THE GREEN SCHOOL
FOR BOYS

The Green School for Boys Special Educational Needs and Disabilities (SEND) Information Report 2026 -2027

Who is responsible for supporting students with SEND?

The subject teacher is responsible for:

- Planning differentiated lessons so that all students can access the curriculum
- Monitoring the progress of all students
- Implementing individual strategies in line with specialist/SENCo recommendations
- Liaising with SENCo and other professionals when students continue to experience difficulties arising from SEND that impact on their learning and progress.

The SENCo is responsible for:

- Developing and reviewing the school's SEND policy
- Coordinating support for students with special needs or disabilities (SEND)
- Coordinating the assessment and support for students who need Exam Access Arrangements
- Communicating with parents/carers to ensure a 'joined up' approach to their child's support
- Updating the school's SEN Register to ensure teachers have access to SEND data
- Providing support, guidance and CPD for school staff as required
- Liaising with school staff to ensure inclusive approaches in all aspects of school life
- Liaising with other professionals who may be involved in SEND provision, eg Speech and Language Therapy, Occupational Therapy, Educational Psychology, CAMHs, Psychotherapists
- Efficient recording and progress tracking of SEND students.

2. What are the different types of support available for students with SEND in our school?

Classroom

- Strategies which may be suggested by the SENCo or other professionals may be in place to support students in their emotional, social, mental health and/or learning needs, implemented by teachers
- Higher Level Teaching Assistants (HLTAs) and Learning Support Assistants (LSAs) work with identified SEND students in classes where additional support is required.

Interventions

- 1-1 support sessions from identified Key Workers for all students with an EHCP
- Lexia literacy intervention
- Maths Whizz intervention
- Small group intervention for literacy and numeracy in Years 7,8 and 9
- 1-1 and small group dyslexia support
- ELSA groups and 1-1 support to develop self esteem and emotional regulation
- Targeted homework support
- Transition mentoring for identified students in their first 6 weeks in school

- 1-1 support for students with English as an additional language
- 1-1 support and small group language and social communication support from a Speech and Language therapist
- 1-1 support from an Occupational Therapist
- 1-1 therapeutic sessions from child psychotherapists
- Support from Specialist Advisory Teachers
- Support from the Educational Psychology team

Specialist professional support

What could happen:

- Parents/carers may be asked to give permission for their child to be referred to a specialist professional, e.g. Educational Psychologist, Speech & Language therapist, Occupational therapist, Child psychotherapist, CAMHS, Educational Psychologist
- A programme of support may be arranged in liaison with school staff, parents/carers and students.

Education, Health and Care Plans (EHCP)

- For students whose social, emotional, learning and/or mental health needs require a higher level of support and intervention than that is provided by ordinarily available provision.Students continue to learn in class with support targeted to address the outcomes specified on their Plan. Students with an EHCP will also receive additional support from the Equilibrium Team and external professionals. The Local Authority provides top -up funding which allows the school to provide flexible support that is designed to maximise progress whilst maintaining an inclusive mainstream education.

3. How can I let the school know I am concerned about my child's progress in school?

- Contact your child's subject teacher or form tutor to communicate your concerns as soon as possible in the first instance.

- If you are concerned that your child may have an unmet special educational need after speaking to the subject teacher and/or form tutor, contact the SENCo Ms Debbie Weston at SEND@tgsboys.com.

4. How will the school let me know if they have any concerns about my child's learning in school?

- You will be contacted by your child's subject teacher, form tutor or head of year to discuss any progress concerns that are identified. This might take place at a parents' evening or at a planned meeting. Where this is not possible, telephone or email contact will be made.

- If a special educational need is identified the SENCo will contact you to discuss this in more detail and arrange a meeting to plan any additional support your child may need.

5. How is extra support allocated to students and how do they move between the different levels?

- The school budget, received from the Government includes money for supporting children with SEND.

- The Executive Head teacher decides on the budget allocation for special educational needs and disabilities in consultation with the school governors, on the basis of needs in the school.

- The Head of School, Assistant Head teacher and the SENCo discuss all the information they have about SEND in the school, including:
  - ➢ students receiving extra support already
  - ➢ students needing extra support
  - ➢ students who have been identified as not making expected progress

  and decide what resources/training and/or support is needed.

- Interventions and/or support are targeted to improve rates of progress for SEND students and where these are successful students may be removed from the SEN register although they will continue to be monitored to ensure improvement is sustained.

6. Who are the people other than class teachers providing services to children with SEND in this school?

Directly funded by the school:

- SENCo
- Assistant Headteacher
- Heads of Year
- Higher Level Teaching Assistants and Learning Support Assistants
- Child Psychotherapist
- Speech and Language Therapist
- Occupational Therapist

Services bought in from Hounslow Local authority or outside agencies, delivered in school as appropriate to need:

- Educational Psychology Service (EPS)
- (CAMHS) Advisory Teacher for ADHD
- Specialist advisory teachers for visual, hearing and physical disabilities

7. How do we support students moving between phases of education?

The SENCo liaises with the SENCo of other schools and colleges on the transfer of students with SEND.

- All documentation about special needs included in a student's record is transferred between schools/colleges
- The SENCo makes individual transition arrangements for some students as required
- Attendance at Year 6 Annual Reviews and visits to primary schools
- LSAs act as Transition Mentors for identified students with SEND during their first 6 weeks in school.
- Support for Year 9 students deciding on their options for GCSE
- Career advice for students with EHCPs
- Support for students with SEND moving to Key Stage 5

8. What is our approach to teaching young people with SEND?

- Teaching students with SEND is a whole school response. Central to the work of every teacher and subject is a continuous cycle of "Assess, Plan, Do and Review" that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students learn and progress through these inclusive arrangements.
- A *Graduated Response* is adopted for students identified with SEND. Provision is coordinated by the SENCo but will be planned and delivered through a whole school approach.

9. What is the graduated response?

Wave 1 – Quality First Teaching (QFT) by all teaching staff. All teachers are teachers of SEND and all mainstream lessons will be differentiated to cater for the range of abilities.

Wave 2 – Where students fail to make adequate progress identified by school assessments or where specific concerns are raised by staff, parents/carers or students themselves, provision from within the school's resources is used to support needs.

Criteria for Wave 2 can include:

- Below expected scores in KS2 SATs
- Low CATs scores
- Screening test scores
- Learning or behavioural needs identified in class
- Homework difficulties

Wave 3 - Where students fail to make adequate progress, despite additional support at Wave 2, the school will seek advice and involvement from external support services who may be requested to:

- Provide specialist assessments
- Give advice on teaching strategies or materials
- Provide short-term support or training for staff

10. How are the teachers in school helped to work with children with SEND and what training do they have?

- The SENCo supports subject teachers by delivering planned CPD in respect of SEND strategies and teaching approaches.
- The SENCo provides teachers with SEND data that enables them to plan more effectively for SEND students
- Whole school CPD training
- Individual teachers and support staff attend training courses both internally and externally to increase SEN specialism

11. How will the teaching be adapted for a child with SEND?

- Teachers adapt their teaching to ensure all students including those with SEND can access the curriculum and make progress. Examples of adaptive teaching include the use of visual resources, layout of presentations, use of chromebooks, accessible instructions, peer learning, seating arrangements, chunked learning tasks, extra time and scaffolded resources

- Specific resources and individualised strategies are used for identified students
- Teachers and other adults in the classroom work together to provide targeted support

12. How do we assess and review progress towards outcomes?

- Students' progress is continually monitored by their subject teachers, Head of Year and the SENCo.
- Subject progress and attitude to learning is reviewed at regular data assessment points throughout the year. Annual reviews are held for students with EHCPs in line with the SEND Code of Practice 2015
- Regular assessment of reading comprehension and emotional literacy for students identified as requiring support in these areas

- Regular evaluation of effectiveness of interventions in respect of student progress in specific areas and school progress generally.
- Specialist assessment for students in Key Stages 4 and 5 who may need Exam Access Arrangements

13. How is the learning environment made accessible to young people with SEND?

- The school building is fully accessible for students with mobility issues. Students with permanent or temporary mobility issues are given a lift pass. Adjustable tables are available for students with wheelchairs in classrooms and specialist areas.
- SEND students are encouraged to participate in clubs and extracurricular activities in liaison with their parents/carers
- Students can be assessed for Exam Access Arrangements (EAA) so that applications for EAA such as separate rooms, use of ICT and extra time can be made for external exams.

14. How are the governing body informed about the progress of students with SEND?

- A member of the governing board is designated as the SEND Governor
- The SEND Governor meets termly with the SENCo and other members of the Inclusion Team to discuss issues surrounding the SEND provision at the school
- The attainment and progress of all students is monitored regularly at Local Governing Body meetings

15. Staff Expertise

The Equilibrium Team

SENCo who is a qualified teacher with a Level 7 Diploma in Teaching and Assessing students with Dyslexia and the National Award for SEN Coordination.

Deputy SENCo/SEND teacher who is a qualified teacher with experience in mainstream and specialist schools.

SEN Administrator who holds a qualification in the administration of Exam Access Arrangements.

HLTAs and LSAs with a variety of experience and expertise including degree level studies, teaching qualifications, supporting teaching and learning qualifications, ELSA training, youth work training and first aid.

The Special Educational Needs and Disabilities Coordinator (SENCo) is Ms Debbie Weston
Email: SEND@tgsboys.com Telephone: 020 3019 8444 ext 8437

For more information on policies relating to Equality and Inclusion please see our school website: The Green School For Boys and our Trust policies: Trust Policies

For more information on services available in Hounslow for young people with SEND please follow this link to access your borough's local offer which details services available for young people with SEND:

SEND Local Offer | London Borough of Hounslow

London Borough of Ealing Local Offer Information:

London Borough of Richmond Local Offer information:

London Borough of Hammersmith and Fulham Local Offer

Royal Borough of Kensington and Chelsea Local Offer information:

City of Westminster Local offer information

Complaints Procedure
If you have a complaint please follow our complaints procedure. Please click here for details