

SEN Information report

Reviewed annually

Reviewed by	Date
SENCo	Autumn term 2025
Parents/ Carers	Autumn term 2025
SLT	Autumn term 2025
SEN Governor	Autumn term 2025

Key contacts:

SENCo: Mrs Jessica Hawkemore, NASENCo, MSc SpLD, AMBDA (2012), PGCE, BA(Hons)

Deputy SENCo: Mr Peter Jarmyn, BA (Hons with QTS), Level 7 CPT3A.

SEN Governor: Edwina Bridle

Surrey Local Offer website: [Surrey Local Offer - Surrey County Council](#)

Learner's Single Point of Access: You can find information about the Local Authority's SEND offer by contacting the L-SPA, Monday – Friday 9am – 5pm on 0300 200 1015.

The kinds of special educational needs for which provision is made at the College.

Collingwood College is 11-18 mainstream school and sixth form. We comply with the requirements outlined in the Special Educational Needs Code of Practice (2014).

Staff have access to training in order to cater for learners who may have difficulties with:

- Cognition and learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical needs

We continuously ensure that we make reasonable adjustments where necessary to best meet the needs of our children and comply with the Equality Act (2010).

Once a need has been identified, we seek to identify the most appropriate support to ensure the student makes or exceeds expected progress, this is documented in our SEND arrangements document which are shared with parents and students.

Our whole College provision map (available on our website) shows examples of the range of provisions and interventions that are available in our school. This is used to help us identify which provisions are most beneficial for which students.

We carefully monitor the progress of all students in the school receiving additional support throughout intervention to ensure it is having the expected impact and outcome. The progress and attainment of children on the College SEND register are monitored by the SENCo.

The College policies for the identification and assessment of students with special educational needs and evaluation of provision.

The progress of all students is monitored regularly by subject teachers, the Pastoral Team and the Senior Leadership Team so that when a student is not making expected progress in a particular area of learning the school can identify the need for additional support. This will then be discussed with parents/carers and the student concerned.

Before students join Collingwood College our staff will have made contact with the previous school to gather information about them. Students already on Special Educational Needs register are highlighted and information is passed to their new teachers. All Year 7 students are screened on entry using the Middle Years Information System (midYIS) which is a measure of innate ability. Any student meeting the criteria for SEN from this will be added to the SEN register subject to the outcome of further assessment lead by teaching staff. This will then be discussed with parents/carers and the student concerned.

The SEN register is reviewed on a termly basis and an up-to-date copy can be found on the staff shared area (Edukey). Information from the SEN register is on staff class lists and seating plans (Edulink / Arbor).

If parents/carers have concerns about the progress or attainment of their child they should in the first instance contact either the individual subject teacher, or the form tutor to discuss their concerns, or alternatively they can speak to our Special Educational Needs Coordinator (SENCo), Mrs Jessica Hawkemore J.Hawkemore@collingwood.surrey.sch.uk telephone 01276 457600. The Special Educational Needs and Disabilities (SEND) Policy can be found on the College website and is updated annually.

Provision is usually reviewed every 6 weeks by the staff running the interventions and overseen by the SENCo termly. Departments also run interventions which are monitored through departmental tracking processes, which are overseen by the relevant Head of Department. Provision is reflected on and changes are made where necessary to ensure progress is achieved and sustained. If progress has not been made, progress leaders and curriculum leads reflect and reconsider what interventions are needed to support the student in their area. This is supplemented where necessary by the additional interventions that are run by the SEND department. The overall aim is for students to leave Collingwood with the skills they need to support independent living.

The College's arrangements for assessing and reviewing the progress of students with special educational needs

Students receive reports twice a year which are monitored by the SENCo. Students on the SEN register have a SEN arrangement document which outlines the student's needs to support the class teachers plan and assess students with additional needs appropriately. This includes parents being able to make parents' evening appointment with the SENCo and usually a further two telephone contacts made by the SEN department to parents to ensure their views are included to ensure that the College is working in partnership with parents to support students with SEN.

The SENCo monitors the SEN register termly and there is movement throughout the year as students move on and off it. A holistic approach is taken when reviewing the SEN register, including current data, progress and additional support the student may have been accessing. Students on the SEN register are assessed once a key stage by the SEN department to monitor their literacy need and inform which students may benefit from literacy based interventions.

The College's approach to teaching students with special educational needs, including curriculum adaption.

The curriculum intent demonstrates the College's position to ensure that the curriculum is broad, engaging and challenging **to all** students.

Quality First Teaching and adaptive teaching are embedded in our curriculum and practice. We expect all teachers to make reasonable adjustments to meet the needs of all learners. All teachers and Learning Support Assistants are provided with information on the needs of individual students so that they can

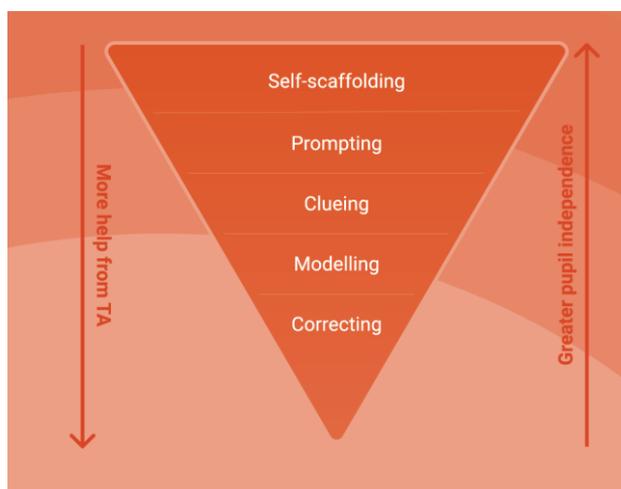
consider relevant adaptive teaching methods when teaching. For example, we run regular continuing professional development (CPD) for all staff on knowing your students and ordinarily available provision.

Students can choose from a wide variety of options for GCSE and other accredited courses are offered as well as alternative provision for high need students. Some high need students will have individualised programmes to meet their needs with the use of alternative curriculum. We support students with option choices by holding a parents information evening and prior to the final decision being made all students have a guidance meeting with a member of staff.

Some subjects set according to ability, while others teach through mixed ability groups. The most high-need students in Year 7 and Year 8 may access the Aspire programme. The programme is designed with flexibility at its heart to meet the needs of our students and their evolving needs. Our Aspire programme includes topics of study such as Numeracy, Literacy, Social and Emotional Aspects of Learning (SEAL) and Transition Skills. These small group interventions will again work for 6 weeks aiming to focus on the core skills that students may have missed during primary schools for a variety of reasons and aim to give the students the ground they need in order to access learning in the wider curriculum.

Students in Years 9, 10 and 11 are able to access intervention through our internal intervention offer which is reviewed on a 6-weekly basis.

The College will make reasonable adjustments to ensure that learners with SEN can access the curriculum. This may include the use of additional aids such as coloured overlays, talking tins, laptops, and chair bands. Where necessary changes are made to the rooming of classes, for example ensuring classes are ground floor when needed. Where students have a high level of need (for example they have an Education, Health and Care Plan [EHCP]), additional adults (Learning Support Assistants [LSAs]) will be deployed to support them in lessons to support scaffolding following the evidence provided from the [EEF](#) about reducing scaffolding over time to support students becoming independent and ready for adulthood. LSAs may also run interventions as specified in the student's EHCP. Students on SEN support (SENS) also can access interventions run by the SEN department.



(Education Endowment Foundation [EEF], deployment of teaching assistance guidance report, page 15)

All students have access to our PE curriculum, and we make reasonable adjustments to ensure that all students can be included. Students with SEND are encouraged to take part in school sporting clubs and activities run by the PE department.

The SEN department continues to organise frequent training (CPD) opportunities for staff, including organising outside agencies to provide support for staff. Students with SEN are included on College trips; where there are risks, a risk assessment is considered by the trip leader.

How the College supports improving the emotional, mental and social development of students with special educational needs.

Students are supported through both our teaching and pastoral teams. All staff who regularly work with students have received training to enable them to provide a high standard of pastoral support. Key staff are trained to support medical needs. Our Personal, Social, Health and Economic Education (PSHE) curriculum covers areas that support emotional, mental and social development and our PSHE Policy can be found on the College website.

The College is committed to working with outside agencies to ensure that students receive support with regards to their Social, Emotional and Mental Health [SEMH] needs. For example, Year Managers often work with outside agencies to regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence to support students accessing support in College. The SENCo and the pastoral team work with NHS partners such as the College Nurse and the Mental Health Support Team [MHST] (who operate from the College site) to embed support for developing good mental health for all students (including those with SEND). The College also has a trained Emotional Literacy Support Assistant [ELSA] and works with volunteer agencies (such as EIKON) who provide a mentoring and listening ear service for students.

The College also has an Attendance Officer who is proactive with supporting students with SEND who may be experiencing emotionally based school non-attendance [ESBNA]. They meet with the SENCo termly to enable inclusive and supportive plans to be put in place for students who need them. She also liaises with the Inclusion Officer to support families where ESBNA is present. We have three members of staff who have been trained in ESBNA.

The College works closely with the Local Authority [LA] and outside agencies, such as Specialist Teachers for Inclusive Practice, Educational Psychology Service, Physiotherapy and so on. Staff have access to the Targeted Mental Health Support for Schools (TaMHS) through the SENCo. The SENCo passes on key messages from TaMHS through the staff and parent newsletter as appropriate.

Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

Our SENCo is experienced and well-qualified, holding both the National SENCo Award and a Masters in Specific Learning Difficulties (SpLD). All of our teachers hold the relevant teacher training and have regular CPD opportunities. Training is run throughout the year and is carefully sequenced to support teachers strengthening their knowledge and understanding of SEND. The College has an ELSA and has access to the MHST who are mental health practitioners. The SENCo also facilitates / signposts training run by outside agencies, to support teachers receiving expert and specialist advice, training and guidance. We have an Higher Level Teaching Assistant [HLTA] who is ELKAN trained to support Speech, Language and Communication Needs [SLCN] in the College. The Educational Psychologist and outreach services such as the Limpsfield Grange have run training for Collingwood Staff on topics such as emotion coaching and the 5-point scale.

Equipment and facilities to support children and young people with special educational needs will be secured.

We have disabled toilets in 3 of our main buildings (Kingston, Barossa and Sixth Form) and our site is wheelchair accessible for the ground floor. There is a lift in Sixth Form to ensure students who need a wheelchair can access specialist IT rooms. Carefully considered equipment may also be purchased by the College with additional funding to support the needs of our students. We work with outside agencies such as the Physical and Sensory Support Service and Occupational Therapy Services to ensure that where necessary the right equipment is in place and accessible for those students who may need it.

Arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

Parents are called and / or written to at least two times a year with their child's SEND support arrangements to allow parents an opportunity to review the targets and information about their child. Parents are able to

feedback on College policies (including the SEND Policy) and we run a SEN parent coffee morning which meets once a term to allow for parent voice. Where a student has an EHCP, communication is usually more frequent and includes statutory meetings such as an annual review.

Parents' views are important to us and we encourage parents and carers to contribute to our SEN Parent coffee morning and to our Parent Survey.

Arrangements for consulting young people with special educational needs about, and involving them in, their education.

Student Voice is central to our ethos and student leaders are invited to meet with senior staff and governors on a regular basis. We encourage contributions to Student Voice from all parts of the student community through a variety of ways, for example through Form Group Representatives, the Student Council and the Student Safety Surveys. We run a SEN student group to ensure that views of children with SEN are taken into account and all students with SEN have a one-page profile that is shared with staff to ensure their thoughts are considered by teaching when lesson planning.

Arrangements made for managing complaints from parents of students with special educational needs concerning the provision made at the College.

The first point of contact to raise a complaint about SEN provision is the SENCo. If the complaint cannot be resolved through the usual means (which could include phone conversations, meeting or email correspondence), then parents need to follow the Complaints Procedure which can be found on the College's website. Parents can seek additional support through independent support agencies such as Surrey SEND Information, Advice and Support (SIASS), SENSOS and IPSEA.

How the College supports transition between phases of education

The College is inclusive and will admit a SEN child as per our Admissions Policy. Where a child has an EHCP, the Local Authority will work with the College to ensure that the College can meet the needs of the child. Where reasonable adjustments can be made, the College works with the Local Authority to ensure those adjustments can be put in place. Where the College cannot meet the SEN needs of a student, the SENCo will discuss provision with the Local Authority so the Local Authority can source the right provision for the young person.

The SENCo attends all transition meetings with our feeder junior schools to ensure that the College is aware of any SEN or additional provision the school is providing to meet the needs of their learners. Where necessary, SEN arrangement documents are created and shared with staff using the information collected from the feeder school and parents, who we send questionnaires to, securing the parent's view. We run additional transition days where possible, so students with the most levels of need have additional time to process the transition. In some cases, the College will send Collingwood staff to meet Primary colleagues and students to support transition.

We have KS3 and KS4 progress leaders who hand over information about students to ensure smooth transition between KS3 and KS4. The Year 11 manager has a meeting with the Sixth Form College to ensure that the Sixth Form is well prepared for students coming to them, for example teachers in the Sixth Form have access to SEN arrangement documents and information about students on the OneNote to support planning and transition to the Sixth Form. All students have access to careers advice and support, which is embedded into our curriculum. Students also have 1:1 Information Advice and Guidance regarding careers and option choices with a member of staff. This approach supports our young people with SEN as they are given the time to talk through their options.

The SEN department also links with the Sixth Form and invites the Head of Student Services to annual reviews where a student has identified they are staying at Collingwood. The Year 11 Manager writes references for all students going to sixth forms and will speak to sixth forms where there is a need to pass additional information to ensure the right support is in place. The SENCo passes information regarding access arrangements to Sixth Forms on request to support the new SENCo building a picture of need for any future access arrangements.

KEY

CPD	Continuing Professional Development
EEF	Education Endowment Foundation
EHCP	Education, Health and Care Plan
ELSA	Emotional Literacy Support Assistant
ESBNA	Emotionally Based School Non-Attendance
HLTA	Higher Level Teaching Assistant
LA	Local Authority
LSA	Learning Support Assistant
MHST	Mental Health Support Team
Middle Years Information System	midYIS
NHS	National Health Service
PSHE	Personal, Social, Health and Economic Education
SEAL	Social and Emotional Aspects of Learning
SEMH	Social, Emotional and Mental Health
SEN	Special Educational Needs
SENCo	Special Educational Needs Co-ordinator
SEND	Special Educational Needs and Disabilities
SENS	Special Educational Needs Support
SLCN	Speech, Language and Communication Needs
SLT	Senior Leadership Team
SpLD	Specific Learning Difficulties
TaMHS	Targeted Mental Health Support for Schools
YM	Year Managers