

## A Parent/ Carer Guide to Special Educational Needs and Disabilities (SEND) at Archbishop Tenison's CE School

### What is our aim?

Archbishop Tenison's CE School is a Christian community where every individual is valued and where we are concerned to promote the learning and development of all our pupils.

We aim to:

- Ensure that every pupil at Tenison's should have access to a broad, balanced and relevant curriculum
- Foster a learning environment that enables all children and young adults to reach their full potential
- Raise the autonomy and to improve the school life of children with SEND and to recognise and reward their achievements
- Educate all pupils and students alongside other pupils and students, recognising the diversity of children's learning experiences and needs

We are committed to supporting children across the four areas of needs. Please see the needs below, however this is not an exhaustive list:

Areas of Need	SEND Conditions
Cognition and Learning (CL)	Specific Learning Difficulty (SpLD) Moderate Learning Needs (MLD) Dyslexia, Dyscalculia, Dyspraxia
Communication and interaction (CI)	DLD and Speech and Language Needs (SLCN) Autism (ASD)
Social Emotional and Mental Health (SEMH)	ADD, ADHD, Need associated with Trauma and mental wellbeing
Physical and Sensory (PH)	Disability, Visual Impairment (VI) and Hearing Impairment (HI) Sensory needs.

### Who should I contact if I want to discuss the needs of my child?

The Subject Teacher	<ul style="list-style-type: none"> <li>• If I have a question about the teaching and learning in a particular subject area</li> </ul>
The Form Tutor	<ul style="list-style-type: none"> <li>• If I want to discuss the personal development of my child</li> <li>• If my child needs support with organisation, self-respect, self-esteem or something similar</li> <li>• If I need to let the school know about a change at home</li> <li>• If I'm not sure who to talk to and would like advice</li> </ul>
The Head of Year or Senior Pastoral Lead	<ul style="list-style-type: none"> <li>• If I have a concern about my child which is more serious</li> </ul>

The SEND coordinators: Ms Francesca Ryan <a href="mailto:Ryanf@archten.croydon.sch.uk">Ryanf@archten.croydon.sch.uk</a> Ms Laura Daniel <a href="mailto:Danil@archten.croydon.sch.uk">Danil@archten.croydon.sch.uk</a>	<ul style="list-style-type: none"><li>• If I have a question about the support provided for my child from the SEND department</li><li>• If I want to discuss a specific intervention program for my child or an alternative curriculum or course</li></ul>
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### How can I find out how well my child is doing?

Pastoral Leads, Form Tutors, Subject Teachers and the SENDCOs all monitor student levels to identify students who are not making adequate progress.

If you are concerned about the progress of your child or want to find out more about how they are doing outside of the normal reporting process and parents' evenings, you can contact either their form tutor, the SENDCO or a specific subject teacher.

If your child is not making adequate progress, further assessments and discussions with key staff and parents may result in extra support being put into place depending on the individual situation. Pupils and parents are always actively involved in all decisions relating to SEND support and this is documented on pupil Learning Plans and meeting minutes. In some cases, for students who already have Education Health Care Plans, Learning Support Assistant (LSA) support might be allocated. There is always an expectation that all students will develop independent learning skills rather than becoming reliant on adult support.

For students on the SEND Support Register, review meetings are held regularly. Parents will be invited annually to a formal review meeting where the level of progress and effectiveness of any support and intervention is evaluated and revised accordingly.

If your child continues to make little or no progress, an Education Health Care Plan may be requested. Further details about this process will be explained by the SENDCOs and information will be published in the LA Local Offer. [Croydon Local Offer](#)

### Will my child get special arrangements in tests and exams?

For some pupils, additional arrangements and adjustments can be made to enable them to fully access internal and external exams. This might include additional time, rest breaks, reader, prompt, separate rooming, use of a laptop or a scribe. We have a qualified exams access arrangements assessor who can assess and identify which pupils are eligible for additional support in exams. Your child does not qualify for additional arrangements purely because of being on the SEND Support Register.

### How will the curriculum and learning environment be adapted to meet the needs of my child?

Teachers are skilled at adapting the curriculum to meet the diverse range of needs in each class. Daily planning and Quality First Teaching such as differentiating activities, adjusting resources, and providing targeted support (e.g. small group and/or 1:1) ensures that the needs of pupils with SEND are met.

Classroom seating plans are carefully considered to optimise access to learning for pupils with SEND. Sensory audits are conducted of learning environments and access for pupils with physical disabilities is ensured.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils, with a long-term goal of developing independent learning skills.

In addition to planned adaptations in the classroom, the following range of interventions are in place to remove barriers to learning and participating in all aspects of school life:

Intervention	What is It?
<b>Cognition &amp; Learning: Literacy and Numeracy Support</b>	Small group Literacy and Numeracy Lessons instead of studying French and German. Lessons are with one of the SEND team.
<b>Cognition &amp; Learning: Quest Reading Program</b>	2 form times each week to develop students' reading and spelling skills – with an LSA
<b>Communication and Interaction: Social Communication Intervention</b>	1 form time a week with an LSA using the 'Talkabout for Teenagers' intervention scheme

<b>Communication and Interaction: Emotional Literacy Support Assistant (ELSA)</b>	1 lesson a week for a set number of weeks with our ELSA on either a 1:1 or small group basis
<b>Social, Emotional and Mental Health: Haven Lunchtime Club</b>	Supervised games club to eat and chat with friends
<b>Social, Emotional and Mental health: SEND homework club</b>	A quiet space to complete homework with support from an LSA. Access to computers and a printer.
<b>Social, Emotional and Mental Health: Transition Nurture Group</b>	6 Small Group sessions in September – October to aid transition for our most vulnerable pupils – with an LSA
<b>Social, Emotional and Mental Health: Mental Health Support Team (MHST)</b>	1 session a week for 6 weeks to support a range of SEMH issues – with an appropriately trained member of staff
<b>Social, Emotional and Mental Health: Welfare Hub</b>	Access to the Welfare Hub throughout the school day – with the Assistant Head of Pupil Welfare and Lay Chaplain
<b>Sensory and/or Physical: Sensory Circuits</b>	2 sessions a week in the Sports Hall with equipment – with two LSAs

### How skilled are staff at meeting the needs of my child?

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. Recent training for new teachers has covered adaptive teaching and trauma-informed practice as well as specific training for teachers about our pupils with Visual Impairments. Our SENDCOs actively engage in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policies to support pupils with SEND. Careful planning and risk-assessments take place for physical activities and trips to ensure that all important that all pupils can access all opportunities on offer. When required, the governing body may involve health and social services bodies, local authority support services and voluntary organisations to help meet the needs of pupils SEND and support their families. The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.

### What support from outside does the school use to help support my child?

The school 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:

Agency	Description of support
<b>Educational Psychology Service Our attached Educational Psychologist is Dr Jo Blanchard.</b>	Observations of students, advice on teaching and support strategies. Meetings with students and parents. Assessment on needs. Referral to outside agencies where appropriate.
<b>Speech and Language Therapy</b>	Advice on intervention, teaching and support strategies for pupils with EHCPs.
<b>CAMHS (Child and Adolescent Mental Health Service)</b>	Advice on intervention, teaching and support strategies. Additional support and assessment on need where appropriate.

<b>Virtual School for Children who are Looked After</b> <a href="mailto:virtualschool@croydon.gov.uk">virtualschool@croydon.gov.uk</a>	This service oversees and monitors provision for children who are in the care of the Local Authority
<b>Hearing Impairment Service</b>	Advice on intervention, teaching and support strategies. Additional support and assessment where necessary.
<b>Visual Impairment Service</b>	Advice on intervention, teaching and support strategies. Additional support and assessment where necessary.
<b>Croydon Early Help Team</b>	Advice on intervention and signposting to other agencies for support
<b>Mental Health Schools Team</b>	Advice and support on strategic school intervention on mental health and wellbeing.

### How will the school help my child in the transition from Primary to Secondary or when moving to or from another school?

Children and young people with SEND can become particularly anxious about ‘moving on’ so we seek to support successful transition.

#### **When moving to another school:**

We will contact the school SENDCO 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 including exam access arrangements documents.

#### **In Year 6 /7 Transition**

A member of the transition team attends the Primary to Secondary Transition day meeting to discuss the specific needs of your child and the nature and level of support which has had the most impact.

In some cases additional multi-agency meetings may be arranged to create a more detailed ‘transition’ plan which may include more visits to or from Archbishop Tenison’s School. Every student with an Education Health Plan is offered a one-to-one tour of the school before the summer and the opportunity to meet key staff.

#### **Further information about support and services for families can be found at**

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>

#### **Contact details of support services for parents of pupils with SEND:**

**Croydon SENDIASS** team - 020 8663 5630, [croydon@kids.org.uk](mailto:croydon@kids.org.uk) for impartial advice

**Croydon SEN Team** ([senenquiries@croydon.gov.uk](mailto:senenquiries@croydon.gov.uk)) for EHCP and school support

#### **Complaints**

Any complaints concerning SEND provision should be dealt with in line with the school Complaints Procedure.

**Our full SEND policy is available from the school on request.**

**Updated: March 2026**