

The Howard of Effingham School SEN Information Report September 2026

	Questions	School Response
1	How does the school know if young people need extra help and what should I do if I think my child may have special educational needs?	- We use systematic assessment at each Key Stage to identify our students' strengths and areas for development. - We consult with parents/ carers and feeder schools prior to transition in Year 6. - Our staff regularly raise SEN related concerns with the SENCO, identified through classroom observations or assessments - The inclusion team and pastoral teams regularly discuss the progress, well-being and needs of learners within the school. As a result of these meetings and termly tracking, decisions are made as to the most appropriate steps to take in order to support learners and these decisions tie in with the school's graduated approach to meeting needs (see SEN policy for further information). - We value the voice of our young people and ensure they have varied opportunities to share their needs and preferred support. - Parents/carers are encouraged to speak to the class teacher/tutor about any concerns they have. They are also able to contact the SENCo in school via Parent SEN Enquiry Form - Howard of Effingham School – Fill out form to raise any concerns they may have about how their child's additional needs are being met in school. The SENCo at the Howard is Mrs L Faulkner, the Deputy SENCO is Mrs B Green, and the Assistant Principal for Inclusion is Mrs L Howkins. Parents can also email: senco@thehoward.thpt.org.uk - We offer parents the opportunity to meet the SENCO or Deputy SENCO at regular 'inclusion drop-in' meetings, during meetings with pastoral staff, at SEND related coffee mornings, parent events and during SEND specific school tours.

		- Families of students with EHCPs in place, or in progress, are offered a tour of the school and a meeting with the SENCo or Deputy SENCo in the summer term prior to their transition from primary. - All students are assessed when they join in Year 7 using the Swift screening assessment and Speech and Language Link assessment. We also screen identified students for eligibility for Access Arrangements when they begin their GCSEs in Year 10. - The school has a SEN policy in place which can be found on our website https://www.thehoward.org/Information/Policies/
2	How will school staff support my child?	- Howard of Effingham School is a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2015). Staff have been trained so that they are able to cater for learners who may have difficulties with Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and/or Sensory and/or Physical. We make reasonable adjustments to our practices in line with the Equality Act (2010). - Students are placed on the SEN Register when they are identified as having a special educational need and require provision that is additional to or different from that made generally available to others of the same age, in line with the SEND Code of Practice. Their needs may be identified through assessment, teacher observations, information from parents/carers, previous settings, or advice from external professionals. - Support is tailored to individual needs and may include adaptive teaching, targeted interventions, reasonable adjustments, and specialist support, with progress reviewed regularly in partnership with students and families. Targetted interventions are time bonded support programmes which are closely matched to a students' needs. These programmes could range from reading groups to social skills groups. All interventions we put in place are research and evidence based and are measured to monitor impact against expected rates of progress for your child. - Exam access arrangements are put in place for students in line with the Joint Council for Qualifications (JCQ) regulations. Guidance for parents, carers and students about access arrangements – Joint Council for Qualifications - Students on the SEN register contribute to their SEN Passport at our 'Passport Update' events during 1:1 meetings with Learning Support Assistants or key worker. These are conducted twice per

		year. Parents/Carers are emailed copies of their child's SEN passport and have an opportunity to feed back via a Microsoft form.
3	How will the curriculum be matched to my child's needs?	• At Howard of Effingham School, adaptive teaching is embedded throughout the curriculum to ensure that all students can access learning and make progress. Teachers regularly assess students' understanding and adapt their teaching, resources and support to meet individual needs. Staff receive ongoing training in inclusive classroom practice, and a range of strategies are used to support different learning profiles. • We offer a broad and balanced curriculum at Key Stage 3, enabling students to develop their literacy, numeracy and wider learning skills across a range of subjects. At Key Stage 4 and Key Stage 5, we work closely with students and families to help them select courses that reflect their strengths, interests and aspirations. Alongside GCSE qualifications, students may access vocational pathways, including BTEC Sport, Health and Social Care, Business, and Travel and Tourism, where available. • A small number of students may follow a personalised curriculum. This may include studying one fewer Level 2 qualification at Key Stage 4 to allow additional timetabled support in English, Mathematics and coursework skills, delivered by our Higher Level Teaching Assistants (HLTAs). Where appropriate, students may also access evidence-based interventions to develop skills such as literacy, language, communication and working memory. These are carefully targeted, regularly reviewed and designed to support students in accessing the full curriculum. • We meet with students and parents/carers before Key Stage 4 option choices are made to ensure that curriculum pathways are appropriate and support future progression.
4	How will both you and I know how my child is doing and how will you help me to support my child's learning?	• We regularly share progress feedback with all our students and their families. In Year 7, parents/carers have the opportunity meet the tutors at an information evening in the Autumn term and there is then a parents evening in the spring term. Every other year group has one parents evening a year in addition to other information evenings. At these meetings, you will have the opportunity to share your child's progress and discuss ways in which you and the teacher can further support your child's learning. • Once per half term term we offer Inclusion drop-ins, where parents can book a meeting with the SENCO, Deputy SENCO or Assistant Principal (Inclusion).

		• You will also receive a termly report on your child which will show what grade they are currently working at, if there is an issue with the completion of homework and their attitude to learning. This enables parents/carers to have a clear idea about the progress that their child is making. • Every student at the Howard has access to Class Charts. You can use this to find out how your child is engaging in their learning and their homework assignments. There is also an area for every department which contains information about the curriculum your child will be studying and additional resources. • Regular updates on the curriculum are provided through the parent bulletin and on the school website. We host a number of curriculum information evenings/learning events to help families understand what learning is expected and how they can best support their child's needs. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place. • The first point of contact should you have concerns about your child's progress is their form tutor or subject teacher. • Some high need SEND students will have a keyworker from the Inclusion department to strengthen the link between home and school. • We believe in supporting the development of parenting skills. We have two home school link workers who work with families across the Effingham Learning Partnership Schools and they run workshops and work alongside other agencies to provide access to other parenting courses.
5	What support will there be for my child's overall well-being?	• At the Howard, we value the students' well-being above all. We have a strong pastoral system – in the main school (Years 7-11), there are 8 tutors in each Year group, a Year Manager (a member of support staff), assistant Year Leader (teacher) and a Year Leader (teacher). Within the Sixth form, there are two assistant Year Leaders (teachers) and a Head of Sixth Form (teacher) in addition to tutors. This ensures that you and your child will always have someone to talk to if there is something that is concerning you. • All our staff are regularly trained to provide a high standard of pastoral support. • Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions is fully understood by all staff. We follow a Respectful Relationships and Behaviour Policy in all lessons which can be found on our website.

		• We have a zero tolerance approach to bullying at the Howard which addresses the causes of bullying (including cyber bullying) as well as dealing with negative behaviours. Our Personal Development programme (which includes PSHE) develops students' emotional and social development. • We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. • The Inclusion department run homework clubs to support students with independent study and 'Inclusion Clubs' at lunch and break time. These clubs are staffed by our Learning Support team and offer a calm and quiet space in which students can seek support or take a break from the otherwise busy school environment. • We have a well being manager, Mrs Collyer who coordinates Howard Adolescent Mental Health Services (HAHMS). HAHMS runs a variety of support groups and 1-1 sessions that are tailored to the students' needs – these have included anger management, bereavement, social skills and self-esteem. We constantly review our programme of support to ensure that it meets the needs of the students at the Howard. We have an ELSA (Emotional Literacy Support Assistant) who works with young people to support their emotional well-being. • Students in Year 10 act as mentors for Year 7 students to aid their transition to secondary school. • In September 2024 we opened the 'Buddy Room' as a calm space for students who need a calm space to regulate.
6	What specialist services and expertise are available at or accessed by the school?	The following specialist services are available in consultation with the school via referral: • Surrey Educational Psychology Service • THPT Psychologist Service • Specialist Teachers for Inclusive Practice (STIPS) • Physical & Sensory Support Service (PSSS) • Surrey Family Support Service (SFSS) • The schools based Mental Health Support Team (MHST) (NHS CAHMS) • Home School Link Worker • Inclusion Welfare Officer (Surrey reviewing this service 2024 & 25)

		• ASD outreach services (Limpsfield Grange & Linden Bridge) • The National Autistic Society • Race, Equality and Minority Achievement (REMA) • Specialists in other schools within The Howard Partnership Trust
7	What training are the staff supporting children and young people with SEND had or are having?	• Our Special Needs Co-ordinator (SENCo) Mrs Faulkner has achieved their National SENCo Award. (2025). We regularly share information and invest in training our staff to improve high quality teaching, and enhance skills and knowledge in the delivery of additional interventions. • All staff receive a weekly Inclusion bulletin that includes advice and guidance on working with students with additional needs and information about how to meet the needs of individual students. • At staff meetings, our staff are regularly updated on matters regarding special educational needs and disability. This has included training on quality first teaching and additional provisions. • We identify areas where staff require additional training and we work with our qualified staff and external partners to provide this. In recent years, this has included training on working with students with dyslexia, ADHD, ASD, attachment difficulties, brain injury, hearing impairment, SLCN and sensory needs. We also focus on effective provision in the classroom, including differentiation of resources and teaching strategies. During the September 2026 INSET, the Surrey Educational Psychology Service delivered training to all student facing staff on Emotion Coaching. Additionally, new staff have been trained on our SEN communication and identification processes. • We aim to ensure that all staff working with learners who have SEN possess a working knowledge of the difficulty to help them in supporting their access to the curriculum.
8	How will my child be included in activities outside the classroom including school trips?	• We have a whole school approach to inclusion which supports all learners engaging in activities together. • Our SEN Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. All students have the opportunity to participate in educational visits. • 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.
9	How accessible is the school environment?	• We have an Accessibility Plan in place which shows how adaptations are made to the built environment, the curriculum and how information is accessed by learners and their parents.

		• All our staff are fully aware of the requirements of the Equality Act (2010), ensuring that policy and practice follow these requirements. • We are vigilant about making reasonable adjustments, where possible. Our policy and practice follows the equality Act 2010. • We value and respect diversity in our school.
10	How will the school prepare and support my child/ to join the school / transfer to a new setting or the next stage of education and life?	• We stay in contact with our feeder schools and other local primary schools throughout the year. In the Summer term, the SENCO's and Year 7 team visit local primary schools to meet pupils with special educational needs and disabilities and to gather information to support a successful transition to Howard of Effingham School. We attend Annual Reviews for pupils with Education, Health and Care Plans (EHCPs) in Year 6 where appropriate, and we arrange additional visits for students who would benefit from extra support in preparing for the move to secondary school. • We run an enhanced transition session during the summer term for students with additional needs or identified vulnerabilities. These sessions are tailored to the individual needs of students and may include opportunities to become familiar with the school site, key staff, routines and expectations. All Year 6 students transferring to Howard of Effingham School attend induction activities designed to help them settle confidently into secondary education. • In Years 9, 11 and 13, we begin to prepare students for the next stage of their education, including the Key Stage 4 options process. Students receive information through assemblies, presentations and guidance sessions, and parents/carers are invited to information evenings where they can meet staff and discuss available pathways. • For students with EHCPs, transition planning forms an integral part of the annual review process. We invite relevant professionals to transition reviews where appropriate to help plan the next stage of education and identify the support required for a successful move into adulthood.
11	How are the school's resources allocated and matched to young people's special educational needs?	• We review the needs of our 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 that the school receives may go towards funding training so that in-house provision is targeted at identified need. • The SENCo carries out regular learning walks to review how provision is given and ensure that high standards are maintained.

		• Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. • We seek to ensure a value for money service, so all interventions are costed and evaluated. Our budget is allocated according to our Provision Management system. • The school annually reviews the budget available to meet the needs of students with SEND and allocates funding according to the needs identified. Our whole school provision map details how this funding will be used through individual support programmes delivered by the Learning Support Team, our year teams and our inclusion staff. • Additional funding can be used to buy in external resources when accessible, training and equipment to give students greater access to learning in the classroom and to provide teachers with specific strategies to support individual student needs. • We regularly review and update our SEND register adopting a triangulated approach taking into consideration a student's current and historic progress, success of any intervention and level of need. • We review the effectiveness of our interventions primarily based on a student's progress, attainment and wellbeing. Alongside that, we consider student engagement, attendance, and any cost in comparison to impact.
12	How is the decision made about what type and how much support my child will receive?	• The SENCO works closely with teachers, pastoral staff, parents/carers and the student to determine the type and level of support required. Decisions are based on the student's attainment and progress, the nature and impact of their SEND, screening and assessment information, teacher observations, advice from external professionals, and the effectiveness of previous support. • Support is planned using the Assess, Plan, Do, Review approach set out in the SEND Code of Practice. The school considers what adjustments, adaptive teaching strategies, interventions and resources are needed to help the student achieve their outcomes and access the curriculum successfully. • The impact of support is monitored through progress data, teacher and Learning Support Assistant feedback, intervention reviews, assessment information and the views of students and parents/carers. Provision is reviewed regularly and amended where necessary.

		- Students receiving SEN Support have a SEND Passport, which outlines their strengths, areas of need, desired outcomes and effective support strategies. SEND Passports are developed and reviewed using a person-centred approach, involving the student, parents/carers and school staff. - For students with an Education, Health and Care Plan (EHCP), provision and progress towards outcomes are formally reviewed through the Annual Review process. Decisions about support are made in partnership with families, students and, where appropriate, external professionals.
13	How are parents involved in the school? How can I be involved?	- We believe that working in partnership with parents and carers is essential to supporting students' learning, wellbeing, aspirations and successful outcomes. We value regular communication and encourage parents/carers to contact us whenever they have concerns, questions or positive news to share. - We provide a range of opportunities for parents/carers to be involved in school life and in shaping SEND provision. These include half-termly Inclusion Drop-In sessions via Microsoft Teams, termly Parent Forum meetings, parents' evenings, annual reviews and SEND review meetings. Parents/carers can also contact the SEND team directly or complete the SEND Concern Form available on the school website. - We take a person-centred approach and actively seek the views of parents/carers when reviewing support and planning next steps. We recognise that parents are experts in their child and value their contributions to decision-making. - There are also opportunities to become involved in the wider school community through the Friends of Howard, who organise events and activities to support the school and enrich students' experiences.
14	Who can I contact for further information?	School contacts include: If you have any questions or concerns about your child's education, wellbeing or support, we encourage you to contact the school office in the first instance. The office team will ensure that your enquiry is directed to the most appropriate member of staff. Email: info@thehoward.thpt.org.uk. Telephone: 01372 453694

- If your enquiry relates to a specific subject, please contact your child's class teacher directly, as they are best placed to discuss progress, learning and support within their subject area.
- For pastoral matters, including attendance, wellbeing or day-to-day concerns, please contact your child's Year Team:
 Year 7: year7@thehoward.thpt.org.uk
 Year 8: year8@thehoward.thpt.org.uk
 Year 9: year9@thehoward.thpt.org.uk
 Year 10: year10@thehoward.thpt.org.uk
 Year 11: year11@thehoward.thpt.org.uk
 Year 12: year12@thehoward.thpt.org.uk
 Year 13: year13@thehoward.thpt.org.uk
- For SEND-specific enquiries, parents/carers can complete our [Parent SEN Enquiry Form](#). This helps us gather the information needed to respond effectively and ensures that your enquiry is directed to the most appropriate member of the SEND team.
- Further information can also be found on the school website, including our SEND Information Report, SEND Policy, Accessibility Plan and details of Surrey's Local Offer.
- We value strong home-school partnerships and welcome communication from parents and carers to help ensure the best possible outcomes for all students.

External contacts:

- You can visit [Surrey Local Offer - Surrey County Council](#) for more information on Surrey's Local Offer.
- Surrey SEND Information, Advice and Support Service (SENDIAS) offer impartial, confidential and free support to empower parents/carers, children and young people with special educational needs and disabilities aged 0-25 years. Further information can be found at <http://www.sendadvicesurrey.org.uk/>
- Contact a Family offer advice and guidance for families with disabled children and can be found at <http://www.cafamily.org.uk/>

		• The Surrey Family Information Service offer a free impartial information and signposting service on all aspects of family life for parents and can be accessed at Family Information Service - Surrey County Council • The following organisations offer information and support for students with specific SEN: The British Dyslexia Association – http://bdadyslexia.org.uk The National Autistic Society - National Autistic Society