

Greenford High School

Policy Document



SEN Information Report

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Governing Committee	Students
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Approved by	Mr M Cramer Headteacher

Greenford High School's SEND Information Report

Our approach to teaching children with SEND

The policy for Special Educational Needs is in line with the values and principles outlined in the school's mission statement, which aims to establish an environment in which learning flourishes, and the potential of the individual is realised. Students will be encouraged to succeed by the positive and supportive ethos of the school, as well as by strong links with the home, feeder schools and relevant agencies.

We aim to stimulate effort and maintain motivation through high expectations and by celebrating success so that students will become confident achievers who are able to participate fully in the Greenford High School life as well as in the wider community. These aims include all the children in our school with SEN.

What kind of needs can be supported at our school?

Children with every type of need are supported at our school and we make our best efforts to ensure that every child in our school makes good progress and is well prepared for adulthood.

Who can I talk to about my child's needs?

- Class teacher
- Form tutor
- Key worker for students with EHC Plans
- Head of Year
- SENCO
- The member of SLT responsible for Inclusion (Line manager for SEN)

How are children's needs identified?

All children are different so at Greenford High School we spend time identifying the needs of all children, whether they have a special educational need or not, before they enter school and throughout their school life.

How are children's needs identified before they start at our school?

As soon as we know that a child will definitely be attending our school, we start finding out more about each child so we can plan for their needs and ensure that they settle into our school happily and make good progress in lessons. That information is gathered through the following:

- Welcome Evenings for Year 6 and their parents
- SLT parent interviews and group sessions prior to students joining us in Y7
- Questionnaires to parents and children
- Work with previous schools or educational settings

- Common Induction Day for Year 6
- Getting to know your new school visits for students with EHC Plans as agreed with GHS at Year 6 Annual Review
- Info provided by primary schools: eg one page profiles, All About Me books, passports to High School

How are children's needs identified whilst children are at our school?

By Pupils telling us:

- By talking
- Form time
- Feedback in books – children write learner responses in their books for their teachers to see.
- Mentoring/ counselling sessions – children can ask to speak to our learning mentor or school counsellor or their key worker
- All About Me section for annual reviews for students with statements

By a Parent telling us:

- By informally talking to or emailing teachers/pastoral staff
- Parents evenings
- Coffee mornings and afternoons
- Raising Achievement Day
- Annual review meetings for students with EHCPlans

Through Teacher assessments:

- All pupils' progress and achievement are assessed by teachers in every lesson.
Academic achievement and progress information is collected for each pupil, usually termly, in order to ensure that all pupils are making good progress and will achieve their targets
- Interim reports are sent home 3 times a year

Other information that may be used to identify pupil needs:

We also use other sources of information to ensure that pupils are happy and making good progress and do not need any other support, such as analysis of behaviour and achievement logs, analysis of attendance logs and analysis of pastoral/medical logs.

During a review of progress against SEND desired outcomes:

- These happen twice a year for students without EHC Plans at parents evening and Raising Achievement Day.
- These happen 3 times a year for students with EHC Plans at the annual review, at parents evening and Raising Achievement Day.

How do we work in partnership with parents of children with SEN?

We try and work closely with all our parents to ensure that all pupils enjoy and achieve. Working in partnership with parents of

children with SEND is even more important so we do the following things:

- Communicate regularly and informally through home school books and/ or phone calls, letters and emails;
- Support parents to make appointments to see subject teachers, form tutors, key workers, heads of year and SENCO when they are concerned and would like a longer discussion;
- Evaluate the progress a child with SEND has made towards their desired outcomes in their annual review;
- For any child with an EHC Plan, the school will work with parents and the child to understand fully the EHC Plan and draw up a profile that describes the child's needs and how they like to be supported so that it can be communicated quickly and easily to members of staff;
- Provide parents at Annual Review with a copy of the desired outcomes agreed for their child and the strategies and interventions set up in school to help them achieve them;
- Hold an Annual Review for any child with an EHC Plan.

How do we enable children with SEND to make decisions about their education?

We encourage all children, including those with SEND, to make decisions about their education. All children are expected to evaluate their own learning success and discuss their needs with their teacher. We do this in school through:

- asking questions in lessons
- asking questions in books
- raising achievement day
- for students in Y9 and above, the Annual Review process will include discussion and agreement of a transition plan, supported by the careers advice service. This plan will help the student to progress onto the next stage of learning. The plan will be agreed by school, student and parents and will be attached to the Annual Review.

Children with SEND support

The progress of children identified as having SEND will be monitored termly by the SENCO and Learning Support team. Where the data shows that learners with SEN are not making progress towards their targets, the SENCO will work with relevant colleagues to improve provision. Targets are decided by school staff based on current need and interim reports. The outcomes and the additional support needed to help the children achieve them are recorded as part of

school intervention records, which include our school provision map. Subject teachers, form tutors, Head of Year or other relevant staff will inform parents and children of the provision and it will be reviewed with progress shown on interim reports. This can be further discussed at parents evening or on Raising Achievement Day.

Children with an EHC Plan

In addition to parents evening and Raising Achievement Day, we also hold an Annual Review meeting. We work with the parents and pupil to invite all the people needed in order to review the progress made against the outcomes in the EHC Plan. We aim to include the children's views in this meeting in as appropriate a way as possible. Staff work with pupils and parents to develop an "All About Me" presentation or an up to date student profile that is presented to the meeting at the beginning of any happiness and aims in life. Where appropriate children can attend the whole of the Annual Review meeting – or just attend towards the start to state their views.

How do we help children when they move to our school?

Before any child moves to our school we try and find out as much about them as possible to help them settle in quickly. All our new Year 7 children have the opportunity to come and visit Greenford High School on Common Induction Day and spend time familiarising themselves with our school and the rules and routines. Once we know that a child has SEND, we will liaise with the primary school to decide on the desired outcomes we are all working towards and develop a plan to support each child to achieve these aims. If needed, some plans may detail a "transition plan" to help a child settle into school easily and happily. This transition should only take a short amount of time. If your child has an EHC Plan a profile will be drawn up to communicate to staff exactly how to help your child and explain what we are all working on.

7.How do we help children when they move to another school or further education provider?

Whenever any child moves to another school we always pass on school records to the new school.

If a child has SEND we also:

- Pass on SEND records to the new school including SEND support plans, or EHC Plans and "one page profiles" drawn up;
- Liaise with the SENCO/ year group leader of the new school to clarify any information necessary;
- If needed, we can include ways to support a child to have

a settled move to a new school through their SEND support plan or EHC Plan. For example we may organise some extra visits to the school or do some work to help prepare them for the transition – eg drawing maps of the new school and/or working on a new one page profile for the new school;

- If possible we invite the new school to the last annual review of a child with an EHC Plan and a transition plan can be set up as part of this meeting.

How do we help children when they move between year groups, classes and /or phases of education ?

When moving year groups in school:

- Information will be passed on to the new Head of Year and class teacher in advance;
- Where necessary children may be introduced to their new head of year and class teachers in advance;
- If your child would be helped by a social story, this will be created.

How are adaptations made to the school to help children with SEND?

Subject Teachers plan lessons according to the specific needs of all children in their class, and will ensure that your child's needs are met.

Specific resources and strategies will be used where appropriate to support your child individually and in groups. The school's curriculum takes into account a wide range of learners' needs. There is no scope to offer individualised provision for students unable to settle in our mainstream classrooms.

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

We run the following interventions to support learning: GCSE Booster Maths, GCSE Booster English, GCSE Booster Science, Study Skills, KS3 Maths interventions,

organised activities at lunchtime, Homework Club, Social Skills, Nurture, Social Stories, Friends for Life, Image in Action, Toe by Toe, Stareways, Handwriting, Reading buddies, Pre-teaching of vocabulary, Lego Therapy, Colourful Semantics and Dyslexia interventions. We may also add additional interventions if need be.

Where there is evidence to support a child's need for Exam Access Arrangements, these are made in accordance with both the school's and JCQ's guidelines and requirements. If you need any further information on this, you can speak to either the SENCO or the Exams Office.

What skills do our staff have?

All staff at the school are trained in the requirements of The SEND Code of Practice, The Equality Act and how to cater for the needs of all students in their classrooms, regardless of need. We also have a team of Achievement Workers and HLTAs who support across the Curriculum and in The Additionally Resourced Provision, who are trained to deliver all of the interventions listed above in the report.

Can the school work with other agencies/services?

The school works with lots of different agencies and professionals to support children's

needs. These are a few we have worked with this year:

- Speech and Language Therapy Service
- Clinical Psychology Service
- Educational Psychology Service
- Social services
- SAFE team
- Counselling services
- Behaviour and Inclusion Team
- Let Me Play
- CAMHS
- Ealing Alternative Provision
- Building My Futures
- EASY Project
- Art Therapy
- Teens and Toddlers
- The police
- Attendance support services

How do we support the emotional and social development of all of our children?

The school's Behaviour Policy looks at this in more detail. We also teach children strategies to help them socially and emotionally in the following lessons:

- Life Skills and PIXL Edge lessons in KS3
- Form time
- Clubs at lunch times
- Assemblies
- Small group interventions such as "Friends for Life," "Social Stories" and "Image in Action"
- Learning mentor sessions
- Key worker mentoring sessions
- Counselling services

If necessary we also support children's social and emotional development in individual support plans that teach social skills and coping strategies.

The school also uses therapeutic support from a number of providers.

How effective is our SEND provision?

- Last year we provided the following interventions for children with SEND: Social Stories, Social Skills, Image in Action, Friends for Life, Maths, English and Science Interventions, Breakfast Club, Homework Club, Speech and Language programmes and Nurture.
- Our Progress 8 score for our SEND students last year was +0.43
- Our Year 11 students with EHC Plans are supported with their applications to Post-16 provision, going on to both local colleges, or work placements.

What do I do if I am concerned about the quality or effectiveness of support my child is getting?

All schools check the quality of the support for each child and report the effectiveness of provision to the governors. If you are concerned at any time, please contact the school in this order:

1. Form tutor
2. Key worker
3. Head of Year
4. SENCO
5. Member of SLT in charge of Inclusion
6. Headteacher
7. Chair of governors

Please refer to the school's **Complaints Policy** if need be.