RESOURCES BE SECURED FOR MY CHILD?

- 10.1 It may be that your child's needs mean we need to secure:
 - (a) Extra equipment or facilities
 - (b) More teaching assistant hours
 - (c) Further training for our staff
 - (d) External specialist expertise
- 10.2 If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.
- 10.3 The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. HOW WILL THE SCHOOL MAKE SURE MY CHILD IS INCLUDED IN ACTIVITIES ALONGSIDE PUPILS WHO DON'T HAVE SEND?

Explain your school's approach here. Describe how you make sure there are no barriers to your pupils with SEND enjoying the same activities as other pupils in your school, including physical activities. Please note, the below are suggestions only.

- 11.1 All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.
- 11.2 All pupils are encouraged to go on our school trips, including our residential trip to High Ashurst Adventure Centre in Dorking.
- 11.3 All pupils are encouraged to take part in sports day/school plays/Class collective Worship /special workshops.
- 11.4 No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. HOW DOES THE SCHOOL MAKE SURE THE ADMISSIONS PROCESS IS FAIR FOR PUPILS WITH SEN OR A DISABILITY?

Explain your school's approach to admissions for prospective pupils with SEN or a disability, i.e.

- 12.1 Our arrangements for the admission of prospective pupils with a disability and prospective pupils with SEN would always include a visit to the school and a meeting with the Team Around the Child , which will include the Classteacher, SENCO, and support staff.
- 12.2 We will prioritise the admission of children whose EHC plan names the school will be admitted before any other places are allocated
- 12.3 Our oversubscription criteria avoids unfairly disadvantaging prospective pupils with a disability or special educational needs by prioritising children with SEND to start the school at the earliest opportunity.

13. HOW DOES THE SCHOOL SUPPORT PUPILS WITH DISABILITIES?

We support children with disabilities by;

- 13.1 Ensuring that we prevent disabled pupils from being treated less favourably than other children E.g. a working lift to allow access to the first floor in both schools
- 13.2 We have a working lift to allow access to the first floor in both schools as well as other auxiliary aids such as fidgets, wobble cushions, adapted scissors, pencil grips to name but a few
- 13.3 You can find our schools' our school's accessibility plan on our school website.
- 13.4 We will ensure that disabled pupils can participate in a full curriculum by making adaptations to teaching but also providing any special equipment needed.
- 13.5 We will improve the physical environment to enable any disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- 13.6 We will ensure that we will provide accessible information to disabled pupils

14. HOW WILL THE SCHOOL SUPPORT MY CHILD'S MENTAL HEALTH AND EMOTIONAL AND SOCIAL DEVELOPMENT?

We provide support for pupils to progress in their emotional and social development in the following ways:

- 14.1 Pupils with SEN are encouraged to be part of the school council
- 14.2 Pupils with SEN are also encouraged to be part of lego therapy to promote teamwork/building friendships
- 14.3 We provide extra pastoral support for listening to the views of pupils with SEN by having a daily Mental Health Check-in for all children, worry boxes in all classrooms and communal areas
- 14.4 We run a nurture club for pupils who need extra support with social or emotional development
- 14.5 We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by having regular Collective Worship on the topic, using the Jigsaw PHSE curriculum and adopting the STOP approach to bullying

15. WHAT SUPPORT WILL BE AVAILABLE FOR MY CHILD AS THEY TRANSITION BETWEEN CLASSES OR SETTINGS, OR IN PREPARING FOR ADULthood?

15.1 Between years

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

- (a) Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- (b) There will also be a visit to the child's new classroom before the end of the summer term
- (c) Schedule lessons with the incoming teacher towards the end of the summer term

15.2 Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

15.3 Between phases (for primary schools)

15.4 The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

15.5 Pupils will be prepared for the transition by:

- (a) Practising with a secondary school timetable
- (b) Learning how to get organised independently
- (c) Plugging any gaps in knowledge

16. WHAT SUPPORT IS IN PLACE FOR LOOKED-AFTER AND PREVIOUSLY LOOKED-AFTER CHILDREN WITH SEN?

16.1 Gareth Davies will work with Derrick Francis, 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.

16.2 Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. 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.

17. WHAT SHOULD I DO IF I HAVE A COMPLAINT ABOUT MY CHILD'S SEN SUPPORT?

17.1 Complaints about SEN provision in our school should be made to the class teacher/SENCO in the first instance. They will then be referred to the school's complaints policy which is on our website.

17.2 If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

17.3 To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

17.4 If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

17.5 You can make a claim about alleged discrimination regarding:

- (a) Admission
- (b) Exclusion
- (c) Provision of education and associated services

(d) Making reasonable adjustments, including the provision of auxiliary aids and services

17.6 Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

17.7 Val Burrell Walker: Strategic Lead for Safeguarding in Education, Behaviour and Inclusion Processes at London Borough of **Croydon** can be contacted on : **020 8726 6000**.

18. WHAT SUPPORT IS AVAILABLE FOR ME AND MY FAMILY?

18.1 If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

18.2 To see what support is available to you locally, have a look at your local authority's local offer. Croydon, Barking & Daghenham, Wandsworth and Lambeth publish information about the local offer on their websites: see links below

18.3 <https://www.croydon.gov.uk/children-young-people-and-families/special-educational-needs-and-disability-support/local-offer-special-education-and-disability-support-directory>

18.4 <https://www.wandsworth.gov.uk/schools-and-admissions/special-educational-needs-and-disabilities-send/>

18.5 <https://www.croydon.gov.uk/children-young-people-and-families/special-educational-needs-and-disability-support/local-offer-special-education-and-disability-support-directory>

18.6 <https://localoffer.lbld.gov.uk/>

18.7 Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

18.8 <https://www.kids.org.uk/sendias/services/croydon-sendias/>

18.9 <https://www.lambethias.org.uk/>

18.10 <https://wiass.org.uk/>

18.11 <https://www.carerscentre.org.uk/iassinfo>

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

18.13 [IPSEA](#)

18.14 [SEND family support](#)

18.15 [NSPCC](#)

18.16 [Family Action](#)

18.17 [Special Needs Jungle](#)

19. GLOSSARY

19.1 **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams

19.2 **Annual review** – an annual meeting to review the provision in a pupil's EHC plan

19.3 **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

19.4 **CAMHS** – child and adolescent mental health services

19.5 **Differentiation** – when teachers adapt how they teach in response to a pupil's needs

19.6 **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.

- 19.7 **EHC plan** – an education, health and care 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.
- 19.8 **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 SEND
- 19.9 **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
- 19.10 **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- 19.11 **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- 19.12 **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- 19.13 **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child’s disability
- 19.14 **SENCO** – the special educational needs co-ordinator
- 19.15 **SEN** – special educational needs
- 19.16 **SEND** – special educational needs and disabilities
- 19.17 **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- 19.18 **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- 19.19 **SEN support** – special educational provision which meets the needs of pupils with SEN
- 19.20 **Transition** – when a pupil moves between years, phases, schools or institutions or life stages