

This resource is aimed to provide a comprehensive overview of SEND systems and culture at your setting to meet the legal requirement of publishing an annual SEND Report on your website. The suggestions in each box recommend the content and points to consider with each key question.

Please note this report should be read in conjunction with the School's SEND, Equal Opportunities, Accessibility and Medical policy.

Key Contacts

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Local Offer: Lewisham [Lewisham Council - Support for children with special educational needs and disabilities \(local offer\)](#)

What are the main additional needs at (School)?

The four broad areas of SEND at Conisborough College are Cognition and Learning; Communication and Interaction; Sensory and/or Physical; and Social, Emotional and Mental Health (SEMH).

The biggest need at Conisborough College is Communication and Interaction (62% of our students with SEND). 15.5% of our students have SEN support and 10.9% of our students have an EHCP. This is currently slightly higher than the National Average 2024/25 data, where in Secondary schools, 13.4% have SEN support and 3.1% have an EHCP.

How are SEND students and disabled students admitted to (school)?

Students with SEND are admitted to the school via our in-year admissions process or as part of our year 6 into 7 transition.

For students with EHCPs and/or the resource base, Conisborough College receives consultation paperwork from the SEND department at Lewisham LA and has 15 working days in which to respond on whether needs can be met.

Welcome meetings and interviews occur for all admissions to Conisborough and bespoke plans of transition are made for students who may need extra support.

There is also an annual transition day for all year 6 into 7 students whereby students attend school to familiarise themselves with the College. There is also an additional morning for students that will be in our resources base.

Conisborough is built over three floors, all with a lift or ramp access.

How are additional needs identified at (school)?

Assessment, monitoring and review form the basis of identifying and addressing the needs of students with SEND. The views of the student and parents are important to us in planning for and monitoring progress.

The following methods are used as a baseline assessment and to further identify students with SEND:

- The school's and LA's transfer procedures
- SATS (where held) and Standardised test scores from KS2
- Teacher Referral Form
- Inclusion Meetings
- The recording of initial concerns other than those already identified, in line with the recommendations in the SEN revised Code of Practice and the Disability Discrimination Act, 2010
- MiDYIS tests in year 7.
- Reading tests (NGRT) in year 7 and as appropriate afterwards.
- Annual reviews for students with EHCPs

This data, as well as our two formal assessment points in the year, are used to determine potential SEND needs.

We also have a teacher and parent referral process that is also used to assess whether a student may have additional needs or needs a referral to an external service- for example CAMHS.

In addition, parents' concerns are listened to and parents are welcome to contact the school if they feel there is a concern or a potential additional need.

What provision can (school) offer to students with SEND?

At Conisborough College, students with Special Educational Needs and Disability (SEND) are fully integrated into the life of the school. The school believes that students learn most effectively when they feel valued and their efforts and achievements are recognised. The Curriculum for students with SEND is the Curriculum offered to all students, including those with exceptional abilities and disabilities. Students have access to all clubs, visits and trips.

Firstly, all students at Conisborough, including those with SEND are offered quality first teaching in all their lessons. Our curriculum is comprehensively planned to ensure student progression.

Our teaching follows the Rosenshine's Principles of Instruction. Learning is recapped over time to ensure knowledge is embedded.

When SEND provision is needed, the following may be provided:

SEN Provision

The provision offered to pupils requiring SEN Support will differ from pupil to pupil. They may include:

- Form time organisation/pastoral support
- Home school communication log
- Year 7 transition support



- Coloured overlays/ cream exercise books
- Laptops to use in class
- Pupil Passports (Helpful information distributed to teachers)
- Friendship Club for Year 7 pupils at lunch times
- Homework club after school
- Smaller sized teaching sets for English, Maths and Science
- Bespoke small group and 1:1 interventions for all categories of need
- An individual learning programme
- Evidence based interventions
- Additional support from another adult
- Different materials, resources or equipment
- Use of alternative technologies
- Peer-to-peer support
- Personal care support
- Access to resource base
- Use of therapies (e.g. art, music)

Examples of available interventions at Conisborough College:

Cognition and Learning

- Literacy interventions – Ruth Miskin and Direct Instruction
- Numeracy interventions – Direct Instruction

Social Emotional and Mental Health

- Anger Management
- Self Esteem workshops
- In school Mental Health First Aid
- Referral to Well Being Service e.g. Mental Health Support Team (MHST) or Child and Adolescent Mental Health Service (CAMHS)
- Counseling
- Mentoring
- Yoga
- Lewisham Outreach

Communication and Interaction

- Social Communication Groups
- Chatterbox: A Social Communication Skills Package
- Speech and Language Therapy

Sensory and/or Physical

- Handwriting skills
- Assisted technology
- Deaf Education Centre

All SEND interventions are bespoke, strategically planned, monitored and evaluated in full.

When required, reasonable adjustments and adaptations can also be made to our curriculum, assessment procedures (including access arrangements) and behaviour policy for students with SEND.

How are students with SEND assessed, with regards to their provision and how is further provision determined?



The access, plan, do, review model is used to establish whether students are making necessary improvements and achieving their outcomes. Each student is individual in their review period. Students, parents/carers, SEND staff, pastoral staff and classroom teachers are all required to provide their input into students' review periods to gain a full understanding of a student's provision and progress. A holistic viewpoint of the student is always considered, which means peer relationships, wellbeing, organisation and attitudes to learning are all considered when reviewing provision. When there is potentially a lack of progress after a longer set period of time and several amendments to provision, specialist advice may be sought to assess whether there are any further recommendations to implement for a student.

What training do staff undertake at (school) to support students with SEND?

Conisborough adopts an ethos that we are all teachers and educators of SEND and our Curriculum Professional Development (CPD) programme reflects this.

All teaching staff take part in whole school and subject specialist CPD that supports our teaching and learning vision and strives for excellence for all.

All staff undertake an annual reminder on the SEND code of practice and how to support students with SEND. We also run more in-depth training over the course of the year via our teaching and learning briefings.

In addition, some staff, including those in our inclusion department, receive more in depth and bespoke training on SEND needs. This is also often via external professionals including MHST, CAMHS, Educational Psychologists and Speech and Language therapists.

Our Teaching Assistants also have weekly SEND training.

How are students with additional needs encouraged to take part in the wider school offer and learning opportunities?

Conisborough offers a culture of success and we are fully inclusive. We have aspiration for all our learners and are inclusive and focused on removing barriers. For us, this is not about removing challenge, it is about crafting the steps that are needed to rise to the challenge.

We use our curriculums and then develop specific planning to ensure accessibility for all. We are inclusive by design – not as an afterthought. We have the same high standards for our students on the SEND register and those with needs - this includes books/work/assessments. We think carefully about the interventions offer.

Our clubs and trips are open to all our students. When required, more bespoke plans are made to support students including offering further learning opportunities.

What Social, Emotional and Mental Health provision is there at (school)?

As mentioned above there are a number of interventions and support on offer for students with SEMH needs. We operate a culture of openness and run many assemblies on mental health to shift the taboos surrounding this.



The inclusion team runs weekly inclusion meetings. These are used to discuss any students who may require additional support, including support for their mental health.

Conisborough College also has access to Lewisham's Mental Health and Well Being Service (MHWB) and referrals can be made to our four MHWB practitioners who see students on site.

We also offer mentoring with our experienced mentors.

We have a student referral form and also run many PSHE drop down days to support the well-being of students.

How are students and families included in the decision making?

Conisborough has a child and family centred approach to SEND.

Parents are informed if their child is receiving an intervention. We encourage parents to contact us with any concerns and we are in regular contact with most.

We also offer coffee mornings to build relationships with parents and also parent workshops on how to support their child's needs.

When a referral is needed to an external service, parents are informed and encouraged to attend meetings.

How are transition periods managed at (school)?

When offers of places have been made, Primary schools are requested to send the SENCO the names and details of all students with SEND. Therefore, there can be early identification of a particular need, prior to admission in September.

The SENCO may also be invited to attend Transfer Reviews for students with EHCPs in the Summer Term prior to the student's admission. This helps to ensure a smooth transition from Key Stage 2.

When students start year 11, those with EHCPs have an Annual Review to discuss next steps and possible destinations. Bespoke plans are made with the LA for consultations and visits made with students.

How is the provision and support of students with SEND evaluated at (school)?

The inclusion team tracks data rigorously and success is measured using a range of key performance indicators. We do not solely focus on academic success but also the positive experience of students, ensuring they truly are included and happy with their school experience. We aim to reduce any gaps or disparities between students with SEND and those without, this includes reviewing academic progress, attendance, behavioural data and attendance to extra-curricular opportunities. This data does not however give us an insight into the experience or feelings of an individual, therefore student voice and parental contributions are also important to us, in reviewing our provision.



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