SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) INFORMATION REPORT

2026-27 ACADEMIC YEAR

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

*Subject to approval by the Local Governing Body

Rationale

We believe in giving students a complete educational experience: academic, vocational, creative, social and bespoke to their needs.

Many young people struggle to feel at home in mainstream school. Despite the hard work and skill of teachers, students who do not fit the constraints of the system can find themselves left behind. This could be because their educational needs cannot be fully met in a mainstream environment, or there is not sufficient flexibility to accommodate their learning style or personality. Some students find school an anxiety inducing place, which can render them unable to concentrate and keep up. Each student who joins The Complete Works has their own story and their own unique requirements. For every one of these students, we curate a personalised learning programme that is as unique as they are.

On the wall of our Central Office is written the quote often attributed to Albert Einstein: “If you judge a fish by its ability to climb a tree, you will think that fish is stupid.” Intelligence comes in many forms, but until we find our talents and our path in life, we can feel as hopeless as that fish trying to walk. At The Complete Works, we specialise in helping young people to find their path, discover their passions and feel excited by learning again.

The Complete Works aims to implement, manage and support a whole school policy that responds to the needs of all students in the areas defined in the statutory guidance provided to schools in the Special Educational Needs and Disability (Code of Practice 2014). The strategies employed take into consideration and aim to provide for the full range of student diversity, enabling them to have access to their entitlement to the full National Curriculum.

Who should I contact to discuss concern or the needs of my child?	
Teachers	*First speak to the teacher* They are responsible for: Adapting and refining the curriculum to respond to the strengths and needs of students; Checking on the progress of your child and identifying, planning for and delivering any additional support during lessons. Contributing to the next steps required for your child to improve in their learning. Applying the school's SEND policy.
Deputy Head of School	*You may then be directed towards the Deputy Head of School.* They are responsible for coordinating provision for young people with SEN and developing the school's SEN policy. In particular, the Deputy Head of School will ensure that parents are: Involved in supporting the student's learning; Kept informed about the range and level of support that their child receives; Included in reviewing how their child is progressing;

Special Educational Needs Officer and Leads	**SEND Officer for East School** Molly.Rose@tcw.org.uk **SEND Lead for East School** Theo.Jackson@tcw.org.uk **SEN Lead for South School** **Anthony.Payne@tcw.org.uk** **Whole school responsibility for SEND:** Dean.Phillips-Smith@tcw.org.uk - Headteacher East School Andy.Davies@tcw.org.uk - Headteacher South School Matthew.Cheesbrough@tcw.org.uk - Head of Curriculum and SEND Aubrey.Permison@tcw.org.uk - Speech and Language Therapist

Who is our Special Educational Needs Coordinator (SENCO) and how can they be contacted?	Each school has a designated SEND Lead (contact listed above) who is responsible for the coordination of the day-to-day provision of education for students with SEND. Policy, provision and procedures are overseen by the Headteachers and Head of SEND. Whilst it is the responsibility of all TCW staff to provide support for students with SEND, TCW seeks a coherent approach which involves liaison and collaboration with the Headteacher, Head of SEND, Deputy Head of School and all members of staff involved with students with SEND. For SEN advice and support, please contact the relevant person from the list above.
Head Teacher	Andy Davies and Dean Phillips-Smith are responsible for the day to day management of all aspects of the school, including the provision made for pupils with SEND.

Useful information about the school for parents	Creativity has always been a core value of our school, and something we integrate into every aspect of our work. No matter the subject being taught, we encourage our teachers to think outside the box, finding unique and dynamic ways to bring lessons to life. Our Central Office Team works to develop creativity within the curriculum, devising a rich array of educational resources, providing expert advice and mentoring to teachers. A number of creative projects are open to students at any time, some of the key fixtures include our Anthology of Creative Writing, published every year; the TCW Album - a compilation of musical tracks produced by students with the help of our Poet in Residence; and the Annual Showcase - an eclectic evening of student performances enjoyed by our whole school community. In the past we have also hosted a novel writing workshop, created a joint piece of school artwork displayed in the Tate Modern Gallery, as well as running T-shirt Design Competitions, photography and art exhibitions, and much more. Our aim is to make creativity accessible to all students, through the expert work of our teachers and support staff, and by providing a wide range of extra-curricular options to suit all interests and learning styles.

How does the TCW work in partnership with parents	If a student with an EHCP is referred to TCW, the referrer will provide the EHCP in order for us to accept suitability and whether we can meet needs. A transition plan will be implemented and an initial meeting will be organised with the parent/carer, student, teacher, and where appropriate, a relevant representative of any external agencies. This meeting is used to strategically plan and prepare for the student's education with TCW. In line with the SEND Code of Practice 2014, students with SEND will each have an Individual Education Plan, written in collaboration with the ESO, teacher, student and their parents or carers. IEPs are accessible to all members of staff and it serves as a guide to Teachers' practice. All parents/carers will be informed that their young person is included on the SEND Profile. They will be kept regularly informed and consulted regarding issues relating to the progress and wellbeing of their young person.

What types of SEN do we provide for?	TCW provides provision across all four areas of SEN identified in the New Code of Practice 2015: ● Cognition and Learning difficulties ● Communication and Interaction ● Social, Emotional and Mental Health problems ● Sensory and or physical need

What is our approach to teaching students with SEN?	We provide a combination of individualised and group lessons, taught in our TCW Learning Hubs, in the community and in students' homes. In addition, we offer a range of wellbeing support options and extra curricular creative activities, to give students a broad and varied educational experience, which is tailored to their individual needs. We understand the value of both individual and group lessons, and have found that combining the two in the right way can help to achieve exponential results. The focus and flexibility of individualised lessons is uniquely suited to helping students catch up on missed learning, and engage with a subject at their own speed and in their own way. At the same time, group lessons provide the opportunity for students to learn from each other in an atmosphere of respect and collaboration, while also gaining all-important social skills. At TCW we combine these approaches, giving each student the right balance for them. Added to this, we provide a wealth of wellbeing and creativity initiatives to every student's package, to give them a rounded, holistic and complete learning experience - "The Complete Works." Students are given the opportunity to voice their aspirations around their education. They are able to participate in IEP reviews, Annual Reviews and any planning around their wellbeing.
How do we identify and assess students with SEN?	In line with school policy the SEN Lead/SEND Officer may utilise all student assessment data from KS1, KS2, KS3, KS4 and KS5 in order to establish levels of difficulty in four areas:-Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health, and Sensory and/or Physical. Strategies will be put in place if a student is considered to have SEND, or they may be referred to an Educational Psychologist, CAMHS or another external agency that will be able to identify SEND. All students on SEND support or with an EHCP will be seen by external support services, provided by their Local Authority. They can provide more specialised assessments that can inform future planning and the subsequent measurement of the student's progress.

	If, through combined strategies and interventions, a student on SEND Support is still unable to make 'adequate progress' a request for Statutory Assessment (leading to an EHCP) will be made. The SEND Lead will collate the school evidence and send it to the Local Authority for consideration.
What if my child has English as an additional language?	As outlined in the SEND Code of Practice, difficulties related entirely to learning English as an additional language are not SEND. However, as part of their personalised learning timetables, students with EAL will benefit from focused language interventions to support them to be able to successfully engage and access the curriculum. The Complete Works also recognise how valuable peer interaction and collaboration is for providing informal language-learning opportunities and therefore students are encouraged to harness these opportunities in group lessons, onsite activities such as sports and cooking and school trips. Inline with our school values of Creativity and Holistic Education students are also encouraged to explore language through creative outlets including spending time recording in the TCW Music Studios, contributing to the TCW anthology and magazine as well as working alongside our Poet in Residence. In addition, we offer specific training for staff and students who are supporting students with EAL including direct training on supporting students with EAL following a period of remote education. Staff supporting students with EAL also have targeted resources available to them to support students and can draw on additional support from their Deputy Head of School, Teaching and Learning Team and SEND Department.

Assessment, Planning and Review

How can I find out how well my child is progressing?	TCW provides half termly reports as well as termly parent/carers evening events. However, the Deputy Head of School is available to give you updates as and when you request them.
What happens if my child is continuing to have difficulties?	Provision at TCW is made for all 4 broad Areas of Need: Social, Emotional and Mental Health, Communication and Interaction, Cognition and Learning and Physical and Sensory Needs. A child or young person may have a learning difficulty or disability if they • are significantly slower than that of their peers starting from the same baseline. • Fail to match or better the young person's previous rate of progress. • Fail to close the attainment gap between the young person and their peers. • Widen the attainment gap. The majority of our students are referred to us because their needs cannot be met elsewhere. However, if the student does not have any additional needs, and the young person's parent or teacher believes that they fall into any of the above, they will record their concerns and pass these onto the SEN Lead/SEND Officer. The SEN Lead/SEND Officer will look at the young person's history and if they feel intervention needs to be taken into consideration, speak to the local authority and/or suggest interventions that we can run as a school or further support that can be provided.
How will teaching be adapted to meet the needs of my child?	Individualised lessons are taught in students' homes, public spaces such as libraries, or TCW buildings throughout London, typically on a 1:1 basis. We also have the option of remote online learning for anyone who is shielding or otherwise unable to be taught in person. It can be challenging for students to remain focused and engaged in a lesson delivered to 30+ students at once, as is the routine expectation in mainstream school.

	Despite the best efforts of the teacher, it can sometimes be difficult to meet the needs of every student in such a large class and too often those not fitting the expected mould will find themselves left behind. Individualised lessons on the other hand, are targeted to the needs of one student and the teacher has the flexibility to teach in a creative and bespoke way. Individualised lessons are the foundation of every student's education at TCW, with many also enjoying supplemental group classes.
How do we adapt the curriculum and learning environment?	We teach group lessons in our Learning Hubs - dedicated spaces in multiple locations across London containing state-of-the-art facilities including a construction workshop, training kitchen, music studio, science lab, drama studio, art studio and therapy room and more. Group lessons give students the chance to work alongside other young people and take part in a variety of courses, including BTECs and Vocational Courses, plus GCSE and KS3 immersive learning days. Class sizes are kept small (usually below 5 students), to allow the teacher to give everyone the attention they need. Our Learning Hubs are also used for "Individualised Onsite Days", in which students can enjoy a whole day of focused, tailored learning, typically taught on a 1:1 basis, while also benefiting from social opportunities during break times. This is a vital stepping stone for those not yet able to engage in group activities. Some of our Hubs are designed to be vibrant and dynamic spaces to encourage group learning and interaction, while others are more quiet and nurturing, with more spaces to work on a 1:1 basis.
How do we assess and review students' progress towards their outcomes?	Throughout a student's time with us, we record their academic progress carefully, in order to make sure that we are working with them as effectively as possible. Because we provide bespoke education, tailored to the needs of each student, this gives us the flexibility to spend more or less time on any given topic area, should the need arise. Accurate recording of progress is indispensable in order to ascertain what areas need improvement, and therefore how time in future lessons should be allocated.

For every student, progress is recorded on a daily basis by their teacher(s) into a confidential database. At the end of each half term, this data is summarised in a report, which is shared with parents, carers and professionals.

Reviews of EHCPs will be held annually and all agencies involved with the student will be invited to contribute a written report and/or attend the Annual Review. The SEN Lead/SEND Officer will also assist students or support their teachers in completing a Transition Plan (14+). Careers advice will be provided, which will be used to complete this plan and to assist the student in making informed choices regarding their future.

To support progress tracking, Student's IEPs are updated termly. Tracking sheets are also checked regularly and in any case where a student is not making significant progress, a member of the Teaching and Learning team, or the Subject Lead will contact the teacher to arrange a time to discuss intervention strategies.

Things to consider with progress are:·

The teacher's assessment and experience of the pupil

· Their previous progress and attainment and behaviour

· Other teachers' assessments, where relevant

The individual's development in comparison to their peers and national data

· The views and experience of parents

· The pupil's own views

	· Advice from external support services, if relevant Progress data, review meetings, and IEP updates inform evaluation.
How do TCW assess Access Arrangements for exams and assessments?	In order to support exam accommodations, such as extra time or use of a word processor, the Exams Officer will liaise with the students' teachers to gather a picture of need and a usual way of working. The SEN Lead/SEND Officer and Consultant will be asked to confirm meeting the criteria the exam board requires. Please contact our Exams Officer sahana.venkatesh@tcw.org.uk for more information.
How do we evaluate the effectiveness of our SEN provision?	TCW undergoes an Ofsted inspection regularly in addition to Local Authority Quality assurance inspections. In addition to this, an internal SEND Audit is carried out every two years.
How skilled are TCW staff at supporting young persons with SEN and meeting the needs of students?	The TCW Teacher Training Programme is one of our proudest assets, refined over the years and quality assured by Goldsmiths University. Every teacher takes part in weekly in-depth professional development sessions, led by our in-house training team, or external experts. This continues throughout a teacher's career with us. We believe that education never stops and that is why we work to continue challenging our teachers and growing their skillset. This is in addition to regular teacher observations and mentoring, led by our Teaching and Learning Officers - experienced, qualified teachers who oversee our teaching training programme. TCW staff receive training every Thursday from 16:30 - 18:00. Staff are trained in the following areas to support with planning appropriately for students with SEND:

	ASD, ADHD, SpLD, Speech and Language Needs, Social Emotional and Mental Health; Attachment theory, Sensory Needs.

Transition	
How do we support students moving between different phases of education?	TCW aims to follow the Gatsby Benchmark model for good career guidance. **The eight Gatsby Benchmarks of Good Career Guidance are:** ☐ A stable careers programme. ☐ Learning from career and labour market information. ☐ Addressing the needs of each pupil. ☐ Linking curriculum learning to careers. ☐ Encounters with employers and employees. ☐ Experiences of workplaces. ☐ Encounters with further and higher education. ☐ Personal guidance. Students are supported by the Student Welfare Officers (SWO) to explore and discuss future options, the students are invited to attend career and college fairs and speak to careers advisors. The SEN Lead will also assist students or support their teachers in completing a Transition Plan (14+). Careers advice will be provided, which will be used to complete this plan and to assist the student in making informed choices regarding their future. At the Year 11 annual review in the Autumn Term the students fill out a preference form to aid consultation with future settings. SWO supports the students with enrollment on GCSE results day. Once the placement has been agreed the students attend trial/ taster days to prepare them for a smooth transition.
Emotional and social development	

How do we support students with SEN to improve their emotional and social development?	We recognise that learning is about more than exam results, it is about developing and maturing as a person so you can take on the challenges of adult life. The wellbeing support that we offer is a key part of how we help students reach their personal milestones. It is made up of four key elements: **Counselling** - All students are entitled to a weekly 1:1 therapeutic session with one of our in-house trained counsellors. This is a valuable addition to help students work through any personal challenges, learn to regulate their emotions and deal with the stresses that life throws at them. **Personal Development** - Taking place for an hour once a week, this is a programme designed to help each student reach their personal potential. It is a chance to set goals, develop career plans and give students a sense of purpose and perspective. **Interventions** - The Interventions Team specialises in helping students re-engage in education after losing focus or motivation. They work directly with students, as well as their teachers, families and professionals, creating a big-picture solution to increase attendance and engagement. **PSHE** - We teach a wellbeing-focused PSHE (personal, social and health education) curriculum, which is designed to help students develop the skills they need to manage their emotions and learn to be happy and balanced. These pastoral measures, combined with the focused, personalised attention of our teachers, give students the holistic education that they need to thrive in later life. **Specific Interventions** Depending on students' needs, specific interventions may be suggested to be led by teachers and Student Welfare officers during their personal development sessions, these include

	- The Zones of Regulation: A curriculum designed to foster self-regulation and emotional control. - Talkabout for Teenagers: Developing Social and Emotional Communication Skills - Talkabout Sex and Relationships 2: A Sex Education Programme - 6 Skills Every Teen Needs To Thrive in High School - The Insomnia Workbook for Teens: Skills to Help You Stop Stressing and Start Sleeping Better - Developing Social and Emotional Communication Skills All Students are encouraged to participate in a range of school activities organised by TCW staff both onsite and offsite. Teachers are also encouraged to take students with SEND on a variety of school trips. TCW has partnerships with many organisations. Please contact the Deputy Head of School for further information.

Support for Parents	
How do we handle complaints from parents of children with SEN about provision made at the school?	The Deputy Head of School and Hub Manager initially deals with any complaints regarding the provision of support for students with SEND in the first instance. However, if an issue cannot be resolved the SEN Lead/SEND Officer and Headteacher will seek to secure a resolution. TCW actively promotes the inclusion of parents/carers and the creation of a strong working partnership. Parents/carers submit their views prior to meetings and all views are taken into account.
What support services are available to parents?	
Where can parents find further, local information?	FURTHER INFORMATION about support and services for pupils and their families can be found in: Local Offers: London Boroughs TCW works with **Croydon:** Croydon's Local Offer of Special Needs - London Borough of Croydon **Enfield:** Local Offer for Special Needs & Disabilities - Enfield Council **Greenwich:** The Local Offer in Greenwich **Hackney:** Hackney Local Offer **Haringey:** Children and Young People with Special ... - Haringey Council **Islington:** SEND Local Offer | Islington Directory - Open Objects

	Lambeth: Local offer - services for children and young people ... - Lambeth Council **Lewisham:** Lewisham Council - Support for children and young people with ... **Southwark:** Local Offer Southwark • Home **Tower Hamlets:** Local offer - Tower Hamlets **Waltham Forest:** SEND Local Offer | Waltham Forest Council • The DfE Code of Practice: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf