University Schools Trust
A transformational education

SEN Information Report

Royal Greenwich Trust School 2025-2026

This report is compliant with the Special Educational Needs and Disability Regulations 2014, Schedule 1, Regulation 51. It should be read alongside our SEND Policy and Accessibility Plan.

1. Introduction

How Royal Greenwich Trust School meet the needs of learners with Special Education Needs (SEN) and Disabilities (D)?

This SEND information report is designed to provide you with a clear understanding of how Royal Greenwich Trust School supports pupils who may at different times in their school have a Special Educational Need/s and Disabilities (SEND). We are committed to creating an inclusive environment where all children, regardless of their needs, can thrive and reach their full potential.

Royal Greenwich Trust uses the term 'parents' to signify parents and / or carers, i.e. all those who have parental responsibility for a child or young person.

Royal Greenwich Trust School fully endorses the SEND Code of Practice (Jan 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.*

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

Royal Greenwich Trust School is fully committed to the inclusion of students with Special Educational Needs and Disabilities (SEND) providing that the academy 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 academy and is an efficient use of the Local Authority's resources.

How students with SEND are supported?

Our school provides personalized support for students who might need extra help in developing their:

Cognition and learning needs in the following ways

- Universal support through Quality First Teaching principles
- For students with qualifying disabilities, a personalised learning plans outlining specific educational goals and services to help them succeed.

Communication and interaction needs could include:

- Speech-Language Therapy: Individual or group sessions with a speech-language pathologist (SLP) to work on specific language skills.

- One-on-one or small group instruction tailored to the student's individual needs.
- Assistive technology
- Adjustments to the learning environment or curriculum to make it more accessible.
- Maths, Science and Literacy comprehension intervention in ratio of no more than 1adult to 4 pupils
- Small group reading and dyslexia reading and spelling support.
- Handwriting

Social, emotional and mental health needs could include and are not limited to:

- Counselling Services: Access to school counsellors or psychologists for individual therapy.
- Mindfulness Programs
- Safe Spaces: Designated areas where students can go to calm down and manage their anxiety.
- Anger Management Programs: Structured programs that teach coping strategies and emotional regulation.
- Response to Trauma or Attachment Difficulties
- Trauma-Informed Practices: Training staff to recognize and respond to signs of trauma.
- Ensuring students have consistent, supportive relationships with ***trusted adults***.
- Activities that allow students to remember and honour lost loved ones.
- ELSA

- Use of pictures, symbols, or written words to aid understanding and expression1.
- Simplified Instructions: Breaking down instructions into smaller, manageable steps and checking for understanding frequently.
- Targeted exercises and activities to improve the production of specific **speech sounds.**
- Games and exercises that focus on the sounds of language, which can help with speech production e.g. Lego Therapy
- Engaging students in activities that require listening and responding, such as storytelling or role-playing e.g. Narrative skills, Word Aware
- Social Skills Training: Structured programs that teach social norms, such as turn-taking and appropriate physical contact e.g. LfBE and LfT.
- Encouraging interactions with peers who demonstrate good social skills.
- Visual Schedules and Social Stories: Using visual aids to explain social situations and appropriate behaviour

Sensory and/or physical needs

- Sensory Breaks: Scheduled breaks where students can engage in calming sensory activities
- Adaptive Equipment: Items like noise-cancelling headphones or fidget tools to help manage sensory input
- Safe Spaces: Designated areas where students can go to calm down and manage their anxiety.

Key staff supporting students with SEND?

Our inclusion team is led by Pamela Adodo, Assistant Headteacher and qualified SENDCo (NASENCo). She is supported by an experienced team:

- Associate SENDCo: a qualified teacher who supports the SENDCo across all aspects of the role.
- Assistant SENDCo: coordinates family liaison, annual reviews and referrals.
- Administration and Inclusion Assistant: coordinates access arrangements and SEND administration.
- Learning Support Assistants (LSAs): provide support in lessons and deliver academic and character development interventions.
- Social Academic Mentor: supports students' emotional development and engagement with learning.

What types of special education needs and disabilities do we cater for?

We provide for a wide range of Special Educational Needs and Disabilities, divided into four broad areas. We recognise that students often have needs that cut across these areas and their needs may change over time:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and / or physical needs

How do we identify special education needs?

We have a clear approach to identifying and responding to SEND. All teachers at Royal Greenwich Trust School are responsible for identifying students with SEND, and in collaboration with the SENDCO and Assistant SENDCO, will ensure that those students requiring different or additional support are identified at an early stage. On entry to Royal Greenwich Trust School every student's attainment is assessed in order to ensure continuity of learning. This may flag up students who require additional class-based interventions and/or further assessment

Method	**Description**
Initial assessment	Conducted on school entry to identify students who may need additional support.
Information from feeder schools	Used to inform the student's curriculum and pastoral provision.
Regular progress monitoring	Includes academic data, pastoral tracking, and teacher judgment. Signs of less than expected progress may include slower progress than peers, widening attainment gaps, or not meeting previous progress rates.
Multi-agency meetings	Attendance and behaviour data are considered to identify potential SEND needs.

How we supported students with special educational needs and disabilities (SEND).

In the academic year 2025/2026 Royal Greenwich Trust School provided the following provision:

Quality First Teaching

All Teachers Lead SEND Support:

- **High-Quality Teaching is Core:** Personalized teaching is the foundation for all students, including those with potential or identified SEND needs. The SEND Code of Practice (2015) emphasizes this whole-school responsibility.
- **Quality Assurance:** Royal Greenwich Trust School ensures high-quality SEND support through various measures:
    - **Ambitious Curriculum:** All students have access to a broad and challenging curriculum.
    - **Regular Reviews:** Teaching quality is regularly reviewed, including for students at risk. The SENDCO team conducts learning walks to monitor SEND-specific teaching.
    - **Teacher Resources:** Teachers have access to confidential, online resources detailing each student's SEND needs.
    - **Professional Development:** Regular training by SEND specialists improves teachers' understanding of common SEND needs and identification methods.

Adaptations to the curriculum and Increased Support for Students

When high-quality teaching isn't enough, Royal Greenwich Trust School collaborates with parents to define desired outcomes and support needs for the student. This plan is documented in the school's information system.

Targeted Interventions: Support may involve adapting the core curriculum or additional resources. All staff involved are informed of the student's needs and the plan.

Progress Monitoring and Review: Regular reviews assess progress and ensure alignment between parents, students, and teachers.

Identification and Recording:

- If a SEND diagnosis is agreed upon with parents, it's documented in school records. The student is then added to the SEND Register (School Support) on SIMS.

Teacher Responsibility:

- Subject teachers remain in charge of the student's daily education.
- Even for group or individual support outside the classroom, subject teachers retain responsibility.
- Collaboration is essential: teachers work closely with LSAs and specialists to plan, assess, and integrate interventions with classroom learning.
- The SEND team supports teachers in further assessments, problem-solving, and implementing effective 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 students and their parents are integral to this process. This is in line with the SEND Code of Practice.

The SENDCo and subject teachers review each student's progress and the effectiveness of their support. Where changes are needed, they agree revised support and outcomes in consultation with the student and their parent or carer.
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.

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

Royal Greenwich Trust School will provide an annual report for parents on their child'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 Services to ensure they are active participants, where appropriate in students' EHC Needs assessments and plans.
As part of the EHC Assessment Royal Greenwich Trust School may request additional top-up funding from the student's 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

Accessibility to the learning environment

Physical Accessibility
We have ensured that classrooms, restrooms, and common areas are accessible to students with physical disabilities. This includes ramps, elevators, and wide doorways.
Adaptive Furniture: Provide adjustable desks and chairs to accommodate different physical needs.
We work with CENMAC to ensure accessibility for students in the following ways

- Screen Readers and Magnifiers: Use technology that helps students with visual impairments access digital content.
- Hearing Aids and FM Systems: Devices that amplify sound for students with hearing impairments.
- Adaptive Teaching: Tailor teaching methods and materials to meet the varying abilities and interests of students.

Flexible Learning Options
Online Learning Platforms: Offer online courses and resources that can be accessed from home, providing flexibility for students with various needs.
Alternative Assessments: Use a variety of assessment methods to allow students to demonstrate their knowledge in different ways.
Professional Development for Staff

Extra-curricular activities

Break out area, Centre of the Cell, inclusive school trips for all ensuring that all school trips were fully inclusive.

2. Developing staff expertise

SEND training for staff and support staff (LSA/TA)

The school delivered whole staff training during INSET days, including workshops from external providers, through briefings and bulletins. LSAs received regular training sessions and attended external training specific to the needs of the students they support. Training was delivered using internal expertise and through our close links with the educational psychology service and NHS SaLT.

Training for parents

We invited the EP service team to talk to parents of children with educational needs. We aim to run this service again in 2026/27 as well as host support for parents of pupils with ADHD and ASD.

SENDCo conferences and forums

The SENDCo regularly attends the local authority's SENDCo network meetings. Furthermore, the school receives regular bulletins from the local authority to keep up to date and informed with latest legislations and local offer.

UST SEND Leaders Network

The Director of Learning and SEND leaders within the Trust met termly, during these meetings the team worked collaboratively to share strategies that work within each setting and also set up opportunities to share support with training and CPD needs.

How did we evaluate the effectiveness of our provision?

We evaluated the effectiveness of our SEND provision by reviewing pupils' progress against their individual outcomes and starting points. Teachers and the SEND team used assessment information, classroom observations, intervention records and feedback from pupils and parents to identify what was working and where support needed to change.

We reviewed support regularly through the assess, plan, do, review cycle, including termly reviews of learning plans and annual reviews for pupils with Education, Health and Care Plans. We used the findings to adjust teaching strategies, interventions and support so that provision continued to meet pupils' needs.

3. Supporting transition

Key Stage 2 into Key Stage 3

We prepared students for their next stage of learning through the following:

We believe that a smooth, well organised transition translates into success for all parties. Therefore, in addition to our general transition practice, we have put many strategies in place to ensure students with SEND entering Royal Greenwich Trust School are prepared for this change. These strategies include:

- The SENDCo visits any primary school where a student with an EHCP is to meet the students and discuss their needs with the relevant staff members. Where a student is identified as School Support, either the SENDCo or another designated member of staff will meet the student and discuss their needs with relevant staff members.
- Students and where possible their parents visit Royal Greenwich Trust School before entry to discuss needs / strategies, in addition to the general Welcome Morning for all students' Parents and general Transition Day.
- Where possible the SENDCO attends Year 6 Annual Review Meetings for those students with an EHCP.
- Students with identified needs are invited to two addition transition days and a summer school to support their transition into secondary education.

Key Stage 3 to Key Stage 4 Transition and Exam Access Arrangements

The transition from Key Stage 3 to Key Stage 4 is a pivotal stage for pupils in Year 9, as they begin selecting their GCSE option subjects. To support this process and ensure equitable access to examinations, the school has a structured approach to identifying and implementing **Exam Access Arrangements (EAA)** for pupils with recognised learning needs.

All pupils with identified needs are assessed by a **qualified specialist assessor**, with assessments typically taking place:

- At the **start of Year 11**, and
- During the **summer term of Year 10**

Access arrangements are only implemented when a pupil demonstrates a **clear and consistent need**, in line with JCQ guidelines. These may include:

- Extra time
- Rest breaks
- Use of a prompt
- Reader
- Scribe or use of a laptop

These arrangements are designed to remove barriers to assessment and enable pupils to demonstrate their true ability under exam conditions.

To support informed decision-making during the options process, the school hosted an **Options Event** where students and their parent/carers met with subject specialists to discuss course content, expectations, and suitability based on individual learning profiles. For pupils with identified SEND, the **SENDCo** held additional meetings with families to provide tailored guidance and ensure appropriate curriculum pathways were considered.

Key Stage 4 into Key Stage 5

Furthermore, in Year 10,11, 12 and 13 Royal Greenwich Trust School's link local authority Careers Practitioner for students with SEND is invited to attend all Annual Reviews for Students with an EHCP and where possible Year 10 Annual Reviews.

Where a need is identified a key member of staff supports specific students in completing sixth form / College of Further Education / Apprenticeship / University application forms.

Onwards from Key Stage 5

Onwards from Key Stage 5

Where a need is identified, a key member of staff supports specific students in completing **UCAS**, **Apprenticeship**, or **University** application forms.

Pupils with an **Education, Health and Care Plan (EHCP)** also apply for **Supported Internships** with various organisations. Supported Internships are study programmes aimed at young people aged 16 to 24 who have an EHCP and want to move into employment but require additional support. These internships typically last for one year and offer the opportunity to complete up to three different placements.

Local offer

Royal Borough of Greenwich – we work closely with the RBG SEND team contributing to their local offer. Please see the link to RBG local offer which is published on our website.
https://greenwichcommunitydirectory.org.uk/kb5/greenwich/directory/localoffer.page?localofferchannel=0

Which support services were used to support the possible identification of special education needs and disabilities where appropriate?

Royal Borough of Greenwich Educational Psychology Service
Oxleas – Speech and Language Therapy Service, Occupational Therapy Service,
Oxleas - Integrated Neurodevelopmental Team
Oxleas - Child and Adolescent Mental Health Services (CAMHS)

Listening to students and parents and working with them

We held SEND surgery, inclusion coffee mornings and parent forums every half-term.

Who can I contact if I have any questions or complaints?

sendco@rgtrustschool.net

What other policies are useful to read?

- RGTS SEND Policy