



EMPOWERING YOUNG PEOPLE TO TAKE ON THE WORLD

## SEND Report

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<b>Date:</b>	<b>September 2021</b>
<b>Ratified by:</b>	Governors
<b>Review Date:</b>	<b>September 2022</b>

## **The School 21 SEND Information Report**

School 21 is a main stream school that provides an inclusive education for children aged 4-18. As an inclusive school we pride ourselves in welcoming and providing for children with Special Educational Needs and Disabilities. We believe in an inclusive approach whereby every child is able to achieve success by being able to access and broad and balanced curriculum. This means School 21 will aim to support pupils to overcome barriers to learning and make special provisions to meet their individual needs.

### **Our Values at school 21 are:**

- Our aim is to create a school that delivers excellence in all that it does and offer inner city students an education that truly sets them up for a success in the future.
- Our core values are integrity and humanity. Integrity means being true to your word. Humanity means being kind and looking out for each other. At school 21 these values are important to us.
- Our school aims to provide rich learning experiences that allow every student to master skills develop passions and reach heights they did not imagine possible.

### **We believe in:**

- High expectations and putting in the support to achieve those expectations, we believe that all children however challenging their circumstances can achieve. But high expectations are not enough they need to be given the support to achieve them.
- School being above all else above all else a place for learning, with quality first teaching and is at the heart of all what we aim to provide for our children.
- Doing whatever it takes to help students it takes to help students succeed. We expect 100% effort from students and staff. There will be no excuses from staff or students. We will go the extra mile in everything we do to achieve outstanding outcomes.

### **Identification of Special Needs**

A child has a learning difficulty or disability if he/she

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders him/her from making use of facilities of a kind generally provided for others of the same age.

Class teachers regularly assess the progress of the students in their class through marking, ongoing assessments, observations and feedback. Pupil progress meetings take place at the end of each half term. Those students who are showing signs that they are not making expected progress will be raised as a concern and interventions will be implemented. Concerns are flagged with the SENCO/ Head of Inclusion who will support the teacher to put strategies in place to overcome barriers to learning. For further information, please see the *Inclusion and SEN Policy*.

## **The approach for teaching children with SEND and adaptations to the curriculum and learning environment**

All children have access to:

- Quality First Teaching
- Intervention in class
- Small group and 1:1 sessions
- Personalised targets and support plans
- Resources
- Effective marking and feedback

Year group and department teams plan together and include planning for differentiation in this.

**Differentiation** is the process by which differences between children are accommodated so that all students have the best possible chance of learning. This can be through:

- Task – differentiated to meet the Learning Objective with smaller steps
- Resources – photos, pictures, word banks, 3D equipment
- Grouping – matching similar learners together and mixed ability groups
- Support – using additional adults
- Outcome – expectation of work completed is different
- Pace – adapted to meet the needs of the child
- Dialogue – varied language/vocabulary used
- Input – in a small group

### **Additional Support for learning that is available for SEND children.**

The cycle of **Assess, Plan, Do, Review** is used to monitor children's progress and personalised where needed. A support plan called My Goals is put in place which pupils and parents are encouraged to be part of. These are reviewed termly.

Support is given to pupils dependent on their individual needs. The school aims to provide the necessary interventions, support and guidance for each individual student according to their needs.

For some pupils, further specialist input may be needed, for example from our speech and language therapist, Educational Psychologist, learning mentors or agencies offered by Newham's local offer. Professionals will come in to class to observe the student or work with them 1:1. They will then provide strategies for the class teacher and relevant staff to implement in their lessons to enable students to access the teaching and learning. If needed, further support will be given. Parents are encouraged to be part of this process in order to understand the needs and strategies to further support their child.

## **What is the Local Offer?**

- The Children and Families Bill require Local Authorities and Schools to publish and keep under review information about services they expect to be available for the children and young people with Special Educational Needs (SEN) and Disabilities aged 0-15. This is the [‘Local offer’](#)
- The local Authority offer is a guide to services that are available to children and young people with Special Educational Needs and Disabilities (SEND) aged from birth to 25 years.
- Newham developed their offer alongside Parents and Carers, children and young people with SEN and disabilities to ensure it is meeting all of your needs, so it is a full guide to all SEN and disability services, where you can find the information quickly and easily.
- Newham’s Local Offer can be found on
- Newham provide many services for children with Special Educational Needs and Disabilities making sure they cater for all individual needs.
- This Local offer will be reviewed regularly ensuring the children are all providing the support that is beneficial to each child/persons individual need.

## **How the school enables children with SEND to engage in activities with their peers**

Mentoring is offered to those pupils need further support to develop their social skills. This may be at playtimes, in a small social group situation or with a partner in class. The speech and language therapist also works with some pupils to develop their social interaction skills as well as play therapy. Parents are informed of this before this takes place. School trips and extra-curricular clubs are available where adults are arranged where available to give further support if necessary.

## **Expertise and training**

The school provides training for all staff in order to support them with meeting the needs of pupils in their class. The SENCO and Inclusion team also provide support for pupils with individual needs in order to make the best provisions available. The advice and support of the following external agencies is accessed through a formal referral to their service or by the SENCO requesting advice:

Speech and Language Therapy  
Physiotherapy  
Educational Psychologist  
NHS Services e.g. Child Development Centre  
Child and Adolescent Mental Health Service (CAMHS)  
School Nurse  
Complex Needs Department  
Behaviour Support Services  
Language, Communication and Interaction Service (LCIS)

## **Who are the best people to talk to in School 21 about my child's difficulties with learning SEND?**

The class teacher is responsible for:

- Monitoring and assessing children's learning ensuring that they are making progress throughout the year to the best of the individual child's capability.
- Ensuring that they are providing the best provision possible differentiating teaching and learning opportunities.
- Ensuring effective deployment and use of resources – including teaching assistants in the classroom – to maximise outcomes for children with SEN.
- Ensuring they are linking Support Plan targets are also being catered for within the planning.
- Ensuring they are aware of your child's needs and liaise with outside agencies when they come in and advise the best way to support your child in class.

The SENCO and Head of Inclusion, are responsible for:

- Developing and reviewing School 21 Inclusion and SEN policy.
- Co-ordinating all the support for children with Special Educational needs or disabilities (SEND)

### **Ensuring that you are**

- Involved in your child's learning and education
- Kept informed about the support your child is receiving from schools and outside agencies.
- Involved in pupil progress meeting and support is reviewed with class teachers.
- Liaising with other outside agencies provided by the borough who come in to school to support the teacher in supporting your child's learning and development e.g. Occupational Therapist, Speech and Language therapist, Educational Psychology.
- Updating the schools SEN Profile (This is ensuring all SEND pupils needs are known in school) also making sure that your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Head Teachers are Megan Drummond (Primary), Anna Kyke (Middle), Rachael Futo (Secondary) and Karenann Spencer (Sixth Form) who are responsible for:

- The day to day management of all aspects of the school; this includes the support of children with SEND.
- The Head teacher does give responsibility to the Head of Inclusion, SENCO and class teachers, but is still responsible for ensuring your child's needs are met.
- The Head teacher must also make sure that the Governing Body is kept up to date about issues relating to the SEND. This is delegated to the SENCO via the termly Inclusion Report shared at the Curriculum Committee.

The SEN Governor is: Diane Rocheford and our Parent Governor: are responsible for:

- Developing and maintaining an awareness of special needs provision in the school on behalf of the governing body
- Supporting the implementation of the school's Special Educational Needs and Disability Policy

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