



Person Responsible for Updating Report:	SENCO
Date Report Approved:	July 2026
Date of Next Review:	July 2027
Effective Date:	September 2026

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Introduction

The aim of this information report is to explain how The Magna Carta School implements its SEND policy. In other words, it sets out clearly how we identify, support and monitor students with special educational needs and disabilities (SEND), and how we work in partnership with families to secure the best possible outcomes.

If you would like more detailed information about our statutory responsibilities, please refer to our SEND policy.

This report reflects the principles of the SEND and Alternative Provision Improvement Plan (2023), including a commitment to ensuring pupils receive the *right support, in the right place, at the right time*, through early identification, inclusive practice and quality first adaptive teaching.

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.

This document will have due regard to legislation, including but not limited to:

- The Children and Families Act 2014
- The Health and Social care Act 2014
- The Equality Act 2010
- The Mental Capacity Act 2005
- The Children's Act 1989

This policy will take into account statutory and non-statutory related guidance, including, but not limited to:

- The SEND Code of Practice
- Supporting Children with Medical Conditions
- Keeping Children Safe in Education
- Working together to Safeguard Children

For the purposes of this report the terms "Disability" and "Special Educational Needs" are as defined in the Acts.

This document outlines The Magna Carta School's provision for students with Special Educational Needs and Disabilities (SEND) and addresses key questions identified by the Department for Education

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

Our school provides for pupils with SEND with the following type of needs (not exhaustive):

Type of Need	Examples (not exhaustive)
Communication and Interaction	Autism Spectrum Disorder (ASD) Speech, language and communication needs (SLCN)
Cognition and Learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia Moderate learning difficulties Severe learning difficulties
Social, Emotional and Mental Health	Attention deficit hyperactive disorder (ADHD) Attention deficit disorder (ADD)
Sensory and/or Physical	Hearing impairments Visual impairment Multi-sensory impairment Physical impairment

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

Our SENCO is Ms Stoddart. She has over a decade of experience in this role and is a qualified teacher. She is allocated 5 days a week to manage the school's SEND provision. Additionally, she holds the National Award in Special Educational Needs Co-ordination.

Our Assistant SENCO is Mrs Priddy. Previously, she has worked as a Teaching Assistant and has undergone extensive training in SEND, including to deliver the Surrey wide Literacy for All reading intervention as well as becoming a Higher Level Teaching Assistant.

We have a team of Teaching Assistants (TAs), including Higher Level Teaching Assistants (HLTAs). All of our teaching assistants are trained to support students in the classroom and some have more specialised training in teaching literacy, supporting behaviour or specific disabilities. We have several teaching assistants who are trained to deliver interventions such as Lexia, Speech and language therapy, touch type read and spell (TTRS), revision techniques, autism identify and me (AIM). Interventions such as these are designed to support students with a wide range of issues such as raising self-esteem, managing anxiety, coping with change, dealing with friendship issues, improving reading, processing information, torch typing and spelling. In the last academic year, TAs have been trained in delivering the above-mentioned interventions.

Our class teachers received in-house SEND training and are supported by the SENCO to meet the needs of pupils who have SEND. The school implements a rigorous and comprehensive CPD program that effectively disseminates and shares best practice in quality-first teaching among its staff. Staff have also previously had external training on the use of computer readers and speech to text software to support students in lessons with this as part of any approved access arrangements.

External agencies and experts

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 SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- STIPs Advisors
- The ASD Outreach Service
- Referrals to Mindworks Surrey
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

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

Parents are encouraged to contact the SEND team to raise any concerns about how their child's additional needs are being met or if they feel that their child has additional needs that have not yet been identified.

Contact details are: send@mcs-unity.co.uk

Tell us about your concerns → We will invite you to a meeting to discuss them → We will decide whether your child needs SEN support		
If you think your child might have SEND, you should leave a message with our SEND Admin Assistant. Please contact send@mcs-unity.co.uk to raise any concerns about how your child's additional needs are being met, or if you feel that your child has additional needs that have not yet been identified. Your message will be passed on to our SENCO who will be in touch to discuss your concerns.	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 in writing and your child will be added to the school's SEND register.

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

All teachers are responsible for the progress of every pupil in their class and are trained to identify early signs that a pupil may require additional support.

We use a graduated, evidence-informed approach to identify need, which includes:

- Regular assessment and progress tracking
- Ongoing monitoring by teachers, subject leaders and senior leaders
- Information from previous schools and external agencies
- Discussions with parents and pupils

If a pupil is not making expected progress, high-quality teaching will be adapted first. If concerns remain, the SENCO will be involved to carry out a more detailed assessment.

This may include:

- Classroom observations
- Review of progress data
- Discussion with teachers, parents and the pupil
- In-house assessment screeners.
- Where appropriate, consultation with external professionals

Decisions are made collaboratively, ensuring that identification is accurate, timely and centred on the needs of the pupil.

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.

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 will provide regular reports on your child's progress.

Your child's teachers will meet you at least once a year, to:

- 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 SENCO may also attend these meetings to provide extra support.

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.

7. How will be 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.

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 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 that any adaptations we make are meaningful to your child.

These adaptations might include:

- Differentiating our curriculum to make sure all pupils 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 time, pre-teaching key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids such as laptops, coloured overlays, visual timetables, larger fonts, etc.
- Teaching assistants providing shared support to pupils

We may also provide the following interventions, for example:

- Lexia Power Up - online to support the development of reading and spelling)
- Touch-typing practice
- Literacy for All – Surrey-wide paired reading initiative
- Hamish & Milo Wellbeing Emotional Literacy Resources - to support students in structured 10 week programmes to deal with a range of emotional literacy difficulties (such as managing friendships, coping with change, regulating emotions, raising self-esteem, managing anxiety etc)
- ELSA support
- EBSNA
- AIM
- Revision skills
- One to one key worker sessions
- SALT
- Pupil Passports

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, for example:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an EHCP)

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

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

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

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

The school may cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

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

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.

All pupils are encouraged to take part in sports day, school plays and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability and we will 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?

All children whose education, health and care plans (EHCPs) name the school will be admitted before any other places are allocated. Refer to our Admissions Policy and SEND Policy for more information.

13. How does the school support pupils with disabilities?

We are an inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2015).

Our trustees and governors play an active role in monitoring the quality of our SEND provision.

When the school identifies the need for additional intervention, to enable a student to make at least expected progress, the young person and parents/carers will be invited to discuss a plan of support.

This individual provision plan will outline the specific support measures in place, the anticipated outcomes, the individuals responsible for providing the support, and the expected duration of the support

We closely monitor the progress of all students receiving additional support to guarantee that the implemented measures are achieving the intended outcomes at the conclusion of each half-term or the intervention's completion, as applicable.

When appropriate, we seek external expertise and assistance from external agencies.

Various steps are taken to prevent disabled pupils from being treated less favourably than other pupils.

Our facilities help disabled pupils access our school, including the provision of auxiliary aids and services. We aim to:

- Increase the extent to which disabled pupils can participate in the curriculum
- Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

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:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of all clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEND by drop in sessions during break or lunch with speak with anyone in the SEND team.

- We run a range of Hamish & Milo SEMH interventions for pupils who need extra support with social or emotional development

We have a 'zero tolerance' approach to bullying.

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 may:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEND is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases

The SENCO of the primary school may meet with our SENCO to discuss the needs of the incoming pupils near the end of the summer term. Nonetheless, we seek as much information from primary schools as we can in the summer term before joining the school so that we are prepared for their first day in Year 7.

We also arrange a series of transition meetings with the parents/carers of incoming pupils, such as through our Getting To Know You events and our Move Up To Magna programme to discuss how we can best welcome your child into our community.

KS3–KS4

Support is provided to students when making their option choices. The SENDCo is available at the options evening to offer guidance to students and parents. A Springboard option is also available for pupils who would benefit from additional support in Maths and English.

Moving to adulthood

We provide all our pupils with appropriate advice on paths into work or further education. We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

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

Our safeguarding team will work the 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.

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 EHCPs 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 SENCO in the first instance.

If you are not satisfied with the school's response, you can escalate the complaint in line with our complaints policy.

To see a full explanation of suitable avenues for complaint, you may refer to 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.

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 at Surrey's local offer. Surrey Local Authority publishes information about the local offer on their website:

[Surrey Local Offer](#)

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

[SEND Advice 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](#)

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 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 children with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **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