



## 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.

### 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](mailto: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.

Paul Farr

Assistant Principal & SENCo

September 2025