



SEN Information Report
SPWT 2023-24

This report is compliant with the Special Educational Needs and Disability Regulations 2014, Schedule 1, Regulation 51. It should be read alongside our SEND Policy and Accessibility Plan.

1. Introduction

How does St Paul's Way (SPW) meet the needs of learners with Special Education Needs (SEN) and Disabilities (D)?

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 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 1 or more of the following areas:

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

Who are the key staff supporting students with SEND?

John Bradley Director of Learning Additional Educational Needs (AEN)

Emma McCay Inclusion Coordinator (INCO)

Parmbir Dhillon Subject Leader Deaf Support Base (DSB) and Qualified Teacher of the Deaf (QToD)

Rosanna Young Aspiring Subject Leader and trainee QToD

Lisa Jeffrey Aspiring Subject Leader Curriculum Support Base

Rob Sommerville Aspiring Subject Leader Learning Support (LS)

Rintu Choudhury Aspiring Subject Leader access arrangements

Shelina Rahman - Instructor DSB

Melissa Carroll - Higher Level Teaching Assistant (HLTA) DSB

Humayra Khanom - HLTA CSB

Babli Begum - HLTA CSB

Louise Hartley - HLTA LS

Nadia Gafur - HLTA Speech and Language

What types of special education needs and disabilities do we cater for?

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.

2. How we support students with special educational needs and disabilities (SEND).

In the academic year 2023/24 St Paul's Way School provided the following provisions:

- In-class support from a learning support assistant (LSA) so that a student can fully access the curriculum
- 1:1 mentoring sessions for students to get back on track by pastoral teams, LSAs and Teachers
- Providing specialist teaching for students with difficulties in language and communication
- Providing a Curriculum Support Base (CSB) 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).

Quality First Teaching

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 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).

Adaptations to the Curriculum

Accessibility to the learning environment

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 adjusts 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.

Extra-curricular activities

SPW has a full co-curricular enrichment programme that all students are able.

3. Developing staff expertise

SEND training for staff and support staff (LSA/TA)

The AEN faculty delivered whole staff training during INSET days, including workshops from external providers, through briefings and bulletins. LSAs received regular training sessions and attended external training specific to the needs of the students they support. Training was delivered using internal expertise and through our close links with the Educational Psychology Service, Speech and Language Therapy and Phoenix Outreach service.

Training for parents

SPW offered workshops run by Phoenix Outreach. In addition, the AEN team shared Tower Hamlets led courses to families so they could attend. SPW ran a parenting course each term that not only covers parenting support but also advice regarding students with additional needs.

SENDCo conferences and forums

The SENCO and wider AEN team attended the Tower Hamlets conferences and forums to keep up to date and informed with the latest legislations and local offer.

UST SEND Leaders Network

The Director of Learning and the INCO met termly with other SENCOs and leaders within the Trust. During the meetings the team worked collaboratively to share strategies that work within each setting and also to support each other with training and CPD needs. As a result of this SPW led Lego Therapy training to Cyril Jackson and Sir William Burrough. The INCO and SEN Teacher from SPW visited Cyril Jackson to become more proficient at using Widgit as a method of delivering a more visual curriculum in the classroom.

How did we evaluate the effectiveness of our provision?

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. A 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) also had 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, including measuring the impact of any intervention they have received. 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) happen 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.

4. Supporting transition

We prepared students for their next stage of learning through the following:

Key Stage 2 into Key Stage 3

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

Key Stage 3 into Key Stage 4

The transition from KS3 to KS4 saw students select their GCSE options. To assist with this, the school ran an options event where both students and parents/carers spoke to teachers to understand how the course runs. For students with identified needs, an additional event was run by the AEN Faculty to meet individually with students and their parents/guardians. Students with an EHCP and their parents/guardians also had a 1:1 meeting with a career's advisor from the LBTH Careers Service.

Students with AEN receive 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.

Key Stage 4 into Key Stage 5

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

Onwards from Key Stage 5

Similarly, any students who left the sixth form were supported to complete University or Apprenticeship applications. They were assisted in CV and interview preparation and where necessary, accompanied to interviews or visits to the workplace or new educational establishment.

Local offer

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>

Which support services were used to support the possible identification of special education needs and disabilities where appropriate?

SPW had a Speech and Language therapist (SALT) from Blossom Tree for 3 days per week. The therapist provided 1-1 assessments for students who were identified as having a barrier to learning. In addition, group sessions were devised and led by the SALT or a HLTA.

Tower Hamlets Educational Psychology service was used to establish both cognitive and social and emotional barriers to learning. The advice from the Educational Psychologist (EP) was used to apply for an EHCP or to provide guidance on interventions or support a student needed in school.

Listening to students and parents and working with them

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) and wider AEN team.
- Phone calls and letters home
- Home visits where they were required.

Who can I contact if I have any questions or complaints?

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 (INCO / SENDCo)

John Bradley (Director of Learning AEN)

What other policies are useful to read?

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

Please contact the SENDCo for more information

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