University Schools Trust
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Royal Greenwich Trust School

Special Educational Needs Disability (SEND) Policy

December 2025

Title:	Special Educational Needs Disability Policy
Procedure Code:	SEND Policy
Source:	Royal Greenwich Trust School (RGTS)
Document Owner:	Assistant Headteacher - SENDCO
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0. Document Control

The table below contains the changes made between the different final editions of this document set for approval. This is to help provide information to those reviewing and approving the document of the changes being made.

Document Edition	Section	Details of change
4.0	All	Title changes from SENCO to Assistant Headteacher: Inclusion (SENDCO)
	All	Title changes from Inclusion Lead to Deputy Headteacher: Inclusion
	5	Headteacher and All Teaching Staff added
	5 / 9 / 10	At suitable points SENCO changed to SEND Team to encompass input from Assistant SENDCO.
3.0	Page 2	Title changes from Assistant Headteacher: Inclusion (SENDCO) to Deputy Headteacher Inclusion / SENDCO
	5.2	Change wording from Assistant Headteacher: Inclusion (SENDCO) and the Assistant SENDCO to SENDCO
	5.3	Change of working from SEND Team to The SENDCO
	5.4	Change wording from Assistant Headteacher: Inclusion (SENDCO) and the Assistant SENDCO to SENDCO
	9	Wording added about the functionality of the Vulnerable student index meetings
	9	Change of wording SEND Team - SENDCO
	10	Change of wording SEND Team - SENDCO
	10	Change wording from Assistant Headteacher: Inclusion (SENDCO) to SENDCO
	11	Change wording from Assistant Headteacher: Inclusion (SENDCO) to SENDCO
	13	Change of wording from bullying will not be to bullying will never be tolerated
	17	Updated details of Key members of staff
	18	Edit 'SEND Referral form' to reflect change of name/role to SENDCO
	19	'Table of Provisions Change 'Golden Groups' to 'A4 small group provision'

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1. Definitions

The "Trust" refers to the company known as the University Schools Trust, East London and all Trustees, Governors and Staff who work within it.

A "School" refers to an individual academy within the Trust, as denoted by their Unique Reference Number. As such a 'school' may span one or several phases of education to the individual academies within the Trust. Depending on the context the term "School" may refer to a singular academy or to all of the academies within the Trust but as separate entities.

The "Staff" refers to any individual who is employed by the Trust or who operates on the Trust's behalf, e.g. Trustees and Governors.

A "Parent" includes the natural or adoptive parent of a pupil as well as any non-parent / carer who has parental responsibility including being involved in the day to day care of a pupil.

A "Pupil" includes any incoming or current pupil at any School within the Trust. It also includes any individual who was previously a pupil at any School within the Trust and who has left within the appropriate timeframe for consideration as necessary, e.g. complaints. The term pupil is used as standard by the UST in its policy documents but can be replaced with the term "student" or "child" with no change of definition.

The "Headteacher" is defined as the individual who has ultimate responsibility for a school in line with UST strategy, approach, ethos and values. Individual schools may have alternative titles for this position such as Executive Headteacher or Principal.

Policy specific definitions:

Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Special Educational Needs and Disability Code of Practice: 0 to 25 years January 2015

2. Scope of the Policy

This policy applies to students with special educational needs and disability (SEND), their parents and all staff.

3. Policy Aims and Ethos

The aim of this policy is to ensure that the Royal Greenwich Trust School:

- Fully implements national legislation and guidance regarding pupils with SEND
- Sets out how RGTS will:
  Support and make provision for pupils with special educational needs and disabilities
  - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND

- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Help pupils with SEND make a successful transition into adulthood

Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupils.

Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil.

Make sure the SEND policy is understood and implemented consistently by all staff.

4. Links to Legislation and Guidance Documents

4.1. Relevant Internal Policies

This policy should be read in conjunction with the following policies:

- Accessibility Plan
- Admissions Policy
- Behaviour for Learning Policy (including the Exclusion Policy)
- Equality Policy
- Exams Policies and Documents
- Literacy Policy
- Teaching and Learning Policy

4.2. Relevant External Documents

- The Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 years 2015
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2024
- The Equality Act 2010
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- DfE (2023) 'Working Together to Safeguard Children 2023'
- DfE (2025) 'Keeping children safe in education 2024'

5. Roles and Responsibilities

5.1. Trust Board

There is a designated Governor for SEND who is member of the School Committee.

The Governor's responsibilities to students with SEND are to:

- Have a designated Governor to oversee SEN within the school
- Annually update the SEN information report on the school's website
- Ensure that high standards of provision are made for students with SEN
- Ensure that students with SEN are fully involved in school activities
- Have regard to the Code of Practice 2015 when carrying out these responsibilities
- Be fully involved in developing and subsequently reviewing the SEN Policy
- Ensuring that there is a qualified teacher designated as SENCO for the school.
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

5.2. Headteacher

The Headteacher is responsible for:

- Ensuring that inclusion and personalisation is a running and interrelated theme throughout the school's policies and procedures, including in those related to the curriculum, teacher training and safeguarding.
- Supporting the SENDCO by ensuring they have enough time and resources to carry out their responsibilities in relation to SEND.
- Ensuring staff receive regular, up-to-date and appropriate training regarding SEND and information as part of their induction and ongoing training.
- Ensuring inclusion and personalisation practices are audited and evaluated.
- Supporting staff to ensure that inclusion and personalisation is embedded throughout the curriculum so that all pupils can develop.
- Ensuring engagement with parents is facilitated to keep them up to date with current SEND issues.
- Working with the SENDCO to conduct termly light-touch reviews of this policy.
- Working with the SENDCO and School Committee to update this policy on an annual basis.
- Ensure the SENCO has or is completing either the National Award for Special Educational Needs Co-ordination or the National Professional Qualification for Special Educational Needs Co-ordinators

5.3. Assistant Headteacher: (SENDCO)

The SENDCO has an open-door policy with regards to parents raising concerns about potential SEND issues. Parents are welcome to ring or email the SENDCO.

The SENDCO plays a crucial role in the school's SEN provision, and is responsible for:

- Overseeing the day-to-day operation of this policy,
- Co-ordinating the provision for students with SEND,
- Liaising with and giving advice to staff,

- Advising on the graduated approach to providing SEND support,
- Delivering high quality training to staff,
- Ensuring that the school keeps the records of all students with SEND up to date,
- Liaising with students with SEND and their parents/carers,
- Liaising with the relevant Designated Teacher where a looked after student has SEND,
- Liaising with external agencies,
- Liaising with potential next providers of education to ensure a student and their parents are informed about options and a smooth transition is planned organising access arrangements for public examinations,
- Tracking SEND students' attainment and progress to ensure that the gap between SEND and non-SEND continues to reduce,
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively,
- Leading on the department's improvement planning and
- Working with the Headteacher and Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

5.4. All Teaching Staff

Aligned with RGTS's Teaching and Learning Policy, it is the responsibility of all teaching staff to:

- Adhere to the Department for Education (DfE) Teachers' Standards that stipulate the minimum required standards for all teachers, in relation to the stage of their career.
- Have knowledge of all students within their classes on RGTS's SEND Register – their status / need type.
- Engage with the information / strategies including SEND Passports, provided by the SENDCO for all students within their classes.
- Raise concerns regarding any students who are not on the SEND Register / are on the SEND Register, in order to potentially identify an additional need.
- Plan and deliver lessons that provide appropriate challenge and support that allows all students to learn and develop new knowledge and skills within their subject and make progress in line with the Teaching and Learning handbook.
- Tailor their teaching to support the needs of all students
- Ensure that all classwork and homework is marked regularly according to the schools marking and assessment policy
- Ensure that student work is sufficiently personalised so that all students can complete their tasks accordingly in lessons.
- Keep a record of marks and levels achieved in accordance with the agreed procedures within the subject areas
- Explain the marking and assessment grading system to all students using a personalised approach
- Ensure that assessment information informs further curriculum planning for all students
- Give all students time to engage with and access marking and feedback
- Allow discussion regarding feedback with all students in lessons to ensure that they are able to respond effectively.

6. Disabled Students

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This a significant overlap between disabled young people and those with special educational needs. Where a young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition.

7. Core Principles

Royal Greenwich Trust School fully endorses the SEND Code of Practice (2015) core principles:

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training

Royal Greenwich Trust School is fully committed to the inclusion of students with special educational needs and disabilities (SEND) providing that the school is compatible for the child's age, ability and aptitude and that their attendance is not incompatible with the efficient education of other students in the school and is an efficient use of the Local Authority's resources.

In keeping with the school's Equality Policy, we affirm that:

- All learners are of equal value
- We recognise, respect and value difference and understand that diversity is strength
- We foster positive attitudes and relationships
- We foster a shared sense of cohesion and belonging
- We have the highest expectations of all our students
- We work to raise standards for all students, but especially for the most vulnerable
- We observe good equalities practice for our staff

All areas of the main building are fully accessible for people with disabilities or limited mobility.

8. Partnership with Families

The school works in partnership with parents. This will enable students with SEND to achieve good outcomes. The school recognises that parents have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership.

We have high aspirations for all our students, including those with SEND. In keeping with the principles of Person-Centred Planning*, students with SEND are integral to the decision-making processes affecting them. We recognise that young people are entitled to the same quality and level

of information, advice and support as their parents/carers. Students' views, opinions, wishes and feelings are always considered. We aim to provide as much information and support as necessary to help students achieve the best possible outcomes, preparing them effectively for adulthood.

*Person centred planning is a process for continual listening and learning, focusing on what is important to someone now and in the future, and acting upon this in alliance with their family and friends.

9. Identifying and Assessing Pupils with SEN

Royal Greenwich Trust School has a clear approach to identifying and responding to SEND

The school has detailed exchanges with feeder primary schools and secondary schools when a student joins RGTS or is admitted mid-year or joins our post 16 provision. Information gained is used to shape the student's curriculum and pastoral provision in the first few months. This ensures that students have opportunities to demonstrate knowledge and understanding.

All teachers at Royal Greenwich Trust School are responsible for identifying students with SEND during their time at Royal Greenwich Trust School and, in collaboration with the SENDCO will ensure that those students requiring different or additional support are identified at an early stage. Class teachers can raise concerns they may have about individual student progress, by completing a Royal Greenwich Trust School 'SEND Referral Form.' See Appendix 2.

The school regularly gathers and information from within the school about every student's progress, alongside national data and expectations of progress. Academic data is updated and scrutinised by class teachers and the SENDCO at specific points throughout the academic year and shared with students and parents. Progress is the crucial factor in determining the need for additional support. Less than expected progress might:

- be significantly slower than that of their peers starting from the same baseline
- failure to match or better the student's previous rate of progress
- failure to close the attainment gap between the child and their peers

Furthermore, Vulnerable Student Index meetings, chaired by the by Deputy Headteacher: Inclusion and Assistant Headteacher-SENDCO and also attended by Student Services Manager and Student and Family Support Worker, are held on a weekly basis to review the academic and pastoral progress of students, and to plan future actions. During these meetings, students' attendance and behaviour data is also considered.

As soon as a concern is raised, the SEND Team will liaise with class teachers and in collaboration ensure that:

- Where a student is making less than expected progress despite verified high quality, differentiated teaching, parents will be consulted and further class-based assessments will take place. A period of additional class-based interventions will then follow.
- If, despite class teachers' intervention the student continues to make less than expected progress, the SENDCO is then responsible for investigating and where necessary assessing the student to determine if the student potentially has special educational needs, noting areas that are barriers to learning which may require support.

- The identification and assessment of SEN includes an early discussion with the student and their parents. These early discussions with parents enable school staff to develop a good understanding of the student's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the pupil and the next steps.
- We expect students and parents to participate as fully as possible in the assessment, planning and reviewing process.
- With parental agreement, the school will liaise with outside professionals if they are already involved with the pupil.
- For higher levels of need, the SENDCO will draw on more specialised assessments from external agencies and professionals.

The SEND Code of Practice 2015 does not assume that there are hard and fast categories of SEND. It recognises that children's needs and requirements fall into four broad areas:

- Cognition and learning
- Communication and interaction
- Sensory and/or physical needs
- Social, emotional and mental health difficulties

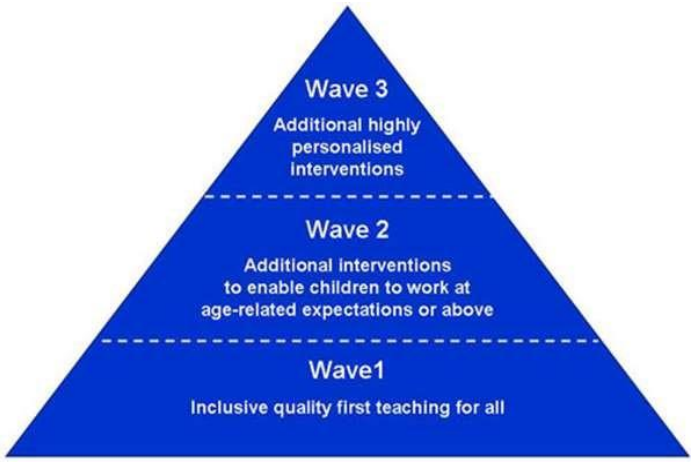
In line with the SEND Code of Practice, we accept that students often have needs that cut across all these areas and their needs may change over time.

We acknowledge that while considering the needs of the whole child, some areas which are not SEN may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Social and economic disadvantage
- Being a looked after child

N.B Behaviour is not a special educational need in itself. In keeping with the SEND Code of Practice poor behaviour is viewed as a response to an underlying unmet need which the school, in partnership with parents will endeavour to identify.

10. The Graduated Approach to Meeting Special Educational Needs



Royal Greenwich Trust School is committed to delivering inclusive quality first teaching for all students. However, there may be occasions where some students need further support. To ensure that students are able to access Royal Greenwich Trust School's curriculum, targeted interventions for a given period of time will be put in place. Following this, more specialised support may be needed.

Wave 1: Inclusive quality first teaching for all

All students are entitled to high quality teaching. This is also described as 'universal provision'. Some students may, at times, be taught in small groups or in a one-to-one situation to support their learning. Teachers are often skilled at adjusting their teaching to suit differences in learning. Additional SEND teaching informs and supports universal high-quality teaching. All teachers are able to make creative adaptations to classroom practice enabling students with SEND to learn inclusively and meaningfully, alongside their peers.

Wave 2: Additional Intervention

However, in spite of high quality, differentiated teaching, it may become evident that some students need increased levels of provision and support.

- In consultation with parents and their child / young person, the desired outcomes, including expected progress and attainment, are agreed.
- A decision is then made as to whether this can be provided by adapting the school's core offer or whether something different or additional is required.
- All teachers and support staff who work with the student are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on the school's information system (ARBOR).
- A clear date for reviewing progress is agreed, with clear actions set out for the parent, student and teaching staff.
- Where it is decided that a student has a special educational need (SEN), this decision is recorded in the school records and the parents are informed. At this point the student will be identified on the SEND Register as 'School Support,' marked K on ARBOR.
- Class teachers remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the class teacher, they should still retain responsibility for the student. Teachers are expected to work closely with any Learning Support Assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- The SEND Team should support class teachers in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the student's progress are reviewed in line with the agreed date, as part of the normal cycle of discussions with parents of all students. The views of the student and their parents are integral to this process.

The SENDCO, working in partnership with class teachers, may revise the support in light of the student's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.

A record of the outcomes, action and support agreed through the discussion will be kept and shared with appropriate school staff. The record will be given to the student's parents. The school's management information system (ARBOR) will be updated as appropriate.

Wave 3: Additional highly personalised interventions

If a student continues to make less than expected progress, despite support and intervention, the school may involve specialists, both in-house and from outside agencies.

The school will provide an annual report for parents on their student's progress, as part of the normal reporting process.

For those students with the highest level of need it may be appropriate for the SENDCO to request an Education, Health and Care (EHC) assessment. Students and their parents are strongly encouraged and supported to be active participants in this process. We have an expectation that parents and the young person are fully included in the EHC assessment process from the start, are fully aware of their opportunities to offer views and information and are consulted about the content of the plan. Additionally, we endeavour to work closely with the NHS and Social Care Service to ensure they are active participants, where appropriate in students' EHC Needs assessment and plan.

As part of the EHC Assessment the school may request additional top-up funding from the Local Authority, if it is felt that the cost of the special educational provision required to meet the needs of an individual student exceeds the nationally prescribed threshold.

11. Royal Greenwich Trust School's Provision for Students with SEND

The school's notional SEND Budget is used to commission a range of services, including speech and language therapy, pastoral care and counselling services to support pupils (See Appendix 3).

The provisions are reviewed regularly by the SENDCO and Deputy Headteacher: Inclusion to establish whether they are contributing significantly to student progress and offer value for money.

The SENDCO is responsible for maintaining an individual provision map for each student with an EHC Plan. This clearly outlines the support put in place which is additional to or different from that which is offered through the school's curriculum. It demonstrates how any additional funding is used.

The provision map also helps the school maintain an overview of the programmes and interventions used with different groups of students and provides a basis for monitoring the levels of intervention.

Royal Greenwich Trust School works closely with the Local Authority in the development and review of the Local Offer outlining provision available to meet the range of special educational needs and disabilities. This Local Offer is published on the Local Authority's website. Royal Greenwich Trust School's offer is published on the school's website.

12. Transition to Further Education, Employment and Training

We place students and their families at the centre of planning for future transitions.

From Year 9, students with SEND have the opportunity to have a personalised meeting with a Career Advisor, who then where possible attends future EHC reviews for those who are in receipt of one. This review explores the student's aspirations and abilities, what they would like to be able to do when they leave education or training and the support they need to achieve their ambition. EHC reviews have agreed, clear outcomes which are ambitious and stretching and will prepare our students for adulthood.

Royal Greenwich Trust School is committed to providing students with broad and balanced aspirational information about the variety of Post 16 / Post 18 pathways they may choose to follow.

13. Students with SEND and Bullying

Our Equality Policy makes it clear that all our students have the right to feel safe from bullying. We have a robust and consistent approach to bullying, which makes it clear that bullying will never tolerated. Students with SEND may be more vulnerable to bullying and harassment and so particular care is taken to ensure that they feel supported and that any incidents are dealt with promptly.

14. Students with SEND and Exclusions

When considering whether to exclude a student with SEND, Royal Greenwich Trust School pays due regard to Government guidance issued in June 2012 which states that schools should try every practicable means to maintain a student with SEN in school and should seek local authority and other professional advice as appropriate.

15. Complaints Procedure

The school's compliant procedure is outlined on the school's website: www.rgtrustschool.net

16. SEND Information Report

Royal Greenwich Trust School's Governing Body will publish information on the school's website about the implementation of the policy for students with SEND. The information will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

See Appendix 4 for details of what is included within Royal Greenwich Trust's SEND Information Report.

17. Appendix 1 – Key Members of Staff Referenced

Role	**Name**
SENDCO	Pamela Adodo
Deputy Headteacher: Inclusion	Guy Brougham
Head of School	Asma Khan
Executive Headteacher	Cath Smith
Designated Governor for SEND	Gemma Stevens

18. Appendix 2 – SEND Referral From

SEND Referral Form – To be completed by Class Teacher
Initial Concerns regarding a student NOT currently on SEND Register

Name of pupil: _____

DOB: _____ Year Group: _____ Class: _____

Teacher: _____

Current Attendance Percentage: _____

Table 1	***Please put Y in appropriate boxes***		
Potential area of concern Barrier to learning?	Not at all a concerned	Slightly concerned	Very concerned
Cognition and Learning			
Processing (putting things in to order, linking ideas together)			
Remembering information and previous learning			
Reading (ability to sound out words / phonic understanding)			
Reading (comprehension of what has been read)			
Writing (construction of sentences)			
Writing (spelling)			
Writing (handwriting)			
Understanding of numerical concepts			
Speech, Language and Communication			
Speaking (expressing their ideas clearly)			
Understanding of verbal instructions (receptive language)			
Attention and listening (staying on task and active listening)			
Social, Emotional Mental Health			
Social skills (e.g. appropriate eye contact/ distance/ volume of voice/ non-literal interpretation of language)			
Taking part in the lesson (contributes to class discussion and volunteers' answers)			
Student overly relies upon adult support (e.g. lacks the confidence to move on with tasks without work being checked)			
Lack of self-esteem			
Has friends			
Conforming to rules and routines			
Attention seeking behaviour (disruptive, overly emotional, clinginess)			

Physical			
Fine motor skills (including handwriting)			
Gross motor skills			

Please describe in more detail below evidence, including how long you have had your concern(s) and where appropriate academic levels:

Describe what strategies you have already tried and for how long:

Describe parental / carer concerns, including how long they have had these concerns:

List any previous / current outside agency involvement, including contact details:

Please email referral form to the SENDCO.

To be completed by the SENDCO - Date referral received: _____

Action(s) agreed through verbal discussion:

If student is to be put on SEND Register Need Type to be identified as:
_____

Signature of referrer: _____ Date: _____

Signature of SENDCO: _____ Date: _____

19. Appendix 3 – Table of Provisions

RGTS Student Provisions		
Provision	**Details**	**Target students**
Alternative Provision	Specialist off site small provision(s) with significantly higher staff to student ratio than Royal Greenwich Trust School.	Students with a high level of need, in particular those with social, emotional and mental health difficulties.
BTEC Options	KS4 / KS5 vocational learning. BTEC qualifications are more hands on and grounded in the real world of work.	Students with an interest/ aptitude in a vocational area who may struggle with a predominantly academic curriculum.
CAMHS Support	Early Intervention in Schools Team core link worker as part of Greenwich borough local authority offer, who can discuss and observe students on site, with consent of parents and offer school-based strategies.	Students with social, emotional and / or mental health needs.
Counselling Service	On-site school based mental health support for students. This includes bereavement counselling.	Students with social, emotional and / or mental health needs.
A4 small group provision	Small classes of no more than twelve students. One class per year group (KS3 & 4) for English, Maths and Science.	Students with moderate learning difficulties and other complex needs.
Educational Psychologist	This service is brought in to support in the assessment of students with potential or identified SEND and to offer school-based strategies.	Students with a high level of need who may potentially meet the criteria for an EHCP. Students already in receipt of an EHCP.

In class support from a Learning Support Assistant	Support the personalisation of lessons. Ensure that target students meet their lesson objectives.	Those with an EHC Plan, where it is necessary in order to meet objectives. Other students with SEND who require additional staff support to meet lesson objectives.
Literacy Interventions	Royal Greenwich Trust School runs a wide range of literacy interventions aimed at students with significant reading, writing and comprehension difficulties. Progress is very closely monitored through regular assessments.	Each intervention has its own entry criteria based on assessments of reading, spelling, academic progress data and where required specialist literacy assessments.
Mentoring Service	RGTS has two internal Social and Academic Mentors assigned to KS3 and KS4 respectively to support students to consider alternative strategies and goals to better self-manage / self-regulate and to be working across the curriculum at / above expected levels.	Students at risk of disaffection or disengagement. Supporting vulnerable students in particular those at risk of under-performing and / or being NEET.
Speech and Language Therapy	Speech Therapist carries out assessments, designs programmes of intervention, delivers interventions, reviews progress and trains staff.	Students presenting with speech, language or communication needs.

20. Appendix 4 – Royal Greenwich Trust School's SEN Information Report

Royal Greenwich Trust School's SEN Information Report will include:

- the kinds of special educational needs that are provided for,
- policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO,
- arrangements for consulting parents of children with SEND and involving them in their child's education,
- arrangements for consulting young people with SEND and involving them in their education,
- arrangements for assessing and reviewing student's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review,
- arrangements for supporting students in moving between phases of education and in preparing for adulthood,
- the approach to teaching students with SEND,
- how adaptations are made to the curriculum and the learning environment of children and young people with SEND,
- the expertise and training of staff to support students with SEND, including how specialist expertise will be secured,
- evaluating the effectiveness of the provision made for students with SEND,
- how students with SEND are enabled to engage in activities available with students in the school who do not have SEN,
- support for improving emotional and social development including extra pastoral support arrangements for listening to the views of students with SEND and measures to prevent bullying,
- how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting student's SEND and supporting their families,
- the above information will include arrangements for supporting children and young people who are looked after by the local authority and have SEND,
- information on the school's SEND Policy,
- named contacts within the school for situations where students or parents have concerns,
- arrangements for handling complaints from parents of students with SEND about the provision made at the school and
- details of the school's contribution to the Local Offer, including information on where the local authority's Local Offer is published
- the school's arrangements for the admission of disabled students,
- the steps being taken to prevent disabled students from being treated less favourably than others,
- the facilities provided to enable access to the school for disabled children and
- the accessibility plan showing how the school plans to improve access progressively over time.

21. Approval Signature

Signature of (enter position e.g. Chair) _____

Print name _____

Date _____