TOWERS SCHOOL
AND SIXTH FORM CENTRE

SEND INFORMATION REPORT

Last Reviewed: December 2025
Next Review: December 2026
SLT Responsibility: Vice Principal – T.McVey
Approved By: Board of Trustees

What types of SEND do we provide for?	Towers School and Sixth Form Centre are committed to ensuring equality of education and opportunity for all our students. We aim to develop a culture of inclusion and diversity in which all are able to participate fully in the life of the school. We endeavour to ensure that the school's aims are secured for all students and that every student has full access to a broad and balanced curriculum. We recognise some students may have special educational needs at some time in their school career and that provision for these needs is on a continuum. Please view our Towers School SEND Provision alongside this document which outlines. We regard the students' self-esteem to be of vital importance to their learning and intend that student's should not feel stigmatised by their need. **Within the school there are four different Categories of SEND need -** 1. Communication and Interaction 2. Cognition and Learning 3. Social, Emotional and Mental Health 4. Sensory/and or Physical Specific examples include dyslexia, dyspraxia, speech and language needs, Autistic Spectrum Condition (ASC), learning difficulties and social, emotional mental health needs difficulties, including ADHD. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met. The school also currently meets the needs of pupils with an Education, Health Care Plan (EHCP) with the following kinds of special educational needs; Speech, Language and Communication Difficulties; ASC, ADHD and Physical Disabilities.
How do we identify and assess students with SEND?	We endeavour to place a graduated response to the identification pupils with a Special Educational Need. Children or Young People who have been diagnosed with a condition (speech and language, dyslexia etc.) may have a recognised Special Educational Need, but will not automatically be included on the SEND register unless they are in receipt of significant, additional and personalised support without which they could not access learning, over and above the quality teaching strategies and provisions generally available to all students. KCC provides the following clarification of what constitutes SEND support: ***"SEND support is intensive and personalised intervention which is required to enable the child/young person (CYP) to be engaged in learning. It will usually involve significant amounts of resources from the educational setting (approaching or exceeding the nationally prescribed threshold for school and colleges)..."*** **Identification** Assessment is a continuing process that can identify students who may have special educational needs. We will measure learner's progress by referring to:

	❑ Evidence from classroom teachers ❑ Standardised screening or assessment tools, e.g. reading ages ❑ KS2 results and school transition baseline testing ❑ Information from primary schools as a result of primary-secondary liaison ❑ Outside agencies, eg ChYPs(previously CAMHS), Lenworth Clinic, Speech and Language, Occupational Therapy and Educational Psychologist Dept and Specialist Teaching Service ❑ Concerns raised by parents or carers. The SENCO and/or Assistant SENCO and the student's subject teachers decide on the action needed to help the student to progress in the light of their earlier assessment. This might be: ❑ To provide different learning materials or special equipment ❑ To introduce some group or individual support ❑ To devote extra adult time to devising the nature of the planned intervention and to monitoring its effectiveness ❑ To undertake staff development and training aimed at introducing more effective strategies ❑ To provide access to LA support services for one-off advice on strategies or equipment or for staff training to make it possible ❑ To provide effective intervention without the need for regular or input from external agencies.
Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?	The designated SENCO is Deborah Hainsworth The SLT responsibility for the School is Tara McVey - Vice Principal Both the SENCO and SLT can be contacted via the school main reception or emailed directly on SENCO d.hainsworth@towers.school SLT t.mcvey@towers.school Phone contact - 01233 634171
What is our approach to teaching students with SEND?	Teachers will work to ensure that all students have the chance to succeed whatever their individual needs using Quality First teaching and the Mainstream Core Standards as set out on the KCC website: https://www.kelsi.org.uk/special-education-needs/inclusion/the-mainstream-core-standards The school caters for a full ability range and the presence or absence of a special educational need is not a factor in the

	selection of students. The school aims to raise the aspirations and expectations for all pupils with SEND with a strong view on outcomes for young people. The school endeavours to ensure all students are 'the best versions of themselves'.
How do we adapt the curriculum and learning environment?	Additional support for learning that is available for pupils with SEND include: • Short bursts of intensive work, 1 to 1 or in a group, with either a teacher or learning support assistant • Working with a child on a specific learning programme • Adapting the classroom environment to suit a child's needs • Providing coping strategies or a quiet space to help children with their behaviour • A teacher adapting how he or she teaches a lesson • Adapting learning materials to a child's needs • Using special equipment or IT • See The Towers School SEND Provision document for more adaptions that can be made
How do we enable students with SEND to engage in activities with other pupils who do not have SEND?	All students with SEND engage in the activities of the school together with students who do not have SEND and are encouraged to take part in after school activities and clubs within the school environment.
What are the arrangements for the admission of disabled students? What steps have we taken to prevent disabled pupils from being treated less favourably than other pupils? What facilities does the school provide to help disabled pupils to access the school?	**Definition of Disability** Many children and young people who have SEND may also have a disability under the Equality Act 2010 - that is ***'...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as a 'year or more' and 'substantial' is defined as 'more than minor or trivial' SEND Code of Practice (2014, pg 5)*** The admissions arrangements for pupils without an Education, Health Care Plan do not discriminate against disadvantaged children or those with special educational needs or disabilities. Disabled students are not treated less favourably when compared with the treatment of a student who is not disabled. We make reasonable adjustments for disabled students to ensure that they do not experience substantial disadvantages. The school endeavours to ensure that all students with disabilities have appropriate access to the curriculum and the school's environment. The age and

	nature of some buildings does restrict access for wheelchair users. The Disability Policy and Equality Act 2010 aims to maximise participation of all students and members of the school community.
How do we consult parents of students with SEND and involve them in their child's education?	Partnership with parents plays a key role in enabling children and young people with SEND to achieve their potential. Young people with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like to help them make the most of their education will be ascertained. SEND students and parents will be involved in subject specific target setting with teaching staff at Parents Evenings, with additional Annual Reviews for ECHP students. Students are encouraged to identify teaching and learning strategies which work for them. Their views will be considered in every aspect of their education. Effective communication is achieved through regular contact with home through letters, telephone calls emails and parents evening meetings. New parents are encouraged to attend our school transition evening in the summer term to discuss transfer concerns. We value and welcome the perspectives of parents on their young person's SEND. We also welcome any help parents can provide to their young person at home. The SEND Department is always available to advise on the ways that parents might support their young people and to discuss any worries or give information on progress.
How do we consult students with SEND and involve them in their education?	When a student has been identified to have special educational needs because special educational provision is being made for them, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Students on the SEND register will have an individualised learning plan which involves students' voice.
How do we assess and review students' progress towards their outcomes?	At Towers School we continually monitor the progress of all students in lessons, we report on their readiness to learn every term, and we use summative assessments and report on achievement twice a year to review their academic progress. Students with an EHCP will meet in an annual review meeting once a year to review outcomes and interventions. The SENCO is available throughout the academic year to discuss any concerns and parents are able to make an appointment one week after the student's year group parents evening with the SENCO.

How do we support students moving between different phases of education?	Feeder primary schools are visited/contacted to gather transfer information. Any student identified as having a "learning difficulty" and who is on SEND Support or has an EHCP is referred to the SENCO. Contact is then made with the primary school. The Local Authority notifies the school about students who are transferring with EHCP in the spring of Year 6. Where possible, the SENCO attends their Annual Review to ensure a smooth transition is made. Relevant information is disseminated to teaching staff before transfer via the transition coordinator. Students who are identified as anxious or vulnerable may be invited to additional transition sessions to familiarise themselves with the environment and expectations.
How do we support students preparing for adulthood?	The school makes contact with previous institutions for external admissions for all Year 11 students with an EHCP. Students are supported throughout the process of inclusion into the Sixth Form Pathways and their progress monitored to ensure all needs are met. Students with SEND receive post 16 guidance from the Careers and Progression manager including specific targeted support from outside agencies. As part of the EHCP Annual Review process students from Year 9 onwards have access to the Careers Manager in the meeting to give support and advice on preparing for adulthood.
How do we support students with SEND to improve their emotional and social development?	At Towers School and Sixth Form Centre we understand that an important feature of the school is to enable all students to develop emotional resilience and social skills, both through direct teaching such as PSHE lessons, tutor time and indirectly with all conversation adults have with students throughout the day. Towers School has a strong focus on welfare with non-teaching staff dedicated to supporting students' emotional and social development. Welfare Managers can be contacted directly by parents to discuss welfare-based concerns. Students can come to the Student Reception to request to see their year group Welfare Manager. Welfare Managers are also present during Family Lunch every day. In addition, the school employs a professional counsellor to whom students can be referred to. Students in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. Towers School and Sixth Form Centre is committed to creating a safe environment in which everyone is appreciated for themselves, and in which care and consideration for others is nurtured. Emphasis is placed upon the development of a school culture and expectation that bullying is unacceptable, challenged and resolved.

What expertise and training do our staff have to support pupils with SEND?	All teachers and **or** teaching assistants have had the following awareness training: ❑ Child Protection (Key members of staff are DSL trained) ❑ Keeping Children Safe in Education Other areas of training for identified staff include: ❑ Testing for Examination Access Arrangements ❑ First Aid ❑ Autism ❑ Speech, Language and Communication ❑ Young Carers ❑ Lego intervention ❑ Sensory processing ❑ One to one reading programmes ❑ Anxiety programmes ❑ Dyslexia ❑ Impact of trauma ❑ Zones of regulation ❑ Emotional Regulation ❑ Managing challenging behaviour
How will we secure specialist expertise?	Where an expertise training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach include: ❑ The Beacon Specialist School ❑ The Wyvern School ❑ Link Speech and Language ❑ Occupational Therapist ❑ CYPMHS previously CAMHS ❑ Link Specialist Teacher ❑ Community of Schools Group ❑ Educational Psychologist School Based Review The cost of training is covered by the notional SEND funding or via the Local Offer from the Local Authority.

How will we secure equipment and facilities to support students with SEND?	Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEND funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team. ~~High Needs funding can be accessed via KCC~~.
How do we involve other organisations in meeting the needs of students with SEND and supporting their families?	The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the student. The main external support agencies used by Towers School and Sixth Form Centre include: ❑ The Educational Psychologist ❑ The Child and Mental Health Service (CAMHS/CYPMHS) ❑ Early Help ❑ The School Nurse ❑ The Educational Welfare Officer ❑ Speech and Language Service ❑ Occupational Therapy ❑ Physiotherapy ❑ Social Services ❑ Link Specialist Teacher – Amy Honey ❑ Community of Schools Group
How do we evaluate the effectiveness of our SEND provision?	The school evaluates and measures the success of the provision provided for students via a range of evidence, depending on the individual learner and their SEND. These may include: ❑ Improved reading ages ❑ More time spent in lessons ❑ Academic performance ❑ Improved attendance ❑ Medical information ❑ Improved emotional/social wellbeing ❑ Improved behaviour ❑ Outcomes (exam grades, post 16 destinations etc)

How do we handle complaints from parents of children with SEND about provision made at the school?	The school takes very seriously any complaints by parents or students (see Complaints Procedure Policy). If needs are not being met, the SENCO/SLT responsible and/or Principal should be consulted. The Board of Trustees can be contacted via the school office. If the complaint is not resolved after it has been considered by the Board of Trustees, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First–tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases. There are some circumstances, usually for children who have an EHCP where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.
Who can young people and parents contact if they have concerns?	**Contact Information, Advice and Support Kent** A special educational needs and disabilities service **Helpline:** 03000 41 3000. Monday to Friday, 9am - 5pm. **Email:** iask@kent.gov.uk **Address:** Shepway Centre, Oxford Road, Maidstone, ME15 8AW **Telephone:** 03000 412 412 **Fax:** 01622 671198

What support services are available to parents?	Information Advice and Support Kent (IASK) provides a free and confidential, information, advice and support service, for parents of a disabled child or a child with special educational needs and to children and young people up to age 25 who have a special educational need or disability. Trained staff can provide impartial legally based information and support on educational matters relating to special educational needs and disabilities, including health and social care. The aim is to empower parents, children and young people to fully participate in discussions and make informed choices and decisions. Also, to feel confident to express their views and wishes about education and future aspirations. They can be contacted on: **HELPLINE:** 03000 41 3000 **Office:** 03000 412412 **E-mail:** iask@kent.gov.uk www.kent.gov.uk/iask
Where can the LA's local offer be found?	The local authority's local offer is published on http://www.kent.gov.uk/education-and-children/special-educational-needs and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

This report is designed to meet the legislative requirements for SEND information reports, which are set out in schedule 1 of the Special Educational Needs and Disabilities (SEND) Regulations 2014 and paragraphs 6.79-6.81 of the SEND Code of Practice.

All schools, except special schools established in hospitals, must publish a SEND information report on their website.