SEN Information Report

Introduction

At Carshalton Boys Sports College (CBSC), our approach to Special Educational Needs and Disabilities (SEND) goes beyond statutory compliance. We strive to communicate clearly, openly, and meaningfully with students, families, and professionals. Our aim is to ensure that every child feels understood, supported, and empowered to achieve their full potential. This narrative SEN Information Report has been written in line with the DfE model and inspired by strong practice found in schools such as Oaks Park High School.

Our Philosophy and Values

SEND provision at CBSC is built on the belief that all students deserve access to high-quality teaching, positive relationships, and personalised support. We describe our work not through policies and procedures, but through the experiences we create for the young people in our care. Our message is simple: we support, we listen, and we adapt.

We maintain a culture of inclusion in which teachers, support staff, leaders, and parents work collectively to remove barriers to learning.

Identifying Needs

Students' needs may emerge at any time. When they do, we take a responsive and relational approach. Identification may come from:

- information from primary schools at transition;
- conversations with parents who know their child's needs best;
- teachers noticing that a student is finding an aspect of learning difficult;
- the student themselves sharing a concern;
- assessment data indicating that additional help could be beneficial.

Once a potential need is identified, the SENCO works closely with staff and families to understand the student's strengths, challenges, and aspirations. We do not label students; instead, we focus on understanding what support will help them thrive.

Teaching Approach

Great teaching is the foundation of effective SEND provision. At CBSC, every teacher is a teacher of SEND, and adaptations are made thoughtfully and proactively. Our classrooms reflect a consistent approach:

At CBSC, we support dyslexia by:

- using clear, uncluttered slides and visual prompts;
- providing dyslexia-friendly fonts and coloured overlays where helpful;
- breaking down written tasks into smaller steps;
- offering scaffolded writing frames and model examples;
- checking for understanding and offering time to process information;
- using technology such as read-aloud tools and speech-to-text software.

At CBSC, we support students with ADHD by:

- using predictable routines and visual timetables;
- offering strategic seating and movement breaks;
- chunking long tasks into timed sections;
- providing short, clear verbal instructions and follow-up reminders;
- celebrating focus and effort, not just outcomes.

At CBSC, we support autistic students by:

- creating calm, structured learning spaces;
- providing advance notice of changes wherever possible;
- using visual and written instructions;
- supporting social communication needs sensitively;
- working closely with families to understand sensory profiles.

Adaptations to the Curriculum and Environment (Schedule 1 Point 5)

Adaptations are central to our inclusive practice. We shape lessons, resources, and environments to ensure that learning is accessible.

Examples of our adaptations include:

- chunked and scaffolded learning activities;
- alternative means of recording (oral responses, diagrams, technology);
- modified homework tasks where appropriate;
- personalised seating plans;
- sensory adjustments such as quiet spaces and reduced visual noise;
- adapted physical resources for students with sensory or physical needs.

Interventions and Additional Support

Our interventions focus on skill development, confidence building, and emotional wellbeing.

Our social skills interventions include:

- small-group sessions focusing on communication, friendship, and problem-solving;
- supported lunchtime groups offering structured social interaction;
- opportunities for peer mentoring and community-building activities;
- sessions led by trained staff supporting emotional literacy and conflict resolution.

Our literacy interventions include:

- targeted phonics and decoding programmes;
- small-group reading fluency support;
- comprehension strategy teaching;
- handwriting and fine-motor development sessions where appropriate.

Our numeracy interventions include:

- small-group or 1:1 maths support focusing on key concepts and confidence;
- use of manipulatives and visual maths strategies.

We also offer:

- mentoring programmes for SEMH needs;
- transition support for vulnerable students;
- access to wellbeing and pastoral support.

Working With Parents and Carers

Our communication with families is ongoing, collaborative, and warm. Parents are partners in planning and reviewing support.

We communicate through:

- scheduled SEND review meetings;
- regular email or phone updates;
- shared strategies to use at home;
- invitations to workshops and information sessions.

We value parent voice and work to ensure families feel heard, reassured, and informed.

Student Voice

Students are central to every decision we make. They help shape their support by:

- contributing to reviews and target setting;
- sharing what works for them in the classroom;
- taking part in wellbeing surveys or informal conversations;
- being encouraged to develop self-advocacy.

External Agencies

When specialist advice is needed, we work closely with:

- educational psychologists;
- speech and language therapy services;
- CAMHS and mental health professionals;
- occupational therapists;
- sensory support teams.

These professionals help us deepen our understanding and refine our interventions.

Preparing for Adulthood

Throughout a student's journey at CBSC, we focus on independence, communication, and future pathways. We support students by:

- developing organisational skills and self-management strategies;
- providing targeted careers guidance and support with option choices;
- preparing students with EHCPs for annual reviews that include post-16 planning.

Contact Information

SENCO: Paul Farr
Email: pfarr@carshaltonboys.org
Phone: 02087143100

We encourage families to contact us with any questions or concerns. Our SEND team is always ready to listen, support, and guide.

Review Cycle

This SEN Information Report is reviewed every year to ensure that our communication remains clear, accurate, and meaningful for our whole school community.

Below is a parent-friendly version written in warm, accessible language suitable for publishing directly on the school website as part of your new SEND Hub. It avoids

technical jargon, focuses on clarity, and reassures families about the support their child will receive.

CARSHALTON BOYS SPORTS COLLEGE
We Believe

SEND at Carshalton Boys Sports College (CBSC)

How We Support Your Child

At CBSC, we believe every child should feel understood, supported, and included. If your child has Special Educational Needs or Disabilities (SEND), we are here to work alongside you to make sure they get the help they need to thrive both in and out of the classroom.

This page explains, in clear and simple terms, how we identify needs, what support looks like, and who you can speak to if you have concerns.

Our Commitment to Families

We want your child to:

- feel safe and confident at school
- enjoy learning
- make good progress
- develop independence and resilience
- be fully involved in school life

We work in close partnership with parents and carers. You know your child best, and your views matter deeply to us.

How We Identify Needs

A child may need extra help for many reasons. We might identify a need if:

- you tell us you have concerns
- a teacher notices your child is finding something difficult
- we see patterns in assessments or classwork
- information is shared from a previous school or professional

If we think your child may need additional support, we will always contact you to discuss next steps.

How We Support Students

We use a simple process called Assess – Plan – Do – Review. This means we:

- Understand the need
- Plan the right support
- Put support in place
- Review how well it's working

Support is personalised to your child. Here are some examples:

Supporting Dyslexia at CBSC

At CBSC, we support dyslexia by:

- using clear, easy-to-read slides
- providing coloured overlays or printed resources when helpful
- breaking tasks into small, manageable steps
- offering writing frames and models
- allowing extra processing time
- using technology (read-aloud tools, laptops, voice typing)

Supporting ADHD at CBSC

We support ADHD by:

- having clear routines and structure
- offering movement breaks
- using short, simple instructions
- checking in regularly during lessons
- helping students with organisation and focus strategies

Supporting Autistic Students at CBSC

We support autistic students by:

- offering predictable routines
- providing visual instructions
- helping manage sensory needs
- preparing students in advance for changes
- offering safe, calm spaces when needed

Social and Emotional Support

Your child's wellbeing is just as important as their academic progress.

Our social skills interventions include:

- small-group sessions to build confidence, communication, and friendships
- lunchtime support groups for students who prefer structured activities
- mentoring and emotional literacy sessions
- support to manage anxiety or anger in positive ways

If your child needs help with friendships, emotions, or confidence, we are here to support them.

Additional Interventions

Some students benefit from extra help with reading, writing, or maths.

We offer:

- small-group reading support
- comprehension and vocabulary programmes
- handwriting and spelling help
- targeted numeracy sessions
- 1:1 support in specific cases

You will always be informed if your child is taking part in an intervention.

Working With Parents

We believe the best support happens when school and home work together.

We will:

- keep you informed
- listen to your views
- involve you in planning and reviewing support
- offer meetings and phone call check-ins
- share strategies you can use at home

We want every family to feel confident, welcomed, and supported.

Working With Students

We encourage students to tell us what helps them learn best. Their opinions shape their support. Younger students are helped to express their feelings in ways that suit them.

External Specialists

Sometimes we work with professionals such as:

- educational psychologists
- speech and language therapists
- mental health specialists
- occupational therapists
- sensory support teachers

We will always talk to you before referring your child.

Who to Contact

If you have concerns about your child's progress, learning, or wellbeing, please get in touch.

SENCO: Paul Farr
Email: pfarr@carshaltonboys.org
Deputy SENCO: Cassandra McFarlane
Email: cmcfarlane@carshaltonboys.org
Phone: 02087143100

No concern is too small. We are here to help.