

The Grey Coat Hospital

SEND Information Report 2026

The types of SEN provided for at The Grey Coat Hospital

Our school currently provides additional and/or different provision for a range of needs, including:

- **Communication and interaction**, for example, autistic spectrum condition (ASC), developmental language disorder (DLD), and other speech and language difficulties
- **Cognition and learning**, for example, dyslexia, dyspraxia, dysgraphia (specific learning difficulties (SpLD), and moderate learning difficulties (MLD)
- **Social, emotional and mental health difficulties**, for example, attention deficit hyperactivity disorder (ADHD), ASC, anxiety
- **Sensory and/or physical needs**, for example, visual impairments, hearing impairments, sensory processing difficulties, Epilepsy, Diabetes

How we identify pupils with SEN and assess their needs

- Early identification of pupils' needs is essential in order to realise the potential of pupils who may have special educational needs. We adopt a graduated approach to ensure that pupils who do not develop age-appropriate knowledge and skills, or who fall behind their peers with their learning are identified as early as possible. We will assess each pupil's current skills and levels of attainment, which will build on previous settings and Key Stages, where appropriate.
- The KS2 data provides information on pupils' levels of attainment and whether they require additional support. These students are monitored and their progress is reviewed at least three times per year, alongside the school's tracking data, to ensure that pupils who fall behind are identified as early as possible.
- Pupils whose development is significantly behind that of their peers are prioritised for targeted support and/or specialist assessment/intervention (see below). Interventions are offered during the registration period or after school. Each intervention is reviewed regularly, based on progress against intervention-specific measures and Progress Reports.
- Where concerns about a student's learning or development arise as a result of our data analysis, we start the identification process by talking to the pupil and a parent/carers. Where learning needs appear complex, or quality -first teaching and targeted interventions do not sufficiently meet the needs of the pupil, we may also seek input from specialists, such as the educational psychologists or speech and language therapists. Class teachers will undertake regular assessments of progress for all pupils and identify those whose progress:
 - Is significantly slower than that of their peers, starting from the same baseline

- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment; for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND. They will be recorded as SEND monitoring.

Details of how we consult pupils and their parents/carers, and involve them in the education of the pupil

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. Parents can attend our monthly SEND Open Mornings to discuss their child's progress, raise concerns or seek guidance and support. These conversations will make sure that:

- Develop a better understanding of their child's areas of strength and difficulty
- Enhance dialogue with parents further
- Confirm the agreed outcomes sought for the child
- Clarify next steps for supporting the child
- Provide and explain appropriate information

Notes of these early discussions will be added to the pupil's record. We will formally notify parents when it is decided that a pupil will receive SEND support and placed on the Inclusion Profile. We ask parents to read our SEND policy and give us feedback on how it may be improved further.

SUPPORT FOR FAMILIES

We provide support to parents / carers of pupils with SEND through regular contact, information sharing and progress reports/formal and informal meetings. Specific support is provided at key transition points. At the end of Key Stage 3, parents / carers may talk to the SENDCo (Mrs Fiona Mushrafi), about choosing options for Key Stage 4, for their children with SEND.

Similarly, at the end of Key Stage 4 & 5, parents / carers may approach the SENDCO, Head of Year or UCAS advisor for support relating to Sixth Form or other further education options. Additional support to families is available through the local authority, whose Local Offer can be accessed here:

<https://fisd.westminster.gov.uk/kb5/westminster/fis/localoffer.page?localofferchannel=0>

Parents are regularly informed about a range of support, advice and guidance available to them, to support their children, including the online groups for parents/carers of secondary age autistic young people, speech and communication strategies and dyslexia awareness.

[Assessing and reviewing pupils' progress towards outcomes](#)

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. The Grey Coat Hospital offers a tiered, graduated approach to supporting students' learning needs. The graduated approach is highlighted in the SEND Code of Practice (2015) and each tier involves:

- Assessing the pupil's needs by considering all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress.
- Planning the most effective and appropriate short-term intervention, based on evidence of what works
- Providing this intervention and training staff to deliver it to a high standard
- Reviewing the impact on the pupil's progress towards individual learning outcomes at shorter intervals, depending on the type of intervention. The subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:
 - The teacher's assessment and experience of the pupil
 - Their previous progress and attainment and behaviour
 - Other teachers' assessments,
 - The individual's development in comparison to their peers and national data
 - The views and experience of parents
 - The pupil's own views
 - Advice from external support services, if relevant
 - The assessment will be reviewed regularly.

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. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

[How we support pupils to transition between phases of education and/or in preparation for adulthood and independent living.](#)

Pupils with SEND will attend career interviews and will receive additional support in researching and planning for Post 16 transition. Parents are encouraged to engage

with their children and the school in planning for this important transition phase. This approach is to ensure that children with SEND are either in employment, education or training from Post 16. We will share information with the school, college, or other setting the pupil is moving to. We may support pupils by attending induction days, fairs and conferences or interviews with them, to further support understanding and decision making at this crucial time. We will agree with parents and pupils which information will be shared as part of this.

Our approach to teaching pupils with SEND

Universal support

At The Grey Coat Hospital, all pupils' needs are met in the classroom through the delivery of quality first teaching and thus, every teacher is responsible and accountable for the progress and development of all pupils they teach, including those with SEND. At this universal level, teachers are trained, guided and supported to deliver high quality teaching, adapted for individual pupils. We review the progress of all pupils at least three times per year and make rapid adjustments to support strategies and, where necessary, teachers' understanding of the needs of individual pupils they teach. In addition, we talk to students and their parents to gain as full an understanding of their learning needs as possible. The information we gather in this way is shared with teachers in pupil passports and the Inclusion Profile of identified needs. The passports outline pupils' strengths and needs, with suggested strategies for teachers on how best to support their learning.

Targeted Support

Targeted support is provided where it is appropriate to make additional short-term special educational provision to remove or reduce barriers to a pupil's learning. Such specific, targeted one to one or small group interventions are provided outside of the mainstream curriculum to minimise disruption to the core curriculum. In exceptional and rare circumstances, a pupil may be provided with in class intervention alongside regular class teaching.

Interventions may include:

Literacy/ Numeracy Support:

Lexia (a computer-based literacy programme)

Touch Type Read and Spell (TTRS)

Reading Mentors (one-to-one reading support)

Inclusion groups

Maths Club

Social and Emotional Communication:

ASC Social Skills

Games Club

Mentoring

Academic Support

Study Skills

Subject interventions

Mentoring: one-to-one

Homework Club

MIND referral

Specialist Support

We provide specialist support when we consider it necessary to seek specialist advice and/or regular long-term support from a specialist professional in order to provide the best possible learning opportunities and outcomes for pupils who may not be making progress in spite of high-quality teaching and targeted interventions. This may include assessment and /or support from:

- An educational psychologist
- CAMHS psychologist or therapist
- A speech and language therapist
- Specialist teacher
- Specialist Sensory advisory teachers for students with hearing or visual impairments
- Occupational therapist
- Autism Outreach Service
- Counsellor

Moving through the steps of SEND support is not one way. Pupils may move from Universal Support to Targeted Support, then back to Universal Support again once they have made sufficient progress and have met their targets.

Adaptations to the curriculum and learning environment

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

- Adapting our curriculum to ensure all pupils are able to access it; for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting and modifying our resources and staffing
- Hands Down Questioning.
- Mixed ability classes in Year 7.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Adapting our teaching: for example, giving longer processing times, pre-teaching of key vocabulary, subject-specific vocabulary handouts, reading instructions aloud, visual prompts, chunking information etc.
- Regular updates on SEND information on needs and recommendations for pupils on the Inclusion Profile.
- Clear learning objectives displayed on the whiteboard (with personal copies available for individual pupils as required) and stated explicitly at the start of all lessons
- Three-part lesson (starter, development [differentiated activities] and an effective plenary)
- Multi-Sensory teaching and learning approaches
- Appropriate adaptations, including a range of tasks, the use of visual cues and alternative methods of recording, supported reading, reinforcement of key subject vocabulary.
- Opportunities for overlearning and reinforcement.
- Regular revision of previous learning
- Planning and monitoring the pace of work so that all pupils have a chance to learn effectively and achieve success
- Organisation of the teaching area to offer quiet working areas, good listening conditions and appropriate positioning for pupils
- Use of planning and writing frames
- Key vocabulary listed on board and handouts
- Multi-Sensory spelling strategies
- Multi-Sensory strategies for numeracy, including practical approaches and use of concrete apparatus
- Dyslexia friendly tests
- Use of ICT and specific software to support learning (Teams and radio-aids)
- Planned work which builds on pupils' interests and experiences
- Targeted adapted questioning to ensure participation of individual pupils
- Access to a range of teaching and learning strategies, (visual, auditory and kinesthetic)
- Differentiated homework
- Use of Teams to promote independent learning and revision
- KS4 Support Groups

[Additional support for learning](#)

We have Teaching Assistants (TAs) who are trained to deliver targeted support in class to pupils with an EHC plan; they assist teachers in removing barriers to learning in the classroom. Teaching Assistants will support pupils more specifically if it forms part of a

pupil's EHC plan. We work with a wide range of agencies to provide support for pupils with SEND.

Expertise and training of staff

Our qualified SENDCO has over eighteen years of teaching experience.

We have a team of graduate learning support assistants, including a Learning Mentor and Counsellor.

In the last academic year, teachers and TAs have received training from the WCC Autism Advisory Service and in-person diabetes training. We run an annual programme of training for all staff. Outreach professionals provide us with ongoing advice and guidance for pupils with SEND who require specific support strategies. This information is conveyed regularly to teachers to inform their practice and promote the inclusion of pupils with SEND.

Facilities we provide to help pupils with a disability access the school

We are very fortunate to have a dedicated area for SEND on the ground floor of the St Andrew's Building. We have one classroom with computers for use for pupils with SEND and those referred to us for additional support. We have a number of laptops that are provided for pupils who require a laptop to record their work. We have reading pens to assist those pupils in lessons where reading poses a barrier to accessing the school's curriculum. Please also see our accessibility plan.

Keeping Records

We are required by law to keep a record of those pupils who have been identified as having SEND, and the provision we make for such pupils. For each pupil with SEND, the SENDCO will record pupils identified with SEND on the Inclusion Profile and data systems.

Records of interventions and support are kept on the central information area Edukey. All pupils with SEND have a folder where copies of any correspondence and information is kept on the school's virtual environment.

When pupils have caught up with their peers and therefore no longer require the additional provision or support, they are removed from the SEND register; parents are informed.

Evaluating the effectiveness of SEND provision

The progress of all pupils towards their attainment targets are monitored at data entry points at least three times per year. It is expected that pupils with SEND will

make good progress in response to high quality, well adapted teaching. Where this is not the case, we rapidly respond to pupils' needs as set out earlier.

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

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans

The senior leadership team and the SENDCO, regularly observe lessons and undertake learning walks to monitor the quality of teaching and support; and for those pupils with SEND, focus is on the extent to which teachers adapt their lessons and resources as set out in the Pupil's SEND Passport.

Students with an Education, Health and Care Plan have a formal review meeting each year, at which progress, and provision are considered and evaluated.

Enabling pupils with SEND to engage in activities

All of our extracurricular activities and school visits are available to all our pupils, including our before-and after-school clubs, and at lunchtimes. All pupils are actively encouraged to take part in sports day/school plays/special workshops, school plays, etc. No pupil is ever excluded from taking part in these activities because of their SEND.

Support for improving emotional and social development, including extra pastoral support arrangements for listening to the views of pupils with SEN

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged take on positions of responsibility e.g. Class/ Worship Rep., Ambassador or Prefect.
- Pupils with SEND are also encouraged to be part of the school's extensive extra-curricular provision and clubs to promote teamwork/building friendships, develop their communication skills and enhance their school experience etc.
- Pupils with SEND participate in homework and games clubs to develop and promote social inclusion.
- We have a zero-tolerance approach to bullying (see School Policy).

Supporting pupils with medical conditions

We recognise that pupils at school with medical conditions should be properly

supported so that they have full access to educational opportunities as their peers, including extra-curricular activities. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. Some pupils with medical conditions may also have special educational needs and where this is the case, the school will comply with the SEND Code of Practice 0 – 25 (2015).

Working with other agencies

As part of our tiered provision, we work with a wide range of external specialist professionals to provide an appropriate and high level of support for our pupils. We have regular visits from the school educational psychologist, the Autism Advisory Team and SALT Team from WCC/ RBKC.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to either the SENDCO, the Line Manager for SEND or the Headteacher in the first instance. They will then be referred to the school's complaints policy.

Contact details for raising concerns

If you have any concerns about your child's learning and/or SEND, you can contact the SENDCO (Mrs Mushrafi).

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

To see a full explanation of suitable avenues for complaint, 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 SEN, 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. IASS Westminster is an impartial and confidential service that provides information, advice and support (IASS) to parent carers of children and young people up to the age of 25 who have or may have special educational needs and disabilities (SEND) about education, health and social care issues relating to their SEND.

<https://westminsteriass.co.uk/>

The local authority local offer and SEND Strategy

Our local authority's local offer is published here:

<https://fisd.westminster.gov.uk/kb5/westminster/fis/localoffer.page?localofferchannel=0>

Monitoring arrangements

This information report will be reviewed every year. It will also be updated if any changes to the information are made during the year.

Links with other policies and documents

This policy links to our policies on:

- Behaviour policy and statement of behaviour principles
- Disability Access Plan
- Special Educational Needs and Disabilities Policy
- Behaviour Policy
- Equality Policy
- Disability Equality Statement