

# SEND Information report



## Contents

1. SEN information report introduction	2
2. Vision and Values	2
3. Legislation and guidance	2
4. Links with other policies and documents	2-3
5. Definition of SEN	3
6. The types of SEND that are provided for	3
7. Identify pupils with SEND and assessing their needs	3-4
8. Consulting and involving pupils and parents	4
9. Assessing and reviewing SEND pupils' progress towards outcomes	4-5
10. Supporting pupils moving between phases and preparing for adulthood	5
11. Our approach to teaching pupils with SEND	5
12. Adaptations to the curriculum and learning environment	5
13. Additional support for learning	6
14. Expertise and training of staff	6-7
15. Securing equipment and facilities	7
16. Evaluating the effectiveness of SEN provision	7-8
17. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND	8-9
18. Mental Health and Wellbeing (SEMH policy)	10-13
19. Working with other agencies	13-14
20. Concerns about SEND provision	14
21. The Local authorities' local offers	14

## **1. SEND Information report introduction**

Our SEND Information report aims to set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND);

## **2. Vision and values**

We are an inclusive mainstream secondary school, delivering a broad, arts-rich curriculum that aims to ensure that all students are given equal opportunities and the cultural capital that they need to succeed in life. We believe that high quality teaching is always the first step in response to students with SEND, through personalised learning, appropriate scaffolding and challenge, effective questioning and rigorous assessment. Where additional provision is provided to help students access the curriculum, we have a strong commitment to assessing, identifying and supporting students with SEND, whilst placing a strong emphasis on building resilience and independence, so as to ensure all of our pupils with SEND have the knowledge, skills and cultural capital they need to thrive in life.

Our teaching staff make every best effort to achieve the best outcomes for special educational needs and disabilities. In practice, this means:

1. Ensuring a positive and supportive environment for all pupils without exception;
2. Building an ongoing, holistic understanding of our pupils and their needs;
3. Ensuring that all pupils have access to high quality teaching (good teaching for pupils with SEND is good teaching for all);
4. Complementing high quality teaching with carefully selected small-group and one-to-one intervention;
5. Working effectively with support staff, specialist and external agencies<sup>1</sup>.

## **3. Legislation and guidance**

This SEND Information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice<sup>2</sup> and the following legislation:

- Part 3 of the Children and Families Act 2014<sup>3</sup>, which sets out schools' responsibilities for pupils with SEN and disabilities;
- The Special Educational Needs and Disability Regulations 2014<sup>4</sup>, which set out schools' responsibilities for education, health and care (EHC) plans and SEN co-ordinators (SENCOs)
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## **4. Links with other policies and documents**

This SEND Information report should be read in conjunction with:

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<sup>1</sup> Adapted from the Educational Endowment Foundation's guidance report on SEND <https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send>

<sup>2</sup> <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

<sup>3</sup> <https://www.legislation.gov.uk/ukpga/2014/6/contents>

<sup>4</sup> <https://www.legislation.gov.uk/uksi/2014/1530/contents/made>

- The Access Arrangements policy
- The Accessibility Plan
- The Safeguarding Policy

## **5. Definition of SEN**

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

1. A significantly greater difficulty in learning than the majority of the others of the same age, or
2. A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **6. The Types of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Condition, Asperger's Syndrome, speech, language and communication difficulties;
- Cognition and learning, for example, dyslexia, dyscalculia, moderate learning difficulties;
- Social, emotional and mental health difficulties, for example, anxiety, low mood, depression, difficulties in self-regulation;
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

## **7. Identifying pupils with SEND and assessing their needs**

New students with EHCPs are identified through the consultation process with the Local Educational Authority prior to joining the school, where needs and provisions are considered and planned for whilst evaluating the suitability of the placement.

SEND needs of year 6-7 pupils are flagged through the year 6-7 transition process, which involves key support staff attending annual reviews and transition meetings with feeder primary schools, where needs and provisions are discussed. This allows for pre-planning of interventions and allocation of resources in advance of students.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers;
- widens the attainment gap.

For information on how we identify pupils in need of special consideration for exams, please read the separate **Exam Access Arrangements Policy**.

## **8. Consulting and involving pupils and parents**

We will always aim to have early discussion with the student and their parents when identifying whether they need special educational provision. This dialogue can start from the outset, during year 6 transition meetings that the SLT have with parent and child, and during the SEND transition meetings conducted with the inclusion team. Discussions will also arise at other times during the year, when concerns are raised.

These conversations will ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty;
- The parents' or carers' concerns are taken into account;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.

We will formally notify parents or carers when it is decided that a pupil will receive SEND support.

## **9. Assessing and reviewing SEND pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of assess, plan, do, review. Teachers will work with the SENCo and inclusion team to provide a clear picture of the student's needs. This will draw on:

- The teacher's assessment and experience of the pupil;
- Their previous progress and attainment or 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.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

### **10. Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and pupils which information will be shared as part of this.

All students will have access the school's careers guidance counsellor. Additional opportunities for SEND students to see the careers guidance counsellor will be made available to further support transition if required. The SEND team will work closely with students and families in the completion of relevant applications and the organising of induction days or visits. Members of the inclusion team will also accompany students on induction days to colleges/ alternative placements if appropriate or necessary.

### **11. Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils, to ensure all students are supported in achieving well within a broad, challenging curriculum

We will also provide a number of targeted or specialist interventions, listed in section **12.0**

### **12. Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Planning our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style and approach, content of the lesson;
- Adapting our resources and staffing to ensure the needs of the child are met;
- Using recommended aids, such as laptops, coloured overlays, visual timetables, enlarged fonts where necessary;
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, breaking-down of complex instructions and using task planners.

### **13. Additional support for learning**

In addition to striving towards high quality, evidence-led teaching practices, we also deliver the following targeted and specialist interventions:

- 1:1 Speech and Language interventions, delivered by a qualified Speech and Language Therapist. These are for students with an identified Speech, Language or Communication need;
- Speech and Language: small-group interventions, delivered by a Higher Level Teaching Assistant, in liaison with the Speech and Language therapist. These are for students who have some speech, language and communication difficulties but do not meet the threshold for 1:1 support;
- Literacy intervention groups (1:1 or small group), with students with identified literacy problems, Specific or Moderate learning difficulties, delivered by a literacy specialist and a Higher Level Teaching Assistant;
- ELSA (Emotional Literacy Support Assistant)- led 1:1 or small-group interventions;
- In-school counselling;
- Occupational Therapy (1:1 or small group) for students with physical needs;
- Reading groups (form time) led by HLTAs or teaching staff;
- Buddy Reading;
- Social Skills and communication intervention (small group);
- The mentoring programme, delivered by the behaviour support team (The Greenhouse).

All interventions are tightly monitored and reviewed after an agreed period (normally 6 weeks).

We also work with the following agencies to provide support for pupils with SEN:

- The Lambeth Autism Advisory Service;
- The Lambeth Educational Psychology service.

### **14. Expertise and training of staff**

The extent to which all learners are supported, taking into account starting points and SEND needs, is a key feature of our *Teaching and Learning Framework*. Through our commitment to Quality First Teaching, we ensure all staff receive a comprehensive programme of SEND-related CPD. In the last academic year, staff have been trained in:

- Trauma Informed teaching approaches;
- Effective Use of Learning Support Assistants;
- Recognising and planning for Speech, Language and Communication needs;

- Disciplinary literacy;
- Quality First Teaching strategies;
- Catering for the needs of dyslexic learners;
- Understanding the four categories of SEND need and the needs profile at The Norwood School;
- Strategies for dealing with ASC students;
- Common difficulties associated with ADHD;
- Use of Provision Map.

Most Learning Support Assistants (LSAs) are attached to faculties based on their subject expertise. In some cases, LSAs are attached to students across different subjects when this is more appropriate to their needs. The SEND team will join in with relevant CPD during faculty meetings, or undertake CPD within the SEND faculty. This will be delivered in-house or facilitated by specialists who work with the school (e.g. The Educational Psychologist, Speech and Language Therapist, Autism Advisory teacher).

We have a team of LSAs, including 4 Higher Level Teaching Assistants (HLTAs) who are trained to plan deliver and monitor social skills groups, literacy interventions, ELSA, an OT programme, ADHD intervention groups and speech, language and communication groups.

We use specialist staff for counselling, 1:1 speech and language work, EP (Educational Psychologist) -based work and autism outreach support from the LEA.

## **15. Securing equipment and facilities**

The SEND department has a suite of laptops/ chrome books to facilitate students with certain access needs, e.g. low processing time, dyspraxia, physical or sensory needs. All faculties that do not have an ICT suite also have a class set of laptops for students to use. The department also stocks SEND-friendly stationery, such as coloured overlays for dyslexic students. There are also two small intervention rooms and a small, dedicated sensory room.

The HLTA (Physical/ Sensory) will complete CENMAC referrals to provide assistive technology to support students with their learning.

The SEND-designated office member takes responsibility for the appropriate enlarging of materials for our visually impaired students and the HLTA (physical/ sensory) will liaise with the LEA and premises team to ensure the building is compliant in terms of ensuring access for visually impaired students.

## **16. Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term;
- Regularly monitoring and reviewing the impact of interventions;

- Using pupil questionnaires;
- Monitoring by the SENCO;
- Using Provision Map to measure progress;
- Holding annual reviews for pupils with EHC plans.

### **17. Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our numerous residential trips and are accompanied by relevant support staff if appropriate.

All pupils are also encouraged to take part in sports day, school productions and any special workshops. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

All pupils whose education, health and care plans (EHCPs) name the school and whose needs can be met by the school, will be admitted before any other places are allocated.

To avoid unfairly disadvantaging pupils with a disability, places are allocated first to students with EHCPs and a disability. Regarding rolling entries, where no places are available in the year group, students with an EHCP and/or disability take priority on the waiting list, if the school is able to meet their needs.

Safety/ support plans for students with disabilities are regularly updated and shared whole schools. It is of paramount importance that these pupils are challenged to the same level as their peers, and are able to participate to the fullest possible degree in all lessons, including in physical, practical and performing-arts related subjects. Modifications are put into place in terms of supporting learning, but not lowering expectations.

On the rare occasion that a student's disability prevents them from participating fully in a particular activity or lesson, reasonable adjustments will be made to provide an alternative activity for them. This is normally on a temporary basis and is tightly reviewed.

In terms of ensuring the physical environment enables all pupils to take advantage of the education we provide, the following are also in place:

- Access to the lift, via a member of the support team;
- Regular environmental audits of the building to ensure equality of access;
- Suitable font and colour schemes on all signage to ensure mobility for visually impaired;
- Early lunch cards for physically vulnerable students to avoid crowds;
- Adapted learning materials (e.g. larger protractors, Science equipment);

In terms of ensuring the availability of accessible information:



- CENMAC referrals for adaptive technologies;
- Use of the SEN-office team member to appropriately enlarged resources;
- Internal school allocation of SEND laptops;
- E-reader pens (dictation technology)

Our **Accessibility Plan** sets out the aims of our accessibility plan in accordance with the Equality Act 2010.

### **The SENCO**

The SENCO is **Patience Adjei** who

- Works with the Co-Headteachers and SEND governor to determine the strategic development of the SEND policy and provision in the school;
- Has day-to-day responsibility for the operation of SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Education, Health and Care plans (EHCPs);
- Provides professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching;
- Advises on the graduated approach to providing SEND support;
- Advises on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Is the point of contact for external agencies, especially the local authority (LA) and its support services;
- Liaises with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEND up to date.

## **18. Mental Health and Wellbeing (SEMH policy)**

### **Definitions and guidance**

Mental health has been defined as ‘*a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.*’ (WHO 2014).

Therefore, our mental health has a fundamental influence on how we think, feel and act and our ability to function in the world.

The Department for Education (DfE) recognises that “*in order to help their child succeed, schools have a role to play in supporting them to the resilient and mentally healthy.*”

### **Our Vision**

Our school community should be a safe, nurturing, happy and exciting environment where we all thrive physically, mentally and spiritually, share a sense of belonging and feel valued and respected. As leaders of our school community, we will place wellbeing at the heart of all decisions we make and move forwards as one, by listening to what our staff and students have to say about their mental health and wellbeing.

We will strive for our young people to engage in a positive dialogue about mental health and we will give them the tools they need to help themselves or seek help when they need it. We must teach them that *everyone* has mental health, just as everyone has physical health, and positive or negative mental health are not fixed characteristics.

We want a happy and productive staff, who find meaning and purpose in their work, who feel included and valued in the school’s direction. They will have the training they need to promote positive mental health, act as positive role models, identify potential concerns and provide the right support when it is needed.

We want our students to achieve academically and strive for excellence, but this is not the be-all and end-all of an education. They must also be healthy and happy, and as such we demand a curriculum that not only teaches students about mental health, but that also provides a rich diet of educational experiences that instill powerful knowledge as well as develop the characteristics of a lifelong learner. Life-long learning is, we believe, the key to a happy life.

Finally, we want to be an outward-looking school that not only supports its students, but also supports the mental health of the larger community, through collaboration with parents, governors, stakeholders and the larger community.

### **Aims**

We understand and recognise that behavioural difficulties are often communicating an unmet need in one or more of the categories of SEND. We also understand that so-called behavioural difficulties do not necessarily mean that a child or young person has a possible mental health problem or special educational need. Negative experiences and distressing life events can affect mental health in a way that brings about temporary changes in a young person’s behavior.

As educators, we recognise the vital role that we play in creating a safe, nurturing environment that supports positive mental health for students, staff, parents and other stakeholders. We are also aware that, at time where almost two in ten students aged 11 to 16 one in five aged 17 to 22 have an identifiable mental health problem, it is more crucial than ever that we not only support students with mental health issues, but also pro-actively

establish a learning environment that actively promotes positive mental health and wellbeing in the school and across the community.

Our key aims are:

- Establishing a safe and stimulating environment for all pupils, rooted in dignity and mutual respect, where bullying, peer-on-peer abuse or discrimination are not tolerated;
- Ensuring the development and wellbeing of our staff;
- Delivering a curriculum that has a holistic approach to educating students about mental health and wellbeing and supports learners in developing their character, through building resilience, confidence and independence;
- Using evidence-based programmes to upskill staff, identify vulnerable pupils and provide targeted, measurable mental health support;
- Working effectively with parents, carers and external agencies to promote well-being and mental health in the school and across the larger community;
- Ensuring pupils feel heard, supported and loved.

## **Rationale**

We aim to provide a holistic approach to SEMH needs. This means:

- Ensuring that all staff are responsible for the emotional well-being of our young people and that class support is of consistently high quality;
- Delivering a curriculum rich in opportunities for social and emotional development;
- Effective, realistic, positive communication and collaboration with parents to ensure the wellbeing of the young person;
- Liaising with external agencies to ensure support is in place and staff are well-informed;
- Timely and relevant staff CPD on mental health and wellbeing and recognised approaches (e.g. Trauma Informed Teaching);
- A behaviour policy and rewards system that emphasises positivity, recognizes achievements, models model adult behavior and is rooted in a restorative, relationships-driven approach;
- Practices that ensure students feel valued, respected and heard, such as an elected school council, adoption of the Halo code, LGBTQ+ ally group and regular opportunities for student voice.
- A staff with positive and productive relationships with our young people and who know them well so as to identify where poor or out-of-character behavior could have an underlying cause that needs addressing;
- Effective use of information that ensures changes in behavior, attendance or attainment patterns are picked up and acted upon;

- An SLT-led safeguarding agenda that ensures comprehensive staff training, regular safeguarding meetings and clear procedures for triage and referral of mental health concerns.

## **Procedures**

Any member of staff who is concerned about the mental wellbeing of a student follows the Mental Health First Aid and refers to the Mental Health Triage. Any member of staff who feels that the pupil is in immediate danger of harm, then normal safeguarding procedures should be followed (see Safeguarding Policy), which will include a referral to the Designated Safeguarding Lead (DSL).

If a student has significantly self-harmed, then normal procedures for medical emergencies should be followed, including alerting the First Aid Officer to ensure appropriate first aid can be given, if necessary, contacting the emergency services.

All mental wellbeing concerns are a standing item on the weekly safeguarding meeting agenda. In response to referrals, the support team and DSL will respond in accordance with the Mental Health Flow Chart and Mental Health Triage Proforma.

Students and staff are assessed annually (in the Autumn term) via mental health questionnaires. The results of these questionnaires are used to plan provisions for each year group and review the impact of mental health provision from the previous year.

## **Support**

We allocate mental health support in accordance with the Thrive Model<sup>5</sup>, which allows for a person-centered and needs-based approach to supporting mental health and wellbeing.

This model comprises 5 different needs-based groupings:

1. Those who need advice and signposting;
2. Those who need focused goals-based input;
3. Those who need more extensive and specialised goals-based help;
4. Those who have not benefitted from help, but are of such a risk that they are in contact with services;
5. Those who are thriving, whose current need is to maintain wellbeing through effective prevention and promotion strategies.<sup>6</sup>

A map of our provision using this model can be found in Appendix 6.

As a school we support mental health and wellbeing in the following ways:

- A whole school, holistic approach to promote the emotional health and wellbeing of all students;

<sup>5</sup> <https://www.annafreud.org/mental-health-professionals/thrive-framework/>

<sup>6</sup> Wolpert et al, 2019

- Fostering a school culture where everyone feels listened to, valued and loved;
- Delivering a curriculum that de-stigmatises and de-mystifies mental health and wellbeing whilst promoting wellbeing, grit and resilience;
- Pastoral programmes, with a strong emphasis on wellbeing and mental health awareness, that run in tandem with the RSE curriculum.
- Continuous professional development for all staff on mental health (awareness, identification, approaches);
- Use for mental health questionnaires to plan provision, review impact of provision and judge whether certain individuals may be suffering from a diagnosable mental health problem;
- Targeted and specialist interventions (ELSA, counselling, SPACE, Social Skills Groups, SALT, ASC outreach);
- Weekly safeguarding meetings;
- Mentoring services (internal and external);
- Lambeth Educational Psychologist services;
- CAMHS referrals;
- Multi-agency referrals;
- Safer Schools Officer (SSO);
- Use of Provision Map to coordinate provision, monitor impact and disseminate manageable information to staff (Learner Profiles).

We also recognize the impact that working with young people with mental health issues can have on our staff. All staff are welcome to approach their line manager or any member of the Senior Leadership Team as appropriate. The school places great emphasis on celebrating our staff. e.g. through our weekly 'star of the week' briefings or 'Friday Fizz' at the end each half term. The school's Fair Workload Charter also expresses a commitment to the wellbeing of staff through a collaborative open dialogue about what constitutes a healthy and reasonable workload. Staff at all levels are therefore involved in the decision making progress.

## **19. Working with other agencies**

The school involves the following bodies in meeting pupils' SEND and supporting their families:

- Evelina London Speech and Language Service (NHS) for Speech and Language Therapy, staff training and family support;
- Evelina London ARD service for ASC (Autism Spectrum Condition) assessments;
- Evelina Guys and St Thomas' Health Service for Occupational Therapy;

- The Lambeth Autism Advisory Service (LAAS) for direct work with autistic Lambeth children, staff training and family support;
- Access to Literacy; assessment; specialist 1:1 or group teaching, staff training;
- Child and Adolescent Mental Health Service (CAMHs) for mental health referrals and ADHD assessments;
- The Well Centre, for mental health referrals and liaison;
- The Lambeth Educational Psychology service, for assessment, direct work with students with SEND and staff training;
- Lambeth, Croydon, Bromley Lewisham and Southwark LA SEND for consultations, annual reviews and placements;
- Early Help (all relevant boroughs) for family support;
- CENMAC assistive technologies, for referrals for students with physical needs;
- Visual and Hearing Impairment services for all relevant boroughs.

## **20. Concerns about SEND provision**

Parental concerns regarding SEND provision are best resolved informally by contacting the relevant member of teaching staff directly. Many concerns can be resolved during an informal meeting by simple clarification or the provision of information and it is anticipated that most complaints will be resolved by this informal stage. If concerns remain unresolved at this informal stage, the concern should be raised with the relevant Head of Faculty or the SENCo.

Most concerns are resolvable at the informal stage. If the concern is not resolved at the informal stage the complainant must put a complaint in writing and pass it to the Headteacher. Please consult the school's complaints procedure for full details of this process.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

## **21. The local authority local offer**

Lambeth's SEND offer is published here:

<https://beta.lambeth.gov.uk/lambeths-send-local-offer>

Croydon's SEND local offer is published here:

<https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page>

Bromley's SEND local offer is published here:

<https://www.bromley.gov.uk/children-young-adults-disabilities-learning-needs/bromley-local-offer>

Southwark's SEND local offer is published here:

<https://localoffer.southwark.gov.uk/>