

The Warren SEND Report 2019-20

The Vision: *To be a fully inclusive school where teachers recognise diversity and are equipped to deliver outstanding lessons to all SEND and EAL students. This will allow all our students to access the curriculum and develop into independent learners with the skills to be successful in their life choices.*

School Context

The context of this study lies in an Outer London eight-form entry Secondary School that was judged as 'Good' in the most recent 2017 Ofsted Inspection. We have an approximate cohort of 1200 students, with a Mild Learning Difficulty (MLD) Additional Resource Provision (ARP). 1.7% of students have EHC Plans and a further 12.9% require additional support. Therefore the percentage of students with identified SEND needs is a figure higher than the LA and National Results as published in the DFE First Release (January 2018).

The role of SENCo is to oversee the Life and Learning Zone which is the home of the SEND and EAL Department. This is a safe and welcoming place for all students and staff. The importance of our department is rooted in our ability to support students and parents from Year 7 through to the chosen post 16 to 18 pathways that will see students into being successful and functioning adults within our society. The SENCo, ARP Manager and eight LSAs work very diligently, along with close collaboration with the Head teacher, the Assistant Head, the Trust Inclusion Manager and Parent Governors to ensure all our students learning and wellbeing needs are met.

The key messages from the SEN Code of Practice 2015:

Improving outcomes: high aspirations and expectations for children and young people with SEN

6.1 All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and the fulfilment of potential. This should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Special educational provision in schools

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

What do the classification codes mean?

- K – Student known as having a SEND need and receiving targeted intervention
- E – Students have an Educational Health Care Plan
- EAL - Code A: New to English, Code B: Early Acquisition, Code C: Developing Competence, Code D: Competent, Code E: Fluent

The four main areas of SEND are:

1. Communication and interaction - Speech, language and communication needs
2. Cognition and learning - down syndrome, autism, dyslexia, global delay, processing disorders.
3. Social, emotional and mental health – OCD, ADD, bi-polar, oppositional defiance disorder
4. Sensory and/or physical needs –visually impaired, limited hearing muscular dystrophy, multiple sclerosis, chronic asthma, epilepsy.

Our highest levels of SEND needs include:

Social, emotional and mental health (SEMH); Specific learning difficulties (SpLD) - Dyslexia and Dyscalculia; Moderate learning difficulty (MLD); Severe learning difficulty (SLD); Speech, language and communication needs (SLCN); Autistic spectrum disorder (ASD); - Visual impairment (VI); Hearing impairment (HI); Multisensory impairment (MSI); Physical disability (PD); Dyspraxia.

The Role of the SEND Department

The LSAs are allocated as key workers to students with EHCPs and are responsible for running internal interventions. If you teach an EHCP student you will be required to work closely with their key worker to monitor progress and plan collaboratively to ensure they receive the support and differentiation to meet their learning needs. The LSAs will complete half termly impact reviews, update SSS and track the positive reports cards with you, to ensure we feedback accurately to parents/ carers the students' progress, achievements and any concerns. The EAL Coordinator runs two groups based on A and B coding through one to one assessments to ensure support is provided that matches learning needs. There is a very holistic approach adopted with these students to not only build literacy skills but their confidence, life and cross curricular skills.

The department are also responsible for carrying out Baseline testing across the school. These reports are saved in student's files which the SENCO will signpost to their teachers, along with the sharing of code descriptions and teaching strategy advice. The SENCO and ARP Manager will request a report two weeks prior to Annual Review from teachers of EHCP students to support Annual Review Meetings which are a statutory requirement. The teacher feedback will be used to ensure we accurately update the Plans every year so they accurately reflect the students' needs and desired targets. The SENCO and ATLs will also meet every half term for Early Warning Meetings which will be an opportunity for teachers to raise and share SEND and EAL concerns they have through the referral process. This will then feed into the meetings as key discussion points to consider suitable targeted support required in order to support these identified students along with their data and baseline testing reports.

Please do not presume that you will automatically have LSA support in your lessons. We are all responsible for the teaching and learning of EAL and SEND as per the SEN Code of Practice. If you require coaching support with your planning or delivery please feel free to see any member of the team and please attend our Student Support Workshops throughout the year.

Where can I find information important SEND and EAL?

RMStaff: [T:\!AAA SEND](#)

The SEND Team:

Trust SENCO Lead and Advisor – Mr Denzil Faure
SENCO – Mrs Leah O'Leary
ARP Manager – Mrs Mylene Duke
Learning Support Assistants -
Ms Deborah Richardson
Miss Maddison Nightingale
Ms Angie Colyer
Mrs Jenny Lamb
Mrs Bev Simon
Mrs Jennifer Burt
Ms Pauline Burrell
Mrs Helen Cooley

Our main responsibilities include:

- Overseeing the day to day operation of the school's SEND policy and deploying its effective implementation to enhance teaching, learning and inclusion.
- Liaising with and advising staff, managing the SEND team and contributing to the in-service training and CPD of staff. Along with resources and strategies to support students with SEND as per SEN classification
- Coordinating the holistic support of students with EAL and SEND, along with running Annual Reviews and updating our Student Support Summaries, targets and EHC Plans.
- Identifying and implementing appropriate support as well as updating the student's records with this key information.
- Monitoring achievement and progress of EHCP, K and EAL students across the school.
- Building communication with parents/carers of students with SEND.
- Supporting to raise attendance across the school.
- Enhancing enrichment opportunities and liaising with external multi-agency support.
- Working closely with Primary Schools and colleges to ensure the successful transition for students with SEND.
- Case studies on students who are high level of SEND

- One Plans for students identified as possibly needing an EHCP
- Teacher referral process through ATL for Early Warning Meetings to direct wave 2 and 3 level of support and new students for the SEND and vulnerable list

SEND Information

We have a wealth of expertise and experience within the department, with fourteen Internal Intervention groups running to over 140 students and it is the SENCo's role is to oversee these and monitor their impact through learning walks, book looks, data analysis, weekly action impact reports and monitoring of student progress. We also strive to ensure our students are supported in and out of class. This is evident through our break, lunch time and homework clubs running every day in the Life and Learning Zone. To share key SEND information and our department's work we conduct PASS and BASELINE testing of all Year 7 and new arrivals, as well as screening for Dyslexia and Dyscalculia which is signposted and made easily accessible to all staff.

Our focus for the forthcoming year will be to develop a deep rooted passion for learning and to grow in a spiritual, moral and cultural sense through our Sensory Garden, Peer Education Project and running life skills to nurture desirable learning skills. We continue to work hard to establish strong links with a vast array of out-reach support workers and develop regular and meaningful communication with parents through awards, letters and hosting special events to provide updates on achievements and progress.

Wave 1 - What different kinds of support are available to children with SEND?

- Curriculum adaptations and differentiation
- Learning to be scaffolded
- Support for behaviour and wellbeing
- Specified and targeted individual support for learning and health needs
- Suitable mixed and ability grouping of students
- Self and peer assessment activities
- Specialist teaching groups
- Support for communication needs and assistive technologies – reader pens, visualizers and iPads.
- Exam Access Arrangements for students to become their normal way of working in class
- Live marking and regular verbal and written feedback
- Tracking and measuring students' progress
- Subject clubs, revision classes and enrichment

Wave 2 - What is available?

1. Key worker allocation to EHCP/ARP students with monitoring through SSS- Student Statement Summaries, Parent/Carer Afternoon tea events, teacher training student surgery workshops and positive report cards
2. The Provision map – tracking of BASELINE data and student involvement in interventions
3. Nurture transition class for selected Year 7 students who are vulnerable
4. Exam access arrangements for Years 10, 11, 12 and 13
5. PEC Cards and Vocab Books
6. Handwriting and fine motor skills support
7. Social Skills group
8. Hand writing
9. One to One Reading Booster sessions with LSAs and Sixth Form Mentors
10. Lexia Power Up programme - a program for non-proficient readers in grades 6 and above that accelerates the development of both fundamental literacy and higher-order thinking skills through adaptive learning paths.
11. EAL Code A and B Groups with the inclusion of Phonics and Lexia.
12. Alpha to Omega - a phonetic, linguistic approach to the teaching of reading, writing and spelling. It is a carefully structured programme and is ideal for schools with pupils with dyslexic tendencies and/or spelling difficulties.
13. Resilience Wellbeing Group along with a Boys and Girls Group for anger management support
14. Emotional Literacy six week programme

15. Project X CODE - a reading intervention programme proven to transform the lives of struggling readers by developing their synthetic phonics and comprehension skills.
16. Speech Language and Communication Group with the use of the Junior and Secondary Language Link programme
17. Year 7 Accelerated Reader
18. The Life and Learning Zone Homework Club every day in LLZ-04
19. Numeracy Intervention for KS4 and Numicon for KS3
20. Precision Teaching
21. Life skills
22. YCT Behaviour Group and behaviour monitoring
23. Peer Education Project and More than Mentors
24. Student Voice, PASS testing and Parent/Carer surveys
25. LLZ break, lunch time and homework clubs everyday

Wave 3 - What is available?

Outreach Interventions include: Joseph Clarke Service for the Visually Impaired, Advisory Teacher of the Deaf, Connections Careers Adviser, Educational Psychologist, links to the local offer and BDSIP, RELATEEN counselling services, CAMHS, Star Workers, Occupational Health and Playback Studios.

Everything we do at Warren School is centred on ensuring that each individual student is educated and supported to succeed in the world today; as an individual, as a partner, as a member of a team and as a citizen. We want every child to feel part of the school community. To achieve this aim, we provide enrichment, interventions and a curriculum that meet the needs of our students, delivered in an educational environment that emphasises high standards of uniform, conduct and respect.

How does Warren School know that my child needs additional help?

A range of methods are used to identify students with additional needs:

- Class teachers have been trained in the process of providing information to the
- SENCo using the school Teacher Identification SEND document, with refresher
- Training for teaching staff completed on a regular basis
- School achievement and behaviour systems are monitored weekly to identify
- Trends and issues are monitored via SIMs
- Termly tracking of student progress
- Year 7 BASELINE and PASS testing on entry to the school – CATs Cognitive Ability Test, NGRT Reading Test, Speech and Language Test, Dyslexia and Dyscalculia screening and dialogue with feeder primary schools snapshot information.
- Primary school assessment data
- Parental/Carer voice. Please note parents/carers will be updated should a student be possibly identified as requiring additional support

How will the school involve a parent/carers and the child in meeting identified SEND needs and school life?

- Planning and review meetings
- Drop in sessions for advice on how to support learning at home
- Regular letters, phone calls and liaison through student diaries for contact between home and school
- Individual conversations and meetings
- One Plan and TAF meetings for students who have an identified high level of need
- Annual review meetings for those with an Education, Health and Care (EHC) plan
- Transition interviews for new Year 7 students
- Afternoon Tea events for Termly Student Support Summary meetings with Key Workers
- Outreach Support worker reports, feedback and meetings for students with SEND

How will information regarding progress be shared?

Student progress is monitored by teachers on a lesson by lesson basis. The Curriculum Team Leaders will oversee internal assessments, and the school will provide at least three tracking and reporting cycles each year. Progress and behaviour are also reviewed daily using the school's achievement and behaviour monitoring system. As a result, parents are informed and contacted regularly based on the information collated.

Each year group also has a parental surgery every half term when parents are invited to drop in and discuss any concerns they have about their child. In addition to this the school arranges termly review meetings, alongside a student's Annual Review for any students with an EHC plan. In addition to this our termly afternoon tea events are a great chance for parents/carers to meet the specialist staff involved in supporting students with SEN.

Have any staff received specialist training in SEND?

Our Secondary SENCo has a Master's Degree in Teaching and Learning, a Mental Health first aid ambassador and is currently completing the National Award for SEN Coordination. All of the SEND Department have access to the BDSIP package for SEND specialist training throughout the year and sharing of good practice across the trust via Twilight, Hub and Cluster meetings.

We also ensure continued professional development of all staff:

- Regular whole school INSET sessions to update staff about key information and updates on SEND and how to support students with SEND
- SEND staff have specific specialisms and responsibilities and work alongside external agencies to further develop their skills set. Specialist trained LSAs include ELKAN Speech and Language, Numicon, CODE, Mental Health First Aid, Autism, EAL, Mentoring, Reading, Phonics and Writing skills.
- Middle Leader and Department meetings with a SEND focus to advance teaching and learning
- SEND department led workshops and ARP/EHCP student team attend training and meetings in curriculum areas and key stages
- NQT and new staff training on SEND and EAL delivered by the SENCo
- Weekly 'Keeping in touch' Meetings with for LSAs and ARP Manager with the SENCo on strengths, areas to develop and reviewing progress of students
- CPD led by Outreach workers on new interventions and various aspects of students' SEND.

How the school accessible to children with SEND:

Warren School has dedicated specialist SEND areas including the life and learning zone and sensory garden. We have a dedicated Nurture Group classroom to ensure a smooth transition for our most vulnerable for Year 7. In addition we have five smaller group rooms which are used to run our vast range of interventions. Students are supported by LSAs and SEN teachers in lessons and in-between lessons where required. Also when appropriate students have access to various pieces of specialist equipment: laptops, iPads, reader pens and visualizers.

All areas are fully accessible for students. To support with movement around buildings for those with physical difficulties and disabilities there is the assistance of lifts to move between floors and disabled toilets. Every corridor is clearly marked for all students and we operate on a one way system to reduce congestion during lesson change overs.

How we ensure that an inclusive approach is adopted for all enrichment activities, after school clubs and school trips:

All students with an EHC plan are encouraged to participate in one after school activity in or outside of school. Each year group has subject activity clubs that are run throughout the week. The SEND area is also accessible for every break and lunch time where students are given opportunities to develop their social skills through structure play and eat in a clam supervised environment. Homework club also runs every day in the LLZ in which students with SEND can access an hour of support from two LSAs All students with SEND are fully included in all activities including school trips and visits. All risk assessments are completed and care plans are also put in place for vulnerable students.

How will the school support students to change classes or move on to a new school when they reach the appropriate stage?

The SENCo, ARP Manager, Year 7 ATL and YCT conduct visits to feeder primary schools in order to meet and gather information from Year 6 teachers and the SENCo about students prior to them starting at Warren. The SENCo will also try to attend a student with an EHCP annual review in Year 6 upon accepting to be the named school. There is a comprehensive induction programme for all new students starting at Warren in Year 7, which includes a tour of the school, a taster day, a 'meet the tutor' evening and a parent/carer interview day.

The school also provides advice and guidance to students regarding post 16 placements. If they have an EHC Plan then they will also receive support from the Connections Careers Service as well. Where possible the careers advisor will attend all Annual Review Meetings in Years 9, 10 and 11. The SENCo will also organise visits to local colleges and students are helped make applications for their chosen pathway to ensure a smooth and successful to the appropriate next step for them.

What support and training within the school is available to parents and carers?

All information about the school including SEND and support can be found on the Warren School website. Parents are also able to access additional support and guidance via the Barking and Dagenham Local Offer:
<https://ww2.lbbd.gov.uk/residents/children-young-people-and-families/local-offer/>

Who should I contact if I have any questions or concerns about a child's SEND?

SENCo: Mrs O'Leary

ARP Manager: Mrs Duke

In addition you may contact the Class teacher, Key worker, Tutor, YCT or ATL.