Special Educational Needs and Disabilities (SEND) Information Report

Ursuline College

Inclusion Team
SEND Governor:
Peter Baxendale
Inclusion Lead/SENCO/SEND Team:
Amanda Jewell
Contact No. 01843 834431

Approved by:	Local Governance Committee	**Date:** October 2026	
Next review due by	October 2027		

Contents

1. What types of SEND does the school provide for? 4
2. Which staff will support my child? 5
3. What should I do if I think my child has SEND? 7
4. What happens if the school identifies a need? 8
5. How will the school measure my child's progress? 9
6. How will I be involved in decisions made about my child's education? 10
7. How will my child be involved in decisions made about their education? 11
8. How will the school adapt its teaching for my child? 122
9. How will the school evaluate whether the support in place is helping my child? 143
10. How will the school ensure my child has appropriate resources? 153
11. How will the school make sure my child is included in activities alongside pupils who don't have SEND? 154
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability? 165
13. How does the school support pupils with disabilities? 165
14. How will the school support my child's mental health and emotional and social development? 176
15. What support is in place for looked-after and previously looked-after children with SEN? 186
16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood? 17
17. What support is available for me and my family? (Local Offer) 198
18. What should I do if I have a complaint about my child's SEND support? 19
19. Supporting Documents 19
20. Glossary 20

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.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



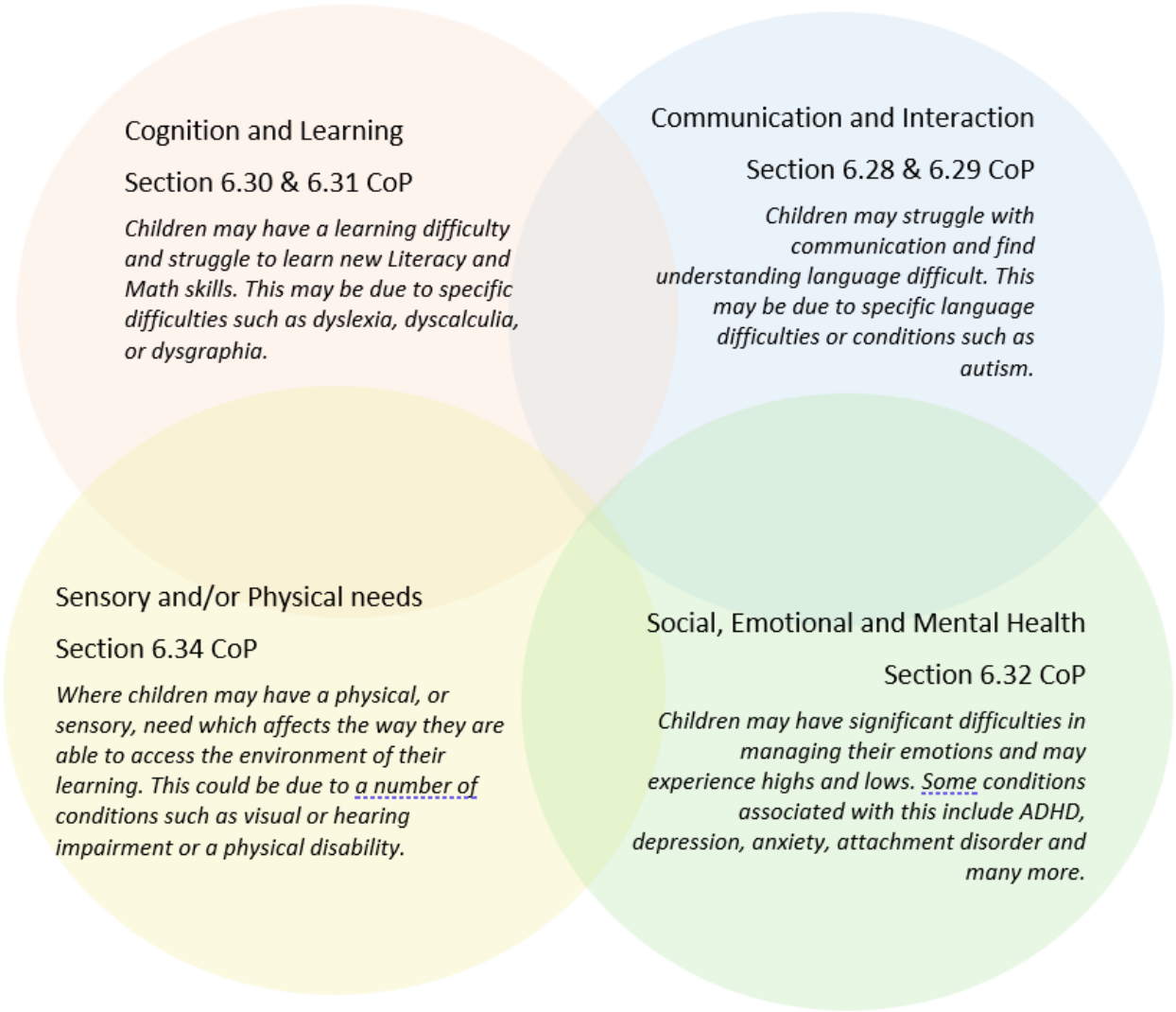
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website DUE TO BE UPDATED AND RATIFIED THROUGH THS PROCESS SO I CAN'T ADD THE LINK .

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 SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

SEND_Code_of_Practice_January_2015.pdf (publishing.service.gov.uk)

2. Which staff will support my child, and what are their key responsibilities?



At Ursuline College all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. *Please note that this list is not exhaustive.*

Mr Chris Embleton – SEND Team Leader

Mrs Jacky Jackson – Blended Learning Leader

Mrs Setha Dudley – Teaching Assistant

Miss Susan Moore – Teaching Assistant

Mr Alex Browning – Teaching Assistant

Miss Lesley Samme– Teaching Assistant

Miss Ellesse Jack – Teaching Assistant

Miss Samantha Barrett – Teaching Assistant

Mrs Jade Stevens – Teaching Assistant

Miss Sarah Smallbone – SEND Administrator

Our Special Educational Needs Co-ordinator, or SENCO

The named SENCo is Ms Amanda Jewell

Our SENCo is Ms Amanda Jewell

She has 13 years of experience in this role and has worked as a Lead in Religious Studies, Head of Year, Assistant Head with a pastoral responsibility for Safeguarding, looked after children and SEND students. She is also a qualified teacher and has been working in Secondary schools for 23 years.

Ms Jewell achieved the National Award in Special Educational Needs Co-ordination in 2015. Our SENCo is also a Level 7 Assessor for Access Arrangements.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN. The SEN team work closely with the house teams to support all of our SEN students by providing advice and support.

Our School includes SEND as part of our whole school training CPD offer. There are three sessions per academic year.

Teaching assistants (TAs)

We have a team of 8 TAs who are trained to deliver SEN provision and to deliver interventions such as Lego Therapy, Socially Speaking, Talkabout, EBSA, Thrive, Paired reading, Literacy Gold, Memory Practice, Touch Typing and Handwriting. The list is not exhaustive, we endeavour to meet whatever the presenting need of the young person is. These are also fluid as the needs will change and develop with the age of the young person.

External agencies

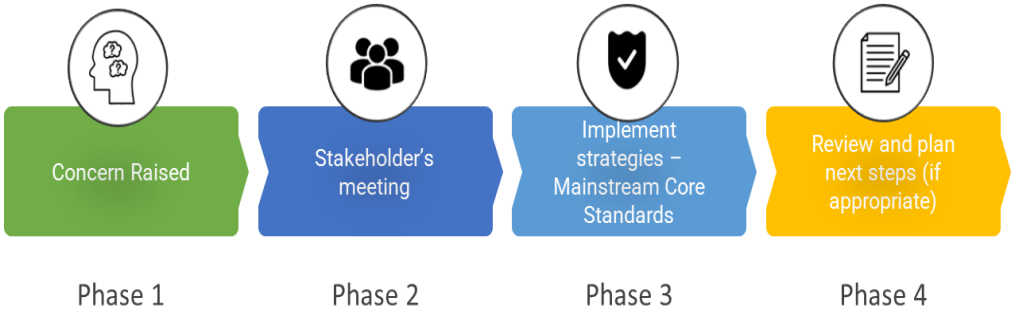
Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These may include:

- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Educational psychologists
- GPs or paediatricians
- NELFT practitioners
- Occupational therapists

- Therapeutic practitioners
- Safeguarding services
- School Liaison Officers
- School nurses
- Kent Inclusion Advisor
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisation



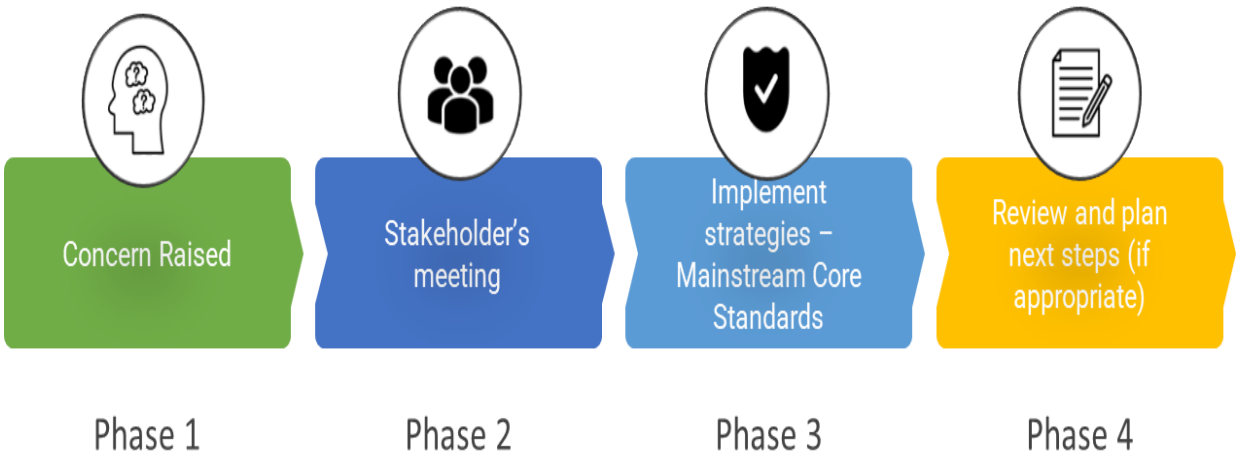
3. What should I do if I think my child has SEND?



Phase 1	If you think your child might have SEND, raise your concern with the school so that the SENCO is aware. You can email the SENCo directly or the SENCo Administrator, Miss Sarah Smallbone. Alternatively this can be referred through the young person's House Team.
Phase 2	We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. 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.
Phase 3	We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/__data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.

4. What happens if the school identifies a need?

The same process is followed if a concern is raised by the school.



All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is having difficulties, they try to find out if the pupil has any gaps in their learning. If they can find a gap, the school will provide appropriate support. Pupils who don't have SEND usually make progress quickly once the gap in their learning has been filled.

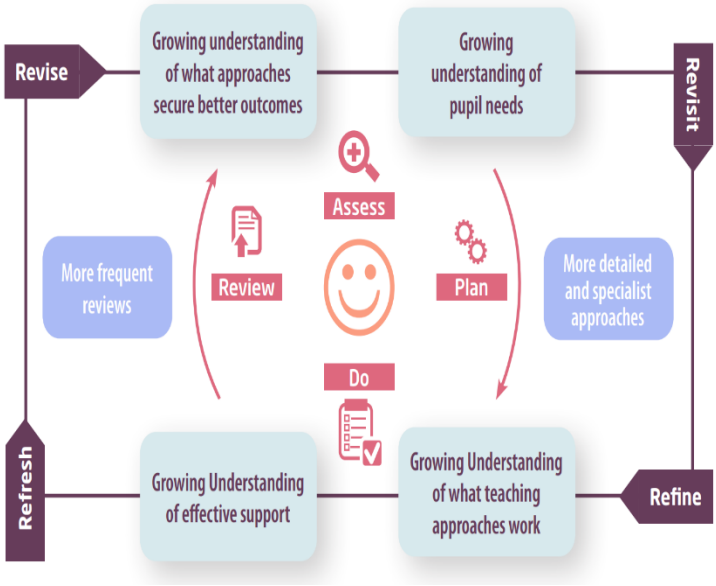
If the pupil is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

5. How will the school measure my child's progress?

If your child is on our SEN register either as E (EHCP), K (SEN with support) or TA (Teacher awareness, QFT and mainstream core standards) the SEN team will review their data in line with the three data cycles of the school. If your child is also having any intervention at E or K level this will also be included in the graduated approach to reviewing support and need.

We will follow the 'graduated approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



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.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
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; this may mean the Plan, Assess, Do, Review cycle continues.

6. How will I be involved in decisions made about my child's education?

If a student is on our SEN register as K (SEN with support) they will have an Individual Educational Plan and this will be updated three times a year in line with the school's data cycles.

Our SENCo regularly offers days available each data cycle to meet with the SENCo in person to discuss progress made or any proposed changes to the current support. In addition to this the SENCo is also available at Year Group Parent's evenings for bookable appointments.

If required there will be set clear outcomes for your child's progress

- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

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.

We also want to hear from you as much as possible so that we can build a better picture of how the SEND support we are providing is impacting your child outside of school.

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.

If you have concerns that arise between these meetings, please contact Miss Sarah Smallbone or your child's Head of House. You can do this by emailing them directly.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting



8. How will the school adapt its teaching for my child?

'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have Special Educational Needs. Additional intervention and support cannot compensate for a lack of good quality teaching. As part of our whole school process we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered'. SEN Code of Practice (2015, 6.37)

At Ursuline College the quality of teaching is judged to be good.

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

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.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one 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 and are guided by the Mainstream Core Standards in the first instance.

In October 2025 Ursuline College introduced a Universal SEND plan with the following components;

- Buff coloured backgrounds for all PPT's
- Dyslexia friendly font on all worksheets produced and PPT's
- Clear and simple instructions, breaking down longer instructions and given one at a time
- Visual cues and prompts
- Shared next steps – Now and Next
- 10 second rule when asking for a verbal response

These are expected to be evident in all lessons.

These adaptations may include:

Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



› Adapting our resources and staffing



› Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Teaching assistants or support staff will support pupils appropriately depending on their presentation of need

- Scaffolding lesson materials

We may also provide the following interventions:

These interventions are part of our contribution to Kent County Council's local offer. As a school we offer a variety of interventions including the following:

Talkabout

Socially Speaking

Thinking Good, Feeling Better

Social Stories

Sensory Circuits

Handwriting Practice

Touch Typing

Spellings

Paired reading

Reading Comprehension

Body Mapping

Thrive

My Hidden Chimp

Lego Therapy

Speech and Language Support

Literacy Gold

Maths 123

Support groups for Emotional Based School Avoidance

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:



- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 3 times per academic year. At this point interventions can be adapted or removed as required by the evidence.
- Monitoring by the SENCO
- Using a tracker to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?



The expectation is that all schools provide an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs. Where it is necessary, the school will use the resources available if deemed required to provide additional adult support to enable the safe participation of the pupil in the activity.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops or any additional school activities offered to the year group or whole school.

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?



The admission arrangements for pupils without an Educational, Health Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

Our SENCo meets with prospective parents and attends our Open Day event to have those early conversations to ensure a full understanding of the needs of the young person and how the school can meet the needs of the young person.

13. How does the school support pupils with disabilities?



See Accessibility Plan for more information Ursuline College Accessibility and Enablement Plan

A person is considered disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities. The accessibility plan is drawn up in accordance with the planning duty in the Disability Discrimination Act 1995 with the amendments made to the 2005 Act, as amended by the SEN and Disability Act 2001 (SENDA). It draws on the guidance set out in "Accessible Schools: Planning to increase access to schools for disabled pupils", issued by DfES in July 2002.

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:

At Ursuline College we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance e.g., PSHE, tutor time and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area, we also can provide the following e.g. access to counsellor, mentor time with a member of the house pastoral team or SEN team, an external referral to CYPMHS (formerly known as CAHMS), time-out space for pupil to use when upset or agitated etc. and emotional literacy/wellbeing interventions. Our SENCo is a licensed Thrive Practitioner and a Family Thrive Practitioner to provide support and further develop the emotional and social development of our students with complex needs.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

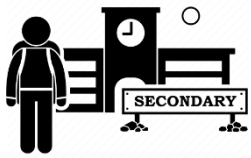
15. What support is in place for looked-after and previously looked-after children with SEND?



Miss McMahon under the direction of Mr Gregory will work with Ms Amanda Jewell, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Pupils 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 SEND support plans or EHC plans are consistent and complement one another.

16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?



Between phases

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

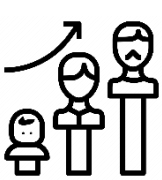
We offer meetings with the parents of incoming pupils to discuss how we can best welcome their child into our community.

We set up new pupils with a buddy from the year above to help them get settled in and make friends.

We have a sharing day between all Primary SENCos and Secondary SENCos to highlight and transfer any SEND information.

Ursuline College also offers additional vulnerable transition sessions for new students identified by parents or Primary settings. These are flexible depending on the need of the child. At the time of the Kent Transition Day the SEN team should be aware of all those young people who may need extra support on this day.

Onto adulthood



Our PSHE curriculum and tutor program supports our Key Stage 4 students with advice and resources on making those next steps for their future. All students will meet with our careers advisor who will offer advice to the young person on where they should apply and what courses might be suitable for them.

When a student is progressing from 6th form onto higher education our 6th form pastoral team provide support and advice as they go through the application process. If the student has an EHCP the SENCo will produce a closing annual review for the student to use in their new setting if they still need support.

17. What support is available for me and my family?

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.

To see what support is available to you locally, using the link please have a look at Kent County Council for information about the local offer on their website:

https://local.kent.gov.uk/kb5/kent/directory/results.action?localofferchannel=0

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

https://www.kent.gov.uk/education-and-children/special-educational-needs/listening-to-your-voice-and-taking-action/Information-Advice-and-Support-Kent

Local charities that offer information and support to families of pupils with SEND are:

https://www.forustoo.org/

https://www.snaap.org.uk/

https://wearebeams.org.uk/

https://kentresiliencehub.org.uk/services-and-support-for-young-people/

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

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

18. What should I do if I have a complaint about my child's SEND support?

We encourage parents to discuss any concerns with the SENCo, Head of House, Deputy Head or Headteacher to resolve the issue before making the complaint formal to the Chair of the Local Governance Committee. The parent will be referred to the school's complaints policy.

If the complaint is not resolved after it has been considered by the Local Governance Committee then a disagreement resolution service or mediation service can be contracted. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

There are some circumstances, usually for children who have an Educational Health Care Plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints fall within this category cannot be investigated by the school.

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

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

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. In Kent this is provided by Global Mediation.

https://www.globalmediation.co.uk/service/special-educational-needs-disability/

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*



- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*

20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **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.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **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.
- **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.
- **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
- **Graduated approach** – an approach to providing SEND 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
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages