

Little Ilford School Special Educational Needs and Disability Information Report

Type of School	Little Ilford School (LIS) is a mainstream school with additional resourced provision for up to 25 students with autistic spectrum disorder (ASD).
Reviewed	May 2026

Little Ilford is committed to:

- Providing a safe, stimulating and inclusive learning environment in which all students can thrive and achieve success. Ensuring that LIS is an ambassador and leading advocate for SEND within the wider community
- Facilitating a learning environment that is distinctive and specialised and supports a personalised learning pathway to fulfilment and active citizenship.
- Developing a distinctive and specialist provision that supports personalised learning pathways, promotes fulfilment, and encourages active citizenship
- Developing a highly skilled, professional and compassionate team, that works collaboratively around the needs of each student and their family

Working in partnership with other schools, external agencies, and services across the borough to ensure high-quality provision, continuous progress, and positive outcomes for all learners. All maintained schools within the London Borough of Newham share a commitment to meeting the needs of students with SEND and are supported by the Local Authority to help every student make the best possible progress. At LIS we are committed to meeting the needs of students with SEND within our mainstream setting wherever possible.

We also have an Autistic Resource Provision for 25 high needs students. Places in the Resource Provision are allocated through the Local Authority.

What are the kinds of Special Educational Need for which Little Ilford School makes provision?

Little Ilford School is inclusive in its practice and we make provision for a full range of special educational needs including dyslexia, dyspraxia, speech, language and communication needs, cognition and learning needs, neuro-diversity, sensory needs, physical needs, and social, emotional or mental health difficulties

Who are the best people to talk to at Little Ilford School about my child's difficulties with learning, special educational needs or disability?

Who they are	What they do
The SEND Department SENDCO - Ms J Purkiss Head of Learning Support – Ms T Akhtar Head of Autism Resource Provision – Ms H Hussain	• Develop the school's SEND Policy, ensuring that all students' needs are effectively identified and met, and that every child receives a consistent, high-quality response and appropriate support throughout their time in school. • Coordinate the support for students with special educational needs and disabilities (SEND). • Ensure that parents and carers are actively involved in supporting their child's learning, regularly engaged in reviewing progress, and fully included in planning the next steps in their child's educational journey. Liaise with all external professionals and agencies involved in supporting students' learning and development including services such as Speech and Language Therapy (NHS) and London Borough of Newham Educational Psychology Service to ensure a coordinated and holistic approach to support. • Maintain and keep the school's SEND register updated. • Monitor the progress of SEND within the school. Provide specialist guidance, support and high quality training for teachers and support staff in the school to ensure they are equipped with the knowledge, skills and strategies needed to help students with SEND achieve the best possible progress and outcomes in school. • Provide a structured programme of pastoral support and targeted intervention for students who are at risk of permanent exclusion, ensuring that appropriate strategies, guidance, and support are in place to promote engagement, wellbeing, and positive outcomes. (Pastoral Support Programme: a 12 or 16-week programme to support those at risk of permanent exclusion). • • Coordinate the school's Autistic Resourced Provision (RP) • Ensure that the RP includes the students as fully as possible in the life and curriculum of Little Ilford School, on an individual basis, taking individual needs into account as well as the needs of the mainstream students. • The Curriculum Team Leader in the RP seeks to enable each student to access the specially adapted curriculum at his or her level, where this is appropriate,

	and make the best possible progress, socially, developmentally and academically. Where students are unable to access the curriculum in line with their peers, differentiated work from the Early Years Framework, Entry Level or KS1/KS2 may be more appropriate. • The B Block provides students who are able to access some mainstream lessons with targeted support, and provides them with an opportunity to work towards full inclusion in the mainstream, where appropriate
The Pastoral Teams and checked by Deputy Headteacher with Responsibility for SEND/Inclusion	• Ensure that all staff adopt an attachment aware and trauma informed approach to behaviour, recognising the impact that adverse experiences and emotional wellbeing can have on learning, • Monitor the progress of students and identify, plan and deliver any additional pastoral or behaviour support students may require.. Use the school's behaviour policy and SEND profiles to inform planning and implementation of appropriate interventions and support strategies, addressing underlying needs and barriers in order to promote positive behaviour, emotional wellbeing, engagement and improved outcomes for students. • Ensure that all staff working with students in school deliver their support in a nurturing, consistent, and relational manner that promotes inclusion, safety, and positive outcomes for all students. • Staff are expected to ensure that the school's SEND and behaviour policies are implemented consistently and effectively for all students whom they teach or support. • If a parent or carer believes that their child may have SEND they should contact their child's (pastoral lead? Tutor?) to arrange an initial meeting. All initial SEND enquiries should involve both a member of the Pastoral Team (Tutor) and a member of the SEND team to ensure that concerns are discussed fully and appropriate next steps and support can be considered collaboratively.
Curriculum Team Leaders	• Ensure that all staff adopt adaptive teaching approaches within their learning environments, recognising that some students may require an adjusted or

	personalised curriculum in order to access, participate in, and succeed in learning effectively. • Use the school SEND profiles to inform planning and adaptations to teaching and learning. • Monitor the progress of all students and identify, plan and deliver any additional support students may require. • Staff are expected to ensure that the school's SEND and literacy policies are implemented consistently and effectively for all students whom they teach or support.
Deputy Headteacher with Responsibility for SEND/Inclusion	• Day to day management and strategic oversight of the SEND and Inclusion aspects of the school
The Headteacher and Deputy Headteacher with Responsibility for SEND/Inclusion	• Strategic oversight and the day to day management of all aspects of the school, this includes the support for students with SEND. • Ensure that all subject teachers are planning and delivering lessons with the highest expectations for all students – especially students with SEND.
The SEND Governor	• Responsible for ensuring that appropriate provision and necessary support is in place for all students with SEND who attend LIS and for monitoring the effectiveness of the school's SEND policies and practices.

Frequently asked Questions

How do we identify and give extra help to students with SEND?

Little Ilford School receives information from partner primary schools at primary to secondary transition and from schools with students transferring into the school at other times of transition. Students in school may get support that is specific to their individual needs. This may all be provided by the subject teacher or may involve:

- Other staff in school
- Staff who will visit the school from the Local Authority central services such as the Language Communication and Interaction Team (LCIS) or Sensory Service (for students with a hearing or visual need).

Types of support provided	What would this mean for your child?	Who can get this kind of support?
Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching	Ensuring that the teacher has the highest possible expectations for students with SEND and all students in their class.	All students in school should be getting this as part of classroom teaching practice when needed.
Other staff in school	Ensuring that all teaching is based on building on what your child already knows, can do and can understand. • Under certain circumstances, a Teaching Assistant (TA) supports individuals or groups of students in lessons. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning, key visuals, and collaborative talk. • Putting in place specific strategies (which may be suggested by the SENDCO or outside staff) to support your child to learn.	
Specific group work for a smaller group of students. This may be: • Run in the classroom or outside • Run by a teacher who has had training to run these groups • Run by a Higher Level Teaching Assistant under direct supervision of Curriculum Team Leaders.	• The SENDCO, Deputy SENDCO and Head of Learning Support will plan group sessions for your child with targets to help your child to make more progress, within a time limit and for designated students only.	Any child who has specific gaps in their understanding of a subject/ area of learning.

	If it is a Speech and Language need they will have small group sessions with a TA under direction of the SENCO/Speech and Language Therapist.	
Specialist groups run by outside agencies, i.e., Speech and Language Therapy (NHS and LCIS). Stage of SEND Code of Practice: SEND Support, which means they have been identified by the class teacher/SENCO as needing some extra specialist support. In some instances SENCO/ class teacher specialist provision [Local Offer]. This may come from: Local Authority central services such as Sensory Service or the Occupational Therapy Team	Students will have been identified by the class teacher/SENCO (or you will have raised your own concerns) as needing more specialist input instead of or in addition to excellent classroom teaching and intervention groups. - You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. - You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and language therapist or an Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them better in school. - The specialist professional will work with your child to understand their needs and make recommendations, which may include: - Making changes to the way your child is supported in class, e.g., some individual support or changing some aspects of teaching to support them better. - Support to set better targets, which will include their specific expertise.	Any child with an identified need

	• A group run by school staff under the guidance of outside professionals, e.g., a social skills group or sensory circuit. • A group or individual work with outside professionals. The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.	
Education Health and Care Plan (EHCP) – Local Offer Usually your child will also need specialist support in school from a professional outside the school. This may be from: Local Authority central services such as the Sensory Service (for students with a hearing or visual need). • Outside agencies such as the Language, Communication and Interaction Service (LCIS).	An Education Health and Care plan (EHCP) is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life.	The school will work with the parent/carer and the Local Authority to ensure that the needs set out in the EHCP are met. The plan must be reviewed at least once a year. At the end of the review the local authority may make changes to the plan, end it or leave it unchanged.
Autism Support	Support and intervention from specially trained teaching assistants. Individual support with specific needs including communication, sensory processing and social interaction. Specialist multisensory curriculum to meet the above needs. • Personalised learning • Facilitation of and collaboration with specialist services including Speech and Language Therapists and Occupational Therapists	Students who have a place in the Autism Provision, which has been allocated by the Local Authority. Students in the provision will have a formal diagnosis of Autism and Severe Communication Difficulties.

	• Access to mainstream lessons, activities and social integration opportunities with support • Support of all mainstream staff and students to maximise and enhance inclusion opportunities. Collaboration with parents to support consistency between home and school and the use of relevant strategies at home. Parents and carers will have opportunities to seek appropriate support and advice to ensure that appropriate strategies are used and available at home. • Parents will be kept informed of progress at school, changes in routines and any successes or concerns. • Parents of students educated in the Autism Resourced Provision (RP) can speak with the CTL of the Autism Provision about their child's progress, strategies for autism, or any other academic concerns. Parents of students educated in the B Block/mainstream may speak to the Head of Learning Support or the Deputy SENDCO regarding their child's progress, strategies for autism, or any other academic concerns	
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How will the teaching be adapted for my child with additional learning needs (SEND)?

Teachers plan lessons according to the specific needs of all groups of students in their class, and will ensure that the students' needs are met.

One of our main aims as a school is to enable our students with SEND to be as independent as possible. We aim to teach lifelong learning skills, particularly for students in the Resourced Provision and the B Block. These skills enhance the independence of our students with SEN.

Planning and teaching will be adapted on a daily basis if needed to meet the students' learning needs. Teachers will refer to levels and progress data to inform their planning.

Detailed curriculum planning and delivery for all subjects with clear adapted learning.

How will you measure the progress of students with SEND?

- Students' progress is continually monitored by their teachers, the SENDCO, the Deputy SENDCO, the Head of Learning Support and the Senior Leadership Team.
- The students' progress is reviewed 3 times a year, teacher judgements and comments are used to inform the reports issued to parents. Teachers report in three ways, first on the Minimum Expected Grade (MEG) - The MEG is the minimum grade we expect a student to achieve at the end of Year 11 if they continue to make expected progress. The grade is calculated using KS2 data in Reading and Maths. The next measure is the Working at assessment. This is the current "working at grade" which is given by your child's teacher and is based on a range of assessments in class. Finally, teachers give a description of a student's commitment to their learning where 1 is excellent, 2 is good, 3 is unsatisfactory and 4 is significantly below expectations. The progress of students in the B Block is measured using BSquared Connecting Steps engagement steps. Before students can achieve a skill, they need to engage. Connecting Steps shows the engagement levels of students and shows the progress as engagement increases. Progress can be shown in different ways, including engagement and non-linear progress.
- The progress of students with an Education Health Care Plan will be formally reviewed at an Annual Review with all adults involved with the child's education

How are the school's resources allocated and matched to pupils' special educational needs?

- The school budget, received from Newham LA, includes money for supporting children with SEND.

- The Headteacher, in conjunction with the School Business Manager, decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school.
- The Head teacher and the SENDCO discuss all the information they have about SEND in the school, including:
 - The students getting extra support already
 - The students needing extra support
 - The students who have been identified as not making as much progress as would be expected
 They decide what resources/training and support is needed.
- All resources and support are reviewed regularly and changes made as needed.

What do we do to support the well-being of students with SEND?

All students have the opportunity to share their views through

- Conversations with their tutor and from teaching and support staff in our Pastoral Teams supporting their Year Group
- School Council representatives
- We listen to the views of students with SEND and to parents/carers, by:
 - The interaction of the SEND team, subject teachers and Teaching Assistants
 - Through child centred and friendly meetings and SEND reviews, where the 'voice' of the student and parent/carer is expressly sought and noted
- Conducting regular student voice for learners with SEND
- We take bullying very seriously, and monitor incidents on bullying according to Protected Characteristics, including disability related discrimination.

Addressing the ongoing impact of the coronavirus on children and young peoples' mental health and well-being

- At its height, the coronavirus pandemic was unprecedented; none of us has experienced this before so we do not know what the lasting impact will be. For example, some children and young people may have enjoyed having more time and sharing new experiences with family. Some may have established new routines that work better for them and some may have felt less pressure

from tests, exams and academic success. Others may have developed new skills such as building resilience, problem-solving abilities and new coping strategies.

- However, the pandemic will have affected mental well-being in various negative ways. As well as the short-term impact, there may be long-term consequences for mental health.

The SEND department has sought to

- Create a sense of safety in school by providing structure, routine and enjoyable activities.
- Provide opportunities for students to talk to each other and with trusted adults about their experiences of lockdown.
- Support friendships and provide time and space for pupils to reconnect with each other and with school life.
- Normalise uncertainty while also recognising and validating emotions.
- Provide written and visual information that sets out how things will be the same or different and help pupils to see what they can control.
- Create and maintain a calm and purposeful learning environment
- Support teachers and families with their own stresses and anxieties, which will in turn help pupils.
- Be flexible and supportive when applying behaviour policies.
- Address the learning and emotional needs of students and their families, while recognising that schools have faced external barriers, such as delays accessing external services, particularly in relation to mental health.

How will the curriculum be matched to my child's needs?

The school works hard to ensure the curriculum on offer provides breadth and depth and supports the learning needs of all students in Little Ilford School. Through this, the school provides challenges within all learning outcomes for all learners. The school has additionally written schemes of learning for all subject areas to ensure all subjects are delivered in a meaningful way and provide opportunities for progression. As mentioned previously, Quality First Teaching plays a major role in meeting the students' needs and the teachers and TAs attend regular training to ensure adaptation is always in place. There are also accreditation opportunities within Key Stage 3 (ASDAN) and Key Stage 4 (ASDAN Personal Progress and Personal and Social Development). The curriculum offer at KS4 has been expanded to include a wider range of vocational opportunities including Health and Social Care, Hospitality and Catering, Travel and Tourism, Creative iMedia and Music Practice. Vocational courses do not use the same grading system of 9 - 1 as GCSE subjects do. Instead they use a pass, merit, distinction grading system. Vocational qualifications offer a blend of practical and theoretical learning that is directly related to a specific area of employment.

How are students with SEND helped to access activities outside of the classroom?

All students are included in educational visits, activities and trips (with risk assessments, where needed) and in accordance with duties under the Equalities Act 2010. We talk to parents/carers and students when planning trips so that everyone is clear about what will happen and offer support when needed.

The students in the Resourced Provision access cycling lessons at the Velodrome in Stratford. There are weekly excursions to the park, which encourage engagement with the local community.

The Curriculum Leader of the Autistic Resourced Provision (ARP) has supervised and carried out a residential for KS4 students.

How do you work with parents/carers and students?

We will always contact parents/carers if we have a concern that their son/daughter may have a special educational need. We work closely with students with SEND and their parents/carers to agree outcomes, how we will all work towards these and then to review progress. We do this by review meetings, Parent Evening meetings, using home/school diary, (scheduled) phone call and email contact when appropriate. We also work with other services and organisations that are involved with a family, with the family's permission. We always discuss the involvement of specialist SEND services with parents/carers first.

We would like you to talk to the SENCO, Deputy SENCO or Head of Learning Support regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places. You can book an appointment with the SEND Administrator through reception.

- The SENCO, Deputy SENCO or Head of Learning Support are available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with parents/carers involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments suggested by outside agencies for your child.
- Home learning will be adjusted as needed to your child's individual needs.

Joining the school and moving on

We encourage all new or prospective students and parents/carers to visit the school before starting. For students with SEND we:

- Work closely with primary (catchment) partner schools, so that students and parents/carers can visit the school to observe a usual school day and to meet relevant staff on a number of occasions
- Our current students tour the school with parents/carers and prospective students, to allow a student perspective of the school
- Hold meetings with the primary school SENCOs and other pastoral staff allowing time for parents/carers to reflect and talk through the specific needs of their child creating a 'SEND student profile' to support the child on arrival at school

The SENCO organises the transition for students with SEND for students in years 7, 9 and year 11, as well as the transition of students who may be mid-phase entrants. Some students cover transition as part of their annual reviews, whereas other students who have a significant priority of need will be supported and advised by external agencies. We begin to prepare students for transition into the next stage of their education or training in a number of ways:

- With their choices for GCSE and vocational courses - for example, in conversation with students and parents/carers; we give Year 9 students opportunities to think through their options choices that help students at the subsequent Year 9 Options Evening. In Year 9 we also:

Run transition meetings for all identified students. 'Transition Plan' meetings are initially created in Year 9. These plans are student and parent centred and so we aim to be as holistic in nature as possible and consider views and aspirations of both parents and the students.

We maintain open dialogue with parents/carers and students through conversations with teachers, when students are in Year 10 and Year 11.

In Year 11 we will:

- Hold a further, more specific transition meeting plan continuing from Year 9. The Year 11 plans will involve liaison with other external specialists who together with parents and students, develop bespoke transition plans. Representatives from the colleges/school (Post 16) are involved in these plans.
- Work with adviser support to ensure all students with SEND have guidance and support in appropriate provision post 16 Career School lessons for all Year Groups
- Organise work experience (two weeks at the end of Year 10 for all Year 10 students; more extended placements for carefully selected students based on their needs in preparation for adult and working life)

If your child is moving schools:

- We will contact the school SENCO and ensure that s/he knows about any special arrangements or support that needs to be put in place for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving years in school:

- Information about your child will be shared with their new teachers. If your child would be helped by a personalised plan for moving to another year, we will put this in place.

Alternative Provision

- The SEND department is seeking to work collaboratively and in a more pro-active manner with external agencies and providers in order to create a more therapeutic environment for children and young people with social communication difficulties and social emotional and mental health needs
- The development of the SEND hub within the school will facilitate more effective and flexible ways of working to ensure that the young people leave school equipped with the life skills which they need

How accessible is the school to students with SEND?

- We ensure that the majority of equipment used is accessible to all children regardless of their needs.
- We provide support with homework and reading at lunchtime, before and after school.
- Key words and literacy resources are used across the school to support learning.
- If students have a physical disability, then adaptations will be made for these students such as timetabling lessons on the ground floor, use of lifts, use of the disabled toilets. The new school building is compliant with the Equality Act 2010
- The school provides accessibility to all curriculum areas by lifts for identified students.
- Students will be supported by allocated staff members.
- Students who have access needs are identified and lift keys issued to the relevant departments.
- Students MUST be escorted by a member of staff when using the lifts.
- The school provides exits and entrances for wheelchair accessibility apart from the staircase 3 entrance/exit, which has steps from street level up to the entrance/exit doors.

- The school provides five disabled access toilets on the ground floor and two on each floor above ground floor level making 11 disabled toilets in school.
- Accessibility to the ASD Provision is via a classroom and the access is wheelchair friendly.

How can I inform the school that I am concerned about my child's academic progress?

- If you have concerns about your child's progress, please speak with the student's PAL (Pastoral Achievement Leader) initially
- If your child is still not making progress you should speak to the PAL and/or suggest that the SENCO is notified
- If you are still not happy that the concerns are being managed and that your child is still not making progress, you should speak to the Headteacher
- If you are still not happy, you can speak to the school SEND Governor, Peg Probett

How will the school let me know if they have any concerns about my child's learning in school?

- When a teacher or a parent has raised concerns about a student's progress, and targeted teaching has not met the student's needs; the teacher must raise this with the SENCO. The SENCO will then inform the parents and if necessary invite them in for a meeting in which strategies will be discussed.
- There are half-termly assessment reports and then subsequent meetings between the Pastoral Achievement Leader and members of the Leadership Team and the SENCO in the school to ensure all children are making good progress. These are known as Raising Attainment and Progress meetings. If a student is then identified as not making progress the school may set up a meeting to discuss this with you in more detail.

How are the teachers in school supported to work with children with SEND and what training do they have?

The SENCO's job is to support the teachers in planning for children with SEND.
The school runs a training programme for all staff to improve the teaching and learning of children including those with SEND. The school runs regular training sessions for support staff working with students with SEND.
Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

What SENs and disability awareness and safeguarding training is available to all staff?

- Our staff training plan is regularly monitored by our Governing Body to ensure it is fit for purpose for our students and develops the capacity of the school workforce.
- We consult our staff and take into account outcomes from appraisals.
- We ensure all staff have information to support the medical needs of our children and we ensure that key staff are trained
- The Head of Learning support is in charge of medical care plans and will set up relevant meetings
- All staff complete induction with a training programme to ensure competency to fulfil the job description and role.
- We acknowledge that part of staff training will come from listening to and working closely with parents/carers and listening to students and value their input to regular review meetings to keep our information sharing about learners up to date.
- Safeguarding: All staff receive annual training in child protection and know how to log a concern as detailed in Keeping Children Safe in Education 2019 and the Code of Conduct for staff and whistle blowing procedures.

How do we know if SEND provision is effective?

The progress of all students is tracked throughout the school through teachers' progress reviews, three times each year. Student progress is also monitored by the Pastoral teams, who analyse student progress data. In addition, we regularly review progress towards agreed outcomes assessing whether the support that has been in place has made a difference and what we need to do next. We evaluate this progress against age-related expectations.

When we run special intervention programmes for groups of students we assess how successful they have been and use that information to decide on how best to continue with support in the future, this is analysed by the SENCO. Information about how the Governing Body evaluates the success of the education that is provided for students with SEND is contained in the annual Governors' SEND Report.

Who can I contact for further information or to provide feedback?

If you would like to provide feedback to us about SEND provision, please contact the SENCO, Head of Learning Support or Head of Behaviour Support. We would like to know what your children are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places. You can book an appointment with the SEND Administrator through reception.

- The SENCO, Deputy SENCO or Head of Learning Support are available to meet with you to discuss your child's progress or any concerns/worries you may have. Please contact the school to arrange a meeting.
- All information from outside professionals will be discussed with parents/carers involved directly, or where this is not possible, in a report. The SENCO will also arrange to meet with you to discuss any new assessments suggested by outside agencies for your child.
- Home learning will be adjusted as needed to your child's individual needs

If you would like to know more about opportunities for children and young people with SEND and their families, support groups or information about SEND these are listed in the Newham Family Information Directory. These services are part of the Local Offer.