

### SEN information report, 2023-2024

Greatfields School is a mainstream secondary school, in its eighth year of development. We currently take pupils from the ages of 11-18 and have with our sixth form now completing at Year 13. Our school's vision encompasses high expectations for all our pupils regardless of their personal, social or academic barriers.

The SEN information report is reviewed annually and adapted to reflect the needs of our pupils and to ensure compliance with the relevant statutory framework, set out in the Special educational needs and disability code of practice: 0 to 25 years and the Special Educational Needs and Disability Regulations 2014, Part 3 of the Children and Families Act 2014, The Equality Act 2010.

<p><b>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?</b></p>	<p>Amila Sarwar <a href="mailto:amsa@greatfieldsschool.com">amsa@greatfieldsschool.com</a></p>
<p><b>What types of SEN do we provide for?</b></p>	<p>Our school currently provides additional and/or different provision for a range of needs, including:</p> <ul style="list-style-type: none"> <li>➤ Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties</li> <li>➤ Cognition and learning, for example, dyslexia, dyspraxia</li> <li>➤ Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)</li> <li>➤ Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy</li> <li>➤ Moderate/severe/profound and multiple learning difficulties</li> </ul>



**How do we identify and assess pupils with SEN?**

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

**What is our approach to teaching pupils with SEN?**

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 differentiate the learning and put in place class interventions, to further support our SEND students.

Furthermore CPD is regularly provided to support staff; staff share approaches to create a consistent approach teaching students with SEND

We also work closely with our main feeder primary schools to develop a range of teaching strategies for learners working below their national key stage level.



<p><b>How do we adapt the curriculum and learning environment?</b></p>	<p>We are constantly reviewing and developing our curriculum to ensure it meets our learners' needs.</p> <p>Additionally we make the following adaptations to ensure all pupils' needs are met:</p> <ul style="list-style-type: none"><li>➤ Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.</li><li>➤ Adapting our resources and staffing</li><li>➤ Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.</li><li>➤ Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.</li></ul>
<p><b>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</b></p>	<p>All of our SEND students have the opportunity to take part in extra curricula activities after school along with the rest of the students. All pupils are encouraged to go on our trips, participate in sports day/school plays/special workshops,</p> <p>No pupil is ever excluded from taking part in these activities because of their SEN or disability.</p> <p>Furthermore our pastoral house system mixes SEND students into different houses where all students engage in competitions. This allows our SEND students to work with other pupils who don't have SEND, this allows them to feel valued in meaningful collaborations.</p> <p>Our SEND students mix well with other students at break and lunchtimes. Our SEND students are in no way excluded from mainstream activities and lessons.</p>
<p><b>How do we support disabled pupils to access learning at Greatfields School?</b></p>	<p>We work closely with the local authority to identify any pupils with disabilities and ensure that a clear transition plan is created to support the needs of the individual pupil.</p> <p>Clear communication pathways are created between the SENCo and Head of Year to support parents to share their thoughts about the school provision.</p>



	<p>Where needed external advice from the school nurse and Borough Inclusion team will be sought to prevent disabled pupils being treated less favourably than other pupils.</p>
<p><b>How do we consult parents of pupils with SEN and involve them in their child's education?</b></p>	<p>Parents are able to arrange meetings with Heads of Year and the SENCo if they wish to discuss their child.</p> <p>We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:</p> <ul style="list-style-type: none"><li>➤ Everyone develops a good understanding of the pupil's areas of strength and difficulty</li><li>➤ We take into account the parents' concerns</li><li>➤ Everyone understands the agreed outcomes sought for the child</li><li>➤ Everyone is clear on what the next steps are.</li></ul> <p>Throughout the academic year, parents receive weekly invites to our SEND drop-in clinic; here parents are given the opportunity to come along and discuss any concern or questions they have about their child's learning and SEND support plan.</p> <p>We also give our parents the opportunity to fill out parent surveys at Parents' Evenings.</p>
<p><b>How do we consult pupils with SEND and involve them in their education?</b></p>	<p>Every SEND child has a profile sheet which is completed and regularly reviewed with a key worker.</p> <p>Pupils set themselves targets on how to make progress, 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 year for all SEND students.</p>
<p><b>How do we assess and review pupils' progress towards their outcomes?</b></p>	<p>We will follow the graduated approach and the four-part cycle of <b>assess, plan, do, review</b>:</p> <ul style="list-style-type: none"><li>• <b>Assess</b> – Information is gathered together from the teacher, student, parents, teaching assistants and assessments. We identify the student's barrier to learning.</li><li>• <b>Plan</b> – This is where we decide what additional support will be provided to overcome the barriers. This will be recorded in the student's individual provision plan.</li><li>• <b>Do</b> – This is when the work is carried out with the child as detailed on their provision plan.</li><li>• <b>Review</b> – This is when we measure the impact of the support provided and plan next steps.</li></ul> <p>The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:</p> <ul style="list-style-type: none"><li>› The teacher's assessment and experience of the pupil</li><li>› Their previous progress and attainment or behaviour</li><li>› Other teachers' assessments, where relevant</li><li>› The individual's development in comparison to their peers and national data</li><li>› The views and experience of parents</li><li>› The pupil's own views</li><li>› Advice from external support services, if relevant</li></ul> <p>The assessment will be reviewed regularly.</p> <p>All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the</p>



	<p>support and interventions and their impact on the pupil's progress.</p>
<p><b>How do we identify and implement additional targeted support (wave 2 and 3)?</b></p>	<p>As part of the SEND support cycle, specified in the Code of Practice 2015, we will first explore a variety of wave 1 strategies to support SEND pupils to make progress in school</p> <p>There are a range of services and expertise that are available for the school to access if, after school support and interventions, a student is making less than expected progress. These include:</p> <ul style="list-style-type: none"><li>➤ Educational Psychologist</li><li>➤ Speech and Language Therapist</li><li>➤ School Nurse</li><li>➤ Safeguarding Team</li><li>➤ CAMHS</li><li>➤ Counselling Service</li><li>➤ Mentoring Service</li><li>➤ Visual and Hearing Impairment specialist</li><li>➤ Family Support Worker</li><li>➤ Specialist Schools working with high needs SEND</li><li>➤ Any other relevant agency</li></ul>
<p><b>How do we support pupils moving between different phases of education?</b></p>	<p>We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.</p>
<p><b>How do we support pupils with SEN to improve their emotional and social development?</b></p>	<p>Some students may have social and emotional difficulties which may form barriers to learning and affect their confidence; additionally it may also impact on attendance.</p> <p>In such cases, individual support sessions with LearningMentors are used as opportunities to explore these areas and discuss the student's concerns.</p>



	<p>We also use external agencies such as the counselling service if necessary.</p> <p>We may refer students to CAMHS (Children and Adolescent Mental Health Services) to assist the school in developing appropriate programmes and gain support in understanding a student's mental health needs.</p> <p>We also work with Family Support Workers from the borough as well as Parent Partnership.</p> <p>When multiple agencies are involved with a student and their family, the use of a Common Assessment Framework (CAF) is set up. It brings together different agencies and services to share information and work together in a co-ordinated way. It is designed to support the whole family in managing the student's needs.</p> <p>Students with medical or physical needs will be supported appropriately, sometimes in conjunction with the School Nurse, to ensure any barriers to learning are minimised. They may have a Health Care Plan put in place after consultation with the student and parents. This will be reviewed every annually.</p>
<b>What expertise and training do our staff have to support pupils with SEN?</b>	<p>At Greatfields we strongly believe in developing our teachers to feel confident in developing number of strategies to support their QFT. We provide in house CPD delivered by the SENCo and other key professionals working in collaboration to support pupils with SEND.</p> <p>Whole School CPD includes in depth training on SLCN, SEMH, autism and other relevant medical needs.</p> <p>Additionally all staff have access to course run by the Local Authority.</p> <p>The SENCo is annually reviewing the needs of pupils and planning additional and ongoing CPD for all staff.</p>
<b>How will we secure equipment and facilities to support pupils with SEN?</b>	<p>The school will review the equipment and facilities needed to support SEND pupils access the learning and make good progress.</p>



<b>How will we keep SEND pupils records secure?</b>	All SEND communication and records will be stored securely in line with the school's GDPR policy.
<b>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</b>	The school works closely with the Barking and Dagenham's Inclusion Service in order to access their expertise and advice.
<b>How do we support looked after children with SEND?</b>	The SENCo will liaise with all key workers, both external and in school to ensure that looked after children receive the correct support which is communicated with all parties.
<b>How do we evaluate the effectiveness of our SEN provision?</b>	The school completes an annual audit and QA of our SEND provision which is scrutinised by a borough advisor on an annual basis.
<b>Who can young people and parents contact if they have concerns?</b>	<p>Should students or parents/carers be unhappy with any aspect of provision they should discuss the problem with their child's Head of Year.</p> <p>If you are not satisfied an appointment should be made via the school office to speak to the SENCo.</p> <p>If you are still not satisfied then you should arrange an appointment with the Headteacher.</p> <p>Via e-mail: <a href="mailto:ripa@greatfieldsschool.com">ripa@greatfieldsschool.com</a></p> <p>Via phone: 02087248219</p>
<b>Where can the LA's local offer be found?</b>	<a href="https://localoffer.lbdd.gov.uk/">https://localoffer.lbdd.gov.uk/</a>