

At Carshalton Boys Sports College (CBSC), our approach to Special Educational Needs and Disabilities (SEND) goes beyond statutory compliance. We strive to communicate clearly, openly and meaningfully with students, families and professionals. Our aim is to ensure that every child feels understood, supported and empowered to achieve their full potential.

This report is published under section 69 of the Children and Families Act 2014 and sets out the information required by Schedule 1 to the Special Educational Needs and Disability Regulations 2014. It should be read alongside our SEND Policy, Ordinarily Available Provision Policy, Accessibility Plan, Anti-Bullying Policy, Behaviour Policy, Complaints Procedure and Child Protection and Safeguarding Policy, which are available on the Policies pages of our website. A shorter guide for parents and carers is available on the SEND Information Report page:

<https://www.carshaltonboys.org/page/?title=SEND+Information+Report&pid=376>

1. Our Philosophy and Values

SEND provision at CBSC is built on the belief that all students deserve access to high-quality teaching, positive relationships and personalised support. We describe our work not only through policies and procedures, but through the experiences we create for the young people in our care. Our message is simple: we support, we listen, and we adapt. We maintain a culture of inclusion in which teachers, support staff, leaders and parents work collectively to remove barriers to learning.

2. The Kinds of SEN We Provide For

CBSC is a mainstream secondary school. We make provision for pupils with special educational needs in each of the four broad areas of need described in the SEND Code of Practice (2015):

- **communication and interaction**, including autism and speech, language and communication needs;
- **cognition and learning**, including specific learning difficulties such as dyslexia, and moderate learning difficulties;
- **social, emotional and mental health**, including ADHD, anxiety and other emotional wellbeing needs;
- **sensory and/or physical needs**, including hearing, visual and physical impairments.

Provision is made for pupils at SEN Support and for pupils with an Education, Health and Care (EHC) plan. Many pupils have needs in more than one area, and we plan support around the individual rather than a label. The Bridge, CBSC's specialist in-school SEND support space, forms part of this provision.

3. Admission Arrangements for Disabled Pupils

CBSC welcomes applications from disabled pupils and pupils with special educational needs. An application will not be refused because a pupil is disabled or has SEN, and disabled applicants are not treated less favourably than other applicants, in line with the Equality Act 2010.

As an academy, CBSC admits pupils in accordance with its published Admissions Policy and the London Borough of Sutton's coordinated admissions scheme. Where the school is oversubscribed, first priority is given to looked-after and previously looked-after children, followed by children with

supported medical reasons or exceptional social reasons for attending CBSC. Supporting evidence from a relevant professional is required under these criteria.

Pupils with an Education, Health and Care (EHC) plan are admitted through a separate statutory process. The local authority consults the school under section 39 of the Children and Families Act 2014, and CBSC responds within the statutory timescale. Where CBSC is named in a final EHC plan, the school admits the pupil, as required by section 43 of the Act.

When a disabled pupil is due to join CBSC, the SEND team works with the family, the previous setting and relevant professionals to plan the transition and, wherever possible, to put reasonable adjustments in place before the pupil starts. This includes a Personal Emergency Evacuation Plan (PEEP) where one is needed.

The Admissions Policy is available at:

<https://www.carshaltonboys.org/page/?title=Admissions+Policy+%26amp%3B+PAN&pid=85>

4. Moving from Year 6 to Year 7

Moving to secondary school is a significant step, and for many pupils with SEND it is the point at which careful planning matters most. CBSC runs a structured transition programme for every pupil joining Year 7, with additional elements for pupils with SEND.

- **Primary school visits.** CBSC staff visit pupils in their primary schools, meeting them in a familiar setting and gathering information to plan any additional support they may need. The SEND team liaises with primary school SENCOs to gather information about pupils' needs, current provision, EHC plans and professional reports.
- **Interview day.** Each pupil and their parents or carers meet a member of the leadership team for a one-to-one interview at CBSC. This gives families an early opportunity to tell us about their child and any needs they have.
- **Supported taster day.** Before the main taster day, we run a smaller, quieter morning session for pupils who benefit from a more gradual introduction to the school. This session is for pupils with identified special educational needs, including autistic pupils, and for pupils joining CBSC without others from their primary school. Parents who are unsure whether this session is right for their child are welcome to contact us.
- **Main taster day.** All incoming Year 7 pupils spend a full day at CBSC, taking part in lessons, meeting their teachers and pupils from other primary schools, and touring the school.
- **Summer school.** Pupils can book one week of optional summer school at CBSC before they start.
- **First day of term.** Year 7 pupils start on a day when only Year 7 and Year 12 are in school. They find out their tutor group, explore the site and meet key staff before the rest of the school returns.

A SEND Transition Pack and a SEND Worksheet Transition Pack are available on the Transition Events page of our website. They introduce pupils to key staff, The Bridge, the school day, uniform, equipment and expectations, and can be worked through at home:

<https://www.carshaltonboys.org/page/?title=Transition+Events&pid=223>

For pupils with an EHC plan, the local authority must complete the review of the plan, and any amendments naming the secondary school, by 15 February in the year of transfer (regulation 18 of the SEND Regulations 2014). Where CBSC has been consulted or named, a member of the SEND team attends the pupil's Year 6 annual review where invited.

Settling in during Year 7

Once pupils start, the SEND team works with the Year 7 pastoral team to monitor how pupils with SEND are settling in. Pupil passports and one-page profiles are shared with staff so that teachers

know how best to support each pupil from the start. The Bridge provides a calm, welcoming space for pupils who feel anxious or overwhelmed. Parents of pupils with SEND are contacted during the first half term as part of writing and planning their child's Individual Education Plan (IEP), which includes reviewing how their child has settled.

5. Our Accessibility Plan

CBSC's Accessibility Plan has been prepared under Schedule 10 to the Equality Act 2010. It sets out how the school will increase disabled pupils' access to the curriculum, improve the physical environment, and improve how information is provided to disabled pupils and their families. The current plan was approved in September 2026 and is published on the school website:

https://docs.google.com/document/d/e/2PACX-1vQNKEPiDR_F7Iq37IAX9bCgITDyoMII-Z_ZbO874sH_RXoSBKicxEEgpGbDZs7B4IaYflpDD2eus4Gh/pub

The plan is organised around four priority areas:

- **Physical access.** The main entrance and ground floor have level access, and there is an accessible toilet. Passenger lifts serve the English building (which links to the upper floors of the main building via a bridge), F Block and B Block. The school hall, sports hall and main teaching areas have level or ramped access. Planned actions include reviewing PEEPs for all disabled pupils and staff, auditing external pathways, installing tactile signage, and improving specialist rooms and accessible changing facilities.
- **Curriculum and teaching.** Planned actions include school-wide adaptive teaching guidelines, an audit of assistive technology, the consistent application of examination access arrangements, and a review of the accessibility of trips, clubs and extracurricular activities. Under the school's Ordinarily Available Provision, adjustments are also made to PE, science and technology lessons, adapted equipment and seating plans are provided where necessary, and access arrangements are made for assessments and examinations.
- **Information and communication.** Planned actions include a clear process for parents and carers to request documents in alternative formats, accessible digital versions of key policies, and captions for video content.
- **Staff training and awareness.** See 'Staff Expertise and Training' (section 18).

Implementation is overseen by the SENCo and the Deputy Principal (Inclusion), reviewed termly, and reported to Trustees. Parents and carers who need information in an alternative format can request it by emailing contact@carshaltonboys.org.

6. Identifying Needs

Students' needs may emerge at any time. When they do, we take a responsive and relational approach. Identification may come from:

- information from primary schools at transition;
- conversations with parents, who know their child's needs best;
- teachers noticing that a student is finding an aspect of learning difficult;
- the student themselves sharing a concern;
- assessment data indicating that additional help could be beneficial.

Once a potential need is identified, the SENCo works closely with staff and families to understand the student's strengths, challenges and aspirations. We do not label students; instead, we focus on understanding what support will help them thrive. If we think a pupil may need special educational provision, we will contact parents to discuss next steps.

7. Assessing and Reviewing Progress

We plan and review support using the graduated approach set out in the SEND Code of Practice: a cycle of **Assess – Plan – Do – Review**.

- **Assess:** we build a clear picture of the pupil's needs using teacher assessment, school assessment data, the views of the pupil and their parents and, where appropriate, advice from external professionals.
- **Plan:** we agree the outcomes we are working towards and the support that will be put in place. This is recorded in the pupil's Individual Education Plan (IEP), pupil passport or one-page profile and shared with the staff who teach them.
- **Do:** the support is put in place. Class and subject teachers remain responsible for the pupil's progress, including where interventions are delivered by teaching assistants or specialist staff.
- **Review:** we review the impact of the support on the pupil's progress and use this to plan the next cycle.

Parents and pupils are involved at each stage. Pupils on SEN Support usually receive termly updates on the support they receive and the progress they are making, and parents are able to discuss these with the SEND team.

Pupils with an EHC plan have an annual review, carried out in line with section 44 of the Children and Families Act 2014 and regulation 20 of the SEND Regulations 2014. Parents, the pupil and involved professionals are invited to contribute, and the review considers progress towards the outcomes in the plan. From Year 9, annual reviews include preparing for adulthood. Where a pupil's needs change significantly, the school may ask for the plan to be reviewed earlier.

Where a pupil continues to make less than expected progress despite relevant and purposeful support, the school will discuss with parents whether to request an EHC needs assessment from the local authority.

8. Teaching Approach

Great teaching is the foundation of effective SEND provision. At CBSC, every teacher is a teacher of SEND, and adaptations are made thoughtfully and proactively. Our classrooms reflect a consistent approach.

At CBSC, we support dyslexia by:

- using clear, uncluttered slides and visual prompts;
- providing dyslexia-friendly fonts and coloured overlays where helpful;
- breaking down written tasks into smaller steps;
- offering scaffolded writing frames and model examples;
- checking for understanding and offering time to process information;
- using technology such as read-aloud tools and speech-to-text software.

At CBSC, we support students with ADHD by:

- using predictable routines and visual timetables;
- offering strategic seating and movement breaks;
- chunking long tasks into timed sections;
- providing short, clear verbal instructions and follow-up reminders;
- celebrating focus and effort, not just outcomes.

At CBSC, we support autistic students by:

- creating calm, structured learning spaces;

- providing advance notice of changes wherever possible;
- using visual and written instructions;
- supporting social communication needs sensitively;
- working closely with families to understand sensory profiles.

9. Adaptations to the Curriculum and Environment

Adaptations are central to our inclusive practice. We shape lessons, resources and environments to ensure that learning is accessible. Examples of our adaptations include:

- chunked and scaffolded learning activities;
- alternative means of recording (oral responses, diagrams, technology);
- modified homework tasks where appropriate;
- personalised seating plans;
- sensory adjustments such as quiet spaces and reduced visual noise;
- adapted physical resources for students with sensory or physical needs.

10. Interventions and Additional Support

Our interventions focus on skill development, confidence building and emotional wellbeing.

Our social skills interventions include:

- small-group sessions focusing on communication, friendship and problem-solving;
- supported lunchtime groups offering structured social interaction;
- opportunities for peer mentoring and community-building activities;
- sessions led by trained staff supporting emotional literacy and conflict resolution.

Our literacy interventions include:

- targeted phonics and decoding programmes;
- small-group reading fluency support;
- comprehension strategy teaching;
- handwriting and fine-motor development sessions where appropriate.

Our numeracy interventions include:

- small-group or 1:1 maths support focusing on key concepts and confidence;
- use of manipulatives and visual maths strategies.

We also offer:

- mentoring programmes for SEMH needs;
- transition support for vulnerable students;
- access to wellbeing and pastoral support.

11. Taking Part in the Wider Life of the School

Pupils with SEND take part in the life of the school alongside their peers, including lessons, sport, clubs, trips and school events. The school makes reasonable adjustments so that they can do so, in line with the Equality Act 2010. This includes:

- adjustments to PE, science and technology lessons, and adapted equipment where necessary;
- planning and risk assessment for trips and visits that take account of individual pupils' needs;

- supported lunchtime groups and structured social opportunities for pupils who find unstructured times difficult;
- access arrangements for assessments and examinations.

As set out in our Accessibility Plan, we are reviewing the accessibility of trips, clubs and extracurricular activities. Parents and carers are welcome to contact the SEND team before a trip or activity to discuss any adjustments their child may need.

12. Securing Equipment and Facilities

Most of the equipment and resources that pupils with SEND need, such as coloured overlays, writing frames, read-aloud and speech-to-text software, adapted physical resources and quiet spaces, are provided as part of the school's Ordinarily Available Provision and funded from the school's own budget, including its notional SEN budget.

Where a pupil may need more specialist or individual equipment, the school seeks advice from the relevant professional, such as an occupational therapist or the sensory support team. Some specialist equipment may be provided or loaned by health services or the local authority's sensory support service. Where a pupil has an EHC plan, equipment specified in the plan is secured as part of the provision in the plan, including through high-needs top-up funding agreed with the local authority.

Decisions about the purchase of SEND equipment are made by the Deputy Principal (Inclusion), on the advice of the SENCo and, where relevant, external professionals. Improvements to buildings and facilities are planned and prioritised through the Accessibility Plan (section 5). Examination access arrangements are made in line with Joint Council for Qualifications (JCQ) regulations.

A pupil's equipment needs are reviewed as part of the Assess – Plan – Do – Review cycle and, for pupils with an EHC plan, at annual review.

13. Supporting Looked-After Children with SEN

Looked-after and previously looked-after children with SEN receive coordinated support. Paul Avery, Deputy Principal and Designated Teacher for Looked-After and Previously Looked-After Children, works with the SENCo so that each child's SEN provision and Personal Education Plan (PEP) complement each other.

The school works closely with the Virtual School Head of the local authority responsible for the child, as well as with the child's social worker and carers. Where a looked-after child has an EHC plan, the school works to align the annual review with care plan and PEP reviews where possible, so that planning is joined up. Pupil Premium Plus funding, agreed with the Virtual School through the PEP, may be used to support the child's educational needs.

Looked-after and previously looked-after children receive first priority under CBSC's admissions oversubscription criteria.

14. Working With Parents and Carers

Our communication with families is ongoing and collaborative. Parents are partners in planning and reviewing support. We communicate through:

- scheduled SEND review meetings;
- regular email or phone updates;
- shared strategies to use at home;
- invitations to workshops and information sessions.

We value parent voice and work to ensure families feel heard, reassured and informed.

15. Support Services for Parents and Carers

The following services offer free information, advice and support to families of children and young people with SEND. SIASS is the information, advice and support service provided for Sutton under section 32 of the Children and Families Act 2014.

Service	What it offers and how to contact it
Sutton Information, Advice and Support Service (SIASS)	Free, impartial and confidential support for children and young people aged 0–25 with SEND and their parents and carers. This includes support at school meetings, with the EHC needs assessment process, and in resolving disagreements, including mediation and preparing appeals to the SEND Tribunal. Email: Sutton@SIASS.co.uk Telephone: 020 8323 0462 Open Monday to Friday, 9am–5pm, including school holidays Website: www.siass.co.uk
Sutton SEND Local Offer	Information about education, health and social care services and activities for children and young people with SEND in Sutton. Website: suttoninformationhub.org.uk Email: localoffer@sutton.gov.uk
Cognus Limited	Sutton's SEND and education services provider, including SEN casework and educational psychology. Telephone: 020 8323 0450 Email: enquiries@cognus.org.uk
IPSEA (Independent Provider of Special Education Advice)	Free, independent, legally based advice on SEND, available nationally. Website: www.ipsea.org.uk
Sutton Parent Carer Forum	A forum run by and for parents and carers of children with SEND and disabilities in Sutton. Website: https://www.suttonparentsforum.org.uk/ Email: suttonparentsforum@outlook.com

Families who live outside the London Borough of Sutton should contact the information, advice and support service for their home local authority. Local services can be found through the Information, Advice and Support Services Network at councilfordisabledchildren.org.uk.

16. Student Voice

Students are central to decisions about their support. They help shape it by:

- contributing to reviews and target setting;
- sharing what works for them in the classroom;
- taking part in wellbeing surveys or informal conversations;
- being encouraged to develop self-advocacy.

17. Preventing Bullying and Listening to Pupils with SEN

We recognise that pupils with SEND can be more vulnerable to bullying, including prejudice-based bullying, and may be affected by it without outwardly showing signs. Our Anti-Bullying Policy

explicitly identifies bullying motivated by prejudice against disabled people, and all incidents of unkindness and bullying are treated seriously.

Prevention

- Our WE BELIEVE principles are promoted through assemblies and tutor time.
- Timetabled PSHE lessons build self-confidence, resilience, assertiveness and healthy relationships, and address peer pressure.
- Staff are vigilant in lessons, in corridors and during lunchtime duty, and manage transitions between lessons.
- Supported lunchtime groups, social skills groups and peer mentoring give pupils with SEND structured, safe opportunities to build friendships.

Listening to pupils

- Pupils can report concerns anonymously using the 'Report It Sort It' form, and are reminded of it regularly.
- Every pupil has a form tutor and access to the wider pastoral support network, including counselling, mentoring and targeted wellbeing sessions.
- Members of the pastoral team offer drop-in sessions for pupils to talk through problems or concerns.
- Where a pupil has communication needs, support is put in place so that they can share concerns.
- The Designated Safeguarding Lead and the SENCo liaise closely on any report of abuse involving a pupil with SEND.

Responding to bullying

Incidents are investigated and recorded by the Learning Coordinator. Pupils who have been bullied are given a safe space to talk, and support may include regular check-ins, counselling, a peer mentor and referral to external agencies. Restorative meetings are used only with the consent of both parties, and sanctions are applied in line with the Behaviour Policy. Records are monitored for patterns, and action plans are drawn up where patterns are identified. The Anti-Bullying Policy is available at: https://docs.google.com/document/d/e/2PACX-IvTHF60kKysW6daypuG_dPEHoeyhxGChIJRAqnLDBaNOsWdji6Rcwbr7QokdaWPErxuh2hT9uM-XFhZc/pub

I8. Staff Expertise and Training

Our SEND team

- Paul Farr, Assistant Principal and SENCo, holds the National Award for SEN Coordination.
- Cassandra McFarlane, Deputy SENCo, is a qualified SENCo and teacher of SEN.
- Lisa Bianchi, Assistant SENCo and SEN Pastoral Support, is currently completing the Assistant SENCo award.
- Lucy Penfold, Bridge Lead, leads The Bridge, CBSC's specialist in-school SEND support space.
- Teaching assistants, managed by the SENCo, support pupils in lessons and deliver targeted interventions.

Training for all staff

CBSC's Ordinarily Available Provision (OAP) Policy sets out the teaching strategies, resources and support available to every pupil within the school's existing staffing and funding, organised around the four areas of need in the SEND Code of Practice. It is aligned with the Cognus/London Borough of

Sutton OAP Guidance (2023) and is available at:
<https://www.carshaltonboys.org/attachments/download.asp?file=51>

Every teacher at CBSC is a teacher of SEND. The school carries out an annual audit of training needs for all staff, taking account of school priorities and individual professional needs, and gives particular support to Early Career Teachers and other new staff. Induction includes an introduction to the school's SEND, inclusion and anti-bullying policies.

All staff receive regular professional development on inclusive classroom practice, SEND and safeguarding, including awareness training on sensory needs and physical impairments. Training is delivered in partnership with Cognus and external specialists, and all staff are expected to implement the strategies set out in the OAP Policy consistently across all subjects.

The SENCo prioritises staff training needs, delivers SEND CPD through the weekly staff bulletin, and supports staff to put effective strategies in place. Staff have access to pupil passports and one-page profiles for pupils with SEND and disabilities. Some staff have completed specialist training in areas such as autism awareness and mental health first aid, and the Accessibility Plan includes a programme of disability-specific training mapped to the needs of the current cohort.

Securing specialist expertise

Where a pupil's needs call for expertise beyond that held within the school, CBSC secures specialist advice through Cognus, Sutton's SEND service provider, including educational psychology, and from Adapt to Learn (autism specialist service), speech and language therapy services, CAMHS and other mental health professionals, occupational therapists and sensory support teams. Parents are consulted before a referral is made.

19. Working with Other Services and Organisations

Meeting the needs of pupils with SEND often depends on joined-up work between the school and other services. Parents are consulted before a referral is made to an outside service.

Health services

When specialist advice is needed, we work closely with educational psychologists, speech and language therapy services, CAMHS and other mental health professionals, occupational therapists and sensory support teams. These professionals help us deepen our understanding of pupils' needs and refine our interventions.

Local authority support services

CBSC works with Cognus, Sutton's SEND and education services provider, for SEN casework and educational psychology, and with the London Borough of Sutton's SEND and Inclusion Service. For pupils who live in another borough, the school works with the SEN team of the pupil's home local authority. We also draw on specialist services such as Adapt to Learn (autism specialist service) and sensory support teams.

Social care

Where a pupil with SEND has a social worker or is receiving support through Early Help, the school works with the family and the relevant social care team so that education and care planning fit together. The Designated Safeguarding Lead and the SENCo work closely together on any safeguarding concern involving a pupil with SEND. Support for looked-after children is set out in section 13.

EHC needs assessments and annual reviews

Education, health and social care professionals contribute advice to EHC needs assessments. For annual reviews of EHC plans, the school invites the local authority, and the health and social care

professionals involved with the pupil, to contribute, as required by regulation 20 of the SEND Regulations 2014.

Voluntary and community organisations

We signpost families to voluntary and independent organisations that support children and young people with SEND and their families, including the Sutton Parent Carer Forum and IPSEA (section 15). Where appropriate, the school also works with local voluntary and community services that support individual pupils and families.

20. Preparing for Adulthood

Throughout a student's journey at CBSC, we focus on independence, communication and future pathways. We support students by:

- developing organisational skills and self-management strategies;
- providing targeted careers guidance and support with option choices;
- preparing students with EHC plans for annual reviews that include post-16 planning.

21. Moving On After Year 11

Preparation for life after Year 11 begins early, in Year 10. Whether a pupil stays at CBSC for the 6th Form or moves to a college, training provider or apprenticeship, we plan the transition with the pupil and their family.

Choosing the next step

- In Year 10, the PSHCE curriculum takes every pupil through Post-16 decision-making, and the 6th Form team runs sessions on subject demands, entry requirements and what different pathways involve.
- In September of Year 11, the school holds information events for pupils and a Parents' Information Evening explaining the Post-16 process and timeline.
- Targeted careers guidance and support with choices is available throughout (section 20). Pupils with SEND can be offered additional careers guidance, and parents are welcome to attend.

Joining CBSC 6th Form

Students with SEND are welcomed and supported throughout the 6th Form application process, and families are encouraged to contact the school early so that the right arrangements are in place from the start. All internal applicants take part in 6th Form screening and an interview. Once course choices are confirmed, students attend a multi-day Transition Event in the summer term, which includes taster classes in each subject, induction and team-building activities, and a check of course choices against entry requirements. The SEND team shares relevant information with 6th Form staff, including pupil passports, and access arrangements are reviewed for students' Post-16 courses.

Moving to another setting

Where a pupil moves on to another school, college or training provider, the SEND team shares relevant information about the pupil's needs and the support that has worked for them with the receiving setting, with the agreement of the pupil and their parents.

For pupils with an EHC plan, preparing for adulthood forms part of every annual review from Year 9. Where a young person is moving from school to a Post-16 setting, the local authority must complete the review of the plan, and any amendments naming the new setting, by 31 March in the year of transfer (regulation 18 of the SEND Regulations 2014).

22. Evaluating the Effectiveness of Our SEN Provision

We evaluate the effectiveness of our SEND provision at three levels: for each pupil, for each intervention, and across the school.

- **For each pupil**, effectiveness is judged by progress towards agreed outcomes through the Assess – Plan – Do – Review cycle and, for pupils with an EHC plan, at annual review (section 7).
- **For each intervention**, the need is identified from school data and staff requests. Its impact is then reviewed using school data, feedback from staff gathered through round robins where relevant, parental feedback and records held on Bromcom, the school's management information system. Interventions that are not having the intended impact are adapted or replaced. The school's provision map is reviewed annually.
- **Across the school**, the SENCo monitors the progress and attendance of pupils with SEND, and the quality of adaptive teaching through lesson visits and work scrutiny. Pupil and parent views, gathered through reviews, surveys and conversations, are also used.

The findings inform the school's SEND development priorities and the staff training programme (section 18). The SENCo reports on SEND provision and its effectiveness to the Students Committee of the Board of Trustees termly.

23. Compliments, Complaints and Feedback

We welcome feedback about our SEND provision and are always seeking to improve the quality of support we offer. We are equally glad to hear when something has gone well.

Arrangements for handling complaints from parents and carers about the support provided for pupils with special educational needs are as follows. In the first instance, concerns should be raised with your child's form tutor. If the matter remains unresolved, it should be raised with the SENCo. If you are still not satisfied, the matter should be referred to Emma Morris, Deputy Principal (Inclusion), and, where necessary, to the Principal.

Where a satisfactory resolution is not reached through this route, the matter will be referred into the school's formal Complaints Procedure, a copy of which is available on the school website.

This arrangement is separate from, and does not affect, your right to request independent disagreement resolution or mediation in relation to an Education, Health and Care plan, or your right of appeal to the SEND Tribunal.

24. The Local Offer and Our Contribution to It

Where the Local Offer is published

The London Borough of Sutton's SEND Local Offer sets out the education, health and social care support available for children and young people aged 0–25 with SEND and their families. It is published on the Sutton Information Hub at suttoninformationhub.org.uk. Questions about the Local Offer can be sent to localoffer@sutton.gov.uk.

For pupils who live in another borough, the Local Offer of their home local authority also applies. This is published on that council's website.

Our contribution to the Local Offer

This SEN Information Report forms CBSC's contribution to the Local Offer. It is published alongside the school's Local Offer document on the SEND Information Report page of our website, and the school's entry on Sutton's Local Offer can be viewed at:

<https://suttoninformationhub.org.uk/services/carshalton-boys-sports-college-62bc447bc89b0> . We

review this information annually so that families have accurate information about the provision available at CBSC. The school works with Cognus and the London Borough of Sutton's SEND and Inclusion Service, and consults them when reviewing its Accessibility Plan.

25. Contact Information

Role	Name and contact details
SENCo	Paul Farr Email: pfarr@carshaltonboys.org
Deputy SENCo	Cassandra McFarlane Email: cmcfarlane@carshaltonboys.org
Deputy Principal (Inclusion)	Emma Morris Email: emorris@carshaltonboys.org
Designated Teacher for Looked-After Children	Paul Avery, Deputy Principal
School office	Telephone: 020 8714 3100 Email: contact@carshaltonboys.org Carshalton Boys Sports College, Winchcombe Road, Carshalton, Surrey, SM5 1RW

We encourage families to contact us with any questions or concerns. Our SEND team is always ready to listen, support and guide.

26. Review Cycle

This SEN Information Report is reviewed annually so that it remains clear, accurate and meaningful for our whole school community. It will next be reviewed in September 2027.