



Broadwater School

SEN Information Report

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Broadwater School

SEN Information Report

This report describes our school's provision for students with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the SEND Policy of the Greenshaw Learning Trust, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

This report is the responsibility of: SENDCo

This report was reviewed and updated on: January 2026

This report was approved by the School Governing Body on: 19 January 2026

**This report will be kept under review throughout the academic year. Where amendment is necessary due to operational or staffing changes that do not materially affect the nature of the report, the report will be updated by the SENDCo*

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If you would like to discuss any concerns regarding your child(ren) and possible special educational needs, please speak with Jason Illingworth in the first instance. Please contact him on Jillingworth@broadwater.surrey.sch.uk

The process and procedures for assessing and identifying students with SEN is outlined in more detail in section 3 of the report (see below).

[Link to Surrey's Local Offer](#)

SEN Information Report

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1. School Context

Broadwater School is an inclusive secondary school that works in partnership with children and their families to support needs across all four broad areas of need (Cognition and Learning, Communication and Interaction, Sensory and Physical, and Social Emotional and Mental Health). Any support follows the schools' graduated approach so that students, first and foremost, access high quality inclusive teaching within their classes. Where more support is required, students will access targeted and specialist support as detailed below. Our greatest area of need is Speech Language and Communication Needs (Communication and Interaction) and we therefore have a particular focus on building whole-school and whole-class approaches to support students with learning needs associated with speech, language and communication needs.

Broadwater School also has a resource provision for students with Speech Language and Communication Needs. This resource provision is commissioned by the local authority. Admissions to the resource provision is separate from the main school. The resource provision is for students with an Education Health Care Plan whose primary area of need is identified as Speech Language and Communication Needs. For more information about the resource provision, please read the provision statement which can be found here: [SLCN Centre Provision](#)

2. Whole-school approach to inclusive mainstream offer

We are committed to ensuring that all students have access to an inclusive mainstream offer alongside their peers, with a focus on maximising children's access to the broadest possible curriculum offer. As part of our generally available provision, all teaching staff receive professional development to build whole-class approaches that support students with a range of learning needs. For example, teachers plan their lessons to ensure that any lesson is sequenced in small steps to reduce cognitive load. Teachers will also build in the use of visuals into their resources to support children's understanding of key vocabulary and concepts. Teachers make resources available to the students to reference during the lesson to reduce any barriers students face due to their working memory. The 'I do, we do, you do' lesson sequence is prioritised for all children so that all children benefit from explicit modelling. All students on the SEN register have a student passport detailing the strategies to prioritise for particular students with special educational needs. All staff are required to know which students in their class(es) have a Student Passport and are on the SEND Register, and to actively engage in the information so that all staff know which students to prioritise for support.

3. Identifying students with SEN and assessing their needs

A student has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age. (SEN Code of Practice, 2015)

A learning difficulty is a significantly greater difficulty in learning than the majority of others of the same age.

A disability that requires special educational provision is a disability that prevents or hinders the student from accessing the educational provision generally provided for others of the same age.

Not all students with a disability will be identified as requiring special educational provision. Appropriate reasonable adjustments will be made to ensure we remove or prevent barriers experienced by all students with a disability.

Parents/carers are informed when students are added to or removed from the SEN register. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and aspirations of the student and their parents/carers. We will use this to determine the support that is needed and whether this can be provided by adapting our core offer, or whether something additional is needed.

On entry, we assess each student's current skills and levels of attainment, which will build on previous settings and Key Stages, where appropriate. We carry out additional diagnostic tests for any student scoring below a standardised score of 90 in their reading assessment. We also carry out speech and language screeners for any students who have come up to the school with suspected language and communication difficulties.

Class teachers make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- demonstrates high levels of dysregulation

This may include progress in areas other than attainment, for example, social needs. Attendance and behaviour data might also be used to identify which students require additional support.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

Where a parent/carer has a concern about their child, parents are asked to speak with the class teacher(s)/form tutor so that appropriate observations and assessments can be undertaken.

4. Our approach to teaching students with SEN within the classroom

Teachers are responsible and accountable for the progress and development of all the students in their class(es).

We support all children, including those with SEND by using high quality teaching strategies which include modeling, breaking information up into smaller 'chunks', repeating instructions, checking for understanding and allowing time to respond.

Staff also receive professional development on strategies that are particularly beneficial for children with particular needs, such as working memory.

Teachers are made aware of some SEN students' strengths, needs and appropriate adaptations and adjustments via the Student Passport. The passport guides teachers to know which strategies to prioritise for each student and/or which adaptations or adjustments are required to ensure the student can access the learning. Student Passports are reviewed termly by key staff in partnership with the student. The student passport is shared with parents/carers and they are invited to meet to discuss/review the contents.

5. Adaptations to the curriculum for students with SEN

At Broadwater School we prioritise flexible grouping for the majority of the school day. The focus on high challenge, high support through the high quality inclusive teaching means that students are encouraged to engage with the resources that are made available and the modelling that takes place through the teaching. Where appropriate, students can have access to a laptop to be able to use accessibility tools. Students receive intervention support so that students accessing the laptop have the skills to use it effectively and efficiently.

6. Targeted interventions

At Broadwater School, we have the following interventions:

- 1:1 and small group literacy support (including Fresh Start, Direct Instruction and Reciprocal Reading interventions)
- 1:1 support from a SpLD (Dyslexia) teacher
- 1:1 numeracy support
- Small groups for pre-learning key vocabulary
- 1:1 and paired support for speech and language difficulties
- Individual, paired and small group support for social skills (incl. social communication and interaction)
- 1:1 and small group emotional literacy support (ELSA)
- Support for students with mental health difficulties including small group work and counselling
- Individual and paired pre-teaching.
- Behavioural support.
- More bespoke interventions linked to provision outlined in a student's EHCP

- Student Support Base: quiet and supportive learning environment for students.
- 1:1 regular mentoring sessions for selected students
- *SLCN Resource Provision students only:*
 - Curriculum Support lessons including pre-teaching of vocabulary and support with aspects of communication and interaction in a small group.

Where appropriate, teachers are made aware of the focus of any intervention so that they can support students to generalise the skills learnt back to the classroom.

Interventions are reviewed every half-term to check the impact against the intended outcome. Where the intervention is not having impact as expected, changes will be made to the intervention.

7. Specialist interventions

At Broadwater School, we work in partnership with a range of external agencies and they will support the planning and delivery of specialist interventions. This might include mentoring, specialist speech and language therapy sessions focused on speech sounds or access to specialist mental health support.

Where appropriate, teachers are made aware of the focus of any intervention so that they can support students to generalise the skills learnt back to the classroom.

Interventions are reviewed at least every half-term to check the impact against the intended outcome. Where the intervention is not having impact as expected, changes will be made to the intervention.

8. Partnership working and students' access to external (incl. specialist) agencies

We are committed to working in partnership with all external agencies. Referrals will be made to specialist agencies when it is clear that additional advice from experts in other fields would be beneficial to inform the support that is in place in school. Our focus when seeking specialist advice is to build opportunities to tailor the students' support so that they are then able to access as much of the curriculum as possible alongside their peers. Recommendations from other professionals might, for example, inform strategies that are prioritised within a Student Passport or the focus of a specific intervention. Recommendations from other professionals enhance the offer provided within the school's graduated approach.

8. Adaptations to the learning environment

We make the following adaptations to ensure all students' needs are met:

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- School buildings are fully wheelchair accessible, there is a lift to the first and second floor whilst a combination of ramps and stair lifts are also used to support independent physical movement around the ground floor of the school.
- There are disabled changing and toilet facilities on the ground floor.
- There are currently 6 'Soundfield' hearing systems in the school; providing support in Maths, English, Science and Modern Foreign Languages.
- The school also uses an upgraded auditory system in the main school hall.
- Provision of 'The Base', a room to support the accommodation of students with social, emotional and mental health.

9. Adapted curriculum pathways

All children in our school access an appropriately adapted and differentiated curriculum and access the full broad, balanced curriculum. For a very small number of students, following a detailed consultation with parents/carers, their curriculum pathway may have some adjustments such as disapplication from an area of study.

10. Assessing and reviewing students' progress

All leaders are responsible for the progress of all students. All assessment points across the school include students with special educational needs and all leaders are responsible for analysing the engagement and outcomes of all students, including students with special educational needs, and making adjustments to systems and practices to positively impact all students, including students with special educational needs. Where more targeted or specialist support is required, leaders will work in partnership with the SENCO to review students' progress. Assessment and review is therefore built into whole-school processes.

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The subject teachers and all other relevant adults will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's and other relevant adult's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The student's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

Where students are accessing targeted or specialist support, their progress against identified targets will be reviewed termly using their Individual Learning Plan.

For a small number of students who require a more bespoke pathway, the SENCO will work in partnership with teachers to assess and review progress against individualised targets.

11. Consulting and involving students and parents

All parents of students with special educational needs are encouraged to attend and participate in all activities for parents and families. In addition to the activities aimed at all parents, Broadwater School also runs SEND coffee mornings. These coffee mornings are an opportunity to ask the school any questions. Wherever possible, the school will also invite other professionals to join the coffee mornings so that parents can gain a wider understanding of the services in the local area. In addition, students with a Learning Mentor will meet termly to review progress in school.

12a. Supporting students moving between phases / transition

We will share information with the school, college, or other setting that the student is moving to. We will agree with parents and students which information will be shared as part of this in line with GDPR.

For Y11 students, there is support from careers advisors and SEND staff to ensure that a range of appropriate settings and courses is identified. Where necessary additional meetings and visits can be set up prior to the student leaving Broadwater.

For other students moving schools at other times, close support for the student and their family is provided to ensure the transition is as smooth as possible including additional meetings and visits as necessary.

School staff, including the SENDCo, meet with relevant school staff to gather detailed SEND information about Y6 students early in the Summer Term. In addition, school staff attend review meetings and the 'ASPIRE' meetings organized by Surrey LA. Y6 students with SEND are invited to spend an additional morning in school during the Summer Term to meet staff and complete transition activities that support their SEND (e.g. taking photos of the school, having a tour of the site). If necessary, extra visits and meetings can be arranged for Y6 students during the Summer term.

12b. Preparation for adulthood

Students with special educational needs receive enhanced careers support. Visits to post-16 colleges as well as access to careers events will be arranged to support students with SEND to make informed choices.

13. Training for staff

Our SENDCO is a teacher with a significant level of experience working with students with SEN in different settings. The school prioritises time for the SENDCO to be able to work alongside other staff in the school to build expertise in the classroom, for example, through coaching so that all teachers build their confidence and competence. There is also a team of Learning Mentors who receive regular training with a particular focus on the effective mentoring of students and maximising their impact in classrooms.

Some staff also receive additional training in a particular specialism, such as Literacy Intervention staff who have received specific training for Fresh Start and Reciprocal Reading.

SEND-specific training has been delivered on the following areas:

- Effectively delivering Ordinarily Available Provision
- Supporting PDA (Pathological Demand Avoidance),
- Student's mental health
- Supporting speech, language and communication needs in the classroom.

14. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after 6-8 weeks
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans

15. Enabling students with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our students, including our after-school clubs. All students are encouraged to go on all of our residential trips. All students are encouraged to take part in all aspects of school life including sports day, the school production, the Duke of Edinburgh award, the Cadet force, and all other events. No student is ever excluded from taking part in these activities because of their SEN or disability. We monitor and track which students are accessing the enrichment offer to ensure that we identify and remove any barriers to participation.

16. Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Provision including in-class support, interventions such as Social Skills groups, ELSA support, Counselling and the Student Support Base
- Students with SEN are also encouraged to take part in after school activities and clubs
- We have a zero tolerance approach to bullying.

17. Students with disabilities

Students with disabilities are supported and provided with relevant accessibility aids to enable them to access the school site and a broad and balanced curriculum. Where necessary, adjustments are implemented including disapplication of aspects of the school curriculum, use of accessibility aids and/or adaptation to the school environment.

[Broadwater School Accessibility Plan](#)

18. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the SENCO or Headteacher in the first instance. They may then be referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

19. Contact details of support services for parents of students with SEN

The Surrey Additional Needs and Disabilities Partnership 'Local Offer' website contains comprehensive information for parents/carers of students with SEN.

[Link to Surrey Local Offer](#)