

SEN Information Report - September 2023



Twyford
C of E
Academies Trust

Authors: SENCOs of the four Trust schools.

Principles underlying all our practice at Twyford CE High School; William Perkin CE High School; Ealing Fields High School & Ada Lovelace CE High School

The aim of the Trust is to deliver outstanding educational standards in a secure Christian setting. The school's ethos is centred on a text from John Chapter 10 vs 10

'I have come that you might have life and have it to the full'.

The values and disciplines which are inspired by this text are referred to in all schools as the 10:10 ethic and are summarised in the diagram below.



Our 10:10 ethic

These aims include all the Students in our schools with SEN.

All SENCOs can be contacted most easily by e-mail and they will aim to reply in 48 hours (excluding weekends or holidays). The SENCOs are: Mr. McCloskey at Twyford CE High School dmccloskey@twyford.ealing.sch.uk Mr W. Jones at William Perkin High School wjones@williamperkin.org.uk Mr. J Salter at Ealing Fields jpsalter@ealingfields.co.uk and Ms. J. Adler at Ada Lovelace jadler@adalovelace.org.uk

1. What kinds of needs can be supported at our schools?

- Students with every type of need are supported at our schools and we make every effort to ensure that each child in our school makes good progress, in line with that of their peers and is well prepared for adulthood.
- As a Trust we are particularly able to meet the needs of students with Autism & Specific Learning Difficulties. We are in a partnership with Springhallow

Special School in Ealing and Twyford & William Perkin schools are able to accommodate students with Autistic Spectrum Disorders; particularly those students who are able to access the National Curriculum at a similar level to their peers.

- At Twyford we have one part-time specialist teacher to support learners with specific learning difficulties. An Additionally Resourced Centre for students with ASD opened in September 17. It has places for 4 students each year, 7-11.
 - At William Perkin school an Additionally Resourced Centre opened in September 15. It has 6 places for Years 7 – 11 and caters for students with Autism/mild learning needs, who would find it difficult to spend all their time in a mainstream class.
- The description of which Students are best suited to use the ARC provision can be found in the Ealing Local offer. More information on this is available here: <https://www.egfl.org.uk/services-children/special-educational-needs-and-disabilities-send-and-inclusion>
 - Sometimes we will commission other professionals to help us meet an individual child's needs in school or we may need to recruit staff or buy specialist equipment in order to support a child with SEN.
 - Sometimes a child who has very complex needs is happier and makes better progress in a more specialist school or resourced provision. As schools we do not have the power to make this decision, although we can give advice. It would be a decision made by parents and the child or young person with SEN, with advice from professionals involved, usually within an Education, Health and Care plan meeting. This decision would be recorded in an Education, Health and Care Plan (EHC).

Criteria for inclusion on the SEN list

1. EHC plan
2. Students currently receiving support from outside agencies or extensive additional Learning & Inclusion specialist support, including counselling
3. Students with acute medical needs

2. How are Students' needs identified?

All students are different so at Twyford, William Perkin, Ealing Fields and Ada Lovelace schools' we spend time identifying the needs of all students, whether they have a special educational need or not, before they enter school and throughout their school life. This helps us ensure all students settle in well and feel happy and confident in school and make good progress in their lessons. If the school feels that a child might have a Special Educational Need then there will be communication with parents. For the majority of students the Trust curriculum and pastoral provision will ensure these needs are met within each school and a relatively small number will require inclusion on the SENlist.

1. How are students' needs identified before they start at our school?

Parent information meetings.

These are held for new parents in the summer term. The SENCO:

(Mr McCloskey at Twyford)

(Mr W. Jones at William Perkin)

(Mr. J Salter at Ealing Fields)

(Ms. J. Adler at Ada Lovelace)

and Head of Year7:

(Ms. De Luca at Twyford)

(Ms. C. Lovell at William Perkin)

(Ms. E. Dunford-Jones at Ealing Fields)

(Mr. G. Green at Ada Lovelace)

are always present. If you believe that your child has a Special Education Need that has not been previously identified by your child's current school then please inform us of your concerns. We will then arrange a time to follow this up with you.

Work with previous schools or educational settings –

All school records are passed on to each school and the SENCO and/ or Year group leader looks at them carefully. If a Trust leader feels there is a child with SEN who will be moving to one of our schools the SENCO/year group leader will contact the primary school to get further information.

"Getting to know your new school" days

In the summer term every child has an opportunity to spend time in their new school and meet their tutor and Head of Year 7.

The meet the Tutor evening at Ada Lovelace will be Thursday 27th June 2024 at 7.00pm.

The meet the Tutor evening at Twyford will be Thursday 27th June 2024 at 7.00pm.

The meet the Tutor evening at Ealing Fields will be in 27th June 2024 at 7.00pm.

The meet the Tutor evening at William Perkin will be Tuesday 25th June 2024 at 7.00pm.

The transition morning for EHC plan students at Twyford will be Monday 24^h June.

The transition morning for EHC plan students at Ealing Fields will be Tuesday 25th June.

The transition morning for EHC plan students at William Perkin will be Wednesday 26th June.

The transition morning for EHC plan students at Ada Lovelace will be Monday 24th June

The testing day at Twyford will be Monday 1st July.

The Ealing LA Year 7 taster day at all four schools will be Friday 28th June

The 1:1 interviews with senior staff for new Year 7 entrants and their parents will take place between Monday 3rd July and Tuesday 4th July 2024 in all four schools. The target review day for years 7-13 in Ada Lovelace, Twyford and Ealing Fields will be Tuesday 16th July. William Perkin will do target reviews on 15th July.

Before entry to High School at 11 years old (Year 7 - Year 11 or Key stage 3)

As soon as a Trust school knows that a student will definitely be attending our school we start finding out more about them so we can plan for their needs and ensure that they settle into our particular school happily and make good progress in lessons.

Each student will have a reading and spelling assessment to identify any literacy support needed. Each student will also be screened using the Cognitive Abilities Test to support setting arrangements in each school from the start of the Autumn term. Please see "Getting to know your new school" for the dates of these assessments.

Students with an Education, Health and Care plan will have a visit in the summer term from a member of the ARC or SEN team. This will be arranged with the Primary School. This may take the form of the Year 6 Annual Review or it may be a termly review meeting.

2. How are students' needs identified whilst at our schools?

If Students are concerned

At Twyford, William Perkin, Ealing Fields and Ada Lovelace High schools we want all our students to feel happy, have friends and feel that they are learning successfully. It is really important to us that any student feels that they can tell us about any worry that they may have so we can help them. We hope that all our students' feel that they can tell any member of staff their worries and that they will listen. The Form Tutor is the person who takes responsibility for the pastoral welfare of their tutees. The tutors will see your child twice each day and will develop a positive relationship with them. There are also the following ways for students to tell us about their worries.

- All Trust schools. There is the possibility of a series of appointments with the School counsellor – each school has a part-time school counsellor and appointments are arranged via a triage system through the Pastoral meetings in each school.
- All Trust schools. Chaplaincy support that can be accessed by contacting the Trust Chaplain, David Brammer.
- Twyford – Mentoring support, led by Nina Sehra with support from Adele Roberts can also be offered. The Head of Year will support in arranging this.
- William Perkin – Mentoring support, led by Julie Hall for SEN students. There is also an Inclusion Mentor. The Head of Year will support in arranging these arrangements.
- Ealing Fields – Mentoring support, led by the 2i/c Inclusion, CBT counselling, guided self-help counselling, drawing and talking and therapeutic art. The

Head of Inclusion, Mr Salter, works with Heads of Year and Pastoral Leads to arrange these provisions.

3. If a Parent has concerns

Communicating with the teacher

We feel that working in partnership with all parents leads to the happiest students and the best education. If the query involves a particular subject the subject teacher should be approached via e-mail. If at any time there are pastoral concerns please contact your child's tutor in the first instance. If the issues are ongoing please arrange an appointment with your child's Head of Year as soon as possible in order to discuss them. An e-mail is a good way to communicate and arrange this. If, after further investigation, we believe that your child may have some special education needs then we will arrange a meeting with you in order to identify these needs further and develop ways to support your child.

Parents' consultation evenings

We hold three meetings per year to discuss the progress of all our students (The Target setting day on Monday 25th September 2023; the Parents' Evening and the Progress Review meeting on Friday 5th July 2024) as well as an evening of welcome at the start of each academic year. Please use these meetings to voice any concerns you may have. We extend the time of target setting; Parents' Evening and Progress Review meetings for parents of students with SEN so that we have more time to discuss the needs of each child and the effectiveness of the support in place.

Teacher assessments

All students' progress and achievement is assessed by teachers in every lesson. Academic achievement and progress information is collected for each pupil, quarterly, in order to ensure that all students are making good progress and will achieve their targets. Parents can also access this information using "Go4Schools". If a child is not making progress, using the "on track" measures, then further interventions will be made to ensure that the school is meeting their needs. If after further intervention the school believes your child may have Special Educational Needs then we will arrange a meeting with you and if appropriate your child too, to identify these needs further and plan support. This will take the form of an SEN Support Plan. A Student Profile may be written to offer specific strategies to help. This profile describes the child's needs and how they like to be supported so that it can be communicated quickly and easily to members of staff.

Other information that may be used to identify student needs

We also use other sources of information such as positive conduct data; effort grades; attendance and welfare data to ensure that students are happy and making good progress and do not need any other support.

During a review of SEN progress

If your child has Special Educational Needs then a plan to support them to reach certain outcomes should have already been put in place by the school.

The success of this plan in meeting their needs and ensuring they make progress can be reviewed up to three times a year. These meetings can take place at Target Setting day (25th September 2023); Parents' Evening; Progress Review day and additionally at an Annual Review for students with an Education, Health and Care plan. These meetings help to ensure that everyone involved in supporting your child really understands their needs.

3. How do we work in partnership with parents of Students with SEN?

We try and work closely with all our parents to ensure that all students are happy and make progress. Working in partnership with parents of students with SEN is even more important so we do the following things:

- Communicate regularly and informally through e-mail and phone calls (if needed).
- Have good communication so that parents can make appointments to see the Head of Year; the SENCO or Head of ARC when they are concerned and would like a longer discussion.
- Extend the parents' meetings to 15 minutes and Target setting and Progress Review meetings to 30 minutes so that a more thorough identification of a child's needs can take place and the desired outcomes that we are all working towards can be decided upon.
- Include the progress a child with SEN has made towards their desired outcomes in their Annual Review report.
- For any child with an EHC plan and for some students with more complex SEN the school will work with parents and students to draw up a Student Profile.
- Hold an Annual Review for any child with an EHC plan. This is scheduled to last between 50 minutes and one hour.

4. How do we enable students with SEN to make decisions about their education?

We encourage all students, including those with SEN, to make decisions about their education. All students are expected to evaluate their own learning success and discuss their needs with their teacher. We do this in school through:

- asking questions in lessons
- student tracker sheets
- evaluating their learning through self-assessment (green pen marking)
- Target setting and Progress Review days
- Pastoral self-evaluation booklets

Students with SEN support

In addition, students with SEN support have a plan that outlines the support needed to achieve additional agreed outcomes to help them become better prepared for adulthood. These outcomes are decided with students and with parents during our Target setting days. The outcomes and the additional support needed to help the students achieve them are centrally recorded and reviewed at the end of each academic year at a Progress Review meeting. An SEN support plan meeting can be requested if it is clear that a student is presenting with significant needs.

Students with an EHC plan

In addition for EHC plan students we also hold an Annual Review meeting. We work with the parents and student to invite all the professionals needed in order to review the progress made against the outcomes in the EHC plan. We aim to include the student's views in this meeting in as appropriate a way as possible. Staff work with students and parents to develop a post-16 plan; at Twyford a Person Centred Review presentation in Year 9 takes place. This will include any information that the student wishes to share and important information about their happiness and aims in life. The Student Profile is regularly updated. Students can attend the whole of the Annual Review meeting from Year 9 – they usually receive praise and share their views in years 7 & 8. The Annual Review from Year 9 will also cover preparing for adulthood. This includes planning for post-16 courses.

5. How do we help Students when they move to our school?

Before any child moves to any of our schools we try and find out as much about them as possible to help them settle in quickly. All our new students have the opportunity to come and visit the particular school and spend a short time with a key member of staff so they know what to expect.

6. How do we help Students when they move to another school?

Whenever any student moves to another school we always pass on school records to the new school.

If a student has SEN we also:

- Pass on SEN records to the new school including SEN support plans, or EHC plans.
- If needed, liaise with the SENCO of the new school to clarify any information and support the process for students with EHC plans in particular.
- If needed complete references and transition information for colleges and support transition between KS4 and KS5.

7. How do we help students when they move between year groups and key stages of education?

When moving year groups in school:

- Information will be passed on to the new staff.
- The Student Profiles are available to all staff either in SIMS (as a linked document); or on each school's Copia (resources SEN section). The pathway to find this information is given to all staff in each school each September.
- There are weekly Pastoral monitoring meetings with key staff from SEN; Heads of Year and the Pastoral teams to discuss student needs. This ensures all needs in all four schools are addressed quickly.

8. How are adaptations made in the school to help all students including those with SEN?

- Teachers plan lessons according to the specific needs of all groups of students in their class, and will differentiate effectively to ensure that all needs are met within each set.
- The school provides a bank of centrally produced curriculum resources for staff to use where each lesson has a learning objective and differentiated outcomes are listed as bronze, silver and gold. Each presentation uses common icons and includes support materials and writing frames. This ensures quality first teaching and learning for all.
- Specific resources and strategies will be used to support your child individually and in groups.
 - Early Intervention. **Literacy**. This will be taught in groups (all schools); 1:1 reading (all schools); spelling groups (Ealing Fields) vocabulary groups (Twyford & Ada Lovelace); Reading for Meaning groups (Ealing Fields and Ada Lovelace) Nurture group (Twyford & William Perkin).
 - Early Intervention. **Numeracy**. This will be taught in groups (Nurture groups at Twyford); Maths clubs (Twyford).
 - Specialist teaching 1:1 for identified students with EHC plans or complex SpLD needs (Twyford, Ealing Fields).
 - **Group support**, to promote social communication skills, such as socially speaking and social communication groups (all schools).
 - Supported mainstream offer – for example **in-class support**; particularly for the supported set (all schools)
 - **Study club/Homework Club**, after school support with prep at all schools
 - **Extra-curricular provision & wider learning** opportunities
- Setting or streaming will ensure that the needs of all students are effectively met.

Adaptations for Students with physical difficulties; Visual Impairment; Hearing impairment – (link to Disabled accessibility plan)

Each student will have particular needs; an individual support plan/student profile will be drawn up to support those needs. If required specialist equipment will also be used to support the student and ensure they have full access to the curriculum.

Adaptations for Students with social, communication needs

The Speech and Language Therapy service offers training for key members of staff to run group support for students identified as needing this. The therapists also offer support 1:1 to EHC plan students with SALT as part of their plan to ensure needs are met. In addition both ARCs at Twyford and William Perkin commission a Speech and Language Therapist to support these cohorts of students.

Adaptations for Students with emotional, social and mental health needs

Well-being is important for all students. Assemblies and PHSE workshops will offer guidance and support for all students.

For those with particular need school staff liaise closely with other professionals such as CAMHS and SAFE to ensure the needs of these vulnerable students are met. All schools have a part-time school counsellor. Mentoring support is offered by the Trust Chaplain. There is also some mentoring support in three schools (William Perkin, Twyford and Ealing Fields) and peer mentoring at Twyford.

It is important to note that the quickest way for parents to access clinical psychology support for their child is via a referral from their GP. Parents can also request help from SAFE (Supportive Action for Families in Ealing).

9. What skills and training do our staff have?

All staff are trained in the requirements of:

- The SEN code of practice, 2015
- The Equality Act
- Safeguarding - Child Protection & Keeping Children Safe in School
- All general school policies on teaching and learning and pastoral support include information on how to include Students with SEN.

The SEN team have a range of qualifications.

The lead practitioners in each team and teaching staff have additional qualifications. All have the NASENCO training. Several staff have level 2 or level 3 training in Autism from the Autism Education Trust.

Teaching Assistants/Academic Mentors

Most of our Teaching Assistants or Academic Mentors are graduates, including our Higher Level TAs. Teaching Assistants have as a minimum level 3 qualifications (equivalent to 'A' levels). Some have the NVQ Level3 Teaching Assistant qualification in Teaching and Learning.

All our teams have in addition had recent training in the following areas:

ASD

Dyslexia & Specific Learning Difficulties

Literacy support & vocabulary development

Attachment disorder & behaviour

ADHD

Motor Tic Disorder

Speech & Language Therapy programmes

Maths support

Well-Being & Emotion Coaching

10. How effective is our SEN provision?

Trust staff are working from a position of strength.

“Staff carefully track students’ well-being and attainment. Systems are rigorous and steps to address any additional needs are taken swiftly. Support for those identified as having special needs is excellent. Consequently, results are significantly above national averages. Examples abound of students who make exceptional progress, sometimes from very low starting points, or in the face of significant barriers to learning. The reading skills of almost 20% of students improve dramatically during their first year in the school. Thus, they go on to tackle exams with greater confidence and success. Such progress is transformational in students’ lives”.
Twyford SIAMS report April 2017.

“Provision for disabled students and those who have special educational needs is highly effective...The achievement of disabled students and those who have special educational needs is exceptionally strong...Teaching assistants are deployed very well to work with different students in these small, but manageable classes”. William Perkin Ofsted report 2015.

“Pupils develop the skills and knowledge they require to be successful, and they make strong progress as a result.”
William Perkin Ofsted report 2019.

“Safeguarding is strong, as evidenced by a recent external review... In both years 7 and 8 students are making positive progress against their aspirational targets that would place the School in the top 5% in the country”. Ealing Fields DFE monitoring visit, June 2018.

“Leaders have very high expectations of pupils’ academic achievements. Staff support all pupils, including those with special educational needs and/or disabilities (SEND), to meet these expectations. Parents and carers generally said that the school is well-organised and that leaders communicate well with parents.

Leaders provide excellent support for pupils with SEND. The needs of pupils with SEND are met in class and in the wider curriculum. Pupils who struggle to read fluently are provided with help to build fluency and confidence, and to catch up. Subject leaders’ curriculum thinking has clarity and purpose. All parts of the curriculum are broken down into small steps so that all pupils, including pupils with SEND, can achieve highly”.
Ada Lovelace Ofsted report 2023

Last year all Trust schools provided the following interventions for Students with SEN:

- Literacy programmes
- Numeracy support
- Social skills programmes
- Small supportive set in core curriculum subjects
- In-class support
- Lunchtime clubs for EHC plan students
- After school support with lesson prep and homework
- Extra-curricular clubs to promote inclusion
- Specialist equipment for students with EHC or statements of SEN (where required)
- 1:1 individualised programmes of support (where required)

Last year at Ealing Fields in addition:

- EAL support

We also provide individual programmes of support for 76 students at Twyford, 62 at William Perkin, 27 at Ada Lovelace & 23 at Ealing Fields. These students all have Education, Health & Care plans.

32 Students are currently on our SEN list at Twyford. 25 are on the SEN list at William Perkin. 61 are on the list at Ealing Fields and 15 at Ada Lovelace.

KS5 - A level Twyford

- 3 students with EHCPs completed 'A' levels this academic year. They all obtained the results required to progress to university courses. One is progressing to the Queen Mary University (to read Maths), another to Royal Holloway University (to read Liberal Arts) and the third to Brunel University (to read Business Management).

KS4 GCSE

- 6 students with EHCPs are progressing into the 6th form at Twyford to study A Levels.
- 1 student with an EHCP is undertaking an engineering apprenticeship with TFL.
- 1 student with an EHCP is completing a T Level course in Laboratory Science.
- 2 students with an EHCP are progressing to A Level study at alternative Sixth Forms.
- 4 students with an EHCP are progressing to BTEC courses at college.

William Perkin

KS5 - A level

- One student who achieved very good results and who is progressing to Brunel University

KS4 - GCSE

- All 6 EHCplan students have confirmed places at local schools and colleges and are progressing to their first choice placements.

Ealing Fields

KS4 GCSE

- All year 11 EHCP and SEN K students secured appropriate progression onto their first-choice courses.
- There was no achievement gap between PP and non-PP at GCSE.

Ada Lovelace

KS4 GCSE

- 1 student with an EHC plan progressed to their first choice college course.
- Attainment 8 for all students, including those with SEN, was well above FFTS, meaning students gained about one grade above their target grade in each subject.

TRUST KS3

Early intervention for literacy has had a really effective impact on student achievement and is a continuing success. With many starting the school with reading ages of 6.00 or 7.00 this increase means that by the start of Year 9 they are functional readers and can access texts up to GCSE level.

This year any data must be read with extreme caution as different reading tests were used in different schools. The tests may be assessing different skillsets.

Progress in English for students in Year 7 having literacy input has been used at Q4 too. This data should be understood against the context of students being expected to write a whole extended piece of writing in the assessment at Q4.

In the academic year 23-24 one literacy screening tool will be used across the four schools, to aid comparison going forward.

Twyford

A different test was used in July 22 and in March 23 so extreme caution needed in interpretation of these results.

The average rate of progress for a Year 7 student having literacy intervention was 8 months progress, over 9 months. Girls' literacy data at Q4 is within 6% of year group average results in English. 75% of the intensive literacy cohort were on track in English at Q4.

The average rate of progress for a Year 8 student having literacy intervention was 13 months, over 9 months.

William Perkin

Y7 Average reading progression for students with literacy intervention was 18 months progress having had 9 months of intervention. Overall the literacy cohort were 67% on track at Q4.

Y8 Average reading progression for students with literacy intervention was 15 months having had 9 months of intervention.

Ealing Fields

In 2022 the average rate of progress for a Year 7 student having literacy intervention was 1 year 10 months. Overall the literacy cohort were 68% on track at Q4. 45% of students requiring literacy intervention were Pupil Premium students.

By Year 9 the average rate of progress for students having literacy interventions was 3 years, meaning most students will not require a reader at GCSE.

Ada Lovelace

The average rate of progress for a Year 7 student having literacy intervention was 2 years. The percentage of the literacy cohort on track at Q4 was 80%.

The average rate of progress for a Year 8 student having literacy intervention was 1 year 7 months.

The average rate of progress for a Year 9 student having literacy intervention was 2 years 2 months.

Looked After Children

The designated teacher for looked after children is Mr. J. MacDonald-Brown at Twyford; Ms. E. Waspe at William Perkin; Mr. R. Halton at Ada Lovelace and at Ealing Fields it is Mr. J. Salter. Each student has a six monthly Personal Education Plan held in school and a six monthly LAC review, attended by all relevant professionals which may include the designated teacher. The Pupil Premium money for these students is spent according to the PEP targets to ensure every looked after child achieves their full academic potential.

11. What do I do if I am concerned about the quality or effectiveness of support my child is getting?

If at any time you are worried about your child then it is important to contact the school and discuss this so that any issues can be quickly resolved. We take your concerns very seriously and will do everything we can to find a solution. The first person to contact would be your child's subject teacher or form tutor.

If following this support you still feel concerned then please contact the SENCO/Head of ARC/ Head of Year/ Inclusion Lead to discuss your concerns. We would expect any problems to be resolved after this.

However, if you still feel that your concerns have not been addressed please contact the appropriate Associate Head teacher. An appointment can be made via the school office. An email or letter can also be sent addressed to the Headteacher or Associate Head teacher at each school.

If you are still unhappy there is a formal Complaints Policy which can be found here – [complaints-procedure---published.pdf \(twyfordacademies.org.uk\)](#)

Please also see the Trust SEN policy –

[sen-policy---published.pdf \(twyfordacademies.org.uk\)](#)

and the Equalities Policy –

[Equality Policy - Published \(twyfordacademies.org.uk\)](#)