

# **Special educational needs (SEN) information report**

The Winston Churchill School  
September 2025



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 support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website <https://www.wcsc.org.uk/policies/>

**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 SEN does the school provide for?

Our school provides for students with the following needs:

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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

### **SENCO**

Our SENCO is Rachel Berry – contactable via [adviceSEN@wcsc.org.uk](mailto:adviceSEN@wcsc.org.uk). Mrs Berry has over three years' experience working in our Learning Support Department and has previously worked as a Deputy Subject Leader for Science, Head of Year and Associate Assistant Headteacher in a central London school. She has been a qualified teacher since 2014 and achieved the National Award in Special Educational Needs Co-ordination in 2024.

### **Deputy SENCO**

Our Deputy SENCO is Fiona Francis – also contactable via [adviceSEN@wcsc.org.uk](mailto:adviceSEN@wcsc.org.uk).

Mrs Francis has been in role over a year, having previously worked in Primary schools where she was a Head of Year and Subject Leader. She has over ten years' experience working with special education needs in both mainstream and special education settings. She has been a qualified teacher since 2016 and has additional speech and language training qualifications.

### **Primary Specialist Teacher**

Our Primary Specialist Teacher is Elizabeth Westmacott – also contactable via [adviceSEN@wcsc.org.uk](mailto:adviceSEN@wcsc.org.uk).

Miss Westmacott is new to the role in secondary school, having previously worked in Primary schools. She has been a qualified teacher since 2018.

### **Teaching staff**

All our teaching staff receive in-house SEN training, and are supported by the SENCO to meet the needs of students who have SEN. Many of our teachers also engage with external training.

### **Learning Support Assistants (LSAs)**

We have a team of 10 LSAs, including 2 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

### **Assistant Educational Psychologists (AEPs)**

We have a team of two AEPs, Trinity Creighton and Manon Bristow, who work with students 1:1 or in small groups. Miss Creighton has a BSc degree in Educational Psychology and a MSc degree in Child and Adolescent Psychology, with experience working under a clinical psychologist in an NHS tier 4, child and adolescent mental health ward. Further, she has experience working with children who have a various range of special educational needs for a charity organisation in central London. Miss Bristow graduated from the University of Bristol with a BSc in Psychology. Since then, she has gained experience working in another secondary school in Surrey with a large SEND department, including a specialist autism centre. She also has experience working for the NHS and running group activity sessions for children aged 4-14.

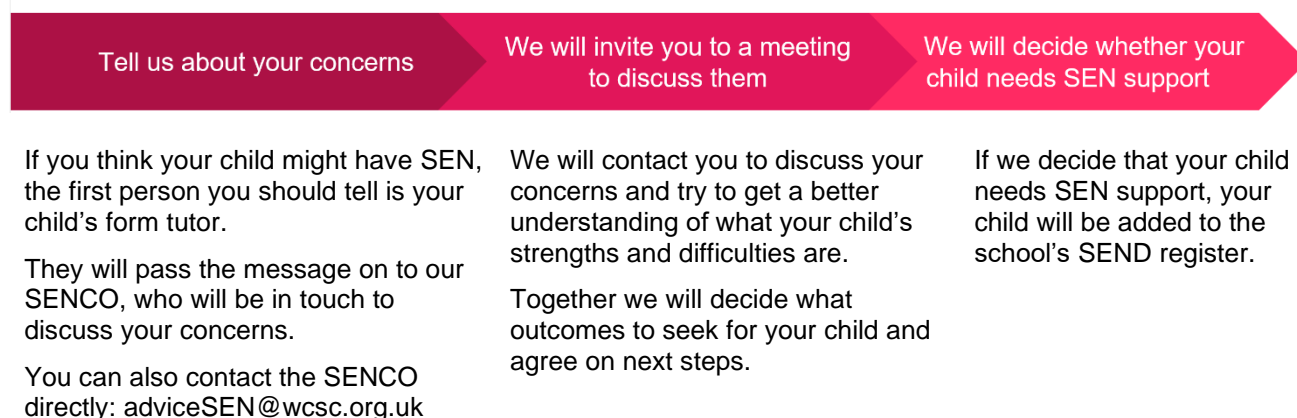
## External agencies and experts

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

- Specialist Teachers for Inclusive Practice
- Advisory Teachers for Visually and/or Hearing Impaired.
- Speech and Language Therapists/Assistants
- Educational Psychologists
- Occupational Therapists
- GPs or paediatricians
- School Nurses
- Child and adolescent mental health services (CAMHS)
- Social services and other local authority (LA) - provided support services
- Voluntary sector organisations
- ASD outreach
- Race Equality and Minority Achievement service (REMA)
- Mental Health Support Team

Please note that the school does not control the acceptance criteria, appointment scheduling, or waiting lists of these external services.

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



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

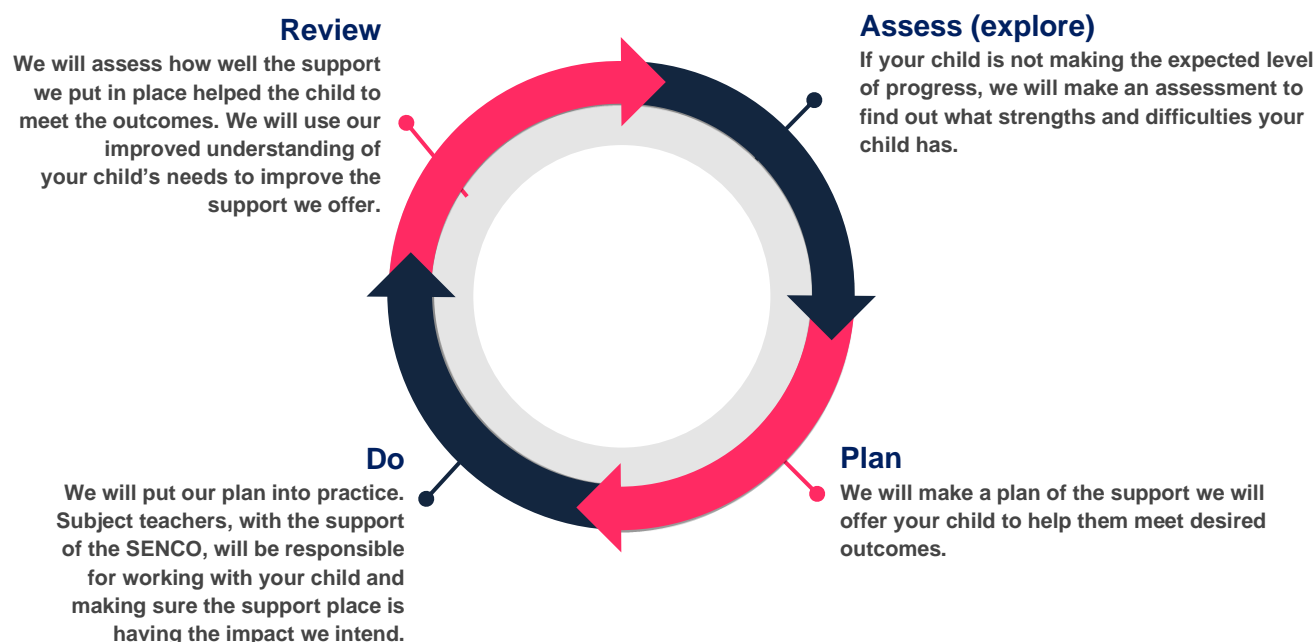
Students with Special Educational Needs are identified through:

- The transition process, and links with primary schools
- Data, e.g. KS2 results, CAT4 assessments, standardised reading tests, routine analysis of data to identify students not making expected progress
- Teaching, support and pastoral staff raising concerns from our internal referral system
- Parents raising concerns
- Students themselves raising concern.

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

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

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



This process will be continual. If the review shows a student has made progress, they may no longer need the additional provision made through SEN 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?

- In addition to the regular reporting processes, parents and carers are encouraged to discuss their child's progress with subject teachers during Parents' Evening and with the Form Tutor on Learning Review Day. Members of the Learning Support Department may also be present.
- Additional meetings can be arranged with the SENCo to discuss the needs of students with SEND in more detail.
- You will receive copies of student One Page Profiles, with an opportunity to provide your own comments for teachers to review.
- Copies of MyPlans, which outline the formal support arrangements for your child, will also be shared with you.

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

We recognise that no two children are the same, so we will decide on a case-by-case basis.

We may seek your child's views by giving them the option to:

- Share what they find difficult, and what they are interested in, to be recorded on their one-page profiles.
- Record their own personalised strategies from Learning Review Day.
- 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?**

Subject teachers are responsible and accountable for the progress and development of all the students 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.

As is reasonable, we will differentiate (or adapt) how we teach to suit the way the student 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 may include:

- Differentiating our curriculum to make sure all students are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, 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.
- Learning Support Assistants will support students on a 1-to-1 basis or small group basis.

In year 7 only there is a foundation/nurture group. This smaller than typical class have some lessons taught by the SENCo and Deputy SENCo/primary specialist. Often the class also have additional LSA support. Curriculum time is adapted to build in additional core studies lessons, aiming to reduce potential gaps with peers.

At the end of Year 9 students make their options after carefully being put on pathway 1, 2 or 3, depending on which is most suitable for their needs.

Our Head of Alternative Curriculum, Mrs Exworth, will arrange an alternative curriculum offer if the school decide is appropriate.

## **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
- Reviewing the impact of interventions
- Monitoring by the SENCO
- 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 make sure my child is included in activities alongside students who don't have SEN?**

In our school we support all learners engaging in all activities together. Staff work to try to remove any barriers to learning or inclusion. We make reasonable adjustments so that learners can join in with activities regardless of their needs.

- Students with SEND are fully included in educational visits. If necessary thorough risk assessments are carried out to ensure it is safe for the student to attend the visit
- If necessary the SENCO liaises closely with the trip organiser / leader and parents / carers to ensure that the appropriate support is available
- The Winston Way is actively promoted and embedded in school life which supports inclusion and a respectful school community

## **11. How will the school support my child's mental health, and emotional and social development?**

In our school we have a zero-tolerance policy against bullying. One of our Assistant Head Teachers co-ordinates a very effective anti-bullying programme, including the student-run ABC (Anti-Bullying Committee).

We bring in outside groups to run additional assemblies to encourage a 'respect for all' ethos in the school. We deal with all negative behaviours through consistent application of our behaviour policy which can be read on our website

Our PSHCE programme looks to develop emotional and social maturity. Every child has a form tutor with whom they can share any concerns, but we also employ mentors, and we have our ELSA trained member of staff, should students require further support.

- students with SEND have access to support from the pastoral and medical staff as well as the Learning Support team
- should a student require personal care there would be support staff identified for this on an individual basis.



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

### **Between schools**

- The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming students near the end of the summer term.
- We offer meetings with the parents/carers of incoming students to discuss how we can best welcome their child into our community.
- We set up in year joiners with a buddy to help them get settled in and make friends.

### **Moving to adulthood**

- All students receive guidance and support in preparation for the moving on to their next phase from year 9 onwards
- All students have training on, and access to Unifrog, career advisory systems
- The responsible Deputy Head Teacher works with form tutors to give students the optimum exposure to available options
- Subject areas provide detailed accessible information on our Frog system so that learners can make informed choices about their courses and their futures
- Students with SEND receive additional support through the SENCO and LSAs.
- The SENCO liaises with the prospective college / school regarding support that may be required for individual students
- We have careers mentors who work with identified students

## **13. What support is in place for looked-after and previously looked-after children with SEN?**

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

Janet Sigrist and Jo Mellor (designated senior lead for Child Protection and LAC), and one of our Child Protection Team, meet with Social Services and the Virtual School to ensure the student's wider needs are being met.

## 14. What support is available for me and my family?

If you have questions about SEN, 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 at Surrey's local offer. Surrey publishes information about the local offer on their website: <https://www.surreylocaloffer.org.uk/>

Our local special educational needs and disabilities information, advice and support (SENDIAS) service is: <https://councilfordisabledchildren.org.uk/what-we-do-0/networks/iassn/find-your-local-ias-service/south-east/surrey>

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

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

## 15. Glossary

- › **Access arrangements** – special arrangements to allow students with SEN to access assessments or exams
- › **Annual review** – an annual meeting to review the provision in a student's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a student with SEN 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 student'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 SEN
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the student's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the student
- › **Intervention** – a short-term, targeted approach to teaching a student with a specific outcome in mind
- › **Local offer** – information provided by the local authority that explains what services and support are on offer for students with SEN in the local area
- › **Outcome** – target for improvement for students with SEN. 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 children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports students with SEN
- › **SEN support** – special educational provision that meets the needs of students with SEN
- › **Transition** – when a student moves between years, phases, schools or institutions or life stages