

St Paul's Way Secondary School SEND Information Report

St Paul's Way Secondary and Primary school's 'Additional Educational Needs' policy can be found at this school web address: <https://www.spwt.net/about-us/policies-and-reports> along with a link to the Tower Hamlets Local Offer.

Our vision and how we hope to achieve it:

We value all our students and encourage all learners to strive to achieve their potential. All teachers at St Paul's Way Secondary are committed to supporting children of all abilities, including children with a range of special educational needs & disabilities. The school is very proud of the achievements of its students with SEND.

The types of SEN provided for at SPW:

We currently provide additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

How we know if a child/young person has special educational needs:

At different times in their school life, a child or young person may have a special educational need. The Code of Practice (2014) defines SEND as follows: 'A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child or compulsory school age or a young person has a learning difficulty or disability if they:

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

Children may have an area of need or a delay in one or more of the following areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or physical.

How parents are involved in school life:

At St Paul's Way Secondary there is a very good partnership between staff and parents. We involve and communicate with parents in a range of ways, including;

- AEN Parent information events including Year 7 Settling in and Year 9 Pathways
- Well attended Parent Evenings
- Annual Review and other meetings held by the Inclusion Coordinator (INCO)
- Phone calls and letters home

- Home visits where required.

How accessible is the St Paul's Way Secondary building to students with physical disabilities?

The school is completely accessible for children and adults with mobility issues. We are fully wheelchair accessible. Depending on the needs of individual students, the school makes adjustments to the environment where necessary e.g. buying specialist chairs or ordering additional equipment such as walking frames through Occupational Therapy.

We have made specific adjustments for students who are hearing impaired, visually impaired, students in wheelchairs and students with other physical needs. These adjustments include the following:

- Lift access for the majority of the school. Majority of the classrooms are accessible via lifts except the Modular Building. In these cases, the rooming is adjusted to ensure that students with physical needs are able to get to lessons in those subject areas
- Height adjustable furniture in the majority of classrooms
- Toilets and changing facilities that are designed to be accessible for people with disabilities.

See our accessibility plan on the policies page of the school website which includes the extent to which disabled students can participate in the school's curriculum and how the physical environment ensures that disabled students are able to take advantage of the education and benefits provided in facilities and services.

We are committed to increasing the extent to which disabled students participate in the school's curriculum and will be regularly reviewing the accessibility plan.

Approach to teaching students with SEN:

Phase 1: Quality First Teaching (QFT) The most effective support mechanism for students with additional educational needs is the inclusive quality first teaching that is provided in every lesson. As well as providing outstanding teaching for all students, teachers ensure they are fully aware of the additional needs of students in their class and provide differentiated teaching and resources to meet these needs. Lessons are planned to remove barriers to learning for all students with additional needs and this ensures that most students are able to fully access the EYFS and national curriculum. Where a student is making less than expected progress, the class teacher / subject teacher will ensure that targeted and differentiated teaching takes place to support that student. It is the role of the AEN faculty to support class teachers in their delivery of quality first teaching, they will do this by:

- Providing resources and information on supporting a range of additional needs within the classroom
- Providing training in meeting additional needs
- Providing information, in the form of Pupil Passports in Secondary with QFT advice, for particular students.

Phase 2: Assess, plan, do, review:

Where progress continues to be less than expected, concerns can be raised by class teacher/subject teachers using the Initial referral form (Appendix 1) or by pastoral teams at weekly YIMs (or by the other pathways in the identification sections above). At this stage a decision to provide additional

or alternative support may be made. This is a person-centered approach, and the views of the parent and student will be very much taken into account. At this stage, the student will be placed on the SEN register at SEN Support (students identified as having a SEN need but who do not have an EHCP).

Additional/alternative provision for AEN students:

We are able to provide a wide range of provision to help students with additional needs make progress and these include:

- In-class support from a learning support assistant so that a student knows what to do in class
- 1:1 support from a behaviour specialist for help with managing emotions
- 1:1 mentoring sessions for students to get back on track by Pastoral Teams, LSAs, Teachers
- Providing specialist teaching for students with difficulties in language and communication
- Providing Curriculum Support Base for identified year 7 - 9 students with EHCPs or those who require additional emotional or academic support
- Offering alternative courses for students who need additional support with GCSE courses
- A Deaf Support base
- A Learning Support base
- A Pastoral Support base
- Counselling provision
- Social and therapeutic horticulture
- Arts award
- Jamie's farm residential
- Princes Trust Achieve Programme
- SALT sessions
- Small group literacy support (Lexia).

In line with the four-part cycle - targets and time frames will be set for students who have extra provision in place and these will be reviewed to ensure that progress is being made.

Expertise and training of staff:

The AEN faculty deliver whole staff training during INSET days, including workshops from external providers, through briefings and bulletins, a SENCO surgery where staff can meet with the INCo to discuss individual students and seek advice and further bespoke training where necessary. LSAs receive regular training sessions and attend external training specific to the needs of the students they support. Training is delivered using internal expertise and through our close links with the Educational Psychology Service, Speech and Language Therapy and Phoenix Outreach service.

Supporting students with Social Emotional and Mental Health Difficulties (SEMH):

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 abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Secondary School systems for effective and swift identification of SEMH needs generally follow the graduated response stages outline below:

- An analysis of how well the student responds to the school's behaviour policy and systems of rewards and consequences
- Identification of the need for short-term emotional, social or behavioural interventions, including a personalised behaviour plan / pastoral support plan (PSP)
- Referral to weekly Year Inclusion Meeting (YIM) where student concerns within year groups are discussed with the AEN, Pastoral and attendance teams. Team around the child (TAC) meetings, involving multiple agencies and the family, to determine the factors underlying the SEMH behaviours, and address issues that lie beyond the school
- Referral to school counsellor (SPW secondary only)
- Referral for counselling and diagnosis of mental health issues and on-going support.
- Referral to CAMHS
- Referral to THEWS.

Supporting Children and Young People Between Phases of Education and in Preparing for Adulthood

KS2-KS3

Prior to joining St Paul's Way Trust Secondary School students will have a number of transition days at the school. This involves a tour of the school, meeting members of staff, taster lessons and team-building exercises. This allows students to become familiar with the school surroundings and procedures. In addition, for students with an EHCP the AEN Faculty will make contact with primary schools to arrange information gathering and to attend Year 6 transition annual reviews.

KS3-KS4

The transition from KS3 to KS4 sees students select their GCSE options. To assist with this, the school runs an options event where both students and parents/carers can speak to teachers and understand how the course runs. For students with identified needs an additional event is run by the AEN Faculty in order to meet individually with students and their parents/guardians. Students with an EHCP and their parents/guardians also have a 1:1 meeting with a careers advisor from the LBTH Careers Service.

Students with AEN are, at this point, given Access Arrangement assessments by a specialist. Access Arrangements are put in place when a student displays a need for extra support in exams. For example, this support might include extra time and/or a scribe to write or use of a laptop.

KS4-KS5

Students at this stage are supported in making choices about college and apprenticeships. This includes assistance with applications, CVs and interviews. Students with EHCPs are supported with their transition by members of the AEN Department who take them to their college and help them to understand what a day at college is like.

Similarly, any students leaving the sixth form are supported to complete University or Apprenticeship applications. They are assisted in CV and interview preparation and, if necessary, accompanied to interviews or to visit the workplace or new educational establishment.

How we know that our provision for students with SEND supports their progress:

All students at St Paul's Way Secondary School are given aspirational targets for each of their subjects. These aspirational targets are informed by the student's past scores in national examinations e.g. Year 6 SATS in primary school. Student's progress is routinely measured against these targets and we can assess if a student is making expected progress, is below expected progress or is above expected progress.

In addition to this, students on the SEND register have additional targets that are not always linked to academic performance. For students with EHC plans this is taken from Section E of the plan and includes outcomes around education and employment, independence, friends, relationships and community involvement and health and wellbeing.

Students on the SEND register (E and K) may also have short term targets relating to specific interventions such as being able to identify their emotional state and to use strategies to regulate behaviour or be able to share concerns and problems with a trusted adult.

We operate a data-led approach to evaluate the effectiveness of our practice. After Mid- Year and End of Year Assessments. The progress of each student on the SEND register is measured against their identified targets, this includes measuring the impact of any intervention they have been receiving. This information is shared with the students and families. Discussions as to whether to move support from specific interventions (Wave 2) back to Quality First Teaching (Wave 1) or forward to specialist support (Wave 3) happens during these review cycles.

In addition to the data from assessments, the following reviews also take place:

- Book looks (Termly)
- Lesson Drop ins (Half termly)
- Year Inclusion Meetings (Weekly)
- External Agency feedback
- External Review/Audit of AEN provision
- Student views on the support they are receiving
- Staff views on support they are offered for students with SEND.

What should I do if I have a complaint?

In the first instance please arrange a meeting with Emma McCay (Inclusion Coordinator - INCO). Our complaints policy can be found in the policies section of our website: <https://spwt.net/policies/>

If you do have any queries, please do not hesitate to contact the school office through admin@spwt.net and ask for one of the following members of staff:

Emma McCay (Inclusion Coordinator - INCO)

John Bradley (Director of Learning - AEN)

LBTH Local Offer – we work closely with LBTH SEND team contributing to their local offer. Please see the link to the LBTH Local offer which is published on our website at the bottom of the policies page:

<https://www.spwt.net/about-us/policies-and-reports>