



Title:	Additional Educational Needs and SEND Offer	
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Introduction & Aims

Our Special Educational Needs and Disability (SEND) policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

This policy outlines St Paul's Way Foundation (SPWF) and St Pauls' Way Trust (SPWT) School's vision and values that determine our approach to supporting pupils with additional educational needs. We will ensure that all pupils will receive a fully inclusive education. We are committed to focus on an experience of learning that will result in a strong sense of purpose, high achievement and motivation, together with valuing self and others.

St Pauls' Way Foundation and Trust School (SPWF&T) will underpin these values by ensuring that:

- all teachers are teachers of pupils with SEND
- all pupils receive quality first teaching
- all pupils are supported to make good progress commensurate with their ability

In line with the SPWF & SPWT School's inclusive approach to education we generally term pupils with SEND as having Additional Educational Needs (AEN). As a school fully committed to removing systematic barriers to learning and participation, we allow for the widest possible definition of need in order to ensure all our pupils make exceptional progress. Within the wider definition of AEN, we include the support and challenge given to Gifted & Talented students and students with English as an Additional language. The aims of the Policy

The AEN policy is underpinned by the following:

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance of the Revised SEND Code of Practice (COP) (January 2015) and the Equality Act (2010) to meet all SEND requirements and provisions
- To ensure early identification of pupils with additional educational needs, and to monitor their progress.
- To ensure that provision is in place and to provide support and advice for all staff working with pupils with special educational needs
- To ensure all pupils have access to a broad, balanced and differentiated curriculum for all students
- To raise levels of achievement for all pupils with additional educational needs
- To ensure that all pupils make exceptional progress commensurate with their ability
- To ensure that all young people have equality of opportunity within the full range of the school's provision
- To ensure successful transition of pupils with additional educational needs across all key stages to maximise their full potential
- To work with parents/carers to ensure they are fully involved in the education of AEN pupils

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice \(2014\)](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

3.1 Special Educational Needs (SEN)

A pupil has SEN if they have a learning difficulty or disability which requires special educational provision to be made for them.

Pupils may have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other pupils or young people of the same age by mainstream schools.

3.2 Additional Educational Needs (AEN)

It is likely that many pupils will have additional needs at some point in their school career and this can be for a variety of reasons. Some of these pupils will require some form of extra support; these needs are referred to as additional educational needs (AEN).

Some pupils may have needs in one or more area. The following needs are **not** considered as SEN but may impact on progress and attainment:

- Disability (the Code of Practice (COP) outlines the "reasonable adjustment" duty for all settings and schools provided in the current disability equality legislation – these alone do not constitute SEN)
- Poor Attendance and punctuality concerns
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a serviceman/woman
- Behaviour – identifying behaviour as a need is no longer an acceptable way of describing SEN

*For EAL and recently arrived learners a lack of competence in English must not be equated with learning needs. **However**, when children who have English as an additional language make slow progress, it should not be assumed that their language status is the only reason; they may have learning needs.*

(See 'identification' for further details)

4. Roles and responsibilities

4.1 The Special Educational Needs Coordinator (SENDCo) & Inclusion Lead

SENDCo: Mr. Rintu Choudhury
Inclusion Lead: Ms. Hena Begum
Inclusion Manager Mr. Adam Bridle

These colleagues will:

- Work with the Executive Headteacher /Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the implementation of this SEND policy and the co-ordination of specific provision available to support individual pupils with SEND, including those who have Education Health Care (EHC) plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential providers of education to ensure pupils and their parents are informed about pathways and at transition points
- Work with the EHT/HT and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEND Governor

SEND Governor: **Mr. Mike Tyler**

The SEND governor will:

- Help to raise awareness of SEN issues at Governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Governing body on this
- Work with the EHT/HT and SENDCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher & Director of AEN

Headteacher:	Mrs. Hannora Loveday
Headteacher Primary Phase:	Mrs. Clare Lynam
Director of Learning AEN:	Mr. John Bradley
Inclusion Manager	Mr. Adam Bridle

The above staff will:

- Work with the SENCO and SEN Governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of pupils with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with Learning Support Assistants / Learning Coaches or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEND information report

5.1 The kinds of SEN that are provided for here at SPWT

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

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech 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

5.2 Identifying pupils with SEN and assessing their needs

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 pupil's previous rate of progress
- Fails to close the attainment gap between the pupil 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 additional educational needs 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.

Central to the success of this policy and AEN provision in the school is the swift and effective identification of pupils with additional needs. These pupils who require additional support are placed on the school's SEN register. We will identify pupils' additional needs and assess their individual needs. During this process the school will follow the procedures laid down in the Special Educational Needs Code of Practice.

5.3 Identification of pupils with Cognitive Difficulties (reading, writing, spelling, numeracy)

In the SPWF School, the following measures assist in identification:

- Information passed on to the school by Pre-School settings
- Early Years Baseline Assessments
- Observations for the Early Years Foundation Stage Profile
- Year 1 Phonics Screening Check
- Baseline assessments for mid-phase admissions
- Prior SATS tests for mid-phase admissions
- Use of whole school termly assessment data
- Teacher identification

In the SPWT School, the following measures assist in identification:

- Analysis of KS2 data for SEND in the new year 7 cohort
- Reading Assessment in September of year 7 - with follow up reading assessments for targeted pupils in Autumn 1
- CATs tests at the start of year 7 (from September 2018) – with follow up cognitive assessments for targeted pupils identified by CAT scores
- Partnership work with LA to highlight pupils entering SPWT with SEN through transition, Fair Access Protocol or mid-phase admission
- Use of whole school progress data to highlight pupils who are not making expected progress and may have additional needs and need further support.
- Teacher/Tutor/YTL identification using the AEN Referral Form (Appendix A). This would lead to an informal or formal assessment depending on the level of concern. Fortnightly Year Inclusion Meeting where pupil concerns within year groups are discussed with the AEN team.
- Fortnightly AEN team meetings to monitor the progress of pupils with AEN and link to whole school Student Progress Review (SPR).

5.4 Identification of pupils 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 behavior. 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.

SPWF and SPWT School systems for effective and swift identification of SEMH needs generally follow the graduated response stages outline below:

- An analysis of how well the pupil responds to the school's behavior policy and systems of rewards and consequences
- Identification of the need for short-term emotional, social or behavioural interventions, including a personalised behavior plan / pastoral support plan (PSP)
- Referral to fortnightly Year Inclusion Meeting (YIM) where pupil 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
- Referral for counselling and diagnosis of mental health issues and on-going support

5.5 Identification of the needs of SEND pupils with Sensory and Physical Disabilities

Some children and young people require special educational provision because they have a disability which prevents or hinders them from accessing the educational facilities provided. Many children with visual impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

In the SPWF School:

- For those children joining the school in the Early Years Foundation Stage (EYFS), identification has often occurred in the 2-Year Old Progress Check or in Pre-School settings.

In the SPWT School:

- Identification of these pupils and young people has often occurred at primary age (or earlier). We work with primary schools, health professionals and the local authority's Support for Learning Service (SLS) to ensure effective transition for identified students in year 7.
- Identification within school will generally involve working with, and contributing to, assessments by health professionals.

5.6 Identification of the needs of SEND pupils with Communication and Interaction Needs

These children and young people have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children and young people with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

In the SPWF School needs will be identified by:

- Regular foundation inclusion meetings to highlight needs

- Staff making referrals using the foundation referral form

In the SPWT School needs will be identified by:

- The regular monitoring of progress and identification of communication and interaction needs.
- Teacher/tutor/YTL identification using the Initial Referral Form (Appendix A). This would lead to an informal or formal assessment depending on the level of concern by AEN.
- Fortnightly Year Inclusion Meetings (YIMS) where pupil concerns within year groups are discussed with the AEN team
- Screening within school using tools such as the social communications questionnaires and strengths and difficulties analysis which will indicate whether a formal diagnosis is required.
- If in-school screening indicates a possible need a referral to the Speech and Language Therapy Service (SALT) or Local Authority Autism Spectrum Disorder Assessment Service (ASDAS) will be made.

5.7 Identification of EAL Learners who are SEN

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. SPWF & SPWT School will carefully consider all aspects of a pupil's performance in subjects to establish whether their lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

Having carefully considered all aspects of a pupil's lack of progress which indicate that the pupil may have SEND in addition to EAL, then the school mechanisms to confirm this include the use of:

- Nonverbal & verbal reasoning tests
- Specialist literacy and numeracy tests for EAL/SEND pupils
- Referral to specialist services for further assessments, for example speech and language service, CAMHs or medical professionals.

{See Appendix A for a copy of the Initial Concerns Referral Form}

5.8 Consulting and involving pupils and parents

The school recognises the crucial role parents/carers offer in supporting their children and will value the opportunity to discuss practical strategies to enhance their child's development. When working with parents, carers and pupils, SPWF & SPWT School will follow a person centred approach, which will:

- Focus on the pupil as an individual
- Enable the pupil and their parents/carers to express their views, wishes and feelings
- Enable pupils and their parents/carers to be part of the decision-making process
- Be shared using clear and understandable language
- Highlight the pupil's strengths and capabilities
- Enable the pupil, and those that know them best, to express their views when planning future outcomes
- Personalise support to the needs of the individual
- Organise assessments to minimise demands on families

- Bring together relevant professionals to discuss and agree together the overall approach
- Deliver outcomes-focused and co-ordinated plans for the pupil and their parents/carers.

The Tower Hamlets Parental Advice Centre (PAC) provides advice for parents of pupils with special needs who can also provide interpreters. Any parents who are concerned about the special needs of their child can make an appointment to discuss their concerns with the class teacher and Inclusion Manager at SPWF, and the SENDCO and the Year Team Leader at SPWT.

5.9 Our approach to teaching pupils with SEN

Phase 1: Quality First Teaching (QFT)

The most effective support mechanism for pupils with additional educational needs is the inclusive quality first teaching that is provided in every lesson. As well as providing outstanding teaching for all pupils, teachers ensure they are fully aware of the additional needs of pupils in their class and provide differentiated teaching and resources to meet these needs. Lessons are planned to remove barriers to learning for all pupils with additional needs and this ensures that most pupils are able to fully access the EYFS and national curriculum. Where a pupil is making less than expected progress, the class teacher / subject teacher will ensure that targeted and differentiated teaching takes place to support that pupil. 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 profiles with QFT advice, for particular pupils.

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 A) or by pastoral teams at fortnightly 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 centred approach and the views of the parent and pupil will be very much taken into account. At this stage, the pupil will be placed on the SEN register at SEN Support (pupils identified as having a SEN need but who do not have an EHCP).

This begins a cycle of *assess, plan, do, review* with the child/young person at the centre of the process.



The Four Part Cycle:

Assess: At SPWF & SPWT we will ensure that we regularly assess all pupils' needs so that their progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan: Where SEN Support is required the AEN faculty will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using pupil friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan through the mechanism of the AEN pupil profile (Appendix B).

Do: Class teachers / subject teachers are responsible for working with the pupil on a daily basis. They will also liaise closely with TAs or specialists who provide support set out in the plan and will monitor the progress being made. The AEN faculty will continue to provide support, guidance and advice for the teacher.

Review: The plan including the impact of the support and interventions will be reviewed regularly by the SENDCO (or a member of the AEN team), parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the pupil will be withdrawn from SEN Support.

Additional/Alternative Provision for AEN Pupils

SPWF & SPWT School is able to provide a wide range of provision to help pupils with additional needs make progress and these include:

For the SPWF School:

- In-class support from a Learning Support Assistant or Early Years Practitioner
- 1:1 reading support programme (15 minutes a Day)
- 1:1 or small group phonics booster (Read Write Inc.)
- 1:1 or small group speech and language group (Time to Talk)
- 1:1 support from a Speech and Language Therapist
- Small group key maths skills session (Numicon)
- Social skills groups

For the SPWT School:

- 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 pupils to get back on track by Pastoral Teams, LSAs, Teachers.
- Providing specialist teaching for pupils with difficulties in language and communication.
- Providing Nurture Group for identified year 7 pupils with EHCPs or those who require additional emotional or academic support
- Offering alternative courses for pupils who need additional support with GCSE courses.
- A deaf support base.

- A Learning Support base
- Counselling provision
- Social and therapeutic horticulture
- Animal husbandry to develop responsibility and caring
- Arts award
- Jamie's farm residential
- Mudchute Farm project to develop social skills
- EAL provision.
- SALT sessions.
- Small group literacy support (Ruth Miskin)

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

Phase 3: Education, Health and Care Plans (EHCP):

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided from SEN Support from the school's own resources. For these pupils a request will be made to Tower Hamlets Local Authority to conduct an assessment of education, health and care needs.

When deciding whether to apply for an EHCP, the school will consider whether there is evidence that despite having taken relevant and purposeful action to identify, assess and meet the special educational needs of the pupil, they have not made expected progress. The application will include evidence of:

- The pupil's academic attainment and rate of progress
- Information about the nature, extent and context of the pupil's SEN
- The provision and interventions already put in place by the school
- The impact of interventions and that, where progress has been made, it has only been as the result of additional intervention and support over and above that which is usually provided
- The pupil's physical, emotional and social development and health needs, drawing on relevant evidence from clinicians and other health professionals and what has been done by other agencies to meet these needs.

This may result in an Education, Health and Care plan (EHCP) being provided. This brings together the child's health and social care needs as well as their special educational needs. Their progress will be monitored by the school and also through an annual review, where the outcomes on the EHCP will be considered.

5.10 Supporting pupils moving between phases - Transition

In the SPWF School:

All of our children have a carefully planned transition into the EYFS at ST Paul's Way Foundation. Children have the opportunity to visit the school in the summer term prior to starting school. Prior to children starting school in September we will either visit them in their home or in their Pre-School Setting. When the children start school in September they will build up the length of their day gradually; for children with any additional needs and KS1 to KS2 this transition time can be extended.

When children move from EYFS into KS1, those children with additional needs will be given additional support, tailored to their specific needs. This may take the form of additional visits to the KS1/KS2 classroom, spending more time getting to know their KS1 staff or a transition book, giving them photographs of the staff and room to take away with them over the summer holidays.

In the SPWT School:

At St Paul's Way Trust there are a team of people who are responsible for ensuring that all pupils make a smooth transition from primary school.

Once we receive information of who has applied to St Paul's Way Trust an appointment is made to visit them and their parents at their primary school in the summer term. An AEN coffee morning is held as well as an Open Evening in the summer term for all pupils and their parents who are joining us in September. This gives parents and pupils the opportunity to meet key staff and to ask questions in order to find out more information about the school. Also in Summer term all pupils attend a Year 6 interview and a Taster Day when they meet their teachers and new peers.

AEN staff attend all year 6 Annual Reviews of students with EHCPs who are joining SPWT in September. Where necessary the school encourages these pupils to make additional visits in the summer term in order to reduce anxiety and ensure a successful change.

The Careers service will meet with every pupil with an EHCP from year 9, 10 and 11. For pupils with additional needs at Key Stage 4 and 5 the SENDCo and the Careers Service help to prepare and advise students on college courses and future pathways. This is discussed with parents at the Annual Review. Where necessary a member of staff will visit the provider with the student. Pupils are given help with college applications and interview practice if it is needed. The SENDCo contacts the Learning Support department of the new provider to share information with the College SENDCo in order to put in place the correct support for a successful transition.

5.11 Additional support for learning – Multi-Agency Professional Support

SPWT works with a number of outside agencies. These agencies provide specialist support depending on the additional need of the pupil. The agencies currently working with SPWT are:

- Educational Psychology Service
- Hearing-impaired service
- Visual-impaired service
- Child and Adolescent Mental Health Team
- Align Counselling Service
- Behaviour Support Team
- Children's Social Care
- Attendance and Welfare Service
- Speech and Language Therapy Service
- Occupational Health Service
- Language and Communication Team
- School Nursing Team
- Police Community Support Team
- Youth Offending team
- DoE-Prince's Trust
- Achieve project – Prince's Trust

- Phoenix School for students with ASD
- Exam access arrangements (specialist assessor)

A full list of specialist SEND services provided by Tower Hamlets, and which the school or parents can access, can be found on the Local Offer at:

http://www.towerhamlets.gov.uk/ignl/education_and_learning/local_offer/send/SEND.aspx

5.12 Expertise and training of staff

The AEN faculty deliver whole staff training during INSET days, including workshops from external providers, through Teaching and Learning briefings, a weekly SENCO surgery where staff can meet with the SENDCo to discuss individual students and seek advice and further bespoke training where necessary. LSAs receive fortnightly training sessions and attend external training specific to the needs of the pupils they support.

5.13 Evaluating the effectiveness of SEN provision

The following will be used as evaluative points for judging the success of the effectiveness of the school's SEND Policy:

- The monitoring of provision for pupils with AEN through formal and informal observations
- The ascertaining of pupil views on their progress and the support they are offered
- The ascertaining of staff views on the support they are offered for pupils with SEN
- Pupil self-assessments for review meetings
- AEN Audit (action plan)
- The monitoring of all pupils' personalised learning plans
- Assessment data
- Joint Faculty Evaluation (JFE)
- Parental feedback and comment
- External agency feedback.

5.14 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

Our extra-curricular activities and school visits are available to all our pupils, including before-and after-school clubs.

All pupils are encouraged to go on our various residential trip(s) throughout the academic year
All pupils are encouraged to take part in healthy day activities.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.15 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- Pupils with SEN are also encouraged to be participate in extra-curricular activities to promote teamwork, social skills and building friendships.

5.16 Complaints about SEN provision

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that the school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services.

Should a parent/carer or carer have a concern about the special provision made for their child they should contact the SENDCo in the first instance. If the issue cannot be resolved then the SENDCo must pass the complaint to the Director of AEN for further investigation.

5.15 Contact details for raising concerns

Please contact the school and ask to be put through to one of the following member of staff.

Director of AEN:	Mr John Bradley
SENDCo:	Mr Rintu Choudhury
Inclusion Lead:	Ms Hena Begum
Primary Phase:	Mr. Adam Bridle

5.16 The local authority local offer

The local offer contains information about services that are available to children, young people and families in Tower Hamlets. It includes information and advice about the help on offer for people with special educational needs and disabilities from birth to 25 years. The Local Offer can be found at:

http://www.towerhamlets.gov.uk/ignl/education_and_learning/local_offer/local_offer.aspx

5.17 Additional Information

Pupils with Statements:

A number of pupils will remain on statements until converted to Education Health and Care Plans. SPWF & SPWT School will follow the Local Authority's schedule for conversion of statements to EHCPs.

Engagement in Activities:

All SEN pupils have equal access and are integrated into all available school activities

Pupil Records:

Pupil records and SEN information may be shared with staff working closely with AEN pupils to enable them to better meet the individual child's needs. Pupil AEN files are kept in a locked filing cabinet in the AEN Office (which is also locked when not attended). Use of pupil files and other data is in accordance with the Data Protection Act 1998.

The SEN Code of Practice

More details about the reforms and the SEN Code of Practice can be found here:
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Monitoring arrangements

This policy and information report will be reviewed by Rintu Chowdhury SENCo every year. It will also be updated if any changes to the information are made during the year. It will be approved by the Governing Body.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behavior for Learning
- Supporting Students with Medical Needs
- Year 7 Catch-up Premium
- Single Equalities and Opportunities
- Safeguarding Students

Appendix A - Initial Concern Referral Form

Name: Click here to enter text.	Date: Click here to enter a date.
Form: Click here to enter text.	

Member of Staff Making the referral	Click here to enter text.
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SEN: None	EAL: Choose an item	FSM: Choose an item	PP: Choose an item.	LAC: Choose an item
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KS2	Level
English	Choose an item.
Maths	Choose an item.
Band	Choose an item.

KS3/4 Target	Grade
English	Choose an item
Maths	Choose an item
All Subjects	Choose an item

Current Age (Y:M)
Choose an item.
Reading Age (Y:M)
Choose an item.

Reason for referral: Briefly explain what difficulties the pupil is experiencing in accessing the curriculum
Click here to enter text.

WAVE 1 - Class teacher/YTL Intervention – Briefly describe what intervention(s) has taken place, including C
Click here to enter text.

For AEN Use only

WAVE 2 & WAVE 3 – AEN Faculty interventions including external agency involvement		
Name of Intervention	Length of Intervention	Review of Intervention
Click here to enter text.	Click here to enter text.	Click here to enter text.

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Appendix B AEN Pupil Profile

Name: _____ **DOB:** 0

SEND Information: EHCP **Primary Need:** HI
 Bilateral mild to moderate sensory neural hearing loss. Born premature at 5 ½ months which affected growth. Often skips lunch and does not eat anything throughout the day.

Access Arrangements: 25% ET, Reader & Scribe

Medical Flag: Y - See Care Plan

Key Worker: John Doe

PHOTO

Reading Age	
Age:	6:7

KS2	Level
English	2b
Maths	3b
KS2 Band	L

KS4 Target	Grade
English	1+
Maths	3
Science	2+
All Subjects	2+

Outcomes

X needs to begin a reading programme by enrolling onto one of the school's student reading monitoring programmes.

He needs to develop literacy skills, expressive and receptive language skills, social skills, attaining and listening skills. Encourage X to complete some independent learning at home.

Areas of Strength

X is hardworking and has been recognised for being a very positive student. He has made good progress towards reaching targets that were assigned to him. He is slowly starting to socialise with students and staff member outside the base.

Areas of Difficulty

X needs to work harder and improve his grades in a number of subjects including English, Maths and Science. He does not take part in paired work or group discussions. He requires a lot of reassurance and prompting to complete tasks during his lessons. He can often become frustrated and disappointed when he makes mistakes.

Strategies for Quality First Teaching (QFT)

Provide key words for the lesson and ensure they are written in vocab books. Use lots of visual aids to help learning. Encourage him to sit next to his peers as he likes to sit by himself. Avoid any conversations regarding his size as he is very self-conscious Lives in Hackney so has transport service waiting after school, avoid giving him any detentions after school.

Pupil Voice

I would like it if my support staff could explain and break down the topic we are covering in the lesson, and supply me with clues and sentence starters instead of giving me the answers.

I would like it if there was less noise and talking during the lesson as this will help me concentrate more.