

## Wapping High School SEND report 2017-18

### Our provision and support for students with Special Educational Needs or Disabilities (SEND).

At Wapping High School we support and value the abilities of all our learners. It is our duty to uphold the value of inclusion and provide equal opportunities for every child in our care. Wapping High School adopts a whole school approach to special educational needs as outlined in the SEND Code of Practice (2015). All staff work to ensure the inclusion of all students and are committed to ensuring that they can fulfil their potential and achieve optimal educational outcomes.

### Our background

WHS is a Free School, set up in 2012, the school is a mainstream school and its Pupil Admission Number for each year group is 84.

### Our vision

The school is still developing and implementing an innovative education, based on a Swedish model (Kunskapsskolen). The school aims to provide excellence in education, by empowering students and giving them increased freedoms to direct their own learning and acquire knowledge in preparation for life in a global society.

### Open Plan Learning Environment

In line with its ethos, the school building is totally open plan, and the flexible learning environment thereby provided gives the opportunity for changing groupings and staffing arrangements. In this college-like environment with no classroom doors, students are expected to take significantly greater responsibility for their behaviour and learning so as to ensure that all students can make progress and learning is not compromised by low level disruption.

### Identifying students with additional or SEND needs

We aim to identify students with SEND and to work in partnership with external agencies to assess individual needs. Our aim is to identify students with SEND at primary/secondary transition and in addition by referral from teaching staff, parents/carers and external agencies

Following an internal review of student progress data and reference to other performance indicators and information about the individual, the SENCo will feedback to a parent/carer and if required/as requested draw upon specialist advice from, for example, the Educational Psychologist attached to the school, SALT practitioner etc.

Student progress is regularly monitored in order to track progress and identify young people with SEND. The school follows procedures as laid out in the Special Educational Needs and Disability code of practice: 0 to 25 years Code of Practice for students with SEND.

After each termly assessment module has taken place Middle leaders review performance data and compare it to previous data, entry level data and expected progress, mindful of end of year/stage targets in order to review progress that:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

(Code of practice 6.17)

### Primary/Secondary Transfer

WHS liaises with colleagues from feeder Primary Schools to attend Annual Reviews and contribute to transition meetings. Students attend a transition event to become familiar with school and to meet their tutors and staff.

Every student sits a Reading Test and CATs test on entry, with further diagnostic testing as required. Any student who is a casual admission also sits these standardised tests to profile learning needs. This information is collated and sent out to all staff as a guide for transitioning Year 7 students, so that staff are made aware of students with EHC plans, additional needs and medical conditions for example.

### Leaving school

Students with EHC plans have meetings with Careers Advisory Service from Tower Hamlets. Support is provided from staff with application forms for colleges and mock interviews are held with students to help them prepare for further education. Annual Reviews are held within the first term of Year 11 to support students preparation for college and sixth form education.

### Support for SEND students

Wapping High School believes in meeting the learning needs of all students through quality first teaching. SEND students are taught alongside other students in a mainstream setting in order to promote access and inclusion to the curriculum. The school does not have additionally resourced provision, such as for example a specialist teacher/facility for autistic children. All SEND support is primarily provided by Learning Support Assistants (LSAs) who work alongside teachers in the classroom to ensure and monitor access to the curriculum. The number of lessons that an LSA supports is determined by the needs of the student, the resources of the SEND team and the constraints of the timetable.

The school has invested hugely in creating smaller class sizes and this goes hand in hand with the design of the building with break out areas and classrooms designed to cater for smaller numbers of students. Teachers work with LSAs to plan for learning of SEND students and differentiate work and tasks for students, to provide support and opportunities for challenge.

IN addition to in-class support, some students work outside the classroom for short term interventions, which may include targeted provision from other agencies such as: Educational Psychologist, Speech and Language Therapist or School Nurse for example. Feedback to students, parents/carers and staff will focus on action plans and reviews of work to be carried out. This is in line with the approach in the Code of Practice (2015) of Assess, Plan, Do and Review.

### IEPs

An IEP is created by the lead LSA which details strategies for staff to use, referencing the student's EHC plan, providing opportunities to feedback to teachers in evaluating for example, a student's understanding and engagement in classroom learning or raising any concerns over progress. The IEPs are shared with parents/carers and our shared with our external partners; and are referenced at meetings such as Annual Reviews. These meetings focus on how the school supports students' needs and reviews progress, allowing for future planning to be determined.

### Specialist support for students with SEND.

- Educational Psychologist - for statutory observations and to provide strategies for all staff, also to observe students causing concern. The Educational Psychologist meets with parents/carers to assess, advise and plan for strategic action to support a student's learning and development.
- Speech and Language Service - providing training in for LSAs and strategies for all staff. This year there has been targeted 1:1 support for students with EHC plans and other small group interventions.
- Phoenix outreach - for support for our ASD students

In addition all of the above agencies have worked jointly with SEND staff to provide training for staff.

We also liaise with external agencies to offer counselling and mentoring from:

- CAMHS
- NLP counselling service, offering confidential advice
- Reach Out - mentoring
- Make IT - mentoring
- Tower Hamlets' Behaviour Support Team
- Tower Hamlets' Attendance and Welfare Service

### Student voice.

Students collaborate with parents/carers and SEND staff to create personalised Learning Passports, to provide information relating to their needs, preferred learning styles and relevant information that will assist in planning for learning. These are then shared with all staff and information updated as required when reviewed.

### Resources for SEND

The SEND department is comprised of 1 full time SENCo, 1 HLTA and 3 LSAs. As of September 2017 there are 4 students with an EHC plans. In addition students can receive additional support for their behaviour as part of their Pastoral Support Programme if they are identified as at risk of permanent exclusion. IEPs and Learning Passports provide information, strategies and feedback on the performance of SEND students. Feedback from teachers and LSAs is sought for annual review meetings and other such reviews to support SEND students. Feedback on the performance of the SEND department is identified in the school's self-evaluation (SEF) and contributes to the School Development Plan.

### Reviewing progress of students with SEND

Academic performance data is inputted by staff after each half-termly assessment module. Parents/Carers receive a report to indicate whether students are on track to make expected progress. The SENCo attends every Parents/Carers evening or event to update parents/carers on the progress of their child and to review existing targets.

### Support for SEMH and wellbeing.

Every student belongs to a vertical tutor group, that mixes different age groups together to endorse the inclusive values of our small school and take care of their pastoral needs. The Heads of House (Tyburn and Fleet) provide tutor activities. Students in Year 7 and 8 attend PHSE lessons and all students attend whole school assemblies on a Monday and House assemblies on a Friday. All students receive a safeguarding card before holidays that provide telephone numbers and email addresses of charities to support students experiencing difficulties during the holiday periods. Assemblies have targeted topics such as Internet safety, PREVENT and safeguarding. Students also participate in annual events such as Internet Safety Day to raise awareness.

The school office keeps a locked medical cabinet for medicines required by individuals, along with the necessary advice and guidance supported by Care Plans from the School Nurse. There are staff trained in First Aid who administer care as required.

Heads of House, SENCo and Student support administrator meet bi-weekly to review information on vulnerable students. Students needs are discussed and identified for any referrals, for example to CAMHS for concerns. The information on the database is reviewed once every half term to check against decisions to inform on progress.

The designated staff for Child Protection maintain a database identifying actions and reviews as a result of safeguarding referrals made by staff using the “CP snippet” form. The Safeguarding policy outlines how the school implements statutory guidance.

### SEND students access to trips and activities

Our aim is to include SEND students in all school trips by identifying their specific needs through risk assessments. Risk assessments are planned with parents/carers and other professionals to anticipate any special requirements or actions that may be needed to include a SEND student.

### Premises

On every floor there are disabled toilets for use by SEND students. There is a lift to support SEND students access to the building. In the event of a fire alarm SEND students requiring the lift, would be escorted to the outside meeting point by their LSA.

### Admissions

Due to the unique nature of our learning environment across 6 floors, it is strongly advisable to visit the school prior to completing an application form. We work closely with the Tower Hamlets Parents’ Advice Centre to establish successful relationships with parents/carers so that the needs of our students can be clearly communicated and supported. Please refer to the school website section on admissions for further information and guidance.

### Contact us

Email the SENCo: [willoverill@wappinghigh.org](mailto:willoverill@wappinghigh.org) for further information or to talk to the LSA supporting your child.

If you require a translator, one can be arranged for you, if you have any questions about your child’s needs.

A more detailed list of staff is found on the school’s website under “Contact Us”.

You can find out more information about what Tower Hamlets provides locally by following this link: <http://www.localoffertowerhamlets.co.uk/pages/local-offer/send/send-resources>

This offer will be reviewed in September 2018