



Headteacher: Mr Matthew Whatford

Imberhorne School SEND Information Report	
Date of review:	November 2025
Prepared by:	Naomi Pegden
Approved by Governing Board	14/05/2026
Report based on:	Model report from West Sussex
Date for next review:	November 2026

The aim of this information report is to explain how we implement our SEND policy and set out the offer we make to students and their families requiring additional support. Support and interventions are always subject to availability of resources, including staffing, and are allocated as fairly as possible. This is completed as part of the Local Authority Offer.

You can find out more about our arrangements for SEND by reading our SEND policy which is on our website.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in this [glossary](#).

What types of SEND does the school provide for?

Our school provides for pupils with a wide range of additional needs, 16.3% of students have SEND in Years 7 -11. The National Average is 16.5%. There is a total of 214 students on the SEN register with 46 students having Education Health Care Plans (EHCP) which is 3.5% of our cohort, this is below the national average of 4.8%.

The following table outlines the areas of need we support:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties

Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate - Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

Identification process of students with SEN

We initially gather information about students from their primary schools. Primary schools are then visited by the Head of Year and SENDCo. This opportunity will allow key conversation and information gathering about pupils as well as pupils having the opportunity to meet their Head of Year and ask questions.

If a child is on the SEN register at the primary school this will continue into Y7. All staff will have access to this information on our Inclusion Register to support their planning and understanding of all pupils. This will allow us to monitor and review students whilst they are settling into school.

We carry out Cognitive Ability Tests (CATs) and reading assessments for all Year 7 students in their first half term. This, alongside the information about National Curriculum levels is used by teachers in their planning of appropriate lessons and adaptive teaching.

When a parent raises a concern about a student's educational needs, the relevant member of staff will gather information and evidence from teaching staff and a parental questionnaire will be sent home. If necessary a phone call or meeting can be arranged to discuss the finding before any strategies, interventions or referrals are put in place. We also value the student's voice and their views.

Teachers are also able to raise concerns through our internal referral system. Teachers may identify an area of need through their classroom work, assessments or observations. All of our teachers use Quality First Teaching and adaptive teaching to support students with SEN including the Ordinarily Available Practice from the Local Authority.

SEN Team

Special educational needs co-ordinator, or SENDCo

- Naomi Pegden – npegden@imberhorne.co.uk

Assistant SENDCos

- Lucy Tonks – ltonks@imberhorne.co.uk (focus on students with SEN particularly without an EHCP)
- Sally Cooper – scooper@imberhorne.co.uk (focus on Exam Arrangements)

Classroom teachers

All of our teachers receive in-house SEND training and are supported by the SENDCo to meet the needs of pupils who have SEND. They all have access to the inclusion register which has details for individual students as well as suggested strategies for use in the classroom. All of our teachers use Quality First Teaching and adaptive teaching to support students with SEN including the Ordinarily Available Practice from the Local Authority.

Learning Support Assistants (LSAs)

We have a team of LSAs and HLTAs who are trained to deliver support to our SEND students whilst attending their timetabled classes and access their curriculum.

School Pastoral Support

The school also have a pastoral team to support students this includes Head of Year, Pastoral Support Officers, Inclusion Team and Behaviour Learning Supports.

External agencies and experts

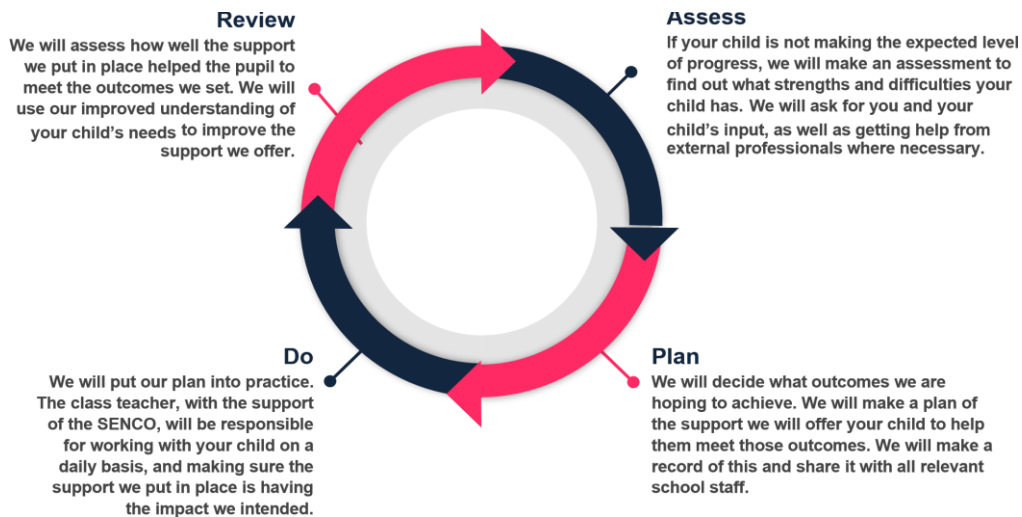
Sometimes we need extra support to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEND and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations
- Learning Behaviour Advisory Team

- Autism, Social Communication Advisory Team

How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEND support. For others, the cycle will continue, and the school's targets, strategies and provisions will be revisited, refined and evaluated.

How will I be involved in decisions made about my child's education?

You will be kept up to date with your child's education when receiving academic reports and parent consultations evenings throughout the year. We welcome communication if you have any concerns and we will inform you of any steps we are taking.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child's class teacher or form tutor.

How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no 2 children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes.
- Discuss their views with a member of staff who can act as a representative during the meeting.
- Complete a survey

How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Learning Support Assistants may support some pupils on a 1-to-1 basis when they have an EHCP
Learning Support Assistants may support pupils in small groups when delivering interventions such as literacy support.

Below are some examples of intervention/support strategies we may implement:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder	Visual timetables Social stories Adjustments in class and availability of the hub. Autism awareness assemblies Brain breaks and timeouts.

	Speech and language difficulties	Glossaries in topics Word maps Sensitive seating plans Reader pens
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing frames Vocabulary support in class Chunked information Now Next instructions One step at a time
	Moderate learning difficulties	Extra support in classes Differentiated work sheets
	Severe learning difficulties	LSA support in class
Social, emotional and mental health	ADHD, ADD	Quiet workstation in the hub when necessary, Fidget breaks – walking outside of the classroom for 5 minutes Having a fidget toy/object in lessons.
	Adverse childhood experiences and/or mental health issues	Learning Mentors
Sensory and/or physical	Hearing impairment	Ensuring the student is sat near the front of the class
	Visual impairment	Limited classroom displays Sensitive seating
	Multi-sensory impairment	Ensuring the teachers sit them close to the front, so they can hear and see the board and the teacher. Sensory space Self-regulatory toys.
	Physical impairment	Ensuring the student can access all learning they can working alongside their impairment.

These interventions are part of our contribution to West Sussex's local offer. Please find below a link to our Accessibility Plan

<http://www.imberhorne.co.uk/sites/default/files/Accessibility%20Plan.pdf>

How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

How will the school make sure my child is included in activities alongside pupils who don't have SEND?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and afterschool clubs.

All pupils are encouraged to go on our school trips, including our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will always endeavour to make whatever reasonable adjustments are needed to make sure that they can be included.

How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

Pupils with SEND are encouraged to be part of the school council.

- We provide extra pastoral support for listening to the views of pupils with SEND by using both our LSA team and the pastoral support assistants.
- We have a safe space for pupils who need extra support with social or emotional development. They are able to access this space during break and lunch time.
- We have a 'zero tolerance' approach to bullying.

What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help pupils with SEND be prepared for a new school year we:

- Make sure that all relevant information is kept up to date and shared with the new teachers at the start of the academic year.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between Phases

The SENDCO of the primary school meets with our SENDCO to discuss the needs of the incoming pupils near the end of the summer term.

We organise extra transition visits for those students who may need a bit of extra support.

Onto Adulthood

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

What support is in place for looked-after and previously looked-after children with SEND?

Our SENDCo works closely with our Designated Safeguarding Lead (DSL) Liam Tighe (ltighe@imberhorne.co.uk) Together they will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#). If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit:

<https://www.gov.uk/complainabout-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of Education and Associated Services
- Making Reasonable Adjustments

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal. Please find below a link to our complaints procedure

<https://www.imberhorne.co.uk/sites/default/files/Complaints%20policy%20-%20Sept%202024%20-%20Approved.pdf>

What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see more clearly what services are available in the local area and how to access them, please refer to the Local Offer. West Sussex's Local Offer is available from the website <https://westsussex.local-offer.org>

The West Sussex SEND Information, Advice and Support Service provides impartial information, advice and support to parents and carers of children who have special educational needs and/or disabilities. The website is <https://westsussexsendias.org/>

The charity Reaching Families provide a comprehensive guide to support services in West Sussex. The website is <https://www.reachingfamilies.org.uk/>

National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)