

Little Ilford School Special Educational Needs Information Report

Type of School	Little Ilford School is a mainstream school with additional resourced provision for up to 25 students with autism spectrum conditions.
Reviewed	June 2020

Little Ilford is committed to

- Providing a learning environment that is happy, safe, stimulating and successful
- Ensuring that Little Ilford School is an ambassador and leading force for SEND within the extended community
- Facilitating learning that is distinctive and specialised and that supports a personalised learning pathway to achieve fulfilment and active citizenship
- Developing a skilled, professional and dedicated team, providing support around the student and the family
- Working in partnership with other schools and services across the borough
- Demonstrating and communicating progress and quality in everything that we do.

All London Borough of Newham maintained schools have a similar approach to meeting the needs of students with Special Educational Needs and are supported by the Local Authority to ensure that all students make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of students with Special Educational Needs being met in a mainstream setting wherever possible, where families want this to happen.

What are the kinds of special educational need for which Little Ilford School makes provision?

Little Ilford School is very inclusive in its practice and we make provision for a range of special educational needs including dyslexia, dyspraxia, language and communication needs, autism, sensory impairments, moderate learning difficulties and social, emotional or mental health difficulties at SEN Support level. The school also currently meets the needs of students with an Education Health and Care Plan with the following kinds of special educational need: Language and communication needs, cognition and learning needs, social, emotional and mental health needs and physical and sensory needs

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
<p>The SEND Department SENDCO (Special Needs Coordinator) - Ms J Purkiss Head of Learning Support – Mr M Attwood Head of Autism Provision – Ms A Ingamells Head of Behaviour Support – Ms M Leonce</p>	<ul style="list-style-type: none"> ● Coordinate all the support for students with special educational needs (SEN) and develop the school’s SEN Policy to make sure that all children get a consistent, high quality response to meeting their needs in school. ● Ensure that you are involved in supporting the student’s learning and are involved in reviewing how they are doing - part of planning ahead for them. ● Liaise with all of the other professionals who may be coming into school to help support the students’ learning, e.g. Speech and Language Therapy (NHS) and London Borough of Newham. Educational Psychology Service. ● Update the school’s SEN register (a system for ensuring that all of the SEN needs of students in this school are known) and making sure that there are excellent records of your child’s progress and needs. ● Provide specialist support for teachers and support staff in the school so that they can help students with SEND to achieve the best possible progress in school. ● Provide support to teachers for students with social, emotional and mental health needs. ● Provide a programme and support if a student is at risk of permanent exclusion. (Pastoral Support Programme: a 12 or 16-week programme to support those at risk of permanent exclusion). ● Provide appropriate support for students with social, emotional and mental health issues (SEMH)

The Pastoral Teams and Curriculum Leaders	<ul style="list-style-type: none"> ● Checking on the progress of students and identifying, planning and delivering any additional help students may need (this could include targeted work, additional support) and letting the SENDCO know as necessary. ● Using the school SEND profiles to inform planning and differentiation. ● Ensuring that all staff working with students in school are supported to deliver the planned work/programme for the students, so that they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. ● Ensuring that the school's SEN and Literacy Policy is followed for all the students with SEND that they teach.
Deputy Headteacher with Responsibility for SEND/Inclusion	<ul style="list-style-type: none"> ● Day to day management and strategic oversight of the SEND/Pastoral/Inclusion aspects of the school
The Co-Headteachers	<ul style="list-style-type: none"> ● The day to day management of all aspects of the school; this includes the support for students with SEND. ● Ensuring that the SENDCO and subject teachers of students with SEND are planning and delivering lessons with the highest expectations for all students – especially students with SEND.
The SEND Governor	<ul style="list-style-type: none"> ● S/he is responsible for making sure that the necessary support is made for any child who attends the school who has SEND

Frequently asked Questions

How do you 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 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	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	<p>Ensuring that all teaching is based on building on what your child already knows, can do and can understand.</p> <ul style="list-style-type: none"> ● Under certain circumstances, Teaching Assistants (TA) will support students or groups of students in lessons. ● Putting in place different ways of teaching so that the 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 the child to learn. 	

<p>Specific group work for a smaller group of students. This may be run in the classroom or outside</p> <ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● The SENDCO and Head of Learning Support will plan group sessions for the student with targets to help them to make more progress, within a time limit and for designated students only. ● If it is a Speech and Language need they will have 1:1 or small group sessions with a TA under direction of the SENDCO. 	<p>Any child who has specific gaps in their understanding of a subject/ area of learning.</p>
<p>Specialist groups run by outside agencies, e.g. Speech and Language Therapy (NHS and LCIS). Stage of SEN Code of Practice: SEN Support, which means they have been identified by the class teacher/SENDCO as needing some extra specialist support. In some instances SENDCO/ class teacher specialist provision [Local Offer]. This may come from: Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need).</p>	<p>Students will have been identified by the class teacher/SENDCO (or parents will have raised their own concerns) as needing more specialist input instead of, or in addition to, excellent classroom teaching and intervention groups.</p> <ul style="list-style-type: none"> ● Parents will be asked to come to a meeting to discuss their child's progress and help plan possible ways forward ● Parents may be asked to give their permission for the school to refer their child to a specialist professional, e.g. a Speech and/or Educational Psychologist. This will help the school and parent understand their child's particular needs better and be able to support them better in school. ● The specialist professional will work with the child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> - Making changes to the way the child is supported in class, e.g., some individual support or changing some aspects of teaching to support them better. 	<p>Any child with an identified need</p>

	<p>- Support to set better targets, which will include their specific expertise.</p> <p>- A group run by school staff under the guidance of the outside professional, e.g. a social skills group or sensory circuit.</p> <p>- A group or individual works with outside professionals.</p> <p>The school may suggest that the child needs some agreed individual support in school. They will tell parents how the support will be used and what strategies will be put in place.</p>	
<p>Education Health and Care Plan (EHCP) – Local Offer</p> <p>Usually the child will also need specialist support in school from a professional outside the school. This may be from:</p> <p>Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need).</p> <ul style="list-style-type: none"> • Outside agencies such as the Language, Communication and Interaction Service (LCIS). 	<p>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.</p> <p><i>* The school will make all reasonable endeavours, within its capacity, to support a student with an EHCP as demonstrated by the school throughout the Covid 19 lockdown</i></p>	<p>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.</p>
<p>Autism Support</p>	<p>Teaching within the provision from Autism Specialist teachers.</p> <p>Support and intervention from specially trained teaching assistants.</p> <p>Individual support with specific needs including communication, sensory processing and social interaction.</p>	<p>The Local Authority allocates places for students in the ASD provision. Students in the provision will have a formal diagnosis of Autism and Severe Communication Difficulties.</p>

	<p>Specialist multisensory curriculum to meet the above needs.</p> <p>Personalised learning</p> <p>Facilitation of, and collaboration with, specialist services including Speech and Language Therapists and Occupational Therapists</p> <p>Access to mainstream lessons, activities and social integration opportunities with support</p> <p>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</p> <p>Parents and carers will have opportunities to seek appropriate support and advice to ensure that appropriate strategies are used and available at home.</p> <p>Parents will be kept informed of progress at school, changes in routines and any successes or concerns.</p> <p>Parents can speak with the Curriculum Team Leader of the Autism Provision about their child's progress, strategies for Autism, or concerns.</p>	
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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 student's needs are met. One of our main aims as a school is to enable our students with SEND to be as independent as possible.

- 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 differentiated learning.
- TA planning for students in individual lessons and series of lessons

How will you measure the progress of students with SEND?

- Students' progress is continually monitored by their teachers, SENDCO, the Head of Learning Support and the Senior Leadership Team.
- The students' progress is reviewed formally at assessment points and a level of progress is provided in KS3 or GCSE/BTEC/NCFE grade is given in GCSE subjects.
- If a child is working below the National Curriculum, the child will be assessed using another scale of levels. The levels are called 'P levels'. These are measured by the SENDCO and the teacher in charge of the Complex Needs Group. This is something the Government requires all schools to do and the results are published nationally, although this may change.
 - Some students with SEND will have Graduated Approach Plans designated by the SENDCO and subject teachers. Graduated Approach Plans are termly plans to support identified students and will include parents/carers, students and the SENDCO.
 - 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
 - Curriculum Team Leaders will be regularly focusing on the progress of SEND students in their feedback to the Senior Leadership Team and as part of their ongoing self evaluation

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 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 you 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:
 - through the interaction of the SEND team, subject teachers and Teaching Assistants
 - through child centred and child 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 of bullying according to Protected Characteristics, including disability related discrimination.

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 challenge 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. High quality learning and teaching plays a major role in meeting the students' needs and the teachers and TAs attend regular training to ensure differentiation 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 school has also started lessons in KS3 that provide enrichment – these are known as 'Careers School' lessons. These lessons enable students to taste an aspect of learning that is not otherwise offered in the curriculum and provide opportunities for authentic outcomes such as an end of term celebration show.

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

All students are included in 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.

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 through review meetings, Parents Evening meetings, using home/school diary, (scheduled) phone calls 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 parents to talk to the SENDCO, Head of Learning Support or Head of Behaviour Support regularly so we know what they are doing at home and we can tell parents 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 SEN Administrator through reception.

- The SENDCO or Head of Learning Support is available to meet with parents to discuss your child's progress or any concerns/worries they 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 SENDCO will also arrange to meet with parents to discuss any new assessments suggested by outside agencies for their child.
- Home learning will be adjusted as needed to the child's individual needs.

Joining the school and moving on

We encourage all new 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 normal school day and to meet relevant staff on a number of occasions
- Use our current students to tour the school with parents/carers and prospective students to give a student's perspective of the school
- Hold meetings with the primary school SENDCOs 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

We have a designated person (Head of Learning Support) in the SEND department who administers the transition for students with SEND for students in year 9 and year 11. 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 8 students opportunities to think through their options choices that help students at the subsequent Year 8 Options Evening. In Year 8 we also:

Run transition meetings for all identified students. 'Transition Plan' meetings are initially created in Year 8. These plans are student and parent centred and so we aim to be as holistic as possible in our approach, considering views and aspirations of both parents and 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 10. The Year 11 plans will involve liaison with other external specialists who, together with parents and students, develop bespoke transition plans. Representatives from colleges/schools (Post 16) are involved in these plans.
- Establish adviser support to ensure all students with SEND have guidance and support in appropriate post 16 Careers lessons
- 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 a child is moving schools:

- We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that needs to be made for the student.
- We will make sure that all records about the child are passed on as soon as possible.

When moving years in school:

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

Alternative Provision

Alternative Education providers can be used to meet the needs of some students in consultation with the student and parent/carers if it is deemed to be in the best interests of the student

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 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 use of lifts and disabled toilets. The new school building is compliant with the Equality Act 2010
- 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 let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress, you should speak to 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 SENDCO 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.

How will the school let parents 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 SENDCO. The SENDCO will then inform the parents and if necessary invite them in for a meeting in which strategies will be discussed.
- There are termly assessment reports and then meetings between the Pastoral Achievement Leader, members of the Leadership Team and the SENDCO to ensure that all children are making good progress. If a student is then identified as not making progress the school may set up a meeting to discuss this with parents in more detail.

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

The SENDCO'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 types of SEN 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, valuing 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, the Code of Conduct for staff and whistle blowing procedures.

How do you 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. Curriculum Team Leaders will also focus on the progress of SEND students in their departmental improvement plans.

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 SENDCO. 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' SEN Report.

How do you use the assessment data you gather?

As part of their monitoring, evaluation and review of the School Improvement Plan (SIP), curriculum departments and Pastoral Teams always look at the progress data to help them with their understanding of the academic progress of students with SEND.

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 SENDCO, 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 SENDCO or Head of Learning Support is available to meet with you by appointment 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 SENDCO 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.

GLOSSARY OF TERMS

ASD	Autism Spectrum Disorder
ASDAN	Award Scheme Development and Accreditation Network
BTEC	Business and Technology Education Council
EHCP	Education Health and Care Plan
KEY STAGE	The national curriculum is organised into blocks of years called 'key stages' (KS). At the end of each key stage, the teacher will formally assess your child's performance
LOCAL OFFER	The SEND Local Offer offers information in a single place. The Local Offer helps children, young people and their parents to understand what services and support they can expect from a range of local agencies - including their statutory entitlements
MEDICAL CARE PLAN	Individual healthcare plans are designed to keep children with medical conditions safe, well and involved at school.
MER	Monitoring, Evaluation and Review - the system of ongoing evaluation of the effectiveness of the school's (department's) progress plans
NCFE	National Council for Further Education

PAL	Pastoral Achievement Leader
SEMH	Social Emotional and Mental Health
SEND	Special Educational Needs and Disabilities
SENDCO	Special Educational Needs and Disabilities Coordinator
SENDIASS	Special Educational Needs and Disabilities Information Advice and Support Service
TRANSITION PLAN	Transitions are the moves that children and young people make from stage to stage in their education, for example starting school, moving from one school to another, or leaving school. Some, but not all, children with additional support needs will require extra help to make transitions successfully.