



Riddlesdown Collegiate

SEND Information report

2025 – 2026

Date	September 2025
Author	Collegiate SENCO
Circulation	Website publication
Title	SEND Information report
Purpose	Information sharing regarding SEND provision
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Introduction

All Croydon schools are committed to and adopt a similar approach to meeting the needs of all students including those with special educational needs. There is a shared expectation that all students, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and ensure they can actively participate in the wider aspects of school life.

At Riddlesdown Collegiate, we are committed to ensuring that students with Special Educational Needs and/or Disability (SEND) receive quality education, based upon equality of opportunity, access and outcomes. The enhancement of self-esteem, confidence and independence are key aspects of each student's development. Access to a broad, balanced and appropriate curriculum is essential if students with SEND are to achieve their potential academically, emotionally and socially. As an Academy, we enjoy the freedom to make the very best provision for your child and as a Collegiate we work collaboratively to develop the very best practice and provision in every aspect of our work. Our aim at all times is to develop quality partnerships with families, ensure outstanding learning and progress for our students and effective preparation leading to success for all members of our community. Students joining Riddlesdown Collegiate are placed into one of Aquila, Orion, Pegasus or Phoenix Colleges, joining a small school of four hundred learners, or our Post 16 College.

What Support do we offer?

The school uses its best endeavours to ensure the necessary provision is made for any student with SEND, identification is carried out early and that the appropriate provision is made for students with SEND in line with the statutory duties and best practice guidelines set out in the Department for Education Code of Practice for SEND April 2015 (SEND Information Report 2015). In doing so, we will fulfil the statutory duties and best practice guidelines set out in the Department for Education Code of Practice for SEN. Riddlesdown Collegiate is a highly inclusive mainstream secondary school providing support for all areas of SEND, a breakdown of the current SEND needs can be seen below.

If you are parents/ carers of current students or prospective students, our SEND team would be happy to engage in dialogue to support your child achieve even greater progress, recognise and celebrate achievements and implement, where appropriate further support or intervention to further enhance their school experience. The SEND Team at Riddlesdown Collegiate acknowledge the importance of collaborative work between the student, home and school, recognising that students who are active partners, supported by parents/ carers who are involved in decision making and reviewing provision often achieve the strongest outcomes.

Our community

Riddlesdown Collegiate has 89 students (Yr.7 – Yr.13) with an EHCP (Education, Health, and Care Plan), and 336 students (Yr.7 – Yr.14) who are supported through the SEND Support Category. The table below

shows the breakdown of SEND Support Category and EHCP students per year group; this is based on 328 students in Year 7, 326 students in Years 8, 327 students in Year 9, 328 students in Year 10, 326 students in Year 11, and 438 students in College VI (Years 12,13,14).

Year Group	SEND Support Category	EHCP	Total EHCP and SEND Support
7	63	26	86
8	55	14	69
9	60	13	73
10	43	14	57
11	52	12	64
12	29	2	31
13/14	34	2	36

The table below illustrates primary area of need for students with EHCPs and those on SEN Support.

Primary EHCP Need	Number of students	% of EHCP in relation to current enrolment (2073)	Primary SEND Support Category	Number of students	% of SEND Support in relation to current enrolment (2073)
Autism Spectrum Disorder	28		Diagnosed Autism Spectrum Disorder	39	
ADHD	12		ADHD	24	
Speech, Language, Communication	18		Speech, Language, Communication	31	
Social, Emotional, Mental Health	7		Social, Emotional, Mental Health	46	
Physical Disability	4		Physical Disability	6	
Moderate Learning Difficulty	6		Moderate Learning Difficulty	7	
Hearing Impairment	1		Hearing Impairment	7	
Specific Learning Difficulty	9		Specific Learning Difficulty	76	
Vision Impairment	1		Visual Impairment	6	
Other/ medical	3		Other / medical/ no-specialist assessment	94	
Total	89		4.3%	Total	

Working with parents

Collaboration is key for achieving success, meetings are held each term to look at the progress of all students with SEND; these meetings are held collaboratively between the College Inclusion Coordinator (CIC) and the Collegiate SENCO, along with input from the students' subject teachers. Where there are concerns that a student is not making expected progress, further assessments will take place and as required, there will be discussions with key staff to plan for additional support to be put in place and the outcomes expected from this intervention. As parents, you will be invited to contribute to these discussions; these may take place through face-to-face discussions, email and

telephone conversations. If appropriate your child will be involved too. These discussions will be led by the College Inclusion Coordinator (CIC) in collaboration with the Collegiate SENCO. If you have queries about your child's progress, please contact your child's College Inclusion Coordinator or the Collegiate SENCO.

Identifying, assessing and reviewing progress towards outcomes

SEND students at Riddlesdown Collegiate come under two categories; those identified as a student with EHCP, and those who come under SEND Support. Students with EHCPs have gone through statutory assessment at a Local Authority level, having been identified as students who need further support beyond what the school can implement without additional support. Students who are supported through the SEND Support category, are students who have an identified difficulty that can be supported within the schools notional SEND resources, through inclusive teaching and reasonable adjustment, and therefore don't require additional support from the Local Authority.

Students are often identified prior to joining Riddlesdown Collegiate as part of our robust transition process or through collaborative planning with the Local Authority. For some students, their additional needs present themselves later into their placement at Riddlesdown Collegiate. Students in this instance will have been identified by teaching or support staff and flagged up to the SEND Team; this begins a period of assessment. This period of assessment could include; cognitive assessments, observations, consultations with school staff and external agencies, culminating in potential requests for statutory assessment if it is felt the students' needs are complex and require support beyond what is reasonably available. Prior to this assessment process taking place, parents and carers are consulted along with discussions with the student to ascertain their perceived area of difficulty. This process is often referred to as the graduated approach.

Planning the appropriate provision to support progress

Following the identification of an additional need, planning is carried out to identify an appropriate approach to take to support the student. In most instances, the needs of students can be met through effective inclusive teaching and focussed support from the class teacher or support staff. Where external services are involved, additional planning is carried out to ensure identified recommendations or outcomes are supported in being achieved. During this planning phase, parents/carers and students are involved fully in developing the plan. Students have a SEND Passport created which identifies how needs can be met in the classroom, these documents are shared with the student, parent and teaching staff. In line with the SEN Code of Practice, these are reviewed on a termly basis, or if it's felt the student is not making expected levels of progress. Further ILPs (Individual Learning Plans, which are currently being revised and amended to ensure they are user friendly) are used to support record student progress against agreed outcomes, and where appropriate following intervention programmes. This takes place alongside the school reporting cycle; these are also reviewed on a termly basis.

Assessing and reviewing student progress

Difficulties in relation to social and emotional wellbeing may also trigger a need for additional support; the provision for additional support will be coordinated by the College Inclusion Coordinator in collaboration with the Collegiate SENCO, and expert staff within the MacKay College. Students may be

offered the opportunity to utilise the MacKay College during breaktime and lunchtime to support with social skills and nurture support during unstructured time.

Additional teaching & learning strategies implemented to support your child are clearly recorded on their SEND Passport, this document will illustrate to the teaching and support staff the strategies that 'must' be implemented in the class, and those strategies that 'could' be implemented in class to further support the student. The 'must' and 'could' strategies are designed to further enhance effective inclusive teaching and support the creation of a learning environment that supports all learners. In some cases, it may be necessary to increase or change the nature and level of support to help your child to make progress. This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychologist Services or Speech and Language Service. A referral for support from an outside agency will only be made with your consent and in collaboration with the Collegiate SENCO.

If, despite the increased level and nature of support, it is evident that the severity and complexity of your child's needs require provision beyond that can be offered by our own resources a request for an Education Health Care Plan Needs Assessment (EHCPNA) may be requested. This request for statutory assessment will only be made in collaboration with parents and will be coordinated by the Collegiate SENCO. The Collegiate SENCO will explain this process and how to find out more information about it. Requests for statutory assessment will be made in the best interests of the student.

Tests and Examinations: Access Arrangements for KS4 and KS5 students

For some students, additional arrangements and adjustments can be made to enable them to fully access statutory tests and external examinations. This might include, but is not exhaustive; additional time, rest breaks, use of a reader or use of a scribe. The College Inclusion Coordination in collaboration with the Collegiate SENCO will talk to you if they feel that your child would benefit from these additional arrangements. All requests and subsequent assessments for access arrangements are carried internally by our Collegiate SENCO who holds a Level 7 PG Certificate in SpLD; CCET Level A, AAC-CPT3A qualification, and are carried out in accordance to the rules and regulations stated by the Joint Council for Qualifications. Our Examinations Officer and Head of Centre are made aware and keep logs of all students who have approved access arrangements. Access arrangements are reviewed every 2 years, upon which, further applications for access arrangements will need to be made. Students who are considered for access arrangements are those with SEND or temporary injuries that require reasonable adjustment to be made to assessments and examinations in order for them to show what they know and can do without changing the demands of the assessment. The intention behind an access arrangement is to meet the particular needs of an individual candidate without affecting the integrity of the assessments. Reasonable adjustment is made to a student's provision/access arrangement in line with the demands of the Equality Act 2010, in that if the student did not receive reasonable adjustment the SEND/injured student would be at a substantial disadvantage in comparison to non-SEND/injured students. Students' who have access arrangements in place, are those who have a substantial or long-lasting impairment and their reasonable adjustment reflects their 'normal way of working' throughout their school experience. Students must fulfil the criteria of both need and 'normal way of working' to be eligible for access arrangements.

Supporting students moving between phases/ preparing for adulthood

Students with SEND are supported with preparing for transition from KS3 to KS4, from KS4 to KS5 and in preparing for adulthood. Learning opportunities to support students develop independence are explored through the termly review and recorded in the SEND Passport. In some instances, it is appropriate to seek additional support from the Croydon Early Help Team or Croydon SEND Team to ensure students are provided with such opportunities outside of school. Some children and young people with SEND can become particularly anxious about 'moving on' so we seek to support successful transition by:

When moving to another school from Riddlesdown Collegiate; We will contact the school SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals. We will ensure that all records are passed on as soon as possible

When moving between classes and Key Stages at Riddlesdown Collegiate; If necessary, an information sharing meeting will take place with the receiving teacher, the College Inclusion Coordinator will ensure all strategies to support learning are shared amongst teaching and support staff.

When moving to Riddlesdown Collegiate from a Primary School; Our College Inclusion Coordinators and Higher-Level Teaching Assistant for Transition will make contact with the Year 6 leader or SENCO once a school has been named to start planning for transition. Multi-agency meetings maybe arranged to create a more detailed transition plan. Successful arrangements and interventions currently used to support your child can be shared with the receiving school and additional visits to the new setting may be planned to help your child become familiar with the new setting and to reduce any anxieties.

Our approach to teaching and the adaptations we make

Our teachers are skilled and supported to adapt teaching to meet the diverse range of needs in each class. Daily planning takes into account individual students' needs and requirements. Personalisation is delivered in a range of ways to support access and ensure that all students can experience success and challenge in their learning. College Inclusion Coordinators work closely with the teaching staff in each of the Colleges to ensure students who have additional needs are fully supported in their lessons. Successful strategies that are experienced in delivering the curriculum to students with additional needs are shared amongst the teaching staff. Information of a confidential nature is held securely by the Collegiate SENCO.

Learning Support Assistants, Learning Mentors and Higher-Level Teaching Assistants are used flexibly to help groups and individual students, with a long-term goal of encouraging and developing independent learning skills. The provision of Learning Support Assistants, Learning Mentors and Higher-Level Teaching is coordinated by the College Inclusion Coordinator in collaboration with the Collegiate SENCO. If required, more specific interventions are available to support groups and individuals to develop key areas of their learning and development. Details of the additional support offered to your child will be record in your child's ILP, alongside a review of progress made to secure the outcome. If your child has an Education, Health and Care Plan for their SEND then additional information regarding the support beyond the classroom will be included within the Annual Review.

Students with SEND are included fully within lessons at Riddlesdown Collegiate and where appropriate, the additional support takes place within timetabled lessons. The Riddlesdown Curriculum provides students with a broad and balanced education. Its aim is to provide students with the knowledge and skills which provide the foundation from which they can continue learning throughout their lives. This is achieved through both timetabled lessons and planned activities, which both help to prepare students for employment and will enable them to make a positive contribution to society. The curriculum is delivered through a two-week cycle of sixty lessons each lasting fifty minutes (some lessons may be doubles in practical subjects) and students are set by ability in the majority of subjects. There is some flexibility in setting between different subjects.

Supporting students with Special Educational Needs and Disabilities begins with high-quality, inclusive classroom teaching. Our teachers deliver universal practices that benefit all learners while ensuring that SEND students are not left behind. Teachers can start by giving **clear instructions**, using short, step-by-step directions and checking for understanding. Learning is strengthened with the **use of visuals**, such as diagrams, symbols, and colour coding. Teachers can also provide **differentiated tasks**, adjusting the level of scaffolding, writing frames, or checklists so every student can access the work. **Seating plans** are important too. Carefully considering where a student sits, particularly near supportive peers, can encourage participation in paired or group activities. A well-worn path can be used during independent activities to allow teacher time to be focused on the students that need it most.

Lessons should also be paced carefully, with content broken into smaller steps. This **chunking** allows time for processing and prevents overload. Paired talk can provide the opportunity for low-stakes rehearsal of this information. Another key strategy is **scaffolding language**—pre-teaching vocabulary, using consistent phrasing, and revisiting key terms. Choral response of key vocabulary can support language acquisition here, as well as Frayer Organisers for developing understanding of Tier 3 vocabulary. Teachers also promote learning through **modelling and guided practice**, showing clear examples or utilising an I-We-You graduated approach before asking students to work independently. Over time, learners are encouraged to take more responsibility, gradually developing their independence with prompts, planners, or checklists.

Classrooms that are inclusive also foster **positive behaviour support**, using clear routines and celebrating effort as well as outcomes. Boundaries are in place to ensure students feel fairness and safety in what is expected of their behaviour. **Peer support** can be powerful too: structured pair or group work helps students learn collaboratively and develop confidence. Finally, teachers provide **emotional and social support** by checking in on wellbeing, using unconditional positive regard, encouraging resilience, and building confidence.

Riddlesdown Collegiate is a set of small schools, under the overall direction of the Principal. The Chief Executive works in partnership with the Principal, overseeing the work of the Principal but not involved in the day-to-day running of the Collegiate. The purpose of the “small school model” is to create “human scale education”, with every student belonging to a College of only 410 learners, a similar size to many primary schools. This provides the educational benefits of a small school, alongside the financial and resource benefits of being a large organisation, including space and excellent facilities. As a result of each team of staff working predominantly with just 410 students, the care and guidance we can provide is much more focused on the individual and their needs.

Riddlesdown Collegiate holds the highest expectations for traditional and exemplary standards with regard to behaviour, uniform, homework and academic progress – delivered through modern and highly effective teaching methods. These expectations are underpinned by our VALUES and our commitment to developing the skills and qualities required for success later in life: “Learners of today, leaders of tomorrow.” Our curriculum supports students to develop the knowledge and skills needed to study to the highest levels, to gain access to the best universities and to be successful in high quality employment. The core of English and Maths are particularly strong subjects, but students make good progress across the curriculum, including the Sciences, where large numbers follow through to A Level and University, and the arts subjects through the Creative and Performing Arts College (CPA).

In addition, our focus on academic progress and achievement is complemented by personal and social development through curricular and extra-curricular work. For example, Sport, Music and Drama are unsurpassed in the area. Our wider CPA programme is outstanding with major Concerts and Productions every year, and over 50 sports teams representing the Collegiate in local, regional and national competitions. This provision is massively enhanced by the superb facilities of The @RC, The Astro and the refurbishment of netball and tennis facilities. We have an extensive extra-curricular programme. Students take part in many trips and activities within the UK and abroad; 1 ski trip each year, sports tours, annual Classics visit to Italy or Greece, language exchanges, World Challenge, Activity Weekends. Most significantly, our Duke of Edinburgh programme is one of the largest in the UK. We believe that great learning takes place both inside and outside of the classroom. In all extra-curricular activities, our students with additional needs are encouraged to participate fully, and additional support can be made available if this is required.

Our facilities are very good and constantly improving. Science labs are modern, we have almost 1000 PCs for student use in addition to two Mac suites and the wider facilities in the CPA College – The @RC Theatre, the dance studio, the Sports Hall, gym and fitness centre, The @RC Gallery, as well as outdoor facilities including our resurfaced, flood-lit netball and tennis courts and The Astro.

All students in Year 7 study the full national curriculum. Students begin to study French (Aquila & Phoenix) or Spanish (Orion & Pegasus) in Year 7; the vast majority of students should expect to take a language to GCSE. All students also study Latin in Year 7 with the opportunity to continue this to GCSE and A Level. In particular, the Excellence Curriculum delivered in Year 7 helps students to make a flying start to secondary school, building on their prior learning and developing the learning skills and habits that will be required for further success in the years to come.

The curriculum at Key Stage 4 allows students to continue with traditional GCSE courses (e.g. separate Sciences, languages, history, geography, Latin, economics) or to combine them with vocational opportunities should they wish (e.g. health and social care, sport). The majority of our students follow the first of these routes.

College VI students choose from 25+ A Level courses. Students are expected at 16 to transfer from their College to College VI; our excellent post-16 provision prepares students very effectively for university and life beyond school, it was judged to offer ‘outstanding’ provision by Ofsted in March 2023 and is constantly improving and developing, making College VI the place to be for A Level and BTEC success.

Students with Special Educational Needs and Disabilities participate in all areas of the curriculum; we do not have a separate SEND department in the Collegiate. Each College has a College Inclusion Coordinator who monitors and supports the progress of SEND students. The MacKay College provides additional support to a wide range of students – it is not just the SEN base.

What reasonable adjustment and curriculum adaptations can be made

Students who attend Riddlesdown Collegiate are expected to take part in all elements of the mainstream curriculum made available to them. In some instances, it is appropriate for reasonable adjustment to be made to support students with accessing the curriculum. These adjustments are developed in partnership with the students/ teacher/ parents and carers to ensure they are personalised and effective in supporting the identified need. Reasonable adjustment could include adjustments to the student's expected workload, support with managing homework deadlines, accessing the school canteen prior to lunch period, in some instances adjustments are made to curriculum content and subject attendance. Further adjustments can be made to support students with examination access arrangements as recorded above.

What further learning opportunities are made available for students with SEND

Students with SEND are supported with preparing for transition from KS3 to KS4, from KS4 to KS5 and in preparing for adulthood. Learning opportunities to support students develop independence are explored through the termly review and identified in their personal SEND Support Plan. In some instances, it is appropriate to seek additional support from the Croydon Early Help Team or Children's Services to ensure students are provided with such opportunities outside of school. In all instances, a consultation with a member of the SEND Team will take place to review and explore what support is needed.

What additional support with learning is available

Provision for students with SEND Support

Students who are classified as SEND Support have a SEND Passport that identifies the students' areas of need and what 'must' and 'could' be implemented within the classroom to support them, this is reviewed termly adopting the graduated approach to supporting additional needs. In most instances, this level of support can be met within the classroom by high quality inclusive mainstream teaching or through targeted intervention delivered by a member of the Riddlesdown Collegiate SEND Team. In some instances, external support services will be referred to for more specialist intervention. Students in receipt of additional provision beyond the inclusive practices within the classroom will have this recorded on their individual learning plan, alongside a review of performance.

Provision for students with an EHCP

Students who are classified as EHCP have a SEND Passport that identifies the students' areas of need and what 'must' and 'could' be implemented within the classroom to support them, this is reviewed termly adopting the graduated approach to supporting additional needs, and in unison with the EHCP documentation. This level of support will be met within the classroom by high quality inclusive mainstream teaching; targeted intervention delivered by a member of the Riddlesdown Collegiate SEND Team, and external support services providing specialist intervention. For all EHCP students, an annual review will take place to review the progress made by the student. This annual review will

include contributions from all services involved in supporting the student and will inform the Local Authority of the progress made towards the identified statutory outcomes.

Riddlesdown Collegiate is committed to meeting the four areas of special need and disability as outlined in the new Code of Practice for SEND

- Communication and interaction
- Cognition and learning
- Social, mental, and emotional health
- Sensory and/or physical

Staff expertise and wider training for all staff

The SEND Team at Riddlesdown Collegiate is led by the Collegiate SENCO who holds the NASENCO qualification and has been in post since 2012. The SEND Team are part of the wider MacKay College and work across all of the 11-16 and Post Colleges at Riddlesdown Collegiate. The SEND Team is made up of both qualified teaching staff and highly experienced non-teaching staff, dedicated to supporting the SEND students within our community. The principal accountabilities of the main roles within the SEND Team are illustrated below:

Collegiate SENCO (teaching) – Principal accountabilities:

- To act as the Collegiate SENCO.
- To maintain an up-to-date knowledge of national and local initiatives and statutory changes which may impact on policy and practice.
- To disseminate procedural information, such as recommendations from the SEN Code of Practice and the Collegiate SEN policy.
- To consider the appropriateness of and, where necessary, prepare Education and Health Care Plans (EHCPs) for students in need of additional support.
- To lead reviews of EHCPs and ensure that they are effective in delivering appropriate support for individual students, liaising with College Inclusion Co-ordinators, as necessary.
- To liaise with Colleges, feeder schools and external agencies, including EWO, Educational Psychologist and alternative education providers, as necessary.
- To assess students for examination concessions and co-ordinate any special arrangements in conjunction with the Examinations Officer.
- To support colleagues to develop their understanding of the different types of SEN and effective strategies for SEN teaching.

Director of Learning, SEND (teaching) – Principal accountabilities:

- Lead and co-ordinate SEND strategies and approaches to securing outstanding and inclusive teaching and learning and outcomes.
- Lead and deliver high-quality professional development to improve consistency and impact of SEND teaching across the curriculum.
- Collaborate with Directors of Learning and College Inclusion Coordinators to raise standards and share effective SEND practices.
- Work with Assistant Principals (Teaching & Learning and Professional Learning) to ensure SEND pedagogy is embedded in the CDT schedule and Early Career Teacher (ECT) programme.

- Support the development of the Educational Support Team (LSAs/HLTAs) through targeted training and coaching, in conjunction with the Collegiate SENCO and Assistant SENCO.
- Contribute to the development and oversight of Study Support and alternative curriculum pathways, particularly at Key Stage 4.
- Ensure all staff are informed and equipped to respond effectively to student SEND profiles, strategies, and individual needs.
- Monitor, evaluate, and report on the progress and performance of students with SEND, using data to inform interventions.
- Work directly with identified students to support the development of functional skills (literacy, numeracy, reading) and co-ordinate and deliver targeted interventions, including Functional Skills and Entry Level qualifications.
- Deliver high-quality, inclusive lessons as part of a timetabled teaching allocation, focusing on the needs of SEND students.

Assistant SENCO (non-teaching) – Principal accountabilities

- To maintain an up-to-date knowledge of national and local initiatives and statutory changes which may impact on policy and practice.
- To provide professional leadership to the College Inclusion Teams, supporting with achieving consistency in standards and experience across the 11-16 Colleges, assisting with the smooth day-to-day running of the SEND provision and overseeing intervention work.
- To provide professional leadership to the College Inclusion Coordinators in ensuring SEND reporting (SEND Support Plans / Progress data) is consistent across the 11-16 Colleges and College VI.
- To provide professional leadership in developing SEND provision in College VI for both SEND Support and EHCP students, supporting with achieving consistency in standards and experience.
- To provide professional leadership in Key Stage 4 to 5 SEND transition (SEND Support and EHCP students).
- To provide professional leadership in relation to Education Support staff development and training, by raising standards in SEND and supporting colleagues to develop their understanding of the different types of SEN and effective strategies for SEN support.
- To support the Collegiate SENCO coordinate examination concessions.
- To support the Collegiate SENCO in ensuring EHCP reviews are effective in delivering appropriate support for individual students, liaising with the College Inclusion Coordinator, as necessary.
- To support the Collegiate SENCO in responding to requests for statutory assessment and SEND Locality Support applications.
- To deputise, where needed, for the Collegiate SENCO in matters relating to SEND provision.

College Inclusion Coordinator (non-teaching) - Principal Accountabilities

- To provide, the College SLT, leadership, advice and support on the identification and appropriate intervention for groups of students
- To have an oversight of schemes of work and assessment materials, including examinations, to ensure they meet the needs of individual students.
- To co-ordinate the preparation and dissemination of provision maps with staff and parents, as appropriate
- To hold educational reviews for all students with EHCPs (Educational Health Care Plans)
- To provide appropriate care, support and guidance for all SEN / PPG students including care of students with physical disabilities
- To liaise with parents, carers and relevant outside agencies as often as appropriate and necessary

- To oversee the mentoring provision and intervention for all PPG students identified within the College
- To provide line management to the HLTA responsible for the mentoring provision and LSAs
- To analyse data, to review progress and provide necessary intervention using the support from the College team and Assistant Principals Teaching and Learning
- To ensure that Learning Support Assistants are deployed within the college and wider collegiate to maximum effect when supporting students
- To support Directors of Learning in sharing of good practice when teaching different groups of students. To lead on appropriate teaching and learning CPD within the

Local Governing Body representative (non-teaching) – Principal accountabilities:

- To make recommendations to the Local Governing Body on staffing and other resources needed to meet the needs of SEN students and other vulnerable learners.
- To monitor standards achieved by SEN and other vulnerable groups of students
- To monitor the impact of the SEN provision on the achievement and attainment of students

In the event of having a concern about your child's progress or queries about possible SEND needs, in the first instance, please contact your child's relevant College Inclusion Coordinator.

Within the MacKay College, we have staff with specialised expertise and qualifications including:

- The Collegiate SENCO who also holds a Level 7 PG Certificate in SpLD; CCET Level A, AAC- CPT3A qualification, allowing for internal psychometric assessment to be undertaken to seek JCQ access arrangements for public examinations.
- The Assistant SENCO is undergoing the THRIVE apprenticeship to support develop and embed the THRIVE approach to supporting emotional wellbeing as a whole school approach.
- Subject based Higher Level Teaching Assistants focussing on Literacy, EAL and Numeracy
- Welfare Assistants who provide intimate care and work alongside NHS nursing staff, Physiotherapists and Occupational Therapists for students with complex medical and physical needs
- School Counsellor from the 'Place2Be' service.
- The MacKay College facility that provides out of classroom focussed literacy, numeracy and curriculum support where necessary.
- A supportive and inclusive College structure where SEN is supported in every lesson through 'quality first teaching'
- College based Learning Support Assistants and Higher-Level Teaching Assistants to support SEN transition and develop independence and support class teachers meet the needs of students with SEN.

Throughout the academic year, whole staff CPD (Continuing Professional Development) often has a SEND focus alongside the thread of inclusive mainstream teaching. All teachers are required to engage with training opportunities as part of the school's commitment to ongoing professional development. Teaching staff are aware of the role they play in supporting SEND, recognising that '*all teachers are teachers of SEND*'.

An on-going programme of training is in place to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for children with SEND, and Riddlesdown Collegiate works closely with the Local Authority in developing staff understanding of SEND. Staff training is a regular feature of the Collegiate week, as part of the directed 'Collegiate Development

Time'; staff undertake a range of training opportunities, and such sessions may focus on 'marking and feedback', 'Questioning and developing numeracy in the classroom'. In addition to our 'Collegiate Development Time' there is a rolling programme of lesson observations and learning walks aimed at providing advice for teachers on supporting SEND and to encourage the development of leaders. Every permanent teaching position within the school is filled with high quality teachers. The mix of experienced and younger staff is very good and helps us to keep right up to date with all of the latest advances in teaching and learning.

The Collegiate SENCO and Assistant Principal Inclusion actively engage in a range of professional development opportunities to share best practice and keep abreast of current local and national initiatives and policy to support students with SEND. They attend the Local Authority network forum to support the importance of sharing and developing best practice. The school also seeks advice and guidance from local special schools and other relevant agencies to help school staff meet the needs of your child to review, evaluate and develop provision for students who have the most complex needs.

Evaluating the effectiveness of SEN provision

Progress towards outcomes for each student with SEND illustrates the effectiveness of the provision made available. For some students the use of performance measures such as A8 and P8 are used to illustrate effectiveness, for others, the progress made over time to meet outcomes and support them preparing for adulthood and gain independence is more appropriate. Student progress forms a fundamental element of all reviews, either the termly SEND Passport review or the EHCP annual review. Where concerns are raised about the level of progress made, discussions are held within the SEND Team and home College Team to explore what further interventions are required to support progress being made. Academic data is collected on all students following the completion of data drops, which is further shared with parents/carers through the whole school reporting cycles.

As part of The Collegiate Trust, Riddlesdown Collegiate engages in annual performance quality reviews to quality assure the provision we deliver to our community. In addition, Riddlesdown Collegiate actively engages in termly collaboration with the other schools within the trust, to share good practice and maximise expertise and collaboration.

Enabling SEND students engage in all the activities of the school

Riddlesdown Collegiate has been made access friendly to ensure students with mobility difficulties have access to areas of the school site. Students are encouraged to make the most of our differentiated PE curriculum and benefit from increased levels of support where areas of the curriculum have been identified in a students' SEND Passport as needing additional support; for example, PE lessons or lessons with increased requirements to demonstrate creative attributes such as Music and Drama. Inclusion is at the heart of everything that happens at Riddlesdown Collegiate, and all students are encouraged and supported to take part in the complete and broad curriculum made available to them. Should a student with SEND require additional support to access all areas of the curriculum then this will be reviewed termly and included within their SEND Passport.

Riddlesdown Collegiate accessibility plan

We have an accessibility plan and SEND Policy in place to ensure that students with SEN and Disability can take part in all aspects of Collegiate life. The Collegiate's accessibility plan is updated annually and can be viewed on the school website. Depending on your child's specific needs, a more personalised access plan or medical plan may be drawn up in consultation with you, if necessary. This will be reviewed and updated on a regular basis.

Support for improving emotional and social development

We undertake additional planning and risk assessments to ensure that students with SEND can take part in the wide range of extracurricular activities the school offers, including school outings and residential trips. This area of work is often supported by medical professionals who are able to advise and support Riddlesdown Collegiate develop a robust and effective strategy. The provision made available to support students with SEMH (Social, emotional, mental health) and those with developmental needs are individualised to the child. We work closely with educational professionals such as the Education Psychology Service and CAMHS to support both targeted intervention for vulnerable students but also to support the continuing professional development of staff who work alongside the students with this area of need. Riddlesdown Collegiate commissions Place2Be to deliver our school counselling service.

Working with other agencies/ Local Authority offers for SEND

The Collegiate works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

Croydon Council – Local Offer (for Croydon residents who attend Riddlesdown Collegiate). <https://www.croydon.gov.uk/education/special-educational-needs/sencroydon/sen-croydon>. As a Croydon School, we work closely with the Croydon SEND Team to ensure students and families are fully supported in accessing support and services needed to promote progress and outcomes.

Surrey Council – Local Offer (for Surrey residents who attend Riddlesdown Collegiate). <https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page> As a school from a neighbouring borough, we work closely with Surrey SEND Team to ensure students and families are fully supported in accessing the support and services need to promote progress and outcomes.

Croydon Educational Psychology Service- The Educational Psychology Service (EPS) provides a core consultative service to all maintained schools, academies and pupil referral units. It is a statutory service in relation to the Special Educational Needs system and in particular to the provision of psychological advice and attendance at annual/transition reviews. The EPS is actively engaging with the local authority to further define its role in relation to the current wide-ranging SEN reforms. Croydon EPS consists of a highly qualified and experienced group of psychologists whose aim is to apply psychology to help to meet local needs and to improve outcomes for vulnerable children and young people

CAMHS (Child and Adolescent Mental Health Service) - CAMHS offer diagnostic assessment and therapeutic intervention to children and adolescents who have a serious mental health disorder or psychological difficulties, and to their families. They provide assessment and treatment where the disturbance of functioning may result in physical and mental harm to the child, especially if without therapeutic input there might be deterioration in the child's mental health.

Croydon SENDIASS is the Croydon base for Special Educational Needs and Disabilities Information Advice and Support Service [Croydon SENDIASS - Kids](#). Its a free, impartial, and confidential service offering information to young people with special educational needs and disabilities (SEND) and to their parents and carers.

Raising concerns and complaints about SEN provision

Any concerns relating to Special Educational Needs should be addressed in the first instance to the student's College Inclusion Coordinator who will, if necessary, liaise with the College Head and other key colleagues in order to investigate the concern. If the matter is not dealt with satisfactorily the Assistant Principal Inclusion or the Collegiate SENCO, should be contacted. In the event of a formal complaint being made, consideration should be given to the school's complaints procedures [Complaints-Procedure.pdf](#).