



Warlingham School
& Sixth Form College

SEND INFORMATION REPORT

January 2026

Our SEN Information Report can be found below. Please also see:

- SEND Policy
- SEND Support Provision Map
- A guide to SEND 14.
- SEND local offer
- Accessibility Scheme



Warlingham School
Responses to the 14 Questions

	Questions	School Response
1	How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?	Identification of Special Educational Needs and Disabilities (SEND) is an ongoing, graduated process that begins prior to transition and continues throughout a student's time at the school. We work in close partnership with feeder primary schools to gather detailed information, which is supplemented by baseline assessments (including CAT4, reading and spelling assessments) on entry. This enables early identification of potential barriers to learning. Our approach is rooted in the graduated response (Assess–Plan–Do–Review), ensuring that identification is evidence-based, collaborative and responsive over time. A range of screening tools, observations and specialist assessments are used where needed to develop a clear understanding of each student's strengths and needs. High-quality adaptive teaching is the first response to emerging needs. Where students continue to experience barriers despite this, further assessment and targeted support are implemented. All staff are trained to identify potential SEND and follow clear referral pathways to the SENDCo. Parents/carers are encouraged to share any concerns at the earliest opportunity by contacting the form tutor, Head of Year or SENDCo. Where concerns are raised, we work in partnership with families and the student to: • gather a holistic view of need • carry out appropriate assessment and observation • agree next steps through a collaborative planning process This ensures that support is timely, personalised and focused on enabling students to access the curriculum and develop increasing independence.
2	How will school staff support my child/young person?	Our primary focus is on high-quality adaptive teaching, where teachers adjust their teaching to meet the needs of all learners. All staff use student profiles to implement personalised strategies in lessons. Where additional support is required, we provide targeted interventions and support through the graduated approach, ensuring provision is: • evidence-informed • time-limited and purposeful • reviewed regularly for impact

		We carefully monitor progress using: • attainment and progress data • behaviour and attendance • student and staff feedback Support is regularly reviewed and adapted, with a clear focus on developing independence and reducing reliance on adult support over time. Other interventions run by the Learning development department are detailed below, we aim for short but regular interventions as we believe these to be most impactful: - Literacy programmes including: SNIP, FreshStart Phonics, Lexia - Maths, English and Science 1:1s and Group - ASD intervention and social skills - ELSA support - ELKLAN and Speech and Language interventions - Dyslexia / Dyscalculia 1:1 support - Transition groups - Social skills groups and zones of regulation - EAL support - Lunch Club - Homework Club - Use of assistive technologies and touch typing - Occupational Therapy Please refer to our SEND Provision Map which gives more detailed interventions. This can be found on our website under the information tab, SEND, click on the link at the bottom of the page for SEND Support Provision Map.
3	How will the curriculum be matched to my child's/young person's needs?	Our curriculum is designed to be ambitious, inclusive and accessible for all learners, with a strong focus on ensuring that students with SEND can access the same broad and balanced curriculum as their peers. The first level of support is through high-quality adaptive teaching, where teachers make responsive adjustments to meet individual needs. This includes: • scaffolding, modelling and chunking of learning • explicit vocabulary instruction and pre-teaching

		- flexible grouping and targeted questioning - use of visual supports and assistive technology Where further support is required, we implement graduated provision: Wave 2 (targeted): small group interventions such as literacy programmes (SNIP, Fresh Start, Lexia), numeracy support and pre-teaching Wave 3 (specialist): 1:1 support, specialist interventions and external agency input Setting in core subjects (and smaller groups where appropriate) allows for a more focused and supportive learning environment. In Year 7, a nurture-based provision supports students to close KS2 gaps and build confidence accessing the secondary curriculum. At KS4, flexible curriculum pathways (including vocational qualifications) are used to ensure all students can succeed and progress. While additional interventions and adaptations are used where necessary, our priority remains access to the mainstream curriculum, supporting students to become confident, independent learners over time.
4	How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?	Our curriculum is designed to be ambitious, inclusive and accessible for all learners, with a strong focus on ensuring that students with SEND can access the same broad and balanced curriculum as their peers. The first level of support is through high-quality adaptive teaching, where teachers make responsive adjustments to meet individual needs. This includes: - scaffolding, modelling and chunking of learning - explicit vocabulary instruction and pre-teaching - flexible grouping and targeted questioning - use of visual supports and assistive technology Where further support is required, we implement graduated provision: Wave 2 (targeted): small group interventions such as literacy programmes (SNIP, Fresh Start, Lexia), numeracy support and pre-teaching Wave 3 (specialist): 1:1 support, specialist interventions and external agency input

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5	What support will there be for my child's/young person's overall well-being?	We use a comprehensive and triangulated approach to monitoring student progress, ensuring that decisions about support are evidence-based and responsive. This includes: • attainment and progress data • attendance and behaviour information • student, teacher and parent voice • quality assurance processes This information feeds directly into the Assess–Plan–Do–Review cycle, ensuring that support is regularly reviewed and adapted. Students receiving additional support may be allocated a keyworker, who supports them with: • target setting • reviewing progress • developing independence and self-regulation Parents receive regular communication through reports and parents' evenings, alongside additional meetings where required. We also offer information evenings and workshops to support parents in understanding how best to support learning at home. We actively encourage ongoing communication so that home and school can work together in partnership.
6	What specialist services and expertise are available at or accessed by the school?	We have a highly experienced SEND team with a wide range of specialisms, including dyslexia, ASD, ADHD, speech and language, SEMH and counselling. We also work in partnership with a range of external professionals, including: • Specialist Teachers for Inclusive Practice (STIPs) • Speech and Language Therapy services

		• Educational Psychology • CAMHS and mental health teams • Outreach services (e.g. ASD outreach) For some students, additional alternative provision or specialist placements may be accessed where this best meets their needs. All external provision is carefully monitored to ensure it is impactful, appropriate and represents value for money.
7	What training are the staff supporting children and young people with SEND had or are having?	Staff receive ongoing, high-quality professional development to ensure they are confident in meeting a wide range of SEND needs. This includes training on: • adaptive teaching and inclusive classroom practice • specific needs such as ASD, ADHD, dyslexia and SEMH • speech and language development • trauma-informed approaches such as emotion coaching Training is aligned with school priorities and informed by: • student need • accessibility audits • emerging best practice This ensures that inclusion is embedded consistently across all areas of school life.
8	How will my child/young person be included in activities outside the classroom including school trips?	We are committed to ensuring that students with SEND can fully participate in all aspects of school life, including trips, clubs and enrichment activities. To support this, we: • carry out risk assessments where required • make reasonable adjustments • work closely with families to plan support The SEND team actively supports students to identify interests and engage in enrichment, promoting confidence, independence and belonging. Where barriers exist, we work creatively to remove them and ensure participation is meaningful and successful.

9	How accessible is the school environment?	The school is committed to meeting its duties under the Equality Act 2010 by making reasonable adjustments to ensure accessibility. This includes: • physical adaptations (lifts, ramps, accessible toilets) • environmental adjustments (lighting, sensory spaces) • specialist equipment (assistive technology, overlays, hearing loop) Accessibility is regularly reviewed through audits involving students, families and external professionals, ensuring ongoing improvement and responsiveness to need.
10	How will the school prepare and support my child to join the school, transfer to a new school/ college or the next stage of education and life?	We have a structured and inclusive transition process, ensuring that students feel confident and prepared at each stage of their education. From primary to secondary: • detailed information sharing and visits • additional induction opportunities • transition profiles shared with staff Throughout school: • targeted transition support between key stages • support with options and pathways At post-16: • careers guidance and application support • liaison with colleges and training providers This approach ensures continuity of support and promotes independence over time. At Warlingham we work closely with employers and colleges to ensure that all relevant information, subject to consent, is shared to ensure that work/employers are able to fully support our students once they move on from us. We provide

		careers interviews and invite representatives of LEAs to attend meetings with parents as appropriate to offer the best advice so that the most suitable choices can be made for the next step of their journey.
11	How are the school's resources allocated and matched to children's/young people's special educational needs?	Resources are allocated based on identified need, using ongoing assessment and review processes. Key principles include: • ensuring the right support at the right time • targeting provision where it has greatest impact • promoting independence and reducing reliance on support Interventions are regularly reviewed for effectiveness and value for money, with oversight from senior leaders and governors.
12	How is the decision made about what type and how much support my child/young person will receive?	Decisions are made through the graduated approach, ensuring support is: • evidence-based • collaborative • regularly reviewed This includes input from: • assessment data • staff observations • student and parent voice • external professionals where appropriate For students with EHCPs, provision is guided by the plan and reviewed annually. Support is adjusted over time to ensure it remains appropriate and promotes increasing independence.
13	How are parents involved in the school? How can I be involved?	We place a strong emphasis on partnership with parents, recognising their vital role in supporting their child's development. Opportunities for involvement include: • parents' evenings and SEND review meetings

		• information events and workshops • regular communication with staff Parents are encouraged to contribute to planning and review processes, ensuring a shared understanding of need and provision.
14	Who can I contact for further information?	Parents can contact: • Form tutor or Head of Year • SENDCo Mrs B Hunt Further support is available through: • Surrey and Croydon Local Offer • SENDIASS (independent information, advice and support) We encourage families to get in touch at any time to discuss concerns or seek advice through sendco@warlinghamtlit.co.uk Details for Surrey's Local SEND Offer can be found at: https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/advice.page?id=eORn9TefmcM Details for Croydon's Local SEND Offer can be found at: https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page Send Advice Surrey SSIASS provides information, advice and support to parents, carers children and young people with special educational needs and or disabilities (SEND) aged 0 to 25 years. Their information and advice is impartial, confidential and free. Phone number: 01737 737 300. Email: ssiass@surreycc.gov.uk. There is a website with an online contact form available at: www.sendadvicesurrey.org.uk