SEND Information Report 2026-27

Aims

The Anglo European School takes a whole school approach to the inclusion of students with the full range of SEND needs and medical needs. Support is focused on supporting curriculum access, progress in line with their peers, attendance, engagement with learning, and wellbeing. This may be through in-class support alongside teaching staff, small intervention groups or one-to-one sessions. The support is flexible and is reviewed routinely, in line with the Code of Practice. Parents or carers, students and school staff, co- ordinated by the SENDCo, are involved in developing the best and most appropriate support to enable students to succeed.

Legislation and Guidance

This SEND Information Report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report

The kinds of SEND that the school provides for:

The Special Educational Needs and Disabilities Code of Practice January 2015 states that a child has SEND when they have, either a significantly greater difficulty in learning than the majority of others of the same age, or a disability that limits or prevents their access to teaching, learning and wider school life.

The SEND department provides support for students across the four areas of need as set out in the Code of Practice:

- Communication and Interaction, for example, Autism Spectrum Disorder, Speech, Language and Communication Difficulties
- Cognition and Learning, for example, Dyslexia, Dyspraxia
- Social, Emotional and Mental Health, for example, Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD)
- Sensory and/or Physical, for example, Visual Impairments, Hearing Impairments, Sensory processing difficulties

Identifying students with SEND and assessing their needs

The school uses a range of methods to identify needs to ensure that the support put in place for a student is timely, appropriate and individual. These are as follows:

- The SENDCo liaises with teaching staff and SENDCo's at the feeder primary schools to gather information about students with SEND
- KS2 results, NGRT testing and reading assessments provide further information on attainment
- Interim reports
- Parent Consultation Evenings
- Reading and spelling assessments
- Annual Review meetings
- Termly- One Planning meetings
- Transition review meetings for new Year 7 students
- External reports
- Teacher feedback
- SEND Assistant feedback

- Student feedback
- Parent feedback & questionnaires
- Year Leader/ SENDCo fortnightly link meetings

Termly data, classroom learning walks, book look monitoring and teacher feedback are also used and are informative about learning needs.

Parents are encouraged to raise any issues about learning needs for discussion with the SENDCo and Year Leader.

Outside agencies and medical professionals work with the school with additional information on the needs of the individual student.

Most of the students who are identified with SEND are termed as SEND K Support. A small percentage of students with more complex needs are identified as requiring an Education, Health and Care Plan (EHCP). In the current academic year 2026-26, there are 32 students who have these plans.

Statements of educational Need were renamed as EHCPs within the revised 2015 Code of Practice to ensure that all agencies associated with a child's needs are involved in the process of assessing their educational, health and care needs. An EHCP is issued by the Local Authority following a process of statutory assessment and is reviewed annually.

Consulting and involving students and parents

Students' views are at the heart of the process of how we best support their SEND needs. Staff meet with students regularly to discuss their needs and discuss what works well for them. Key staff will contact the parents or carers of students during the year to review progress, set targets and adapt provision. Contact may be through

● Telephone calls/emails

● Review meetings

● Parents' Evenings

● Parental information evenings- for each Year group

Assessing and reviewing students' progress towards outcomes

We follow the graduated approach and the four-part cycle of **Assess, Plan, Do, Review**.

Analysis of needs is based on the evidence attainment data, external assessments, or a medical diagnosis. A Individual Support Plan is created that reflects strategies and approaches that will support the learning and will assist teachers in effective and quality first teaching. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

The targets set are reviewed termly, and attainment data, progress and behaviour for learning is considered to inform the next steps. Annual reviews are undertaken to ensure that provision for students with EHCPs is current and appropriate.

Supporting pupils moving between phases and preparing for adulthood

Year 7 transition

We have positive relationships with many of our primary feeder schools, and we work closely with them when a student with SEND is transferring to our school in Year 7:

● The SENDCo contacts feeder primaries and may make visits to gather information and observe key students in the classroom environment.
● The SENDCo may attend key reviews and annual reviews of students prior to their transfer.

- Additional transition visits may be organised for Year 6 students and those students transferring through a mid-year admission.
- Targeted Year 6 students are invited to additional SEND visit days prior to the two induction days in the final summer half term, plus students have the opportunity to attend our Summer School activities.

Post 16 transition:

- Supported visits for students to post 16 providers
- Preparation for Adulthood advice and support for students with EHCPs
- Independent Careers Advisors support targeted students with SEND
- Direct support from the SENDCo for targeted students with creating a CV, attending visit days to providers and with completing the application forms.

Approaches to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class. High-quality adaptive teaching is our first step in responding to students who have SEND. This will be bespoke and scaffolded for individual students.

We may also provide the following interventions:

- Adult support in classrooms, where appropriate
- Personalised provision through modification of timetables to provide small group or one to one support
- Individualised provision using additional resources and interventions

We may also make the following adaptations to ensure all pupils' needs are met:

- All relevant staff have access to a SEND student's Individual Support Plan
- Adapting our curriculum to ensure all pupils can access it fully, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, reading instructions aloud, breaking down more complex instructions
- Access arrangements for tests and examinations
- Provision of specialist equipment for students

Staff training and expertise

- Staff receive individual and group training on all four key areas of SEND need in addition to sessions dedicated to individual students through Continuous Professional Development (CPD)
- Where needed, we make appropriate referrals to other agencies. These may include educational psychologists, occupational therapists, Essex Inclusion Partner, Essex Engagement Facilitator and the school nurse.
- In discussion with parents or carers, we may support a referral made via their GP to access a paediatric appointment

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing students' individual progress across the curriculum
- Annual Reviews for students with EHCPs
- Reviewing students' attendance
- Reviewing students' Individual Support Plans
- Monitoring behaviour and wellbeing
- Monitoring data captures for all year groups
- Fortnightly meetings with the Year Leader and SENDCo

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- All students are encouraged to go participate fully in our international visits programme
- All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.
- No student is ever excluded from taking part in these activities because of their SEND needs.

Support for Improving emotional and Social Development

Students are well-supported by:

- Staff who are well-trained in safeguarding and supporting students' pastoral development
- The effective implementation of an anti-bullying policy
- A high-quality pastoral team that provides targeted support for individual students
- Close liaison with outside agencies to provide a range of inclusive support
- A daily breaktime and lunchtime provision for SEND students in a small learning environment
- Staff delivering Lego Therapy and Social and Communication intervention when recommended
- A step out card enabling them to regulate their emotions independently further to self-regulation coaching with back up support from the SEND team for support when necessary

Names of key staff

The SENDCO is Mrs Julie Johnstone

The Assistant Headteacher with responsibility for SEND and Inclusion is Mrs Stephanie Nichols

The designated Governor for SEND is Mrs Nicola Maher

Working with other agencies

We work with other professionals to enhance the support, wellbeing and development of our students. These may include

- The Local Authority
- Medical professionals, such as school nurse, Local Authority Specialist Teachers for Visual Impairment, Hearing Impairment and Physical Impairment
- Educational Psychologists
- EWMHS- Emotional, Well-being and Mental Health Service
- Social Care
- Career advisor
- Education Access Team
- Kids' Inspire, Headroom, The Children's Society, Havering and Brentwood Bereavement Service and other recognised organisations
- Inclusion Partner

Complaints about SEND provision

We acknowledge that despite our good intentions and commitment to inclusion and meeting the needs of students with SEND, there will be times when a parent may wish to formally lodge a complaint or demonstrate a real concern. We hope that, in most circumstances, those concerns will be initially expressed directly to the person involved, who will be able to take the necessary action to resolve the issue. However, when a parent feels that this is not satisfactory, a complaint should be dealt with in accordance with the school's established complaints procedure.

Information about the Local Authority's local offer for students with SEND

The Essex Local Offer provides a wealth of information for parents of students with SEN, covering a range of enquiries from transport to housing.

http://www.essexlocaloffer.org.uk
Contact details of support services for the parents or carers of students with special educational needs

Families in Focus
www.familiesinfocusessex.org.uk

SENDIASS
www.essex.gov.uk/Education-Schools/Schools/Special-Education-Needs/Pages/Paren t-PartnershipService.aspx

SNAP (Special Needs and Parents)
https://www.snapcharity.org/