



The Magna Carta School – Unity Schools Trust
SEND Information Report
(Sept 2024 – August 2025)



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Introduction

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website: [TMCS School Level Policies – Magna Carta School](#)

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

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

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

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

- SEN Code of Practice 0-25 (2014)
- Supporting Children with Medical Conditions
- Keeping Children Safe in Education
- Working together to Safeguard Children

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

This document sets out The Magna Carta School's provision for students with SEND and answers key questions identified by the Department for Education: it should be read in conjunction with The SEND Policy and Provision Summary, The Equality Policy and Accessibility Plan, The Behaviour and Attendance Policy.

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

Our school provides for pupils with the following needs:

Communication and interaction	Autism spectrum disorder Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia Moderate learning difficulties Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD) Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments Visual impairment Multi-sensory impairment Physical impairment

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

Our special educational needs co-ordinator, or SENCO

Our SENCO is Ms A. Khuttan.

She has 6 years of experience in this role and is a qualified teacher.

She is allocated 4 days a week to manage SEN provision.

She achieved the National Award in Special Educational Needs Co-ordination in July 2021. She also has relevant further training through completing various Master's level modules in SEND and Inclusion, including Dyslexia: Leadership and Interventions (skills and Knowledge); Certificate of Competence in Educational Resting (CCET) and Access Arrangements (AAC).

Assistant SENCO

Our assistant SENCO is Mrs J Priddy.

She has also worked as a Teaching Assistant.

She has undergone extensive training in SEND, including to deliver the Surrey wide Literacy for All reading intervention, HLTA training and will also be doing the SEND Administrator course.

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

The school implements a rigorous and comprehensive CPD program that effectively disseminates and shares best practices in quality-first teaching among its staff.

Staff have also had external training on the use of Computer Readers and speech to text software to support students in lessons with this as part of their Access Arrangements.

Teaching assistants (TAs)

We have a team of 9 TAs, including 2 trainee higher-level teaching assistants (HLTAs) who are undergoing training to deliver SEN provision.

All of our teaching assistants are trained to support students in the classroom and some have more specialised training in teaching literacy, supporting behaviour, or specific disabilities.

We have several teaching assistants who are trained to deliver interventions such as Lexia, IDL Maths, Therapeutic Story Writing and the Hamish and Milo SEMH interventions to support students with a wide range of SEMH issues such as raising self-esteem, managing anxiety, coping with change, dealing with friendship issues and much more.

In the last academic year, TAs have been trained in delivering the above-mentioned interventions.

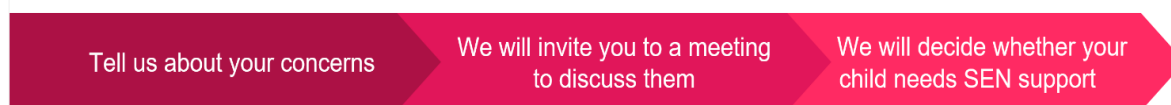
External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

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

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

Parents are encouraged to contact the SEND team to raise any concerns about how their child's additional needs are being met or if they feel that their child has additional needs that have not yet been identified. Contact details are: send@mcs-unity.co.uk



<p>If you think your child might have SEN, you should leave a message with our SEND Admin Assistant.</p> <p>Please contact send@mcs-unity.co.uk to raise any concerns about how your child's additional needs are being met, or if you feel that your child has additional needs that have not yet been identified.</p> <p>Your message will be passed on to our SENCO, Ms Khuttan, who will be in touch to discuss your concerns.</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.</p> <p>Together we will decide what outcomes to seek for your child and agree on next steps.</p> <p>We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.</p>	<p>If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.</p>
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4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include significant difficulties with reading, writing or number work for example.

The progress of all students is monitored regularly by subject teachers, Curriculum Team Leaders, Year Team Leaders and our Senior Leadership Team, so that if a student is not making expected progress in a particular area of learning the school can identify the need for additional support. This will then be discussed with parents/ carers and the student concerned.

We also receive information from students' previous schools regarding any need for additional support.

We have rigorous monitoring in place that tracks the progress our learners make in all areas of the curriculum.

If a teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEND register, and the SENCO will work with you to create a SEN support plan for them.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide regular reports on your child's progress.

Your child's teachers will meet you at least 2 times a year, to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

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

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will provide shared support to pupils if they have an EHCP or are on the SEND register.

We may also provide the following interventions:

- **Lexia Power Up** online to support the development of reading and spelling)
- **Fix It Writing** (small group to improve writing skills, from sentence formation to writing for different purposes and audiences)
- **Handwriting practice**
- **Touch-typing practice**
- **Literacy for All** (Surrey wide paired reading initiative)
- **IDL Numeracy** online to develop number skills
- **Therapeutic Story Writing** (one-to-one or small group support to offer initial SEMH support)
- **Hamish & Milo – Wellbeing Emotional Literacy** Resources – to support students in structured 10 week programmes to deal with a range of emotional literacy difficulties (such as managing friendships, coping with change, regulating emotions, raising self-esteem, managing anxiety etc)
- **ELSA** support

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Social stories Therapeutic Story Writing
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	As below

	Moderate learning difficulties	Lexia Power Up Fix It Writing Handwriting practice IDL Numeracy
	Severe learning difficulties	Literacy for All Touch typing practice
Social, emotional and mental health	ADHD, ADD	Quiet workstation Movement/rest breaks
	Adverse childhood experiences and/or mental health issues	ELSA Hamish & Milo Emotional Literacy interventions Therapeutic Story Writing
Sensory and/or physical	Hearing impairment	Appropriate seating on student's strongest side Clear communication Background noise minimised
	Visual impairment	Limiting classroom displays Enlarged reading materials Seating next to the board Colour overlays Reading rulers
	Multi-sensory impairment	Specific to individual
	Physical impairment	Specific to individual

These interventions are part of our contribution to Surrey's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

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

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

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

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

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

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

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

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

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

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

13. How does the school support pupils with disabilities?

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

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

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

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

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

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

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

- Our facilities help disabled pupils access our school, including the provision of auxiliary aids and services
 - We aim to:
 - Increase the extent to which disabled pupils can participate in the curriculum
 - Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improve the availability of accessible information to disabled pupils

14. How will the school support my child's mental health and emotional and social development?

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

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be part of all clubs to promote teamwork/building friendships
- We provide extra pastoral support for listening to the views of pupils with SEN by drop in sessions during break or lunch with speak with anyone in the SEND team.
- We run a range of Hamish & Milo SEMH interventions for pupils who need extra support with social or emotional development

We have a 'zero tolerance' approach to bullying.

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN be prepared for a new school year we:

Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed

Schedule lessons with the incoming teacher towards the end of the summer term

Between schools

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

Between phases

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.

We set up new pupils with a buddy from the year above to help them get settled in and make friends.

Moving to adulthood

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

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

Safeguarding Lead and Assistant head teacher Mrs Atkinson will work with Ms Khuttan, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

Complaints about SEN provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

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.

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Surrey's local offer. Surrey Local Authority publishes information about the local offer on their website:

[Surrey Local Offer](#)

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

[SEND Advice Surrey](#)

National charities that offer information and support to families of children with SEN are:

[IPSEA](#)

[SEND family support](#)

NSPCC

[Family Action](#)

[Special Needs Jungle](#)

19. Glossary

Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

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

SEN support – special educational provision which meets the needs of pupils with SEN

Transition – when a pupil moves between years, phases, schools or institutions or life stages