

SEND information report, 2018/19

<p>What types of SEND do we provide for?</p>	<p>Mild Learning Difficulties; Social, Emotional and Mental Health; Speech and Language.</p>
<p>How do we identify and assess pupils with SEND?</p>	<p>We use information from primary schools, Key Stage 2 assessment data, FFT baseline tests and internal assessments. In addition, there is a referral form for staff to complete if they wish to refer a student for an SEND assessment. These referrals are only made after teacher has put suitable interventions in place in class.</p>
<p>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?</p>	<p>Amila Sarwar amsa@greatfieldsschool.com</p>
<p>What is our approach to teaching pupils with SEND?</p>	<p>Quality first teaching is our priority. All of our students, including our SEND students, receive top quality teaching to enable maximum progress for all of our students. If necessary, teachers will also put in class interventions into place to further support our SEND students. Staff are trained in effective strategies and approaches to use when teaching SEND students.</p>
<p>How do we adapt the curriculum and learning environment?</p>	<p>A number of our students with SEND are taught in our nurture group, which is a small group, maximum size 12. This group receives 6 hours per week of English in order to support their literacy and in addition there is a Teaching Assistant to support this group. We are constantly reviewing this curriculum to ensure it meets our learners' needs.</p>



	<p>At Key Stage 4 a group of our SEND students are given the opportunity to spend one day a week at college in order to experience a wide range of more vocational and practical courses which will give them access to post 16 vocational courses.</p>
How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?	<p>70% of our SEND students take part in extra curricula activities after school along with the rest of the students. Our SEND students mix well with other students in lessons and at break and lunchtimes. Our SEND students are in no way excluded from mainstream activities and lessons and they follow the same curriculum as other students.</p>
How do we consult parents of pupils with SEND and involve them in their child's education?	<p>All of our SEND students' parents are invited in for a review meeting at least once a year. In addition they are able to make an appointment with our SENCO as and when required.</p> <p>We also give our parents the opportunity to fill out parent surveys at Parents' Evenings.</p>
How do we consult pupils with SEND and involve them in their education?	<p>Every SEND child has a profile sheet which is filled out with them and a key worker. They set themselves targets on how to improve both in lessons and outside; these targets are reviewed termly.</p> <p>Our link SEND governor conducts an SEND focus group at least once a year.</p> <p>Our SENCO conducts a student survey at least once a year for SEND students.</p>
How do we assess and review pupils' progress towards their outcomes?	<ol style="list-style-type: none">1) Baseline reading test taken and progress tracked every six months.2) Student profiles for all SEND students in which students and their keyworker set targets which are regularly reviewed.3) SEND progress is tracked after every Tracking Assessment by Heads of Departments.



	<p>4) Termly RAG by teachers based on soft targets which students have set themselves.</p>
<p>How do we support pupils moving between different phases of education?</p>	<p>All of our SEND students and their parents have an individual meeting with our SENCO in advance of starting in September.</p> <p>When appropriate SEND students will also be given the opportunity to have a tour of the school and spend some time in lessons in order to help them adjust to the move to secondary school.</p>
<p>How do we support pupils preparing for adulthood?</p>	
<p>How do we support pupils with SEND to improve their emotional and social development?</p>	<p>The school's positive approach to behaviour and inclusive ethos supports all our students' SEMH development and in particular that of our SEND students. We spend time talking to our students about their behaviour and reactions to situations and our pastoral team's caring and positive approach allows our SEND students to reflect on their behaviour and find a positive way forward.</p> <p>Our SEND department work with individual SEND students as well on their SEMH needs and set them clear and achievable targets.</p>
<p>What expertise and training do our staff have to support pupils with SEND?</p>	<p>Staff training time and weekly briefings are used to train staff in effective classroom strategies for supporting SEND students – this training is delivered by our SENCO.</p>



<p>How will we secure specialist expertise?</p>	<p>Our SENCO has undertaken the following training:</p> <ol style="list-style-type: none">1. Understanding autism and the secondary SEND associated with ASC2. Structured teaching strategies for low ability SEND3. Introduction to PECS4. Communication tables, both independent and work stations5. Sensory issues6. Intensive interaction <p>In addition, she is currently undertaking the NASENCO award.</p>
<p>How will we secure equipment and facilities to support pupils with SEND?</p>	<p>Careful planning in the budget to ensure that there is sufficient funding available to buy necessary equipment for our SEND students. As our building grows we are planning carefully to ensure we are able to fully equip the new specialist SEND room that will become available from September 2019.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?</p>	<p>The school works closely with the Barking and Dagenham's Inclusion Service to access their expertise and advice.</p>
<p>How do we evaluate the effectiveness of our SEND provision?</p>	<p>The school completes an annual audit and QA of our SEND provision which is scrutinised by a borough advisor on an annual basis.</p> <p>In addition the school receives a termly visit from the borough adviser to discuss progress and areas for development in the department.</p> <p>The link SEND governor visits termly to speak to the SENCO about SEND provision.</p>



How do we handle complaints from parents of children with SEN about provision made at the school?	Any complaints received by parents will initially be dealt with by the SENCO; if the complaint is not satisfactorily resolved it will be passed to the headteacher.
Who can young people and parents contact if they have concerns?	Via e-mail: amsa@greatfieldsschool.com Via phone: 02039465900
What support services are available to parents?	
Where can the LA's local offer be found? How have we contributed to it?	https://www.lbbd.gov.uk/residents/children-young-people-and-families/local-offer/