



SEND Information Report March 2025

The SEND Information Report is a summary of how the Fordway Centre identifies, assesses and makes provision for students with SEND. This report is written in conjunction with the schools SEND Policy on the IET website with a link to Surrey Local Offer on the IET site and at the end of this report.

What kinds of special educational needs are provided for within the Fordway Centre?

The Fordway Centre is a Pupil Referral Unit. We are committed to offering an inclusive curriculum to ensure the best possible progression for all our pupils regardless of their ability, ethnic or national origin, sexual orientation, disability, culture, religion or gender. Inclusion and Equal Opportunities are therefore strong features within this and we seek to remove potential barriers to both learning and participation. This involves providing every pupil with a safe and caring learning environment, in which they can develop to their full potential – whatever their individual needs.

The four 'areas of need' defined in the SEND Code of Practice (2014) are:

- Communication and Interaction, for example, Autistic Spectrum Condition, Asperger's Syndrome, Speech and Language difficulties (SLCN) etc.
- Cognition and Learning, for example, General and Moderate or Severe Learning Difficulties (MLD/SLD) and Specific Learning Difficulties (SpLD) eg. Dyslexia, DLD, DCD etc.
- Social, Emotional and Mental Health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD), Anxiety Disorders, Attachment Disorders etc.
- Sensory and/or physical needs, for example, Visual Impairments, Hearing Impairments, Processing Difficulties, Epilepsy etc.

All staff are committed and active in further developing their understanding of how to support children with SEND and work closely with outside agencies and key staff to ensure the setting is inclusive.

What policies are in place for identifying learners with SEND and assessing their needs? Who is the SENDCo and how can I contact them?

The school has a SEND policy which can be found on the IET website.

Fordway's SENDCo, Samantha Dawson, can be contacted by telephone or e-mail. Her details are sdawson@ietmat.co.uk 07368 630797

The progress of all learners is monitored regularly by teaching staff, the SENDCo and the Senior Leadership Team so that when a pupil is not making expected progress in a particular area of learning the school can identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned. Progress is also discussed regularly



regarding students' behaviour, personal and social goals and achievements. Staff consult the SENDCo and raise a concern promptly and these are subsequently addressed and monitored.

Fordway Centre adopts a cycle of:

- Assess
- Plan
- Do
- Review

During this cycle, the school evaluates the progress and attainment of learners and puts the relevant support in place using a graduated approach.

The decision as to the level and type of support provided is made following an assessment of the young person's needs. We adopt a graduated approach to meeting needs with adjustments being made within the classroom in the first instance.

If parents/carers have concerns about the progress or attainment of their child they should in the first instance contact the Head of Centre or the SENDCo. They will then request an update from the relevant staff and parents/carers will be informed of the outcome and next steps.

What arrangements are in place for consulting parents of children with SEND and involving them in their child's education?

Parents/carers will be provided with ongoing interim and full reports of progress. Should parents wish, meetings can be arranged at the school to discuss the support that the school is providing and how they can help their child at home

Parents/carers are involved in all decisions made regarding their child such as reintegration to mainstream school and involvement of outside agencies. Communication will happen through the Class Teachers, the SENDCO or the Head of Centre.

Parents/carers are encouraged to engage in dialogue through email or telephone with staff who work with their children.

The SENDCo organises meetings for parents/students regarding SEND Support Arrangements and Education & Health Care Plans (EHCP)

What arrangements are in place for consulting young people with SEND and involving them in their education?

The SENDCo and Head of Centre liaise with key staff in the school where there are concerns about progress or engagement. Following the sharing of information decisions are



made as to the most appropriate type of support to put in place for the student. Learners will be consulted so that their views are taken on board when final decisions are made.

Students have Support Plans written during their time at Fordway. One Page Profiles are produced with learners and staff so that the views of the student are included. These are then shared with all staff. Learners feel more empowered and involved in their own learning and progress.

Targets are set with pupils and their progress towards these is tracked. All support is recorded, tracked and evaluated for impact.

Learners are spoken to and their views sought as to how they are progressing and what difficulties they feel they are encountering within the learning environment.

What are the arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review?

Upon entering the Fordway Centre baseline assessments are completed according to the age of the student and the information shared by previous schools. These include: Behaviour Personal & Social Development (BPSD) questionnaires, SNAP (Special Needs Assessment Profiles), Salford (Reading), PUMA (Maths) and B-Squared pupil tracking.

We have rigorous monitoring in place that tracks the progress our learners make. In particular reading, writing, maths, social, emotional and attitudes to learning are monitored either half termly or at the end of every short intervention programme by Class Teachers and Support Staff, Intervention Teacher and the Senior Leadership Team. When a student is not making expected progress in a particular area of learning, the school identifies any additional support required. This will then be discussed with parents/carers and, where appropriate, the student concerned.

Our staff are not only vigilant at raising any concerns but also addressing them. We use data and other forms of assessment to identify specific barriers to learning and celebrate achievement.

Students targets are set in conjunction with staff, parents and pupils in order that they reflect their current needs and objectives. Progress is monitored towards these and they are then reviewed with students, staff and parents and new targets set. The process is pupil centred and their involvement is essential. Parents/carers will be provided with ongoing interim and full reports of progress and invited to the school as appropriate to discuss the support that the school is providing and how they can help their child at home

What are the arrangements for supporting learners in transition to their other schools?

We have a robust Induction programme in place for welcoming new students to our setting.



Our systems record what aspects of our environment help a child learn and this information is passed on in transition. Areas within the SEND areas of need that they need support with, and suggested outcomes for SEND paperwork are included along with tried and tested strategies for learning and behaviour.

We have very good relationships with Primary partners as well as the main educational establishments that our students move on to. We provide additional transition support for those students identified as vulnerable.

Our SENDCo organises meetings for parents/students regarding SEND Support Arrangements and Education & Health Care Plans (EHCP) and ensures that new settings are fully aware of needs and have copies of all relevant documentation.

What is the approach to teaching children and young people with SEND?

We adopt a graduated approach to meeting the needs of the learners, the first wave of support is through quality first teaching within the classroom. Teaching staff make reasonable adjustments to their practice in order to support learners in the classroom, not just those with SEND. Staff differentiate approaches and resources to further support students to engage with their learning. Class sizes are small and teachers are well informed and well trained in meeting the needs of a diverse range of students.

We take a holistic approach to supporting learners and all staff are dedicated to student and family engagement, and wider issues that may impact on how learners are engaging within the classroom setting are addressed.

We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting.

How are adaptations made to the curriculum and the learning environment for learners with SEND?

We have a variety of interventions in place which will be used when we identify children in need of these interventions that are in a position to access them at that time. The intervention programmes are monitored and evaluated to assess the impact.

All teachers are provided with information on the needs of individual learners so they can plan the learning within our curriculum to ensure that all learners are able to make progress.

Reports from outside agencies, which provide specialist information on individual learners, are available to all teachers. This is to ensure they can plan the learning within the curriculum in line with individual pupil need.

We have an Accessibility Plan in place and as such we consider our environment to be fully accessible. Further details are available on the IET website.

Our policy and practice is compliant with The Equality Act 2010.

We are vigilant about making reasonable adjustments, where possible and where necessary.



When required and where possible, translators are asked to attend meetings.

Parents/carers who have learning needs/disabilities are given information in a discreet supportive way. We make every effort to ensure all information offered to parents/carers is understood.

**What expertise and training do staff have in order to support learners with SEND?
How does the school involve specialists in staff training and student support?**

Our SENDCo attends appropriate courses and conferences to keep abreast of changes within SEND.

Key staff receive appropriate training to support students with medical needs e.g. epilepsy, asthma, adrenaline auto-injector pens such as EpiPen's etc.

Staff are offered a variety of training opportunities as part of an extensive INSET and weekly CPD programme including: Autism (ASC), Behaviour Management, PRICE, first aid, safeguarding, monitoring and assessment systems, Trauma informed practice, Sensory Needs. Outside agencies like MINDWORKS, Reaching Out service, SALT and EPs offer training when possible and when relevant.

What process does the school go through in evaluating the effectiveness of the provision made for learners with SEND?

We ensure that resources and interventions to support the children's learning are available within an allocated budget.

All our interventions have an expected outcome, progress and effectiveness is judged against this criteria. Through ongoing monitoring and exit scores we are able to judge the impact that an intervention has had upon a student.

We review the needs of the learners within the school and endeavour to put in place provisions in order to be able to cater for these needs.

Some of the funding the school receives may go towards staff training so that in-house provision is more targeted at the needs of our current cohort of students.

Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention and the progress students' make.

Regular assessment of the Behaviour, Personal and Social Development progress and the Academic Progress that is being made allows for the level of progress to be monitored closely.

How are learners with SEND enabled to engage in activities available with other learners in the school who do not have SEND?



Our SEND Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom.

Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning.

All students are involved in all aspects of school life with adaptations made in terms of group dynamic and staffing and risk assessments completed accordingly.

What support is there for improving emotional and social development? Is there extra pastoral support arrangements for listening to the views of learners? What is the school's approach to prevent bullying?

All of our staff provide a high level of informed and experienced pastoral support and care.

Relevant staff are trained to support specific medical needs and designated staff receive regular training in first aid.

We have a 'Supporting Pupils with Medical Conditions' policy in place and staff administer medicines in agreement with parents.

Our 'Behaviour Policy', which includes guidance on expectations, rewards and sanctions is fully understood and adhered to by all staff.

We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.

Students have the opportunity to voice their opinions through PSHE/RSE lessons, Key working sessions, school questionnaires and Student Council. Where appropriate, concerns are shared with relevant staff.

How does the school involve other bodies, such as health and social care, the local authority support services and voluntary sector organisations, in meeting student's SEND and supporting their families?

We have a number of established relationships with professionals in Health, Social Care and other outside agencies.

We work hard and have had great success in fostering close relationships with outside agencies such as Mindworks, Social Workers, Surrey SEND, Local EPs and charity groups.

All external partners we work with are vetted in terms of safeguarding.

Further information and support can be obtained from the school's SENDCo, Samantha Dawson. She can be contacted at 07368 630797 or via email at sdawson@ietmat.co.uk



How are the school's equipment and facilities used to support children and young people with special educational needs and disability?

Health and Safety assessments are made regularly by appointed members and SLT.

Our finances are monitored closely by the School Business Manager, CEO, Director of Education and Head of Centre. Please see Accessibility statement on IET website.

What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

In the first instance, parents/carers are encouraged to talk to their child's Class Teacher, SENDCo or Head of Centre.

Further information and support can be obtained from the school's SENCo, Samantha Dawson. She can be contacted on the school telephone number 07368 630797 or via email at sdawson@ietmat.co.uk.

Surrey SEND Information, Advice & Support Service is a confidential, impartial and independent information, advice and support to young people and parents/carers of children with special educational needs and or a disability (SEND) at all stages of their or their child's school life, from 0-25 years. www.sendadvicesurrey.org.uk
Tel: 01737 737300 Email: SENDAdvice@surreycc.gov.uk

Where can the LA's local offer be found? How have we contributed to it?

This SEND Information Report forms part of the SEND information as outlined in the Local Offer.

More information and support is available from Surrey, including the services and support that are available beyond the school (the 'Local Offer'). The Surrey Authority's Local Offer can be found at Surrey Local Offer.

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Support Services available to Parents

[Surrey School Term Dates](#)

[Department for Education](#)

[Surrey Safeguarding](#)



Child Exploitation Online Reporting [CEOP](#)

Mental Health Support

[Mindworks \(formerly CAMHS\)](#)

[Barnardos - Mental Health, ADHD, Autism etc.](#)

[Action for Children - protection and support for vulnerable children](#)

ADHD , ASC, Dyslexia

[ADHD foundation](#)

[UK Adhd Partnership UKAP](#)

[Young Minds - Mental Health and Conditions eg. ADHD](#)

[National Autistic Society](#)

[British Dyslexia Association](#)

Learning

[BBC Bitesize - Learning for all ages in key subject areas](#)

THESE RESOURCES ARE UPDATED AT INTERVALS THROUGHOUT THE YEAR - for more specific support, please be in touch with Samantha Dawson at sdawson@ietmat.co.uk