SEND Information Report

September 2026

SENCO: Mrs J. Stokes *SEND Governor: Mrs B. Burr*

Assistant SENCO: Mrs N. Burrows

Contact: senco@reigate-school.surrey.sch.uk

Local Offer: https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page

Whole School Approach

At Reigate School every child matters. We actively promote the academic, social and personal development of every child. High 'Quality First' teaching is central to practice at Reigate School. We embed high expectations among staff about quality first teaching that is adapted to the needs of children.

Underpinning our provision in school is the **graduated approach** cycle of:



All teachers are responsible for the learning and progress of every child in their care, including those with special educational needs.

Assess, Plan, Do, Review

Assess

We use data and various forms of assessment to monitor progress, celebrate achievement and identify needs. Teachers complete reports on a termly basis. Where we require information about specific children at other times, this is requested from staff.

Heads of Department work with the staff in their departments to monitor every child's progress.

Heads of Year work closely with their pastoral teams and with subject staff to oversee every child's progress.

Plan

Teachers use assessment to plan the next steps for learning. Teachers tailor lessons and learning programmes to best ensure children reach their potential, thinking about the ways children learn and adapting materials and teaching and learning approaches.

Do

High quality lessons are delivered that provide effective levels of challenge. Teachers monitor children in lessons, providing additional help and guidance where required and increasing the level of challenge as appropriate.

Teachers provide feedback to children and encourage children to evaluate their own progress so they become independent learners.

Review

We monitor the progress of our learners.

Teachers reflect upon the learning of children and review the children's achievements and needs.

When teachers have concerns about the progress of children this information is shared and acted upon. This process may involve the SENCO in line with the SEND Policy.

Special Educational Needs and Disabilities (SEND):

The Code of Practice identifies four broad areas of SEND (DfE, 2015, p.97-98) for which provision is made at Reigate School:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health (SEMH)
4. Sensory and/or Physical Needs

Frederickson and Cline (2009) make it clear that focussing on just one of the areas will rarely cover all of the special educational needs a child might have.

Reigate School's approach to provision endeavours to respond to children as individuals. It is important to note that 'getting it right' for a child can take time as the needs are identified and adaptations are made.

Provision

Reigate School encourages involvement of our learners in all aspects of school life within and beyond the classroom.

We have an Accessibility Policy and Equality Policy and make every effort to make reasonable adjustments where possible. Sometimes it is not possible to make the level of adjustment needed.

Working with the child, their families and staff, Reigate School considers a variety of options for suitable provision before deciding on a course of action.

Interventions we put in place are research informed and evidence based. This is an ongoing process with adjustments made to provision as needed. Interventions may focus upon literacy, numeracy, social skills, counselling, ELSA support, study skills, etc. as is deemed relevant.

All children and parents/carers are made aware of the expectations Reigate School has and the responsibility that children have to follow the Values culture. The school emphasises the importance of fostering good relationships and does not tolerate bullying or anti-social behaviour of any kind.

We monitor attendance and take the necessary actions to support children and families to help prevent prolonged unauthorised absence.

Teachers adapt lessons and provision to support and challenge children appropriately.

Homework Club is available for children to attend from 3pm to 5pm, Monday to Friday during term time in the Library. Children with SEND also have access to the SEND Homework Club located in Room 17 between 3pm and 4pm. There are members of staff on duty at both clubs to provide help and support to children. Children have a login to Office 365 and can access online platforms to view homework set. Parents and carers also have a login to Arbor to access key information.

Numbers on roll

As of September 2026 there are 270 children on the SEND register. In 2025-2026 there were 286 on roll. In 2024-2025 there were 279 on roll and in 2023-2024 the year started with 260 on roll. This figure is subject to change throughout the year in the ongoing process of monitoring and assessment and in the process of the Local Authority decision making regarding placement of children with SEND and EHCP. There are a number of children in the school awaiting Local Authority decisions about whether to issue an EHCP or not.

'K' refers to children who need some additional adaptations within school under SEND Support. An EHCP (Education, Health and Care Plan) is issued to children who need more support than that which is available through SEND Support.

	Children identified as 'K'			**Children with EHCP**			**Total SEND**
	Boys	*Girls*	*Total*	*Boys*	*Girls*	*Total*	
Year 11	19	23	42	7	3	10	52
Year 10	20	15	35	6	2	8	43
Year 9	26	19	45	4	5	9	54
Year 8	30	16	46	7	3	10	56
Year 7	31	21	52	9	4	13	65

Consulting with children and their parents/carers

The school regularly shares progress feedback with children and parents/carers.

We host Parents'/Carers' Evenings which provide opportunities for parents/carers to meet with staff to discuss their child's progress. This is reinforced by updates to the curriculum which we share through our newsletter and/or website.

Parents/carers of children who have SEND are invited to participate in the Annual Review Process (for those with an EHCP) and in reviews with the SEND Team (for those identified with SEND) on a termly basis. Help is offered to parents in completing any paperwork specific to their child's SEND needs or possible needs such as EHCP information, ND assessment information, diagnostic questionnaires, etc.

Parent/Carer Voice

At Reigate School we believe in establishing a dialogue with parents/carers and children to support a child's learning, needs and aspirations. In the **first instance**, parents/carers should speak to their child's **Head of Year** to share relevant information or to raise any questions or concerns. The Head of Year will pass on to the SENCO any concern requiring further investigation and further communication will follow.

Parents/carers are invited to contribute through a number of means including Parents' Evenings, questionnaires and individual meetings held with school staff. Our Governing Body includes parent/carer governors/representatives.

SEND parent meetings for parents/carers with SEND children are held every term and parents/carers are invited to book a time to meet with a member of SEND staff.

The Child's Voice

The child's voice is encouraged in a variety of ways including through the House Leader roles, Senior Student Leadership Team and Quality of Education Subject Review Days as well as in individual discussions about their needs and how best to support them. Children who are on the SEND register are involved in conversations about their school experiences which includes them sharing information that contributes to a Student Profile. This is used by all staff to inform provision.

Staff Development

The SENCO liaises with other SENCOs from local primary and secondary schools to discuss local and national SEND issues and attends SENCO Forum Meetings. The SENCO also keeps abreast of matters relating to SEND and inclusion by attending national conferences, consulting external professionals and reading a range of materials.

We are committed to developing the ongoing expertise of our staff.

Staff have access to a range of information about the learning needs of children with SEND.
SEND Registers provide an overview of each year group and each SEND child has a Student Profile which gives more detail to school staff about individual children.
There is a central area online where staff have access to information about different learning needs and strategies.
Staff are updated regularly on matters pertaining to special educational needs and specific children.
Staff can seek advice from the SENCo regarding individual concerns.

The SENCO provides information to staff through briefings, shared meetings and through individual support.

Staff in the SEND Team have recently had opportunities to train in

- ELSA
- EBSNA
- ELKLAN
- Hackney Lit
- Speech and Language
- Supporting children in the classroom

In 2025-2026 Continued Professional Development (CPD) for SEND included:

- Safeguarding
- ELSA (Emotional Literacy Support Assistant) network meetings and supervision
- SEND ‘clinics’ of sharing good practice about specific children with all the teachers of that child
- Individual meetings with staff regarding needs of children
- Emotional wellbeing training
- Access Arrangements: scribe and reader training
- SENCO Network Meetings

- Mental Health Training
- Speech and Language training
- Nurture Training including use of Boxall Profiles
- Other training relevant to specific children's needs and building staff areas of knowledge

Staff are supported to provide a high standard of pastoral care.

Where staff would like further information or training regarding SEND they can speak to the SENCO.

Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a Medical Policy in place.

Staff Deployment

The SENCO is a fully qualified teacher with 32 years of experience in working with children in a mainstream setting. The SENCO holds the National Award for Special Educational Needs Coordination which she achieved in June 2016. She has also undertaken a Masters level course in Emotional Wellbeing and Mental Health (awarded June 2020). She has completed the Level 1, 2 and 3 IPSEA qualifications in SEND Law (July 2021-July 2022). She has undertaken the Mental Health Lead training 2022-2023.

Considerable thought, planning and preparation goes into utilising our support staff to secure the best outcomes for children so that they gain independence and are prepared for adulthood from the earliest possible age.

- The Assistant SENCO works with a range of children with SEND; communicates with parents/carers and staff; fulfils various duties relating to SEND.
- The Emotional Wellbeing Assistant works with children, families, staff and external practitioners in supporting wellbeing needs.
- Two Learning Mentors work with children who have a range of needs.
- Progress and Achievement Coaches (PACs) work with SEND children, mainly in classrooms.
- Teaching Assistants are employed in three areas of the curriculum: English, maths and modern foreign languages. They work with a wide range of children, not just those with SEND.

School Partnerships and Transitions

We have a robust Induction Programme in place for welcoming new children. We work closely with our primary partners to ensure Year 6 to 7 transition is successful. We also have very good relationships with our local Key Stage 5 partners of East Surrey College and Reigate College. Children do sometimes take other routes and attend colleges/training further afield such as Plumpton College, Crawley College, Merrist Wood and NESCOT amongst others. We liaise closely and support children and parents and carers in these next steps.

Key Stage 3: Year 7

Prior to children joining us in Year 7, the Heads of Population and SENCO consulted with our feeder primary schools, gathering detailed information about children.

We held our induction of Year 6 in the Summer Term which gave the children a chance to visit the school and meet some of the key staff. Parents/carers attended the Induction Evening. We also provided online information about transition.

Key Stage 3: Year 8

During the Options process in Year 8, when children chose subjects to take at GCSE or BTEC level, parents/carers were invited to an Options Evening. We made it a point to discuss aspirations with our learners. During the options process, parents and carers, along with their child, were able to seek advice from a range of staff regarding next steps. Pathways and choices were discussed with follow-up conversations where appropriate.

Key Stage 4

In Year 10 children were able to visit both East Surrey College and Reigate College to help them in making decisions for their next steps after Reigate School. Children are also informed of other colleges/training opportunities such as Plumpton College, NESCOT, Crawley College and Merrist Wood amongst others.

In Year 10 and 11 children met with our Careers Advisor and spoke to members of staff to gather advice for the next steps in their education, employment or training. Where required, the SENCO provided further advice and guidance to parents/carers and children.

SEND staff attended interviews with some SEND children or held meetings at school with staff from colleges including college SENCOs to support children and parents and carers in making the next steps in their learning.

Children in Key Stage 3 and Key Stage 4 were given opportunities to participate in careers fairs as well as being invited to in-house careers talks. Reigate School has effective links with the University of Surrey in Guildford.

External Agencies

The school works in partnership with other agencies to provide integrated systems based on the needs of the child. The main external agencies (although not an exhaustive list) used by Reigate School include:

- Educational Psychologist
- Mindworks (CAMHS)
- REMA
- Surrey SEND Team
- Learning Space (Counselling)
- Sparkfish (emotional Wellbeing support)
- Speech and Language Therapist
- Careers advice for Young People
- STIPS (Specialist Teachers in Inclusive Practice)
- Inclusions Team
- Physical and Sensory Support Service
- ASD Outreach (Autism support)
- Tadworth House Outreach
- Primary Mental Health Workers
- Occupational Therapist
- Other as required for individual children

Complaints

Details regarding the procedure for making a complaint can be found on the school website.

Further development for Reigate School

- Further development in staff working at a personalised level with SEND children through adaptive practice.
- Training of new staff.

Relevant school policies underpinning this SEND Information Report include:

Accessibility Policy

Admissions Policy

Anti-Bullying Guidance

Assessment, Recording and Reporting Policy

Attendance Policy

Complaints Procedure

Emotional Wellbeing and Mental Health Policy

Equality Policy

Learning and Teaching Policy

Medical Policy

Outdoor Education and Outside Visits Policy

Positive Behaviour Policy

Special Educational Needs Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Additional documents and texts taken into account when compiling this report include:

Department for Education (2015) *Special Educational Needs and Disability Code of Practice: 0 – 25 Years*, Crown Copyright.

Frederickson, N. & Cline, T. (2009). *Special Educational Needs, Inclusion and Diversity.* Open University Press

The SEND Information Report is presented to the Governing Body every September.