

Little Ilford School Special Educational Needs Information Report



Type of School:		Maintained
Specialist provision on site:		Autism Provision for students with Autism and Severe Communication Difficulties
Reviewed		June 2018
<p>All LBN maintained schools have a similar approach to meeting the needs of students with Special Educational Needs and are supported by the Local Authority to ensure that all students, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of students with Special Educational Needs being met in a mainstream setting wherever possible, where families want this to happen.</p>		
A: People who support children with Special Educational Needs/ difficulties with learning in this school:		
School Based Information	Staff	Summary of Responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with learning/Special Educational Needs (SEN)?</p>	<p>Special Educational Needs Co-Ordinator (SENCO) Head of Learning Support Head of Behaviour Support. Head of ASD Provision</p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for students with special educational needs (SEN) and developing the school's SEN Policy to make sure all children get a consistent, high quality response to meeting their needs in school. • Ensuring that you are: <ul style="list-style-type: none"> - involved in supporting the student's learning

	<p>Assistant Head with responsibility for SEN</p>	<ul style="list-style-type: none"> - involved in reviewing how they are doing - part of planning ahead for them. ● Liaising with all the other people who may be coming into school to help support the student's learning, e.g., <ul style="list-style-type: none"> - Speech and Language Therapy (NHS) and London Borough of Newham. - Educational Psychology Service. ● Updating the school's SEN register (a system for ensuring all the SEN needs of students in this school are known) and making sure that there are excellent records of your child's progress and needs. ● To provide specialist support for teachers and support staff in the school so they can help SEN students achieve the best possible progress in school. ● To provide support to teachers for students with social, emotional and mental health needs. ● To provide a programme and support if a student is at risk of permanent exclusion. (Pastoral Support Programme: a 12 or 16-week programme to support those at risk of permanent exclusion). ● Provide appropriate support for students with social, emotional and mental health issues (SEMH)
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	<p>Curriculum Team Leaders, Tutors, Subject Teachers, Pastoral Achievement Leaders (PALS)</p> <p>Headteacher</p>	<p>They are responsible for:</p> <ul style="list-style-type: none"> ● Checking on the progress of students and identifying, planning and delivering any additional help students may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary. ● Using the school SEN profiles to inform planning and differentiation. ● Ensuring that all staff working with students in school are supported to deliver the planned work/programme for the students, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. ● Ensuring that the school's SEN and Literacy Policy is followed in the school and for all the students with SEN that they teach. <p>He/she is responsible for:</p> <ul style="list-style-type: none"> ● The day to day management of all aspects of the school, this includes the support for students with SEN. ● Ensuring that the SENCO and subject teachers of students with SEN are planning and delivering lessons with the highest expectations for all students – especially students with SEN.
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	SEN Governor	<p>This is known as Quality First Teaching and we work hard at Little Ilford School in providing creative and accessible lessons for all students, especially students with SEN.</p> <ul style="list-style-type: none"> ● Making sure that the Governing Body is kept up to date about any issues in the school relating to SEN. <p>He/she is responsible for:</p> <ul style="list-style-type: none"> ● Making sure that the necessary support is made for any child who attends the school who has SEN.
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B: How could my child get help in school?

Students in school may get support that is specific to their individual needs. This may all be provided by the subject teacher or may involve:

- Other staff in school.
- Staff who will visit the school from the Local Authority central services such as the Language Communication and Interaction Team (LCIS) or Sensory Service (for students with a hearing or visual need).

	Types of support provided :	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for students with SEN in this school?	Class teacher input via excellent targeted classroom teaching also known as	<ul style="list-style-type: none"> ● Ensuring that the teacher has the highest possible expectations for SEN students and all students in their class. 	All students in school should be getting this as part of classroom teaching practice when needed.

	<p>Quality First Teaching.</p>	<ul style="list-style-type: none"> ● Ensuring that all teaching is based on building on what your child already knows, can do and can understand. ● Under certain circumstances, Teaching Assistant (TA) support of individual or groups of students in lessons. ● Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning, key visuals, and collaborative talk. ● Putting in place specific strategies (which may be suggested by the SENCO or outside staff) to support your child to learn. 	
	<p>Specific group work for a smaller group of students. This group may be:</p>	<ul style="list-style-type: none"> ● The SENCO and Head of Learning Support will plan group sessions for your child with targets to help your child to make more progress, within 	<p>Any child who has specific gaps in their understanding of a subject/ area of learning.</p>

	<ul style="list-style-type: none"> ● Run in the classroom or outside. ● Run by a teacher who has had training to run these groups. ● Run by a Higher Level Teaching Assistant under direct supervision of Curriculum Team Leaders. <p>The school also provides:</p>	<p>a time limit and for designated students only.</p> <ul style="list-style-type: none"> ● If it is a Speech and Language need they will have 1:1 or small group sessions with a TA under direction of the SENCO. <ul style="list-style-type: none"> ● Study Plus, Numeracy and Literacy intervention for identified students. ● A teaching group for students who are working below age appropriate levels and have complex learning difficulties. These students also attend appropriate mainstream classes on a rolling programme. They are assessed in the SEN teaching group by B-Squared. The 	
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		<p>emphasis of this group is life skills (ASDAN), literacy, numeracy and the creative arts including yoga and drama. There is a strong Spiritual, Moral, Social and Cultural (SMSC) philosophy embedded in the curriculum of this group.</p>	
	<p>Specialist groups run by outside agencies, i.e., Speech and Language Therapy (NHS and LCIS)</p> <p><i>Stage of SEN Code of Practice: School Support, which means they have been identified by the class teacher/SENCO as needing some extra</i></p>	<ul style="list-style-type: none"> ● Students will have been identified by the class teacher/SENCO (or you will have raised your own concerns) as needing more specialist input instead of or in addition to excellent classroom teaching and intervention groups. ● You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. ● You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and 	<p>Students with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.</p>

	<p>specialist support – in some instances SENCO/ class teacher specialist provision [Local Offer]. This may come from:</p> <ul style="list-style-type: none"> • Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need). 	<p>Language Therapist or Educational Psychologist. This will help the school and yourself understand your child’s particular needs better and be able to support them better in school.</p> <ul style="list-style-type: none"> • The specialist professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> - Making changes to the way your child is supported in class, e.g., some individual support or changing some aspects of teaching to support them better. - Support to set better targets which will include their specific expertise. - A group run by school staff under the guidance of the outside professional, e.g., a social skills group or sensory circuit. - A group or individual work with outside professionals. 	
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		<ul style="list-style-type: none"> ● The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place. 	
	<p>EHCPs – Local Offer</p> <p><i>This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP).</i></p> <p>Usually your child will also need specialist support in school from a professional outside the school. This may be from:</p>	<p>The Local Authority will ask the school to set up an Education, Health and Care Plan meeting</p> <ul style="list-style-type: none"> ● The LA will work with your child, yourself and the school to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> - Support to set better targets which will include their specific expertise. - A group run by school staff under the guidance of the outside professional, e.g., a social skills group or sensory circuit. - A group or individual work with outside professionals. 	<p>Children whose needs are:</p> <ul style="list-style-type: none"> ● Severe, complex and lifelong. ● Need more than 20 hours of support in school

	<ul style="list-style-type: none"> ● Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need). ● Outside agencies such as the Language, Communication and Interaction Service (LCIS). 	<ul style="list-style-type: none"> ● The Local Authority may suggest that your child needs some agreed individual support in school. They will guide and advise the parents. 	
Autism Provision	<p>In addition to the above:</p> <ul style="list-style-type: none"> ● Teaching within the provision from Autism Specialist teachers. ● Support and intervention from 	<ul style="list-style-type: none"> ● Students will have routines, resources, timetables and other day to day support arranged by the CTL Autism Provision and other provision staff. ● Students will have formal assessment, ECHPs, Graduated Approach Plans, Intimate Care Plans and other formal 	<p>Students who have a place in the Autism Provision which has been allocated by the Local Authority. Students in the provision will have a formal diagnosis of Autism and Severe Communication Difficulties.</p>

	<p>specially trained teaching assistants.</p> <ul style="list-style-type: none"> ● Individual support with specific needs including communication, sensory processing and social interaction. ● Specialist multisensory curriculum to meet the above needs. ● Personalised learning. ● Facilitation of and collaboration with specialist services including Speech 	<p>documentation and meetings facilitated by the CTL Autism Provision and other provision staff.</p> <ul style="list-style-type: none"> ● Students will have relevant interventions in the Autism Provision including Attention Autism, Box Clever, Sensory Circuits, etc. ● Students will have access to specialist facilities and equipment to meet motor, sensory and other needs. ● Students will be taught a specialist curriculum which allows personal target areas to be developed. This will usually be Pre- and early National Curriculum. ● Students will have regular assessment and intervention by relevant specialist services. They will work with the CTL Autism 	
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	<p>and Language Therapists and Occupational Therapists.</p> <ul style="list-style-type: none"> ● Access to mainstream lessons, activities and social integration opportunities with support. ● Support of all mainstream staff and students to maximise and enhance inclusion opportunities. ● Collaboration with parents to support consistency between home 	<p>Provision and other provision staff to ensure that targets are relevant and appropriate strategies are used to meet those targets.</p> <ul style="list-style-type: none"> ● Students will be scaffolded into relevant mainstream lessons as appropriate. This will be facilitated by the CTL Autism Provision and supported by Autism Provision TAs. Mainstream staff will be given relevant support and strategies to include Autism Provision students. ● Students will have access to mainstream activities and social times where relevant. Students will be encouraged to integrate with their mainstream peers with the support of Autism Provision and mainstream staff. 	
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	<p>and school and the use of relevant strategies at home.</p>	<ul style="list-style-type: none"> ● Parents and carers will have opportunities to seek appropriate support and advice to ensure that appropriate strategies are used and available at home. ● Parents will be kept informed of progress at school, changes in routines and any successes or concerns. ● Parents can speak with the CTL Autism Provision about their child's progress, strategies for Autism, or concerns. 	
<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> ● If you have concerns about your child's progress you should speak to the student's PAL (Pastoral Achievement Leader) initially. ● If your child is still not making progress you should speak to the PAL and/or suggest that the SENCO is notified. ● If you are still not happy that the concerns are being managed and that your child is still not making progress you should speak to the Headteacher. ● If you are still not happy you can speak to the school SEN Governor. 		
<p>How will the school let me know if they have any</p>	<ul style="list-style-type: none"> ● When a teacher or a parent has raised concerns about a student's progress, and targeted teaching has not met the student's needs, the teacher must raise 		

<p>concerns about my child's learning in school?</p>	<p>this with the SENCO. The SENCO will then inform the parents and if necessary invite them in for a meeting in which strategies will be discussed.</p> <ul style="list-style-type: none"> ● There are half-termly assessment reports and then subsequently meetings between the Pastoral Achievement Leader and members of the Leadership Team and the SENCO in the school to ensure all children are making good progress. These are known as Raising Attainment and Progress meetings. If a student is then identified as not making progress the school may set up a meeting to discuss this with you in more detail. 	
<p>How is extra support allocated to children and how do they move between different levels?</p>	<ul style="list-style-type: none"> ● The school budget, received from Newham LA, includes money for supporting children with SEN. ● The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. ● The Head teacher and the SENCO discuss all the information they have about SEN in the school, including: <ul style="list-style-type: none"> - The students getting extra support already. - The students needing extra support. - The students who have been identified as not making as much progress as would be expected. They decide what resources/training and support is needed. ● All resources and support are reviewed regularly and changes made as needed. 	
<p>Who are the other people providing services to</p>	<p>A: Directly funded by the school.</p>	<ul style="list-style-type: none"> ● Teaching Assistants (TAs). ● Lunchtime Clubs for identified students with SEN.

<p>children with a SEN in this school?</p>		<ul style="list-style-type: none"> ● School Counsellor provides counselling. ● One to One mentoring with members of the Behaviour Support Department. ● TAs working with students with Social, Emotional and Mental Health needs (SEMH) – Under the auspices of the Behaviour Support Department. ● TAs and cover supervisors working with Homework clubs and revision sessions for identified students with KS3 and KS4. ● Lexia (students identified). ● Educational Psychology Service (paid for by the school).
	<p>B: Paid for centrally by the Local Authority but delivered in school.</p>	<ul style="list-style-type: none"> ● Sensory Service for children with visual or hearing needs ● Language Communication and Interaction Service. ● Support for students with Higher Needs Funding. ● Complex Needs and Dyslexia Service.
	<p>C: Provided and paid for by the Health Service in school and delivered in school.</p>	<ul style="list-style-type: none"> ● School Nurse. ● NHS Speech and Language Therapy. ● Occupational therapy.

<p>How are the teachers in school supported to work with children with SEN and what training do they have?</p>	<ul style="list-style-type: none"> ● The SENCO's job is to support the teachers in planning for children with SEN. ● The school runs a training programme for all staff to improve the teaching and learning of children including those with SEN. The school runs regular training sessions for support staff working with students with SEN. ● Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
<p>How will the teaching be adapted for my child with learning needs (SEN)?</p>	<ul style="list-style-type: none"> ● Teachers plan lessons according to the specific needs of all groups of students in their class, and will ensure that the student's needs are met. ● Little Ilford Life Long Learning Skills are fully embedded in teaching and learning. These skills enhance the independence of our students with SEN. One of our main aims as a school is to enable our students with SEN to be as independent as possible. ● Planning and teaching will be adapted on a daily basis if needed to meet the students' learning needs. Teachers will refer to levels and progress data to inform their planning. ● Detailed curriculum planning and delivery for all subjects with clear differentiated learning.
<p>How will we measure the progress of the SEN students in school?</p>	<ul style="list-style-type: none"> ● Students' progress is continually monitored by their teachers, SENCO, the Head of Learning Support and the Senior Leadership Team. ● The students' progress is reviewed formally every term and a National Curriculum level or GCSE/BTEC/NCFE grade is given in each subject.

	<ul style="list-style-type: none"> ● If your child is working below the National Curriculum, your child will be assessed using another scale of levels that assess attainment up to Level 1. The levels are called 'P levels'. These are measured by the SENCO and the teacher in charge of the Complex Needs Group. This is something the Government requires all schools to do and the results are published nationally, although this may change. ● Some students with SEN will have Graduated Approach Plans designated by the SENCO and subject teachers. Graduated Approach Plans are termly plans to support identified students and will include parents/carers, students and the SENCO. ● The progress of students with a statement of SEN/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
<p>What support do we have for you as parent of a child with an SEN?</p>	<ul style="list-style-type: none"> ● We would like you to talk to the SENCO, Head of Learning Support or Head of Behaviour Support regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure that we are doing similar things to support your child both at home and school and can share what is working in both places. You can book an appointment with the SEN Administrator through reception. ● The SENCO or Head of Learning Support is available to meet with you to discuss your child's progress or any concerns/worries you may have. ● All information from outside professionals will be discussed with parents/carers involved directly, or where this is not possible, in a report. The SENCO will also

	<p>arrange to meet with you to discuss any new assessments suggested by outside agencies for your child.</p> <ul style="list-style-type: none"> ● Home learning will be adjusted as needed to your child's individual needs.
<p>How have we made this school accessible to children with SEN? (Including after school clubs, etc.)</p>	<ul style="list-style-type: none"> ● We ensure that the majority of equipment used is accessible to all children regardless of their needs. ● We provide support with homework and reading at lunchtime, before and after school. ● Key words and literacy resources are used across the school to support learning. ● If students have a physical disability such as achondroplasia then adaptations will be made for these students such as timetabling lessons on the ground floor, use of lifts, use of the disabled toilets. The new school building is compliant with The Disability Act.
<p>How will the school support students with SEN when they are leaving this school? OR moving to another year?</p>	<p>The Head of Learning Support is in charge of transition and runs a robust system for years 6, 9 and 11.</p> <p>If the student is moving to another school:</p> <ul style="list-style-type: none"> ● We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child. ● We will make sure that all records about your child are passed on as soon as possible. <p>When moving years in school:</p> <ul style="list-style-type: none"> ● Information about your child will be shared with their new teachers.

- If your child would be helped by a personalised plan for moving to another year we will put this in place.
- We have a designated person (Head of Learning Support) in the SEN department who administers the transition for SEN students for year 9 and year 11.
- Some students cover transition as part of their 'annual reviews,' whereas other students who have a significant priority of need will be supported and advised by external agencies.

In Year 9 we will:

- Run transition meetings for all identified students.
- 'Transition Plan' meetings are initially created in Year 9. Ideas generated in these plans are student and parent centred and so we aim to be as holistic in nature as possible. Hence the plans consider views and aspirations of both parents and the students.

In Year 11 we will:

- Hold a further, more specific transition meeting plan continuing from Year 9. The Year 11 plans will involve liaison with other external specialists who together with parents and student, develop bespoke transition plans. Representatives from the colleges/school (Post 16) are involved in these plans.

The procedure may look like this:

	<ul style="list-style-type: none"> ● Your child will meet with an advisor from ‘One Billion’ and other agencies (e.g. college representatives) and various specialists (e.g. the Local Authority Monitoring and Reviewing Officer), to create a transition plan for Post 16 education. ● Your child will be supported in finding a new college/college suitable to address their needs. ● If necessary, the Head of Learning Support will arrange visits to new schools and/or colleges for your child. Certain students will have a transition document which provides detailed information of your child’s needs and is passed on from school to college. ● Parents are involved at every stage of development towards Post 16 study.
<p>How accessible is the school?</p>	<p>What the school provides:</p>
	<ul style="list-style-type: none"> - The school provides accessibility to all curriculum areas by lifts for identified students. Students will be supported by allocated staff members. Students who have access needs are identified and lift keys issued to the relevant departments. Students MUST be escorted by a member of staff when using the lifts. - The school provides exits and entrances for wheelchair accessibility apart from the staircase 3 entrance/exit which has steps from street level up to the entrance/exit doors.

	<ul style="list-style-type: none"> - The school provides 5 disabled access toilets on the ground floor and 2 on each floor above ground floor level making a total of 11 disabled toilets in school. - Accessibility to the ASD Unit is via a classroom and the access is wheelchair friendly.
<p>Teaching and Learning</p>	<p>What the school provides:</p>
<p>What SEN and disability and awareness training is available to all staff?</p>	<ol style="list-style-type: none"> 1. Our staff training plan is regularly monitored by our Governing Body to ensure it is fit for purpose for our students and develops capacity of the school workforce. 2. We consult our staff and take into account outcomes from appraisals. 3. We ensure all staff have information to support the medical needs of our children and we ensure that key staff are trained. 4. The Head of Learning support is in charge of medical care plans and will set up relevant meetings. <p>Induction: All staff complete induction with a training programme to ensure competency to fulfil the job description and role.</p>

Safeguarding:

All staff receive training in child protection and know how to log a concern as detailed in 'Keeping Safe in Education' 2018. The Code of Conduct for staff and whistle blowing procedures.

How will the curriculum be matched to my child's needs?

The school works hard to ensure the curriculum on offer provides breadth and depth and supports the learning needs of all students in Little Ilford School. Through this the school provides challenge within all learning outcomes for all learners. The school has additionally written schemes of learning for all subject areas to ensure all subjects are delivered in a meaningful way and provide opportunities for progression. As mentioned previously, Quality First Teaching plays a major role in meeting the students' needs and the teachers and TAs attend regular training to ensure differentiation is always in place.

There are also accreditation opportunities within Key Stage 3 (ASDAN) and Key Stage 4 (ASDAN Personal Progress and Personal and Social Development).

The school has also started lessons in KS3 that provide enrichment – these are known as 'Careers School' lessons. The lessons offered range from silk screen printing to the designing of apps. Each student will experience all the different subjects on offer. All are fully accessible to SEN students.

Review June 2019