



# SEND Information Report 2025-26

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Author: Pauline Lafaverges

Central Foundation is committed to meeting the needs of all students including those with special educational needs and disabilities (SEND).

Our expectation is that students and young people with SEND will receive an education that enables them to make progress so that they:

- achieve to their full potential
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training.

We will use our best endeavours to make sure that a student with SEND gets the support they need – this means doing everything we can to meet the students' special educational needs.

## **1. The kinds of special educational needs and disabilities for which provision is made at the School:**

- **Communication and interaction**  
e.g. speech, language and communication needs (SLCN) Autism Spectrum Condition (ASC), Selective Mutism, Developmental Language Disorder (DLD)
- **Cognition and learning**  
e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) global developmental delay, dyslexia, dyscalculia and dyspraxia, profound and multiple learning difficulties (PMLD)
- **Social, emotional and mental health difficulties (SEMH)**  
e.g. attention deficit hyperactive disorder (ADHD), low-mood, depression, eating disorders, attachment disorder, emotionally based school avoidance (EBSA)
- **Sensory and/or physical needs**  
e.g. vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) or Cerebral Palsy (CP) epilepsy {Note – the building is not fully accessible to students with mobility difficulties. See section (6).

- **Medical needs**

Where students have medical needs and special educational needs, we will plan and deliver education provision in a coordinated way with their medical care plan if they have one. We will also follow the statutory guidance on supporting students at school with medical conditions.

## **2. The School's approach to, and processes for, the identification and assessment of students with Special Educational Needs**

The School's approach and process for identification of students with SEND involves a consideration of the progress the student is making. There is not an assumption that all children will progress at the same rate. A judgement is made in each case as to what it is reasonable to expect a particular child to achieve. Where progress is not adequate, it will be necessary to take some additional or different action to enable the child to learn more effectively. Whatever the level of students' difficulties, the key test of how far their learning needs are being met is whether they are making adequate progress.

**Adequate progress** can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour
- is likely to lead to appropriate accreditation
- is likely to lead to participation in further education, training and/or employment.

The identification and assessment of SEND is built into the School's approach to monitoring the progress of all students.

We assess each student's skills and levels of attainment when they first come to the School. It also ensures that we discover any areas of difficulty early on. Where children already have their SEND diagnosed or identified we will work closely with the family and our partners to make sure we know as much as possible about the child before they start at the School.

The School operates a rigorous assessment of students' progress three times a year. In this Assessment Point process (AP) every students' progress is reviewed in detail.

This helps us to see any students whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress
- fails to close the attainment gap between them and their peers.

Where assessments show that a student is not making adequate progress, our first response is to make sure there is high quality teaching in place. Making high quality teaching normally available to the whole class is likely to mean that fewer students will require additional support.

If their progress continues to be slower than expected the School will work with the family to carry out a clear analysis of the child's needs and identify if they need additional support.

When considering if a student needs SEND support the School considers:

- the student's previous progress and attainment
- the teachers' assessment and experience of the student
- specialist assessments by external partners
- information and advice provided by external partners
- the student's development in comparison to their peers and national data
- the views and experience of parents
- the student's own views if appropriate.

### **3. What are the School's policies for making provision for students with special educational needs (SEND), whether or not students have Education Health and Care Plans?**

Most of our students with SEND have their needs met as part of high-quality teaching. This may include teachers adapting what they do to meet the needs of all students in their classroom. Teachers are trained to scaffold, chunk and provide explicit instructions.

Each student with SEND has a pupil passport which states their diagnosis and area of need, includes a definition of the diagnosis and suggests strategies that will support the student in class. Each of the student's teachers has access to the student pupil passport, through the platform, Edukey.

If a student is identified (through the assessment process above) as having special educational needs their Director of Learning (DoL) and the SENCO will consider everything we know about the student to determine the support that they need and whether it can be provided by adapting the School's core offer or whether something different or additional is required.

A number of approaches are used to capture this provision:

**Student plan, on Edukey:** Where provision for SEND is needed, we work with students and their families to plan what to do. This usually includes writing an education support plan.

**Statements of Special Educational Needs:** Statements are issued by the Local Authority and set out the special educational needs of a student, the provision the school must make for the student and any additional resources being given to the school by the Local Authority to meet those needs. From September 2014, statements were phased out and were replaced by Education Health and Care Plans for those that need them. Some statements may be converted to Education Support Plans.

**Education Health and Care Plan (EHCP):** Where the school has done everything it can to identify, assess and meet the SEND of the child and they are still not making the expected progress, the school or parents may consider requesting an Education, Health and Care assessment. The process for requesting an EHC assessment in Islington can be found on the Council's Local Offer website\_ [www.islington.gov.uk/localoffer](http://www.islington.gov.uk/localoffer)

Education Health and Care Plans are issued by the Local Authority where necessary and are used by the School to plan SEND provision for children with severe and complex needs.

The EHCP includes:

- a detailed profile of the child, their strengths and aspirations for the future
- any education, health and care need/s they have
- the goals or outcomes for the student agreed by the family and professionals for the next phase of their education
- any education, health and social care provision required to meet their needs
- the EHCP includes a detailed annual support plan/action plan. This plan sets out the goals for the student for the next year and the activities that everyone supporting the child will put in place to support them.

The number of students with SEND in the school in September 2024:

Students identified as SEND: 285

Students with EHCP Plans/statement: 35

The number of students with SEND in the school in September 2025:

Students identified as SEND: 273

Students with EHCP Plans/statement: 39

Area of need	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Totals
<b>K - Support</b>	<b>47</b>	<b>54</b>	<b>45</b>	<b>58</b>	<b>48</b>	<b>15</b>	<b>6</b>	<b>273</b>
Cognition & Learning	10	13	11	17	19	17	2	89
Communication & Interaction	22	26	29	26	27	20	2	152
SEMH	9	24	33	37	26	23	2	154
Sensory & Physical	2	1	5	6	3	2	0	19
<b>E - EHCP</b>	<b>7</b>	<b>6</b>	<b>9</b>	<b>9</b>	<b>6</b>	<b>1</b>	<b>1</b>	<b>39</b>
<b>Autism</b>	<b>3</b>	<b>14</b>	<b>16</b>	<b>11</b>	<b>15</b>	<b>10</b>	<b>2</b>	<b>71</b>
<b>ADHD</b>	<b>1</b>	<b>12</b>	<b>16</b>	<b>17</b>	<b>11</b>	<b>5</b>	<b>1</b>	<b>63</b>
<b>Dyslexia</b>		<b>9</b>	<b>5</b>	<b>11</b>	<b>6</b>	<b>5</b>	<b>1</b>	<b>37</b>
<b>Total</b>	<b>54</b>	<b>60</b>	<b>54</b>	<b>67</b>	<b>54</b>	<b>16</b>	<b>7</b>	<b>312</b>

#### **4. How does the school evaluate the effectiveness of its provision for SEND?**

- We test the effectiveness of our SEND provision by checking student progress and to see if the agreed goals and outcomes for a student are being met. We use the platform Edukey to help measure progress through deciding whether the provision in place has met the desired outcome for the student.
- Where professionals from health or social services are involved with the child we will ask for their help to inform and review progress, to make sure that all those supporting the family are working together effectively.
- Each aspect of our SEND provision is reviewed at least annually both in terms of its overall effectiveness and its impact on individual students.
- Governors also consider the attainment data for students with SEND and compare it with the progress of other students.

#### **5. What are the School's arrangements for assessing and reviewing the progress of students with SEND?**

- Every student in the School has their progress reviewed 3 times a year in the AP process and this information is shared with both parents and students in the form of a report.
- The progress of each student with SEND is considered specifically in this process.
- The progress of each student will be discussed with the family at the two parents' evenings held each year.
- Additional reviews will be held involving the student, the family and other professionals where this is appropriate. They are used to:
  - discuss what is working well and not working well
  - find out if the SEND provision has been delivered as planned
  - review the student's progress towards their goals and longer-term outcomes
  - discuss and agree clear outcomes for the future
  - discuss and agree the support needed
  - share advice and information on the things that parents can do at home to
  - reinforce or contribute to their child's progress
  - identify the actions needed to meet the agreed outcomes, the responsibilities of the parent, the student, the school, the local authority and other partners.

When the school has an Ofsted inspection the Inspectors take a particular interest in the progress of students with SEND. The School's most recent OFSTED inspection can be found here:

<http://www.centralfoundationboys.co.uk/wp-content/uploads/2010/12/OFSTED-2015.pdf>

#### **6. What is the School's approach to teaching students with SEND?**

All students, including those with SEND, have access to a broad and balanced curriculum. Teachers receive regular high-quality training to help them understand the needs of our SEND students. Teacher plan

lessons carefully and think about the wide range of different needs in their class and use the information from assessments and progress reviews to set targets which are deliberately ambitious to encourage students to aim high. Teachers plan their lessons with the SEND students in mind, which means that most students with SEND will be able to study the full national curriculum along with their peers. Teaching staff always aim to match the work given to students with their ability to do it. Each child on the SEND register is placed on the teacher's "Intentional Pathway" - teachers will visit the SEND students during independent tasks to monitor them more closely and check for understanding.

The School uses very sparingly Teaching Assistants for in class support. The reason for this is that we focus our limited resources on providing high quality first teaching and wish to avoid the over reliance of individual support for students as evidence shows that in many cases this prevents them becoming independent learners.

### **7. How does the School adapt the curriculum and learning environment for students with SEND?**

We are committed to meeting the needs of all students including those with SEND. We have a duty not to directly or indirectly discriminate against, harass or victimise disabled children and young people. We make all reasonable adaptations to the curriculum and the learning environment to make sure that students with SEND are not at a substantial disadvantage compared with their peers. We work closely with families and partners to work out what disabled children and young people might need before they start with us, and what adjustments we might need to make. We discuss with families what we can do to adapt the curriculum and/or the building as necessary, in order to get additional resources and support. Teachers will be supported by the SENCO to assess, plan and differentiate the curriculum or make adaptations to meet the needs of students with SEND. This may also involve working with outside partners. For example, we might need to:

- provide visual resources to support learning
- rearrange the layout of the classroom
- install sound loops in classrooms
- create a quiet area in the school
- buy specialist ICT software
- identify appropriate ancillary aids and assistive technology, including Augmentative and Alternative Communication (AAC) and support the family's application for funding to purchase the equipment.

In considering what adaptations we need to make; the SENCO will work with the Headteacher and School governors to ensure that the School meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements. A link to the Equality Act 2010 can be found here:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

Further information explaining how we meet the duty can be found in our Equal Opportunities Policy.

### **8. What additional support for learning is available to students with SEND?**

The School organises the additional support for learning into 3 different levels (also called waves).

**Wave 1 (Universal):** describes high quality inclusive teaching which considers the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

**Wave 2 (Targeted):** describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations.

Wave 2 interventions are often targeted at a group of students with similar needs.

**Wave 3 (Specialist):** describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions.

We provide additional support for students with SEND to be able to access exams, when needed.

We are able to support the administration of medication if it is recommended by health professionals.

### **9. What extra-curricular activities are available for students with SEND?**

We try to make sure that all students with SEND can access these activities alongside students who do not have SEND. Where it is agreed that taking part in these activities will contribute significantly to meeting the agreed outcomes for a student with SEND the School will endeavour to pay for any training, resources or equipment that may be needed.

The School also provides opportunities for students to go on school trips. We will involve parents of students with SEND in the planning of school trips and residential trips to assess the benefits and risks and identify how the needs of individual students can be best met.

### **10. What support is available for improving the emotional and social development of students with SEND?**

The culture and structures within the School aim to encourage the emotional and social development for all students, including those with SEND. We have an emotional literacy curriculum that is delivered through form times to support all students to be able to self-register and self-regulate their emotions.

We work hard to create a culture within the School that values all students, allows them to feel a sense of belonging and makes it possible to talk about problems in a non-stigmatising way. We have clear policies on behaviour and bullying that set out the responsibilities of everyone in the School. We have clear systems and processes so that staff can identify and respond to mental health difficulties. For students with more complex needs, additional in-school interventions may include:

training, advice and support to the student's teachers - to help them manage the student's behaviour within the classroom, considering the needs of the whole class

small group sessions - to promote positive behaviour, social development and self-esteem

individual Pastoral Support Plans – covering both support in class and during breaks and transition times

therapeutic work with the student, delivered by specialists (within or beyond the school), which might take the form of cognitive behavioural therapy, behaviour modification or counselling approaches, family support and/or therapy by health professionals – to help the child and their family better understand and manage behaviour.

### **11. Who is the SEN Co-Ordinator and how do I contact them?**

Our Special Educational Needs Coordinator (SENCO) is a qualified teacher working at the school who has responsibility for SEND. They work closely with the Headteacher and Governing Body as well as all teachers. If you have concerns about your child you should speak to your child's Director of Learning before you speak to the SENCO.

The SENCO is responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for students with special educational needs
- liaising with and advising fellow teachers
- overcoming barriers to learning and sustaining effective teaching
- managing teaching assistants
- overseeing the records of all students with SEND
- liaising with parents of children with SEND
- planning successful movement (transition) to a new class group or school
- providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies.

**Ms Lafaverge** – Special Educational Needs Coordinator (SENCo)

Email: [lafavergesp@cfbs.islington.sch.uk](mailto:lafavergesp@cfbs.islington.sch.uk) / T: 020 7253 3741 ext 741 You can request a meeting with Ms Lafaverge by email or phone.

### **12. What expertise and training do the School staff have in relation to SEND and how will specialist expertise be secured?**

The School supports its staff to access a wide range of information on appropriate interventions for students with different types of need, and to access associated training to ensure they have the necessary knowledge and expertise. The responsibility for ensuring staff have the appropriate training and expertise to meet the needs of students with SEND training is shared between the Headteacher, SENCO, the Director of Studies and the Governing Body. We closely monitor the training and development needs of our staff through annual appraisal.

### **13. General SEND training for all staff—the following training will be provided for colleagues**

#### **Introduction to SEND**

How to support students with language and communication needs

How to support students on the autistic spectrum  
How to support students with dyslexia  
How to support students with ADHD  
How to have a trauma-informed approach – delivered by Islington Trauma Informed Practice

### **Specific SEND training and expertise**

The School works with a variety of specialists within their fields with the appropriate qualifications and experience.

Our staff also access training and materials provided through outreach services offered to mainstream schools by each of Islington's special schools. SEND training and expertise will be sought when the needs of individual children require it, for example when there is a need to prepare for a child coming to the school. This can include:

- Reading about the conditions
- Visits to other schools to see good practice
- Home visits
- Training by the Complex Care Nursing Team

Our links to external organisations with specialist training and expertise are listed at the end of this report in Appendix 1.

### **14. What equipment and facilities are available to support students with SEN?**

The School is in a number of buildings with multiple level changes with only a limited access provided by lifts.

Equipment available in our School available to all children at any time needed:

- Laptops
- Reading pens
- Devices for additional recording e.g. cameras, video recorders, voice recorders
- SEND software - Communicate in Print to produce visual resources, specific maths and literacy computer programmes.

The School will consider purchasing other equipment if there is an agreed identified need. We will normally consider this at each Assessment Point.

### **15. What are the arrangements for consulting and involving parents of children with SEND in their child's education?**

All parents are encouraged to contribute to their child's education through:

- Discussions with the class teachers, Directors of Learning and the SENCO at parents' evenings.
- Additional meetings with the Director of Learning, the SENCO and other professionals.
- Involvement in the production and review of Teaching Support Plans and Pastoral Support Plans.
- In the case of students with Statements or ECHP plans we will discuss their progress with the parents and have a formal review with the parents and the child annually.

If we think a student needs significant amounts of extra support we will always discuss this with the parents and, where appropriate, a meeting with professionals or School staff supporting the student can be arranged.

Where required we will endeavour to locate interpreters to enable parents to fully participate in formal meetings.

#### **16. What are the arrangements for consulting and involving students with SEND in their education?**

Engaging all students as active participants in their own education and in making a positive contribution to their school and local community is a priority for the School. All students are consulted about their learning at parents' evenings.

Where students have SEND, we will take extra care to involve them and make sure their voice is heard. Their involvement will be tailored to consider their preferred method of communication.

This may include:

- providing them with relevant information in accessible formats using clear ordinary language and images rather than professional jargon
- giving them time to prepare for discussions and meetings
- dedicating time in discussions and meetings to hear their views
- involving the student in all or part of the discussion itself, or gathering their views as part of the preparation
- supporting their access to an adult who can help them express their views where necessary (this could be a family member or a professional)
- ensuring staff are skilled in working with children, parents and young people
- Helping them make informed decisions and have access to training so they can do this effectively

We ensure that students with SEND are included and represented in the groups and activities that we have set up to listen to the views of students and involve them in decision-making. These groups include student surveys and focus groups.

The views of the individual student and young person sit at the heart of the SEND assessment and planning process. We will make sure that assessments include the wishes and feelings of the student, their aspirations, the outcomes they wish to seek and the support they need to achieve them. Whenever possible, we include

#### **17. What are the arrangements for parents raising concerns and making a complaint about the SEND provision at the School?**

We are committed to providing excellent services to all our students and their parents and we believe the best way to do this is to listen to parents. We encourage parents to contact us about their concerns and not to wait for the next formal opportunity to meet. So, if you have something to tell us, whether good or bad, please contact the Director of Learning or SENCO.

If you have a complaint about SEND provision, please tell us promptly by contacting the following people in this order;

- The Director of Learning

- The SENCO
- The Assistant Principal leading on Inclusion
- The Headteacher – using the main school number
- The SEND Governor (a letter can be submitted through school office)
- The SEND Governor will then refer to the complaints procedure to try and address the issue. Further information about our complaint's procedure can be found on the School's website.

### **18. How does the School involve others in meeting the needs of students with SEND and in supporting the families of such students?**

Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to the student's area of need, we seek advice and support from specialists from outside agencies such as:

- Educational psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Therapists (Speech and language, Occupational and Physiotherapists)
- Specialist teachers
- Social workers

We always involve parents in any decision to involve specialists. The SENCO is the person who usually coordinates contact and works with these outside agencies. We mainly use other agencies outside the School to:

- Help us train staff e.g. epilepsy and diabetes, epi pen, first aid training
- Get more specialised advice e.g. advice on hearing or visual impairment
- Carry out assessments e.g. a social care assessment
- Ask for a service to be delivered e.g. physiotherapy
- Setting programmes for implementation at home and in school
- Review progress and plan provision e.g. at EHCP annual reviews.

### **19. What local support is there for the parents of students with SEND?**

Information about local support in Islington is called **The Local Offer** and is located here: [www.islington.gov.uk/localoffer](http://www.islington.gov.uk/localoffer) (see section 21)

**The Family Information Service** - 020 7527 5959

**The Special Educational Needs Community Support Service (SENDIAS)** is based at Family Action, Northern Health Centre, 580 Holloway Rd, Islington, London N7 6LB:

It offers a range of services to assist the parents/carers of children with SEND.

These include:

- Advice, information and support on Education, health and social care issues
- Support with Parental Educational Healthcare Needs Assessment applications
- Support to express your views and wishes

- Support at meetings with schools and the Local Authority
- Help to complete SEN and Disability related paperwork
- Supporting young people up to 25 in their own right
- Signposting to other services

Tel no 0203 316 1930 Website [www.family-action.org.uk](http://www.family-action.org.uk)

Email [islingtonsend@family-action.org.uk](mailto:islingtonsend@family-action.org.uk)

**20. What are the School’s arrangements for supporting students with SEND when they join the school, and supporting them to move to further education, training or employment/ adulthood and independent living?**

Students and young people with SEND and their families may be particularly anxious about joining the School, changing Years, classes or “moving on”. We work with families and our partner organisations to make sure changes are planned and well managed.

**Primary to secondary transition**

- Ensure swift transfer of records
- During Year 6 a Director of Learning and/or SENCO will attend the Secondary Transfer Conference and/or hold a meeting with their Primary School to discuss the specific needs of your child, and the nature and level of support which has had the most impact.
- Additional multi-agency meetings will be arranged if required.
- A Learning Support Plan or Pastoral Support Plan will be created if it is considered necessary.
- Student and family invited to attend the School for a visit
- Student partakes in the Year 7 Induction Week

**Additional arrangements for children with SEND when moving to another school**

- We will contact the School SENCO and share information about the special arrangements and support that has been made to help your child achieve their learning goals.
- Swift transfer of records
- Transition planning meeting with staff from the new setting.

**Secondary to Further Education**

- From Year 9 onwards we will work with all students with a Statement or Education, Health and Care Plan to begin planning for the life after school by developing a ‘Transition Plan’. As the young person gets older and approaches the end of their time at school that Transition Plan will become more detailed and precise.
- Other students with SEND will be supported through a ‘Transition Plan’ if this is considered necessary.

**21. Where can I find more information about SEND services in Islington and the local area (the Local Offer)?**

All Local authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled.

**The Local Offer has two key purposes:**

- to provide clear, comprehensive and accessible information about the available provision and how to access it
- To make provision more responsive to local needs and aspirations by directly involving children with SEND and their parents, and disabled young people and those with SEND, and service providers in its development and review.

**The School cooperates with the Local Authorities in the local area to:**

- make families aware of the kind of support available to them and where to find the Local Offer
- help people access the Local Offer information, especially where there are barriers to them accessing it; this can include helping them to access the internet, printing off pages, explaining, interpreting and consult children and young people and their families directly in preparing and reviewing the Local Offer
- keeping the Local Offer information up to date and identifying gaps in provision.

**To find out more about the range of services on offer locally go to:**

Islington Local Offer: [www.islington.gov.uk/localoffer](http://www.islington.gov.uk/localoffer)

Camden Local Offer: [www.localoffer.camden.gov.uk](http://www.localoffer.camden.gov.uk) Hackney's Local Offer: [www.hackneylocaloffer.co.uk](http://www.hackneylocaloffer.co.uk)

Haringey Local Offer: [www.haringey.gov.uk/children-and-families/children-and-young-peoplespecial-educational-needs-and-disabilities-our-local-offer](http://www.haringey.gov.uk/children-and-families/children-and-young-peoplespecial-educational-needs-and-disabilities-our-local-offer)

**22. Review of the report**

This report will be reviewed and published annually. Next review date: September 2026.