

Special Educational Needs and Disability Policy

Policy Reviewed	Ratified	Ratified By	Next Compulsory Date
June 2017	July 2017	WHS Governing Body	Review June 2018
June 2018	June 2018	WHS Governing Body	Review June 2019
March 2020	March 2020	KC, JK	March 2021
April 2021	April 201	KC, JK	March 2022

This policy has been developed in accordance with the SEND Code of Practice 2015 and in line with the following:

- The Children and Families Act 2014
- The aims of Wapping High School
- The Equality Act 2010
- Ofsted Section 5 Inspection Framework January 2014
- Ofsted SEN Review 2010 “A Statement is not enough”
- Education Act 2011

1. Definition of Special Educational Needs and Disability (SEND)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have significantly greater difficulty in learning than the majority of others of the same age: or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language of their home is different from the language in which they will be taught.

2. Broad Areas of Need

The Code of Practice 2015 identifies four broad areas of need **communication and interaction, cognition and learning, social, emotional and mental health and sensory and/or physical**. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

(See appendix 1 for a detailed breakdown of the four broad areas of need).

3. Principles and Objectives

WHS is fully committed to inclusion and we aim to achieve maximum inclusion of all learners whilst meeting their individual needs.

WHS is committed to the following aims:

- To ensure full entitlement and access for all Learners to high quality education within a broad, balanced and relevant curriculum (including access to the National Curriculum) so that they can reach their full potential and enhance their self-esteem
- To educate young students identified as having SEND wherever possible, alongside their peers within the mainstream curriculum, having given due consideration to the appropriate wishes of their parents/carers and the necessity to meet individual needs
- To identify and assess learners with SEND as early and thoroughly as is possible
- To fully involve parent/carers and students in the identification, assessment and delivery of SEND provision and to strive for close co-operation between all stakeholders
- To meet the needs of all students experiencing SEND/Additional Needs by offering continual and appropriate forms of educational provision by the most efficient use of all available resources
- To remove the barriers to learning and participation that hinder or exclude students with SEND
- To provide equal opportunities for all students
- To ensure the curriculum is suitably differentiated to meet the needs of all students
- To ensure that an inclusive environment is created and fostered where all members of the Wapping High School community respect and care for each other
- To ensure that teachers and support staff in the individual school are aware of the importance of identifying and providing for those students who are identified as having SEND
- To ensure that parents/carers are aware of the provision available at WHS and that they are encouraged to be actively involved in their child's progress

- To attain high levels of satisfaction and participation from students, parents and carers
- To carefully map provision for all students to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes
- To ensure a high level of staff expertise to meet student need, through well targeted continuing professional development
- To work in cooperative and productive partnership with external agencies and partners to ensure there is a multi-professional approach to meeting the needs of all students

4. Responsibility for Special Educational Needs and Disability

- The Headteacher and SENCo have overall responsibility for SEND provision within WHS
- Middle Leaders are responsible for SEND within their schemes of work.
- Teachers are responsible for the delivery of schemes of work ensuring the learning needs of SEND students are met through quality first teaching.
- Learning Support Assistants (LSAs) are responsible for supporting a student's access to the curriculum and providing opportunities for students to reflect on their learning using in-class logs, sharing this feedback with other staff and parents/carers.

5. Leadership and Management of Inclusion at Wapping High School

Mr Nelson (Headteacher) has delegated the responsibility for the ongoing implementation of this SEND Policy to Mr. Overill (Assistant Head Teacher). Mr. Overill is responsible for reporting regularly to the Headteacher and Governing body on the ongoing effectiveness of this inclusion policy.

6. How do Teachers/Learning Support Assistants support students with SEND?

All staff at WHS are teachers of SEND and are aware of their responsibilities towards all learners. They are aware that they are role models and must show a positive and sensitive attitude towards all learners at all times. Our objectives are:

- To make special needs identification, assessment and provision the responsibility of all members of staff.
- To ensure SEND Students move from dependency to independence.
- To recognise the spectrum of need within the school and that it must be met on an individual basis (differentiation).
- To ensure that all students are engaged in learning activities appropriate to their abilities.

- To develop the curriculum in order to ensure access for students with special needs as well as enhanced learning opportunities for all students.
- To ensure that systems are in place to monitor the individual learning needs of all students and meet their needs accordingly.
- To recognise the achievements of students with special needs and so build their self-esteem and status among their peers.
- To encourage students to monitor and take responsibility for their own learning and behaviour.
- To develop a proactive approach to special needs which build on students' strengths: a Can Do ethos.
- To encourage cross-curricular links in order to develop the curricula and better meet the needs of individuals (Differentiation).
- To forge and maintain inclusive relationships with parents and carers.
- To narrow the gap between students with different types of SEND and their peers.

7. Review of SEND students

- Middle leaders meet with the Senior Leadership Team to monitor and evaluate the progress of all learners and to make strategic decisions regarding intervention.
- The Heads of House and SENCo meet weekly to review and identify any immediate pastoral concerns of vulnerable students, including those with SEND and to decide on the school's provision or referrals to external agencies.
- Once a term the Heads of House and SENCo meet to review the support in place for vulnerable students, including those with SEND at an Inter Service Panel (ISP) meeting.

8. Inclusion

In line with the recommendations in the SEND Code of Practice 2015, the SENCo supported by the Pastoral Team at WHS will oversee the day-to-day operation of this SEND Policy in the following ways:

- Maintenance and analysis of whole-school provision map (known as the Child Map)
- The effective and efficient deployment of the learning support team
- Delivering SEND related CPD
- Identifying on this provision map a staged list of students identified as having special educational needs – those in receipt of additional SEND

- support and those with Education, Health and Care Plans (EHC plans)
- Advising all teachers on provision for children identified as having special educational needs
- Overseeing the records on all children identified as having Special Educational Needs
- Liaising with parents/carers of children identified as having SEND, in conjunction with teachers
- Implementing a programme of Annual Review for all students with EHC plans, complying with requests from an Education Health and Care Plan Coordinator to participate in a review.
- Contributing to the regular evaluation of the impact and effectiveness of all additional interventions for all students
- Attending area SEND network meetings and training as appropriate.
- Liaising with the link Governor at WHS, keeping them informed of current issues regarding provision for SEND students
- Being proactive in liaison with outside agencies, to ensure referrals and advice are made for students with SEND

9. SEND Support

When a student is identified as having SEND WHS will take action to remove barriers to learning and put effective special educational provision in place. WHS SEND support follows a four-part cycle through which earlier actions are revisited, refined and revised with a growing understanding of the pupils' needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach and involves: **Assess, Plan, Do, and Review** as highlighted in the SEND Code of Practice (May 2015).

Assess

- Clear analysis of pupils' needs
- Standardised assessments, teacher assessments, previous progress and attainment
- Development in comparison to their peers and national data
- Views and experiences of parents, the pupils own views and, if relevant, advice from external support services
- WHS takes seriously any concerns raised by a parent and these will be recorded and compared to our own assessment and information on how the pupil is developing.
- Assessments will be reviewed regularly and WHS will liaise with outside professionals to help inform the assessments. Where professionals are not already working with school staff a member of the Pastoral Team will contact them if the parents agree

Plan

- Parents are informed that SEND provision will be made available for their child at induction depending on individual need
- WHS staff, parents and professionals (where appropriate) agree the adjustments, interventions and support to be put in place as well as

the expected impact on progress, development or behaviour which is then reviewed termly

- All staff are made aware of pupils' SEND, the support provided and teaching strategies that are advised
- Parents are invited to the 'structured conversation' 3 times a year to keep them informed of provision, set/amend outcomes and review effectiveness

Do

- Class or subject teachers work closely with LSAs, the SENCo and specialist staff e.g. Phoenix Outreach Team (for autism) to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- The SENCo supports subject teachers in an assessment of the student's strengths and weaknesses and advises on the effective implementation of support. Student voice is encouraged and valued as contributions to Learning Passports which are available for all staff.

Review

- Support arrangements are reviewed regularly alongside analysis of support, interventions and their impact on the student's progress
- Student and parents'/carers' views are sought to inform any review of provision
- The impact and quality of the support and interventions is evaluated regularly and informs planning for the next steps – e.g. in class logs for students are reviewed at the end of each term and shared with parents/carers

10. Admission Arrangements and information about WHS.

We follow LBTH admission procedures and welcome young people identified as having a range of SEND. For students with an EHCP, the SENCo is actively involved in ensuring appropriate resources and transitional arrangements are in place so that a student's difficulties are minimised at the point of entry to the school. These arrangements include making provision for students with identified social, mental, emotional health difficulties who are at their most vulnerable during times of change.

SEND students are taught alongside other students in a mainstream setting. The school does not have specialist provision to cater for individual needs and works in partnership with external agencies to inform Quality First Teaching as defined in the SEND Code of Practice (2015).

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. 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.

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. There are no bells to indicate transition times and as such students have to be excellent in their personal organisation and resourcefulness.

The school environment comprises five floors with 15 classrooms or learning spaces. Of these 7 classrooms have doors and relate to Design & Technology, Science and Music. Given the school's location and facilities, most PE provision takes place off-site and students must walk to public facilities.

11. Identification, Assessment and Review Procedures

There are four distinct stages to our cyclical assessment of student progress.

- Early identification.
- Quality first teaching.
- High impact intervention.
- Review.

Early Identification.

We ensure that every child joining Wapping High School is screened at induction or on entry. This information enables us to identify areas of concern from the individual and from the parent/carer. The information gathered will then be used alongside any other available data and previous school reports, to inform for example a Learning Passport or an Individualised Education Plan (IEP). The SENCo and team will visit Primary schools to discuss the transition of more vulnerable students, attending Annual Reviews and meeting parents/carers. Students who this highlights as being below expected level or who are already on the SEND register based upon prior information from previous education settings will offer the most effective support and guidance for teachers will be offered through

strategies specifically for working with those pupils. Students who are behind the expected levels in English and mathematics are not automatically designated as having Special Educational Needs but are provided with the teaching they need to make the progress required. Students may also be taught in small groups to offer intervention. The frequent and systematic data collection for subjects is used to monitor the academic progress of every child and highlight both emerging issues and the impact of any intervention. Identification and assessment are ongoing and all staff contribute to the identification of needs and can express concern or make a referral to the SENCo using the **SEND Referral Process** (see appendix 3). Assessment also highlights the students who will be tested for access arrangements as part of their normal way of working, within quality first teaching.

Our teachers are trained to understand the needs of each child in their class so that they can plan to meet those needs appropriately. For children with identified SEND this can mean adapting their teaching to ensure rapid catch up or in some cases simply ensuring that the child can access the curriculum fully. We prioritise this training and this includes teaching reading and writing, techniques for meeting the needs of dyslexic and autistic children and creating communication friendly classrooms.

Intervention

When a problem is highlighted Wapping High School implements and reviews the most appropriate intervention for each individual student. These range from adapted teaching techniques in the mainstream classroom to specific interventions to support pupils with particular learning needs. We train school staff to support students with SEND by working with external staff such as Educational Psychologists and SALT so to address commonly encountered special educational needs.

Review

Support for all students is coordinated using the graduated response model outlined within the SEND policy. If a student receives additional support from school staff or external agencies then this is measured and reviewed using the following cycle: Baseline assessment (Assess) Target setting (Plan) Targeted support (Do) Review and evaluation (Review).

Once identification, assessment and intervention have taken place students and parents/carers are kept regularly informed by a variety of means, e.g. personal contact via telephone, email update, reports and Annual Reviews. IEPs and Learning Passports (see appendix 4) are written in line with the assessment protocols and are reviewed and discussed by the Learning Support Assistants with the students with a termly review sent to parents/carers.

Reading tests are carried out bi-annually and results analysed to identify and review progress of students.

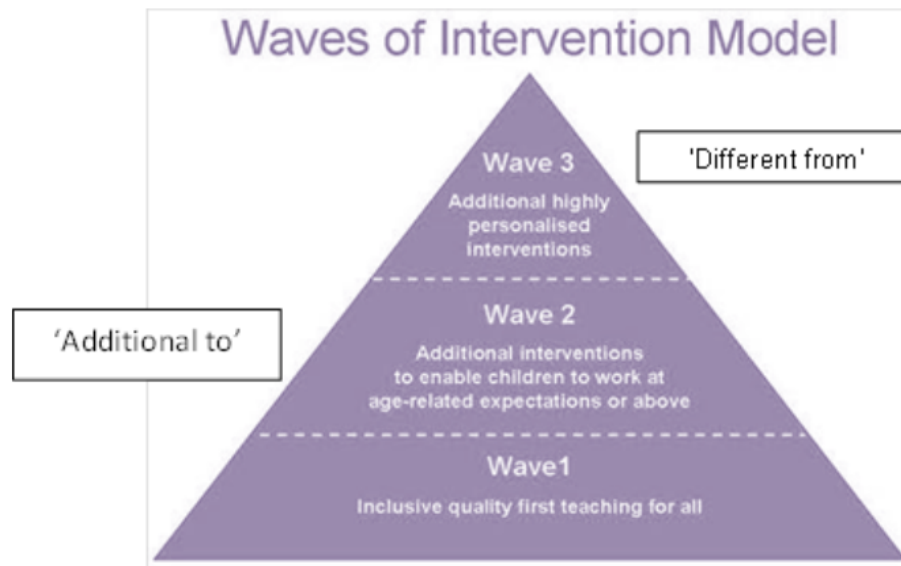
WHS uses a range of interventions depending on the needs of the students.

- All students will have access to differentiated quality first teaching. Our teachers are trained to understand the needs of each child in their class so that they can plan to meet those needs appropriately. For children with identified SEND this can mean adapting their teaching to ensure rapid catch up or in some cases simply ensuring that the child can access the curriculum fully.
- Some learners will have access to Wave 1, Wave 2 or Wave 3 interventions (see 12. Waves of Intervention). These will be learners who are underachieving and have specific provision written into their EHC Plan. Wave 1: Mainstream classroom Wave 2: School-based additional intervention Wave 3: Specialist intervention e.g. CAMHS, SALT or Phoenix School (autism).
- Our Child Provision Map provides information on every SEND student's profile to ensure that all teachers are able to meet the needs of their children in their classes.
- The Child Map enables the school to:
 - Plan strategically to meet a student's identified needs and track their provision.
 - Audit how well provision matches need
 - Recognise gaps in provision
 - Highlight repetitive or ineffective use of resources
 - Cost provision effectively
 - Provide profiles and strategies for students with SEND and additional needs

Students' needs should be identified and met as early as possible through:

- The analysis of data including baseline data on admission: CAT scores; reading ages; attendance data; other whole-school learner progress data (from Primary school)
- Classroom-based assessment and monitoring arrangements. (Assess, plan, do, review)
- Following up parental concerns
- Tracking individual student progress over time
- Information from Primary schools and external agencies
- The Child Map

12. Quality First Teaching.



Wave 1 includes:

- Classroom differentiation by teacher
- In-class support from LSA
- Writing frames
- Visual aids
- Key words and simplified language
- Student Behaviour - Attitudes to Learning policy

Wave 2 includes:

- Guided reading within lessons
- In-class support from LSA
- In-class support from a Learning Mentor
- Withdrawal groups for Catch Up in Literacy and/or Numeracy
- Individualised timetables

Wave 3 includes:

- Advice from Educational Psychologist
- Advice from Speech and Language Therapist
- Application for Exam Access Arrangements
- Small group or 1:1 support for language, social skills, literacy/numeracy
- Pastoral Support Programme

IEPs and Learning Passports

- IEPs are a planning, teaching and reviewing tool which enables us to focus on particular areas of development of those students at WHS identified as having special educational needs/additional needs. They are seen as a working document which can be refined and amended.
- LSAs update teachers with progress during lessons and one LSA takes the responsibility to provide a termly write up.
- Targets are personalised to relate to current and long term targets.
- Students work with LSAs to produce personalised information plans called Learning Passports to provide relevant details that provide a useful and personalised insight, useful for teachers in the context of planning and delivery.
- IEPs and Learning Passports will be informed by the wide range of data collected on Induction and might include the input of outside agencies.

Further diagnostic assessment is carried out where necessary and outside agencies may contribute to these assessments e.g. Phoenix Outreach Team (autism), Educational Psychologist and Speech and Language Therapists (SALT).

The SEND register is regularly reviewed and updated by the Student Support Administrator.

Annual Reviews for learners with a Statement of Special Educational Needs/EHCP are carried out annually. The student completes a presentation for sharing at the review, with the help of their principal LSA. All teachers contribute to the Annual Review process by responding to a round robin that focuses on the four areas of SEND.

13. Inclusion and Provision for students Identified as having SEND

Students at WHS have access to a range of services/interventions depending on their individual needs:

- In-class support –from LSAs
- Small group/ individual withdrawal to address literacy and numeracy needs or specific learning difficulties
- Smaller class sizes for mainstream lessons
- Differentiation
- Access to learning support professionals, Therapeutic Services, school nurse
- Access to outside agencies e.g. Educational Psychology Service, Children’s Services, Children and Adolescent Mental Health Service (CAMHS), Phoenix outreach (Autism)

Students identified as having SEND engage in all aspects of school life e.g. enrichment activities, school trips and sporting activities.

14. Education Health and Care Plans

WHS utilises the graduated approach model of Assess/Plan/Do/Review to identify and support students with SEND and recognises that for some students with SEND, the resources at the school are not always sufficient to meet their needs and as a result works closely with external agencies in order to ensure that the most effective provision is in place for every student. Where a student has been identified as having a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education, Health and Care Plan (EHCP)

- Students with an Education, Health and Care Plan (EHC plan) will have an Annual Review of their plan.
- WHS will comply with all local arrangements and procedures when applying for an Education, Health and Care Plan. This will ensure that all prerequisites for application have been met through ambitious and pro-active additional SEN Support using the school's delegated budget at an earlier stage
- Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice

The purpose of an EHC plan is to make special educational provisions to meet the special educational needs of the student, to secure the best possible outcomes for them across education, health and social care as they get older, prepare them for adulthood. Being in receipt of an EHC plan can lead to a number of possible outcomes for the student involved:

- Funding being provided to support the student in achieving key outcomes in relation to their education or personal development or healthcare goals
- Accessing specialists in particular areas of education or healthcare provision who can provide advice, guidance, therapy or training
- Securing a placement for a student in a more specialist educational setting

In considering whether or not to pursue an EHC needs assessment, the local authority will be looking for evidence that WHS has taken relevant and purposeful action to identify, assess and meet the special educational needs of the student in question which should be a reflection of the implementation of the graduated response model previously undertaken by the school. In order to be confident that the local authority will grant the request for an EHC needs assessment, WHS must be in a position to present evidence of the following:

- The nature, extent and impact on learning of student's special educational need(s)
- Concerning levels of attainment or rates of progress compared to national expectations and immediate peer group

- The impact of the interventions and support already provided by the academy
- Evidence regarding the extent to which any progress that has been made has only been as the result of much additional intervention and support over and above that which is usually provided
- The physical, social and/or emotional development of the pupil and any intervention or support required in relation to these areas

It is not only the school which is able to request that the local authority undertakes an EHC needs assessment regarding a pupil, families can also make such a request directly to the local authority and can receive advice and guidance from the school about this if they wish to.

If any family wished to gain independent advice and guidance regarding the identification of SEND, the support available to SEND students, the the application and assessment process for EHC plans or other services to support SEND students and their families, they can review the Local Offer from Tower Hamlets here at this web address: <https://www.localoffertowerhamlets.co.uk/>. Families may well also find support from the Parents Advice Centre here at this web address: <https://www.localoffertowerhamlets.co.uk/organisations/27663-parents-advice-centre> or by corresponding with colleagues at: pac@towerhamlets.gov.uk for impartial and independent support, advice and representation.

15. Access and Admissions

WHS also takes significant steps to ensure the fair and effective admission and education of students with disabilities:

Information type	Description
Arrangements for the admission of disabled students	For parents interested in securing a place at WHS for their child, the school will host pre-application and/or pre-admission visits in order to support parents in making an informed choice, to support the school in making informed plans for meeting the needs of the student and to support the student in familiarising themselves with the school
Steps taken to prevent disabled children being treated less favourably than others	With the consent of the student and/or their parents, the academy would take steps through staff training, briefings, lessons and assemblies to make sure staff and students were appropriately aware of the needs of the incoming student. In addition, an awareness of the needs of any student with a disability would be factored into the planning and risk assessing of all activities (including lesson

	activities, break and lunch times, assessments, events and trips) to ensure the opportunity for full participation.
The facilities provided to assist access of disabled children	All entrances to the building are step free and there is a shared lift to access all floors in the school. Refuge spots and Personal Emergency Evacuation Plans (PEEPs) would be created with families input for any student with physical impairments.
The accessibility plan	WHS has in place an accessibility plan and accessibility policy which promotes equality of opportunity between disabled and non-disabled persons, eliminates discrimination against the harassment of disabled persons that is related to their impairments and which promotes positive attitudes towards disabled people. Both the plan and the policy encourages participation by disabled persons in the life of the school and ensures steps are taken on account of a disabled person's impairments, even where that involves treating the disabled person more favourably than others.

WHS recognises that there may be a range of reasons why it may not always be possible to take reasonable steps to prevent a mainstream placement for a pupil with special education needs from being incompatible with the efficient education of others – for example, where the child or young person's behaviour systematically, persistently or significantly threatens the safety and/or impedes the learning of others.

16. English as an Additional Language (EAL)

English as an Additional Language (EAL) is not considered a Special Education Need. Differentiated work and individual learning opportunities are provided for students who are learning EAL as part of our provision for vulnerable learners.

Provision

Students with EAL will have full access to WHS provision regardless of their proficiency in English. Our EAL Learning Mentor assesses students and works with students in small groups and in-class to assist access to the curriculum, working closely with teachers and LSAs.

Where necessary, additional support will be given to improve acquisition of English through quality first teaching. The details of the initial assessments and provision is available in the separate EAL policy. Progress of EAL students is monitored against curriculum indicators and monitored by the Director of English and SENCo.

17. Inclusion of students who are Looked After in Local Authority Care

WHS recognises that:

- Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social, mental and emotional development.

There are commonly understood reasons (Social Exclusion Unit Report: 2003] why children who are looked after in local authority care often fail to make expected progress at school:

- Placement instability
- Unsatisfactory educational experiences of many carers
- Too much time out of school

- Insufficient help if they fall behind
- Unmet needs - emotional, mental, physical

There is a statutory requirement for WHS to have a designated member of staff for looked after children. This is the Designated Teacher for Child Protection and Safeguarding. The responsibilities of the DTCPS include:

- Monitoring the progress of students who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities at WHS.
- Ensuring that students who are 'looked after' have access to the appropriate network of support.
- Checking with the designated member of staff that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months.
- Ensuring that information concerning the education of students who are 'looked after' is transferred between agencies and individuals.
- Preparing a report on the student's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern.)
- Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with the designated member of staff, social workers and, where necessary, the carers and a member of the Virtual School team.
- Celebrating the students' successes and acknowledging the progress they are making

WHS will work closely with the Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

18. Inclusion of students who are Able, Gifted and/or Talented

The term 'Able and Gifted' refers to students who have a broad range of achievement at a very high level. Those students who are able and gifted have very well-developed learning skills across the curriculum. The term 'talented' refers to students who excel in one or more specific fields, such as sport or music, but who may or may not perform at a high level across all areas of learning. 'Able and gifted' tend to pertain to academic subjects only and 'talented' to non-academic subjects.

- Physical talents sports, games, skilled, dexterity

- Visual/performing abilities music, dance, movement, drama
- Mechanical ingenuity construction, object assembly (and disassembly), systematic, working solutions
- Outstanding leadership organiser, outstanding team leader, sound judgements
- Social awareness sensitivity, empathy
- Creativity artistic, musical, linguistic

We respect the right of all children admitted to WHS, irrespective of differences in ability, to access a number of areas of learning, and to develop the knowledge, skills, understanding and attitudes that are necessary for their self-fulfilment and eventual development into active and responsible adults. Enrichment lessons provide students with opportunities to choose subjects that interest and inspire them outside of the mainstream curriculum.

19. Special Arrangements for Examinations

Students requiring special arrangements for public examinations are assessed by a member of the SPLD team in Tower Hamlets and special consideration is applied for, to the appropriate examination board. Students who have permission for special arrangements sit their exams with the approved additional support: such as a reader, scribe and/or extra time. Exam Access Arrangements are considered as a student's "normal way of working" in line with JCQ guidance.

20. WHS Reporting on Special Educational Needs

- The SENCo will report to WHS Extended SLT and to the Governing Body, to disseminate relevant information
- The SENCo will contribute to the WHS SEF, providing evidence to support the outcomes
- The SENCo will support the process to determine value added analysis, following GCSE examinations
- The SENCo will analyse termly attendance, behaviour and exclusion rates for those students with EHC plans/Additional Needs, comparing to those students with SEN.

21. Parents/Carers' Involvement

The views of parents/carers are taken into consideration at all times and every effort is made to ensure that support is planned in consultation and agreement with them.

Annual Review outcomes, Learning Passports and in class logs are written in agreement with the student and they are involved in their ongoing review with their parent/carer. We value the contribution that parents/carers make and believe that the most effective way of working with a student identified as having SEND is where the parents/carers and school work in partnership.

Parents/carers have a vital role to play and it is therefore important to ensure information is accessible, that they feel welcomed into the school and that their views and contributions are sought and encouraged.

Parents/carers are kept informed about their child through contact via phone calls, emails and academic reports are sent home after each modular assessment. Parents/Carers are encouraged to keep in contact with the individual school via email, telephone calls and/or meetings, including meetings held in the child's home where this is deemed appropriate.

Parents/carers are invited to academic reviews and Annual Reviews of EHC Plans and are encouraged to make a full contribution.

WHS encourages parents and carers to work with the Tower Hamlets' Parent Advice Centre for informal advice and support at meetings with other professionals.

22. Involvement of Students

All students have the right to be involved in making decisions and exercising choice. In most lessons, all students are involved in monitoring and reviewing their progress. We fully involve all students by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning and sharing these for staff in Learning Passports
- Share in individual target setting across the curriculum so that they know what their targets are and why they have them, including where appropriate writing feedback on an in class log to be shared with their teacher
- Monitor their success at using the strategies on their in class log
- Contribute to their Annual Review presentation with their LSA keyworker.

23. Continuing Professional Development

WHS has a strong commitment to CPD for all its staff including LSAs. The SENCo must broker and approve all SEND/Additional Needs training in the first instance before being discussed with the Headteacher and Senior Assistant Head who has responsibility for staff development. It should relate to training needs identified during the performance management interviews and be directly linked to the School Improvement Plan priorities.

Some examples of SEND CPD undertaken by Staff include:

Tymes trust - ME training
Family Futures -Trauma training
Phoenix Outreach - Autism
SALT – Speech and Language

The SENCo will also provide or broker specialists to deliver SEND CPD for all staff to include:

- Safeguarding
- Effective deployment of the LSA in the classroom
- Solution-focused approach to individual students
- Recognising mental health issues in students
- Behaviour and classroom management strategies
- Differentiation and strategies for Quality First Teaching

24. External Support Services

Regular contact is made with external agencies and their involvement is valued. These include:

- Educational Psychology Service
- Phoenix outreach (Autism)
- Child and Adolescent Mental Health Service (CAMHS)

- Speech and Language Team (SALT)
- School nurse

WHS values the support and guidance from the many external agencies named above. They contribute to the life of students at WHS in a variety of ways, all in negotiation and collaboration with staff. Staff members are also supported through consultation, guidance and CPD. All activities are carefully monitored and evaluated.

25. Careers and Post-16

All students have access to Careers Guidance and Post-16 Guidance. The member of staff responsible for Careers works closely with students in order to identify appropriate Further Education courses/training/employment for them. Various support mechanisms are put in place:

- Regular contact with Further Education colleges
- Visits to colleges to see learners
- Entry to employment courses
- Work based learning
- Careers interview with Tower Hamlets' Career Advisor for students with EHC plans; held with student and their parents/carers

WHS will identify and work closely with other institutions on key-stage 4 transfers and will attend any transition meetings necessary to support SEND students in further education.

26. Complaints

If there are any complaints relating to the provision for students identified as having SEND or Additional Needs, these will be dealt with in the first instance by the SENCo then, if unresolved, by the Head Teacher, Mr Nelson. The Governing Body Member with specific responsibility for SEND may be involved if necessary.

Appendix 1

List of SEND categories

- **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

- **Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, Mental and Emotional Health**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.

- **Sensory and/or physical**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Appendix 2 - Example of in class log

Wapping High School - In class log (used in conjunction with IEPs)

Member of Staff: Class:		Date:	Subject:	Teacher:
Learning Objective:				
Developing [define the skills that are acquired with regards to the objective] *LSA to tick or circle one of these	Securing shows understanding of objective and demonstrates progress		Excelling shows understanding and application of objective	
LSA Feedback:				
Steps for improvement:				
Student feedback:				
WWW:				
EBI:				

Appendix 3

Initial concerns/Referral Process

Stage 1 SEND referral process - Identification of Behaviours		
Identification of Behaviours - (Please tick all behaviours observed)		
1. Communication and interaction		
Speech and Language	Social Communications	
Finds it difficult to listen	Struggles in group work, uncomfortable with eye contact	
Finds it difficult to understand text	Prefers to talk to adults or younger children	
Difficulty following instructions verbally and written	Difficulty making and maintaining friendships	
Does Not start tasks independently	Anxiety in busy or unfamiliar places	
Difficulty conveying information in speech	Sensitivity to touch, light, taste or sound	
Repeats behaviours even after correction	Can't cope in unstructured social time	
Unclear speech	Refuses to complete homework	
Swears without meaning	Doesn't like change	
Runs away when frustrated	Low self-esteem	
Struggles with everyday processes e.g. remembering equipment	Difficulty understanding when information should be 'private'	
Finds it difficult to take part in discussions	Does Not use or understand facial expressions or inference	
Short attention span		
Does Not ask for help		

Limited vocabulary relies on sign language or gestures	
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2. Cognition and Learning	3. Social, Emotional and Mental Health
Low levels of progress	Task avoidance
Difficulties sequencing or ordering	Seeking frequent adult support/reassurance
Increasingly low self-esteem	Disruption or attention needing behaviours
Can't carry out routine mental arithmetic	Won't accept adult instructions or help
Won't persevere with difficulties	Showing signs of frustration
Lack independence relies on adults to get through lessons	Repeated visits to Isolation
Limited vocabulary	Poor attendance
Limited comprehension	Withdrawn or tearful
Reluctant reader	Gets upset easily and takes longer than expected to calm down
Doesn't write in full sentences or with consistent SPAG	Difficulty in making and fixing relationships with peers
Poor memory and retention	Low self-worth and avoids risk-taking

Next Step: Stage 2 of the SEND referral process - identification and Implementation of Quality First Teaching Strategies - Wave 1
Stage 2 (Part A) of the SEND Referral process - Identification of Quality First Teaching Strategies
What was the greatest area of need identified in stage 1? Focus on choosing strategies to work on this area ONLY

1. Communication and Interaction			
Speech and Language			
Pick 3 to try			
Use picture-word flash cards regularly for key vocabulary		Check understanding regularly	
Plan time to pre-teach vocabulary separately to using them in context		Visual guides for classroom rules and expectations	
Sentence starters		First, next, last board to record instructions for class activities	
Always use the pupils name before addressing them		Model the use of correct sentences	
Extra time to process verbal questions or instructions		Speak slowly and concisely at all times	
Provide scaffolding and models of language structure		Give them a talking partner - someone that can role model good	
		language skills	

Social communication			
Pick 3 to try			
Use visual prompts for instructions and routines		Prompt cards for groups roles and conversation skills	
Have an explicit and regular classroom routine		Seek support for transitions	
Keep language clear and unambiguous at all times - no inference		time out card	
Implementation of Zone of Regulation for anxiety monitoring		First, next, last board to record instructions for class activities	
Maintain a calm classroom at all times even with pair/group work		Corrections are positively praised	
Expectations made explicit		All expectations for behaviour must be consistently	

		applied	

2. Cognition and Learning			
Pick 3 to try			
Key vocabulary mats available in lessons		Use of ICT to record learning for extended writing tasks	
Scaffold writing tasks and sentence starters		Pre-teach vocabulary or key skills for upcoming topics	
First, next, last board to record instructions for class activities		Spaced repetition and interleaving	
Minimise the need for copying - pre-print tasks		Explicit use of phonics when teaching vocabulary	
Use other students to support learning - for example reading texts out loud		Additional time to complete tasks	
Homework activities printed and stuck into pupils planners		Agree self-help strategies of what to do when stuck	

3. Social, Emotional and Mental Health			
Pick 3 to try			
Clear consistent expectations and routines		Use of choice as motivation	
Seek out information about their background and context		Fresh start each lesson, do not refer to previous incidents	
Take time to develop relationships and relate to things they like		Rules of good listening displayed by all adults in the classroom	
Keep calm and be the adult if a pupil seeks to escalate a conversation		Use of different seating plans/areas within the lessons	

Use of a fidget toy		Positive language	
Equal use of sanction and reward		Small bite size learning to maximise engagement and confidence	

Next Step: Stage 2 (Part B) of the SEND referral process - Implementation of Quality First Teaching Strategies

Stage 2 (Part B) of the SEND referral process - Implementation of Quality First Teaching Strategies

This must be completed for a minimum of four weeks and evidence of impact recorded

Identified Strategy	Intent	Implementation	Impact
Strategies can be added or adapted over the 4 week period.	What realistic outcomes do you expect to see over the next 4 weeks?	How will your identified strategy be implemented in your subject area?	This can be a running log recording observations over the 4 weeks

Stages 3 of the SEND referral process - Refer to SENCo - Wave 2

All evidence for Stage 1 and Stage 2 must be provided as part of the referral

If sufficient evidence is submitted, an observation by the SENCo will take place

Learning Passport	
Name:	Year Group:
I would like you to know that...	
This means that...	
I find it difficult to...	
It would help me if you could...	
I will help myself by...	
Additional support...	

Data/information...