Special educational needs and disabilities (SEND) information report

St Saviour's and St Olave's Church of England Secondary School

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Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs and disabilities support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy.

You can find it on our website: SEND Policy - St Saviour's & St Olave's School

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 this report.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech, language and communication needs
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia Global developmental delay

	Developmental language disorder
	Moderate learning difficulties
	Severe learning difficulties
	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Social, emotional and mental health	Anxiety Obsessive compulsive disorder
Sensory and/or physical	Hearing impairment
	Visual impairment
	Physical impairment
	Multi-sensory impairment

2. Which staff will support my child, and what training have they had?

Our special educational needs co-ordinator, or SENDCO

Our SENDCO is Mrs Caroline Elliott-Janvier. She has 3 years' experience in this particular role and has worked at the school for over 22 years. Previous roles include Head of PSHCE for 8 years and Director of Learning Y7 for 7 years. She is a qualified teacher. She achieved the National Professional Qualification in SEND (NPQSENDCO) in 2026 and works four days a week to manage SEND provision.

Subject teachers

All our teachers receive in-house SEND training and are supported by the SENDCO to meet the needs of pupils who have SEND, through quality first and adaptive teaching. This is supplemented by regular INSET training delivered by internal and external professionals, during which staff learn about themes such as trauma-informed approach, executive functions and demand avoidance.

Learning support assistants (LSAs)

We have a team of seven LSAs, who are trained to deliver SEND provision.

Our LSAs have been trained to deliver interventions such as ELSA (emotional literacy support assistance).

In the last academic year, LSAs have been trained in specialist vocabulary groups (Maths and Science), SALT support, Speech Language and Communication screeners, and Autism support.

External agencies and experts

Sometimes we need extra help to offer our pupils the support 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 include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists

- CENMAC (assistive technology) specialists
- GPs or paediatricians (Sunshine House)
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority provided support services
- Voluntary sector organisations

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

If you think your child might have SEND, the first person you should tell is your child's teacher. This will usually be their Form Tutor or English Teacher.

They will pass the message on to our SENDCO, Caroline Elliott-Janvier (celliott@ssso.southwark.sch.uk), who will be in touch to discuss your concerns.

You can also contact the SENDCO directly, using the email address above.

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. You will also be given a copy of this.

If we decide that your child needs SEND support, we will formally notify you notify you via email about the steps that need to be taken.

4. How will the school know if my child needs SEND support?

We identify needs in several ways. When students are in the process of transitioning from Y6 into Y7, the SENDCo and Head of KS3 meet with all Southwark primary schools to discuss current needs, and diagnoses, be they actual or suspected. This is supplemented by meetings with parents and carers at our transition events: Stepping Up, in early March; Head Start in May and the Transition Day in July. All our class teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. If the teacher notices that a student is falling behind, they try to find out if the student has any gaps in their learning. If they can find a gap, they will give the student additional support to try to fill it. Students who don't have SEND usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENDCO and will contact you to discuss the possibility that your child has SEND.

The SENDCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENDCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENDCO will decide whether your child needs SEND support. You will be told the outcome of the decision via email.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENDCO will work with you to ensure that teachers understand what specific is needed.

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

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**.

Stage 1: Assess

If your child is not making the expected level of progress, we will establish what strengths and difficulties your child has. We will often seek input from you and your child, as well as getting help from external professionals where necessary.

Stage 2: Plan

In discussion with you and your child, we will agree on what outcomes we are hoping to achieve. We will then decide what support your child needs to be offered to help them meet those outcomes. We make a record of this and share it with you and the relevant staff within school.

Stage 3: Do

This plan is then put into practice, via lessons and interventions (where appropriate). The teachers and the SENDCO work together to monitor that the plan/support is having the impact intended.

Stage 4: Review

We will assess how well the support we put in place has helped the child to meet the outcomes we set. This improved understanding is used to adjust the support we offer.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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

We provide termly reports on your child's progress, which we call Records of Progress (RoPs for short). The RoPs offer three snapshots of progress across the year and consider both ongoing classwork and specific assessments.

You will be able to meet formally with your child's subject teachers at the annual Parents' Evenings, although we welcome informal contact throughout the year. This usually works best through email, as teachers are not always available during the day due to their teaching and planning commitments.

- 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

The SENDCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. 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.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's Form Tutor or Subject Teacher.

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 level of competence. We recognise that no two children 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
- Complete a survey

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

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class. In accordance with Teacher Standard No 5, teachers know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively. They demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development. They have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and are able to use and evaluate distinctive teaching approaches to engage and support them

High-quality teaching is our first step in responding to your child's needs. We make sure that your child has access to a broad and balanced curriculum in every year they are at our school, comprising academic, practical and creative subjects.

We will differentiate (or adapt) 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.

These adaptations include:

- Adapting our curriculum to make sure all pupils can access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing, including LSAs.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, larger line-spacing, pastel paper, chunked instructions, etc.
- Teaching assistants will support pupils on a 1:1 or 1:2 basis when the student has an Educational Health and Care Plan.
- Teaching assistants support pupils in small groups when a targeted intervention is indicated.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS

Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables, time out cards, access to calm spaces, and dedicated pastoral staff.
	Speech and language difficulties	Access to speech and language therapy (specialist provision) and LSA interventions (targeted provision).
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Additional Maths support, access to assistive technology, visual timetables, pastel exercise books, coloured overlays.
	Moderate learning difficulties	
	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Time out cards for self-regulation, access to calm spaces and dedicated pastoral staff.
	Adverse childhood experiences and/or mental health issues	Access to in-house therapists, mentoring and pastoral staff.
Sensory and/or physical	Hearing impairment	Seating plans adapted to the best position for the child, printed instructions and resources.
	Visual impairment	Uncluttered classrooms and reduced stimulus from displays, resources
	Multi-sensory impairment	
	Physical impairment	

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

9. How will the school evaluate whether the support in place is helping my child?

We evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions every half term
- Using student questionnaires

- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More learning support assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

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

As part of our CHRIST ethos, we live out those values in all aspects of school life: Compassionate, Hopeful, Reflective, Inclusive, Supportive and Transformative. All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips to Outward Bound (Lake District) in Y7, Norfolk in Y9 and Modern Foreign Language trips to France and Spain in Y10.

All pupils are encouraged to take part in the school production, special workshops, activities week, creative arts week and sports day.

No student is ever excluded from taking part in these activities because of their SEND or disability and we make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEND or a disability?

Our school is frequently named by parents, carers and the local authority as the school of choice for students with an Education, Health and Care Plan. We respond in detail to every consultation that is sent to us and assess whether our setting will allow a given student to flourish and thrive, according to their specific needs and/or disabilities. Every consultation response we make is carefully considered and tailored to the individual student. Whilst we sometimes have to decline a consultation, our reasons are always clearly explained. In the majority of cases, we do our best to offer a mainstream, inclusive setting and transition for students with SEND.

We give priority when allocating places to students who are looked after, subject to child protection or child in need, and who have SEND. We never unfairly disadvantage any prospective student on the basis of these criteria.

13. How does the school support pupils with disabilities?

Whilst parts of our school date back to 1903, we make adjustments so that students with a disability can access most parts of the school by using a lift and taking special, agreed shortcuts around the building. In the rare instances where this is not possible, then lessons are re-roomed to a specific classroom on the ground floor. This is true of short-term disabilities (e.g. a student on crutches following leg, hip or spinal surgery) or for long-standing disabilities. Reasonable adjustments are made to support students with a specific disability (e.g.

buying specific chairs and equipment to allow them to access the curriculum). LSA support is offered in PE and DT lessons to allow students with SEND to participate fully in those aspects of the curriculum.

Our language and approach are inclusive and supportive, in keeping with our Christian ethos.

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:

- All staff have the best interests of students at heart. Communication between staff is constantly in support of this, in person and via email, and this takes priority.
- Students with SEND are encouraged to take on wider school responsibilities, such as School Council, Form Captain, Y9 Ambassadors, Y11 Prefects, Sixth Form Leadership (Head Girl, Deputies and Senior Prefects).
- Students with SEND are also encouraged to get involved in all extra-curricular clubs to promote teamwork/building friendships. We monitor the number of SEND students taking part in trips and workshops, to ensure fair access.
- We attach huge importance to student mental well-being. From 2015-208 we were involved in a King's College London (KCL) research programme. More recently we are taking part in an exciting five-year study called Bridging Divides. Financed by the Wellcome Trust and led by researchers at KCL. This is a highly relevant project seeking to understand why the mental health of adolescent girls deteriorates so significantly at puberty, compared to their male peers. Bridging Divides | UK–Japan Youth Mental Health Research | Official Website
- Since 2025, we have been part of a project called Difference Matters, organised by the Mayor of London's office. The aim is to improve the social inclusion and school experience of neurodiverse students. As part of this initiative, we run half-termly student voice groups, where we reflect on how to make our learning environment better. Difference Matters | London City Hall
- In Learning Support, we run a daily lunchtime club aimed specifically for students who need extra support with social or emotional development. In practice, both neurodiverse and neurotypical students attend and mix together harmoniously.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by our daily acts of worship, such as Whole School Assemblies, Year Group/Key Stage assemblies, Thoughts for the Day. During these daily acts of worship, often led by the students, we encourage the community to reflect on Christian values and teachings, and to live them out in their daily lives around school.

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

Between years

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

- Arrange a detailed handover between the Heads of Key Stage, in particular when students move from Y9 into Y10, and from Y11 in Y12.

Between schools

- If a student moves to a different school for whatever reason, we ensure that any relevant information is shared electronically with the new setting.

Between phases

For transition from Y6 into Y7

The SENDCO of the primary school meets with our SENDCO to discuss the needs of the incoming students near the end of the summer term. We endeavour to visit the primary school of any students with SEND, to chat with them in their own familiar setting and to share information with the Y6 teacher.

We arrange meetings with the parents/carers of incoming students to discuss how we can best welcome their child into our community. This happens primarily during our Stepping Up event (in March) and our Head Start event (in May). From the moment you find out that your child has been allocated to our school, we maintain regular contact via email, events, and newsletters.

All students in Y7 have a Form Tutor and a Co-Tutor. The Co-Tutors are LSAs with vast experience of Y6 into Y7 transition. Both these adults are with the students at morning and afternoon registration and are the first port of call for any concerns they may have.

Moving into KS5 (sixth form) and post-18.

We ensure that students are enrolled onto courses that will help them to successfully access their future aspirations. We support students with SEND to access appropriate courses and modify their timetable where necessary in response to their changing needs.

We provide all our students with appropriate advice on paths into work or further education. We support them with a range of courses to prepare them for university (the EPQ programme, Oxbridge, Debating) and provide outstanding guidance on applying to university/apprenticeships and how to write their personal statement.

We work with the student to help them achieve their ambitions, which can include goals in higher education, employment, independent living, and participation in society. We have an excellent work experience programme in the summer of Y12.

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

Our Designated Safeguarding Lead (DSL), Ms Jane Batley, has overall responsibility for looked-after and previously looked-after children. She works closely with the Deputy Designated Safeguarding Leads (DDSLs) and with Mrs Elliott-Janvier, our SENDCO, 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.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

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

Complaints about SEND provision in our school should be made to the SENDCO in the first instance. They will then be referred to the school's complaints policy. 7801B8BEC5F53229BA36393FE2C4AC63.pdf

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

To see a full explanation of suitable avenues for complaints, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has 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. Advocacy and mediation services | Support groups and services | Local Offer

18. 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, have a look Southwark's local offer. Southwark publishes information about the local offer on their website: Welcome to Southwark SEND Local Offer | Local Offer

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

Meet the SIAS team (Southwark Information Advice Service) | Local Offer

Local charities that offer information and support to families of children with SEND are: Search for support, groups and activities | Local Offer

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

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

19. 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 (EHC) 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 that 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 LSArgets 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
- **SENDCO** – the special educational needs co-ordinator
- **SEND** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SENDD
- **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 that meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stage