

# SEND Information Report 2022-23

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## School ethos for SEND

### **School Beliefs and Values around SEND**

At Leytonstone, every student is valued and treated as an individual. We set high standards and expectations and we encourage and support our students to achieve their very best. We are also a school with great strengths. We are committed to achieving outstanding academic success, as well as providing an excellent standard of pastoral care. We want **all** students to flourish and grow and achieve excellent results – whatever their starting point.

At Leytonstone we have very high expectations of everyone who is involved with the school - from students to parents, staff and governors. Our goal is to see **all** students become highly skilled learners, achieving excellent standards and leading fulfilling and exciting lives. We are committed to fostering a learning culture, where students and teachers alike enjoy lessons.

Leytonstone School is committed to providing an appropriate, high quality education to all the children and young people (CYP) living in our local area. We believe that all children, including those identified as having special educational needs, have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them.

They have the right to be fully included in all aspects of school life, and it is the responsibility of the school to make reasonable adjustments where identified as being needed to facilitate students' needs. This is alongside the schools Pastoral Support which would include the Form Tutor and the Head of Year. We want to encourage SEND pupils to feel independence and to be able to make a contribution to school life including being represented on school council and having roles of responsibility in the school.

We believe that all children and young people should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all pupils can flourish, feel safe and supported.

Our commitment is to quality first teaching. Lessons should be planned to ensure there are no barriers to **every** pupil achieving.

We are committed to inclusive practice and equality of opportunity. We are a school that welcomes diversity, and celebrates difference; respects each person's individuality and values their creativity

***We believe every teacher is a teacher of pupils with SEND***

<b>Regulation</b>	School Information	<b>Working in partnership with students and their families</b>
<b>The kinds of SEND for which provision is made in the school</b>	SEND is categorised into 4 key areas of need: <ul style="list-style-type: none"><li>• Communication and Interaction</li><li>• Cognition and Learning</li><li>• Social, Emotional and Mental Health</li><li>• Sensory and /or physical needs</li></ul>	

<p><b>Information about the schools policies for the identification of SEND</b></p>	<p>Subject teachers, support staff and the SENCO will carry out a clear analysis of a student's needs. This assessment will identify what provision needs to be made in order to facilitate progress, including how quality first teaching can be adapted in order to target the student's area of weakness. This involves looking all the available data, including samples of a student's work. If appropriate, external specialist assessment is requested. This is co-ordinated by the SENCO.</p> <p>Methods of assessment might include: tracking of progress from subject teacher data, a book look of a pupil's work, using the LUCID assessment package to screen for literacy difficulties or other learning difficulties. SEND referrals can be made by the parent/carer or teacher. Round robins are also used to collate information and form an initial assessment across all curriculum areas.</p> <p>The results of these assessments are shared with subject teachers to help in planning the intervention needed. Continued professional development is delivered to staff by the SENCO to help support teaching and learning strategies for SEND pupils.</p>	<p>Starting in Year 7, information is passed from the primary school to the SENCO. The SENCO allocates children on the SEND register to key workers in the Inclusion Department. Parents are contacted early in the school year to discuss their child's SEND status, their progress and the provision and support in place for them.</p> <p>There is a clear timetable for reviewing and planning for each year group so that each child on the SEND register is monitored and parents kept informed at all stages.</p> <p>In years 7 and 8, where pupils make good progress <i>and are no longer in need of additional support</i>, pupils may be removed from the SEND register. This would be discussed with parents. However, in order to preserve continuity, from year 9 onwards pupils would remain on the register.</p> <p>Parents can contact a member of the SEND</p>
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		<p>team at any time to discuss their child's provision.</p> <p>During the year teachers will bring any concerns around learning to the attention of the SENCO.</p>
<p><b>How the school evaluates the effectiveness of its provision for SEND</b>  <b>How the school consults parents of children with SEND and involves them in their child's education</b></p>	<p>The SENCOs meet weekly with the Learning Support Team in the department to discuss concerns and provisions. Levels of progress, attendance data and behaviour points from SIMS are all analyzed and action points decided.</p> <p>Withdrawal groups are reviewed and each pupil assessed to see what kind of impact was made on academic performance, confidence, attendance and engagement.</p> <p>Data is also analyzed at</p> <ul style="list-style-type: none"> <li>● SLT meetings</li> <li>● Middle manager meetings</li> <li>● Department meetings</li> <li>● Year team meetings</li> </ul> <p>This is to ensure that we are meeting the needs of all students in all subject areas and underperformance is addressed quickly.</p>	<p>We attach a great deal of importance to working with parents as they know their child best. Working together can help achieve the best outcomes.</p> <p>Parents are asked to be involved from the initial identification through to the review 3 times a year. This may be at parent's evenings, parent's visits, learning sessions, parent support groups, coffee mornings, phone calls. There is a Coffee Morning for SEND parents once every half term.</p>

<p><b>The schools arrangements for assessing and reviewing the progress of students with SEND</b></p>	<p>The student, parents or carers, Key Worker and SENCO, where appropriate, hold a meeting to review progress- as part of the ASSESS, PLAN, DO REVIEW cycle.</p> <p>The effectiveness of support and any interventions, and their impact on the student’s progress, will be reviewed termly with parents. One of these meetings will be part of the school’s regular parent evenings.</p> <p>Alongside this, assessment processes include:</p> <ul style="list-style-type: none"> <li>● regular observation of teaching and learning by the middle and senior leadership team;</li> <li>● analysis of assessment data;</li> <li>● monitoring by the governor with responsibility for SEND;</li> <li>● the views of parents/carers and students;</li> <li>● regular meetings between SENCO and senior leaders;</li> </ul> <p>We also use diagnostic tools, Reading Tests, and Precision Teaching data.</p> <p><b>Exam access:</b></p> <p>In the first term of year 10, SEND pupils are assessed by an external assessor for exam access arrangements. Recommendations for adjustment are made by the assessor.</p> <p>This aims to mirror <b>existing arrangements in class assessments</b> <i>and is based on the known SEN of the pupil and advice and recommendations from class teachers.</i></p> <p>Additional support in examinations might include use of a reader or scribe, use of a laptop, or the provision of additional time.</p> <p>The concessions offered must be in line with the pupil’s standard way of working in the classroom.</p>	<p>If a student does not make expected progress over a sustained period of time, despite targeted intervention, the SENCO, in consultation with the student, parents/carers and teaching staff, will consider involving external specialists. These may include the Educational Psychology Service, Speech and Language Therapy, Occupational Therapy, the Early Intervention and Prevention Service and, when appropriate, Social Services and the Looked After Children Team.</p> <p><b>Exam access:</b></p> <p>Parents are informed of the access arrangements. If a child is absent in year 10 they can be assessed in year 11. Further information is available in the SEND Policy Document</p>
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<p><b>The schools approach to teaching students with SEND (including additional support)</b></p>	<p>All teachers are teachers of SEND. Quality first teaching is the first response to pupils with SEND.</p> <p>Teaching staff are informed about the needs of students with SEND and are given strategies to help with the pupils' learning. We use an online system called PROVISION MAP. There is also a digital SEND register. This is sent to teachers half termly on an excel spreadsheet. Staff are expected to differentiate their teaching to allow all learners to access the curriculum. Information on children with SEND is shared through the Provision Map and the Individual Learning Plans which all teachers can access.</p> <p>SEN pupils are also highlighted weekly on the school Bulletin which is sent to all staff.</p> <p>The focus of the school is quality first teaching. The SENCO works with teachers in classrooms in order to promote inclusion and share best practice. The SENCO has been closely involved with the planning, implementation, training and monitoring of the school's move to mixed ability teaching across all subjects.</p> <p>The SENCO also works closely with Heads of Department and Literacy Coordinator, and the teaching and learning team to ensure that teachers develop excellent, differentiated schemes of learning and materials. The SENCO and the Inclusion department are advocates of mixed ability teaching.</p> <p>Pupils with a very high level of need are often allocated time in our Group Room facility. This is run by our High Needs Coordinator Ms Cole. Within the Group Room pupils are taught in very small groups, usually 1-3 or 1-4 ratio and supported in improving key reading, writing and number skills. The Group room is also a place that provides a nurture base for pupils with autism. There is a sensory room next door which pupils may use to regulate themselves before returning to the mainstream class.</p> <p>Pupils with EHC plans are supported in the classroom by LSAs where possible. Each pupil's timetable is looked at</p>	<p>Staff will contact parents to update them on general progress or by requesting a meeting if there are concerns. Parents are encouraged to speak to subject teachers and request meetings if there are concerns. The SENCO will attend these meetings.</p> <p>Parents will be kept informed of any additional provisions in place for their child</p> <p>Including</p> <ul style="list-style-type: none"> <li>● What the aims of the intervention are</li> <li>● How long it will run for</li> <li>● How often it will take place</li> <li>● Focus groups are run to gather the views of pupils with SEND.</li> </ul>
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	<p>at the start of the year to plan support around them. EHC pupils where possible are allocated 50% of their timetable with in class support.</p> <p>Intervention groups are offered to students who demonstrate persistent difficulties in particular areas of their learning. The interventions are based in room M117, within the Inclusion Department, and are delivered by an SEN Teacher. Interventions are recorded on Provision Map and reviewed after each 6-week period. A full list of interventions can be found at the end of this document. Pupils with SENs views are sought to be included in their plan. We also have a yearly survey to collect pupil views on their SEN and how they are being taught.</p>	
<p><b>How the school enables pupils with SEND to engage in the activities together with students who do not have SEND</b></p>	<p>A range of extra-curricular activities are in place including badge club (once weekly) , chess club (once weekly) , and homework club (every day).</p> <p>All extra-curricular activities include both SEND and non-SEND pupils. It is important that all students are able to access the full range educational experiences we offer as a school and we are committed to making this possible. All students are encouraged to take part in extracurricular activities.</p>	<p>Where a student needs additional support to access a trip or extra-curricular activity, parents can discuss their child's needs with Key Worker SENCO or Form Tutor</p>



<p><b>The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education (yr6-7) and (yr11-12)</b></p>	<p>Year 6-7: During the summer term the SENco and Deputy SENco contact all borough primary schools to arrange transfer of information regarding yr 6 SEN pupils. EHCP pupils due to attend will already have had their plans looked at during the consultation process and if appropriate the school named on their plans. Many of the key feeder primary schools are visited by the inclusion department to meet with pupils and staff at the school.</p> <p>Years 11-12: SEN pupils are supported in choosing college places and writing applications.</p>	<p>Families are invited to interview at the school. Many EHCP pupils visit the school individually before naming the school so that the pupil can see the school for themselves and meet key staff.</p> <p>Information is shared regarding need and access arrangements once pupils have secured places at year 12.</p>
<p><b>Support that is available for improving the emotional, mental and social development of pupils with SEND</b></p>	<p>Leytonstone provides a high level of support for its students in managing their emotional well-being. The SENCO attends the <b>Emotional Support Team (EST)</b> alongside the Mental Health Lead and the Designated Safeguarding Lead. (see Mental Health Policy)</p> <p>The SENCO is trained in Mental Health First Aid, has training from The Tavistock and Portman Clinic, and is training at level 2 with Place2Be.</p> <p>Social Skills Groups are delivered by the Speech and Language Therapist and the SEN Teacher. .</p> <p>Advice and additional support might be sought from</p> <ul style="list-style-type: none"> <li>● The Educational Psychologist</li> <li>● The Speech and Language Therapist</li> <li>● The Early Help Team</li> <li>● Child and Adolescent Mental Health</li> </ul>	<p>Where children are raised as a concern for SEMH we operate a triage system where we look at the correct level of intervention.</p> <p>Emotional well-being support</p> <p>SENCO 1-1 support</p> <p>School Counsellor</p> <p>External Counsellor</p> <p>Advice can also be sought from outside specialists. Where a child would receive long term intervention, they would be added to the SEND register identified as SEMH and parents informed.</p>

<p><b>Information about the expertise of staff in relation to students with SEND and how specialist expertise will be secured.</b></p>	<p>In order to ensure that staff are well equipped to enable all students to access the curriculum and be included fully in the life of the school, staff are provided with opportunities for <u>Continuing Professional Development</u> (CPD) as part of the whole school programme. The SENCO ensures that staff are informed of local and national developments in relation to SEND and Inclusion. Training needs are identified and, where appropriate, outside agencies are used to deliver the training. The Senco delivers whole staff training and also dedicated ECT training and training for PGCE students.</p> <p>In addition The SENCO works closely with a variety of outside agencies to ensure that the needs of students with SEND are being met. For instance, the Educational Psychologist, Hearing Impairment Service, SENDSUCCESS, Speech and Language Therapists and CAMHS.</p> <p>Members of the department are trained in;</p> <ul style="list-style-type: none"> <li>• Supporting Transition</li> <li>• Working memory in the classroom</li> <li>• Lexia: Reading Intervention Strategy</li> <li>• Speech and Language Support</li> <li>• Teaching Entry Level Maths</li> <li>• Teaching Entry Level English</li> <li>• Numicon</li> <li>• Extending and Advancing Good Autism Practice</li> <li>• Hearing Impairment support</li> </ul> <p>The SENCO and LSAs are used to provide expert support to subject teachers in writing and adapting Schemes of Learning in core subjects. The SENCO has also delivered training for staff on Differentiation, Scaffolding for Remote Learning, Bridging the Gap Theory, and Metacognition. The training is designed to improve quality first teaching to ensure SEND children have outstanding learning experiences in the classroom.</p>	<p>Advice about supporting students with SEND is sought from parents and the children themselves. The EHC plans include a page which identifies what is working and not working.</p> <p>The Learning Plan also gives parents an opportunity to have their voice heard in relation to support for their child.</p>
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<p><b>Arrangements made by the governing body for the treatment of complaints from parents/carers of SEND students</b></p>	<p>If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENCO, who will try to resolve the situation. Any issues that remain unresolved will be managed according to the school's Complaints Policy. This is available, on request, from the school office.</p> <p>If the complaint remains unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education Reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved. School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer.</p>	<p>We look to build good relationships with all children and their families as we know this is what helps students to progress.</p> <p>We want to remain in an ongoing dialogue with parents, hear from guardians on the effectiveness of the provisions and plan for them. .</p>
<p><b>How the governing body involves outside agencies in meeting the needs of students with SEND and to support families</b></p>	<p>The school has regular contact with specialists from:</p> <ul style="list-style-type: none"> <li>● The Educational Psychology Service</li> <li>● Specialist advice and/or input from specialist outreach staff such as those based at Whitefield's and Joseph Clarke.</li> <li>● Early Help</li> <li>● Educational Welfare Service</li> <li>● Child and Family Mental Health Services</li> <li>● Community Paediatrician</li> <li>● Speech Therapy</li> <li>● Occupational Therapy</li> <li>● Child and Family Consultation Service</li> </ul>	

<p><b>The contact details of support services for parents/carers of students with SEND</b></p>	<p>Details of the Local Offer:</p> <p>The local offer is a guide to all the services that are available for children and young people in Waltham Forest with special educational needs and/or disabilities aged from birth to 25.</p> <p><b>Comprehensive information for parents can be found via:</b></p> <p><a href="https://www.walthamforest.gov.uk/service-categories/local-offer">https://www.walthamforest.gov.uk/service-categories/local-offer</a></p> <p><b>SENDIASS:</b> <i>Special Educational Needs and Disability Information Advice and Support Service</i></p> <p>Useful advice can be obtained from IPSEA: Independent Parental Special Education Advice. <a href="http://www.ipsea.org.uk">www.ipsea.org.uk</a></p>	<p><b>Waltham Forest SEND Service:</b></p> <p>Tel: 020 8496 6503</p>
<p><b>Key staff</b></p>	<p>The email for the Leytonstone School SEND team is <a href="mailto:sen@leytonstoneschool.org">sen@leytonstoneschool.org</a></p> <p><b>The SENCO is David Lyall</b></p> <p><b>The Deputy SENCO is Kate Williams</b></p> <p><b>The High Needs Coordinator is Hazel Cole</b></p> <p>The department is staffed by:</p> <p>Allison Bolger, Sarah Brewster, Annie Phipps, Ramone Lewis Harris, Cameron Rowe-Assamor, Patrice Campbell, Andrea Ashley and Yvette Harris.</p>	