

THE SYDNEY RUSSELL SCHOOL



# SEN Information Report 2024-25



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## 1. Key Contacts

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SEN Governor:

Mr Matthew Mitchel (Can be contacted via Miss Nicole Ryan)

2. What are the different kinds of special educational need (SEN) that Sydney Russell provide for?
  1. Communication and interaction: Speech, Language and Communication Needs (SLCN), Autism and Asperger's Syndrome.
    - a. Where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
    - b. Children and young people with an Autistic Spectrum Disorder, including Asperger's Syndrome, are likely to have particular difficulties with social interaction.
  2. Cognition and Learning: Specific Learning Difficulties (SpLD) such as Dyslexia, Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD).
    - a. Where children and young people learn at a slower pace than others their age, they may:
      - i. have difficulty in understanding parts of the curriculum
      - ii. have difficulties with organisation and memory skills
      - iii. have a specific difficulty affecting one particular part of their learning such as in literacy or numeracy
    - b. The term 'learning difficulties' covers a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple difficulties (PMLD). Specific learning difficulties (SpLD) such as dyslexia, dyspraxia and dyscalculia come under this term.
  3. Social, Emotional and Mental Health difficulties: Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD)
    - a. Children and young people may experience a wide range of social and emotional difficulties which present themselves in many ways. They may:
      - i. have difficulty in managing their relationships with other people
      - ii. be withdrawn
      - iii. behave in ways that may hinder their and other children's learning or that have an impact on their health and wellbeing
    - b. This broad area includes attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.
  4. Physical and Sensory: Visual Impairment (VI), Hearing Impairment (HI) and Physical Disability (PD).
    - a. Where children and young people have visual and/or hearing impairments, or a physical need that means they must have additional on-going support and equipment.

### 3. Identification and Assessment

Students are identified at Sydney Russell as having a SEN via one or more of the following:

- Liaison with Nurseries and Primary Schools
- Liaison with Specialist Agencies:
  - CHATTs (Child & Adult Talking Therapy Service)
  - Child & Adolescent Mental Health Service (CAMHS)
  - Child & Family Consultation Service (CFCS)
  - Educational Psychology Service
  - Speech & Language Therapy Service (SALT)
  - The Deaf Service
  - The Joseph Clarke Service for the Visually Impaired
- Liaison with Parents
- Baseline Testing completed on transition from KS2-KS3
- Individual Assessments, for example Dyslexia or Autism. Please note we cannot provide a formal diagnosis of Dyslexia, Autism or any other condition; however, we can supply evidence to support assessments to outside agencies and professionals. Advice must be sort from a medical professionals, your GP.
- Data analysis after Tracking Assessments that happen a minimum of two times per academic year.
- Teacher Referral process. If a teacher identifies a potential need, they will complete the internal referral form. This requires teachers to implement Quality First Teaching (QFT) strategies over a minimum of four weeks using the Assess-Plan-Do-Review cycle to measure impact. If the impact of this is limited and the identified student does not progress in line with their peers, the SENCo/Assistant SENCo will then complete formal observations.

### 4. Arrangements for consulting with Parents and Carers of SEN

The Sydney Russell SEND team encourage strong parental engagement. We hold a minimum of three parent steering group meetings per academic year. These meetings are held either during the school day or after school hours. We have identified a parent who works closely with Nicole Ryan to ensure these meetings address common concerns that parents have, for example procedures for upcoming exams, or identify external agencies or training that would benefit our SEND learners both in and outside of school. In addition to these meetings we encourage parents to contact Nicole Ryan and arrange a meeting should the need arise.

All children that have an Educational Health Care Plan (EHCP) will be invited to attend a yearly review to ensure the support put in place by the school is appropriate to meet their needs of their child. This meeting is often attended by a representative from the London Borough of Barking and Dagenham EHCP team, and a member of the Careers team if the child is in Year 9, Year 10 or Year 11, in addition to the school SENCo.

### 5. Arrangments for consulting young people with SEN

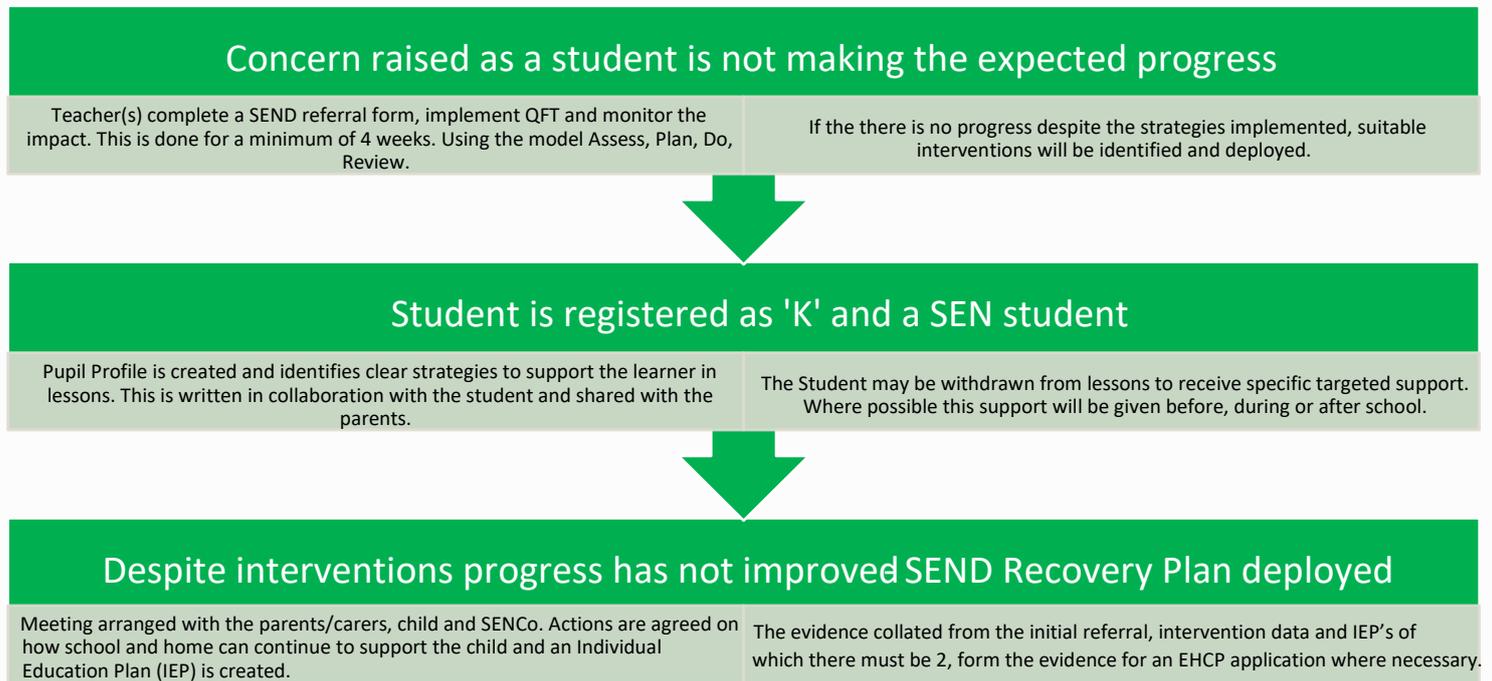
Students with an EHCP submit their views in writing as part of their annual review process as well as to attend the review itself. Students, parents and carers contribute to the setting of their own targets and strategies and is an important part of the ECHP and target setting.

Students who are identified as having an SEN but not in possession of an EHCP will be invited to create their own Pupil Profile with one of the SEND team. These profiles are updated yearly, or frequently as an when necessary, and shared with all teachers. A copy of the profiles are also attached to their planners in KS3 and KS4 and can be shared with cover teachers should the need arise. In KS1 and KS2, all pupils on the SEND register have pupil plans. These include targets the pupil will be working on each term. They are sent home to parents and shared with cover teachers.

## 6. Assessing and reviewing progress towards outcomes

The progress made by all SEN students is regularly monitored and reviewed by teachers, Heads of Department or Phase Leaders, and overseen by an Assistant Vice-Principal of the school and SENCo.

Initially, concerns registered by teachers, parents / carers or other agencies are addressed by deploying appropriate Quality First Teaching (QFT) strategies within the classroom and a record is kept using a SEND referral form. When a student is found not to make progress, despite high quality teaching, the SENCO, teacher and parent should assess whether the child has SEN whilst gathering evidence. A child is considered to have SEN if they fit into one or more of the four broad areas of need listed in section 1. In a very few cases, if a student continues to demonstrate significant cause for concern despite interventions, a request may be made to the Local Authority for an EHCP. This will decide the nature of the provision necessary to meet the student's SEN/D.



## 7. Moving between phases of education and preparing for adulthood

The exchange of information and liaison with both student and parents/carers is the key to transition planning. Being an all-through school the transition from KS2 to KS3 for Sydney Russell Primary students involves opportunities to spend days on the secondary site trying taster lessons for different subjects. The SENCo for Sydney Russell school works across both sites and will be fully aware of the support in place for KS2 and ensure its adapted where necessary to meet the demands of KS3.

Students joining Sydney Russell at KS3 will be invited to an interview. If a student has been identified as SEN or in possession of an EHCP they will be met with one of the SEND team. At this meeting, time will be allocated to creating a Pupil Profile. In addition to this, Transition days will be arranged for Y6 students, inviting them to spend time at Sydney Russell in the Summer Term. In addition to this, an invitation to our “Stepping Stones” summer school will also be offered to ease the transition.

When transitioning from KS4 to Post-16, students have careers interviews to support their applications to college. Any child with an EHCP will get additional support starting from Year 9 as part of their annual review meeting to ensure a suitable placement is found.

#### 8. Approach to Teaching students with SEN

We are a good school and our teachers have high expectations of all students. Additional needs are highlighted with a Pupil Profile and teachers adapt their lessons to meet these needs. We strongly believe *“Inclusion is not simplifying a task or reducing the outcomes for a student, it’s about removing barriers to enable all learners’ access to the curriculum.”* Teachers will use high quality teaching to meet these needs and follow the “Assess, Plan, Do, Review” cycle to ensure the adaptations implemented have a positive effect. There is ongoing continual professional development (CPD) for all teachers as well as the support of three qualified SENCOs.

Some students will have the benefit of an additional adult in the classroom. Where this is the case, the additional adult will support the more independent learners and allow the teacher time to support those in need.

#### 9. Adaptions in the Curriculum to improve access for SEN Learners

The curriculum in each year is broad, balanced and designed to target students and is ability specific. The Secondary School is divided into three learning bands, Middle, Upper and a Fast Track. Students with SEN are not necessarily placed in the Middle Band however if additional support is required to improved access to the curriculum this is often the most appropriate band. The classes are smaller and in some cases have an additional adult within the classroom.

Pupils in the primary phase are placed in interventions in order to support them in making accelerated progress. Assessments are carried to establish a baseline and interventions are then tracked and monitored to ensure pupils are making the necessary progress.

For further guidance on how physical access is improved for SEN Learners, please see the ‘Disability Discrimination Policy – Accessibility Plan’ which is available on the school website.

#### 10.Exam arrangements

If additional support becomes the ‘normal way of working’ we will assess and apply for Access Arrangements for public exams in according with the Joint Council for Qualifications and Regulations at the end of year 9, the start of year 11. More information about Access Arrangements can be found in the following location.

<https://www.icq.org.uk/exams-office/access-arrangements-and-special-consideration/>

#### 11.Expertise, training and Specialist support for students with SEN

The SENCO and both Assistant SENCO of the Primary and Secondary site hold the NASENCO (National Award for Special Educational Needs Coordination). They are responsible for guaranteeing suitable training is completed by

staff to ensure we are able to make the necessary reasonable adjustments to meet the needs of all pupils. New staff complete an induction programme which includes training and information on SEN. In addition to this specialist support can be obtained from consultants or organisations within the Local Authority.

#### 12. How the effectiveness of provisions for SEN will be evaluated

We track the progress of all SEN students via internal Tracking Assessments (TA) which take place three times per Academic Year. In addition to this feedback is gathered via the SEND Referral form, learning conversations, learning walks, Student Focus Group (SFG) meetings and formal meetings. This process is supported via work scrutiny and formal teacher observations. The outcomes of these evaluations are used to inform teacher CPD, and where necessary whole school improvement plans.

#### 13. Extra-curricular activities

There are a variety of activities which we encourage all students in the school to partake in. We have an inclusive House system which provides students opportunities to compete and win points for their house. Not all events are competitive or focused on winning. We believe participation and the development of social skills is a priority always. There are some specific sessions offered just to students with SEN; for example

Pantathlon Club – Adapted inclusive sports activities

Breakfast club – Transitional support from home to school

Lego Therapy – To develop communication and social interaction / dexterity

Construction Club – To develop communication and interaction

Circle of Friends – To develop communication and interaction

Emotional Literacy – To support Social, Emotional Mental Health

Read, Write Inc – To develop reading fluency and the ability to read with comprehension

Thrive – To develop emotional resilience and support Mental Health

Talkabout – To develop Social Communication Skills

Educational trips are available to all children regardless of need. Where necessary, more detailed risk assessments are completed and parents consulted prior to commencing.

#### 14. Emotional and Social support for SEN

We are proud of the Emotional and Social support provided at Sydney Russell. Students will always have a safe place to go, whether that is before school, during, or after. Before school students have the opportunity to attend a Breakfast club, at break times there are nurture rooms and identified garden space for Y7, Y8, Y9 and Y10. After school staff are available in the various school clubs to support the continual development of life skills.

In addition to this we identify projects for students to attend outside of school and send this information home to parents encouraging their involvement and the potential benefits. We are keen to build more relationships with external agencies to increase these opportunities.

If we feel the support required is beyond the standard school offer, we are fortunate to have two full time school councillors who we can refer students to who are also working in partnership with the Anna Freud Project (Official Partner in the Education for Wellbeing programme). Beyond this, professional advice external to the school can also be obtained from CAMHs (Children, Adult, Mental Health Service), the School Nursing team, Schools Police Officer or Attendance Team.

#### 15. External support for students with SEN and their families

The Local Authority SEN Offer can be found at <https://localoffer.lbbd.gov.uk/> and explains how they work in partnership with Parents and the School to ensure the right level of support is available for SEN.

Essex SEND IASS (Information Advice and Support for SEND) provide support, advice and information for parents and carers of children and young people who are disabled, may have SEN or have already been identified with SEN. <https://www.essexsendiass.co.uk/>

The Sycamore Trust (for parents of children with an Autistic Spectrum Condition) <http://www.sycamoretrust.org.uk/>

The Autism Education Trust

<https://www.autismeducationtrust.org.uk/>

#### 15. Complaints procedure regarding SEN provision, for SEN students

Concerns and Complaints are dealt with in line with The Sydney Russell Complaints Procedure. [http://www.sydneyrussellschool.com/?page\\_id=3784](http://www.sydneyrussellschool.com/?page_id=3784) . Often concerns can be dealt with by the SENCo directly unless the complaint is regarding them, and we would encourage you to make contact with them in the first instance.