

Wapping High School SEND report July 2020

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. We are an inclusive school 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.

Staff	Role	Responsibilities
Will Overill	SENDCo	EHC assessment and provision, Access Arrangements, transition and referrals.
Nicola Manley	HLTA	SLCN, Numeracy, social skills, referrals and timetable.
Saria Mahar	LSA	Numeracy
Dheena Akther	LSA	SLCN and Literacy
Olivia Weeks	LSA	Literacy
Muhammad Sabbir	LSA	SLCN, EAL
Santu Mbele	LSA	Literacy, Numeracy
Abdul Wadud	LSA	Literacy, Numeracy
Muhammad Alim	EAL support	EAL transition, assessment and provision
Jake Kemp	SEND Governor	Link governor for SEND and Safeguarding/Child Protection.

The SEND team at Wapping High School prepares every targeted student for transition to further education and/or other opportunities, in order for them to live independent, happy, healthy and successful lives.

This means that the support and intervention we offer will help each and every individual student:

- achieve their academic potential and be the best that they can be
- become confident individuals
- make a successful transition into adult life, to pursue further education, employment or training of their choice

All of our SEND students are supported by Tower Hamlets Career Advisory Service who meet with our students, to help them understand options relating to college courses, apprenticeships and other post Year 11 destinations.

What is SEND?

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for her or him.

A student of compulsory school age or a young person has a learning difficulty or disability if she or he:

- has a significant greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders her or him in making use of facilities of a kind provided for others of the same age in a mainstream school

What do we mean by disabled?

Many students who have SEND may have a disability under the Equality Act 2010 - that is:

- "...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities".
- "long term" is defined as "a year or more"
- "substantial" is defined as "more than minor or trivial"

This definition of disability includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer.

Students with such conditions do not necessarily have what has conventionally been regarded as special educational learning needs, but there is a significant overlap between disabled students and those with learning needs. To this end a disabled student will be covered by the SEND definition.

Open Plan Learning Environment

In line with its ethos, the school building is totally open plan, and the flexible learning environment thereby provides 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 additional unmet SEND at primary/secondary transition and also by referral from teaching staff, parents/carers and external agencies.

On transition or through an in year admission, a range of information is used from a variety of sources to identify SEND and other needs. These include but are not limited to:

- information from parents/carers
- information from primary school staff
- Levels of achievement from Primary School
- baseline testing, reading ages etc.
- dyslexia screening
- application from information
- specialist colleagues/external agencies

Following an internal review of student progress data and reference to other performance indicators and information about the individual, the SENCo will give 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.

External specialist	Role
Lorna Franey	Educational Psychologist (Tower Hamlets)
Sean Flynn	Phoenix Outreach (ASD)
Clare Barker	Speech and Language Therapist
Collette Johnson	School Nurse

Specialist support for students with SEND.

- Educational Psychologist - Educational Psychologist - support can include observation, assessment and intervention for students causing concern, and training to staff. Involved with statutory assessments (EHCPs) including meeting with students, parents and staff to assess, as well as advise and plan for strategic action to support a student’s learning and development.

- Speech and Language Service - providing training 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
- Reach Out - mentoring
- Tower Hamlets' Behaviour and Attendance Support Service
- Tower Hamlets' Attendance and Welfare Service

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.

Staff regularly record assessment 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)

All students with SEND are recorded on our **SEND register** for additional needs which is accessible for all staff. Staff create their own register, selecting the students in their classes, so that they can use the information provided to inform their lesson planning, teaching and student learning activities. Targeted interventions are planned and delivered where appropriate, which may include small group work or individual support across a broad range of activities.

Quality first teaching is the differentiated support for SEND using a **graduated approach** of "Assess, Plan, DO and Review" which is covered in more detail in the SEND policy available on the school's website.

Staff are regularly kept up to date with relevant information, including on a weekly basis through notices in the staff bulletin and at staff briefing.

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.

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.

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. PSHE is now delivered through 5 ASPIRE days throughout the year alongside tutor time and assemblies. 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 an unlocked 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.

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 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.

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 2020