



SEND Information Report 2023-2024

1. What kinds of special educational needs are provided for at Plashet School?

We are an inclusive school and we provide for a range of special education needs from severe complex needs to learning difficulties or disabilities.

2. What are the policies for identifying children and young people with special educational needs and assessing their needs?

- A transition meeting coordinated by the London Borough of Newham gives Special Educational Needs and Disabilities Coordinators from primary and secondary schools the opportunity to meet and discuss students with SEND. A comprehensive transition programme, including liaison meetings with primary teachers, key pastoral staff, learning support assistants and visits, where permitted, in the summer term and information from our Primary Liaison teacher, increases our knowledge of individuals' needs. This allows for early planning and intervention.
- Baseline testing in year 7 in conjunction with KS2 data analysis is used to identify students with additional needs. All students take the cognitive abilities test and the NGRT and NGST.
- Review meetings by external partners and agencies discuss individual students, action plan a program of intervention and review to ensure progress.
- Referrals from teaching and non-teaching staff, parents and self-referrals are actively encouraged. SEND Panel meetings are held termly: the graduated approach: Assess, Do, Plan and Review is actioned for students who may have SEND.
- The SEND Information and Guidance Handbook specifying the type of SEND, strategies for support and any key data is shared with all members of staff at the beginning of each academic year. This information is also shared should a student be an in-year mid-phase admission.
- The following policies should be referred to the SEND Policy, the Accessibility Plan and the Medical Conditions Policy.

3. What is the name and contact details of the SENDCo?

Name: Ms Sagree Naidoo

Email: sagree.naidoo@plashet.newham.sch.uk

Telephone: 0208 471 2418

4. What are the arrangements for consulting parents of children and young people with special educational needs and involving them in their education?

We have student reviews three times a year and you will be invited, remotely or otherwise, to attend those reviews. We also have annual reviews/EHCP, for students on SEND support. All EHCPs will be reviewed annually with the parents, the student, the LEA and the school to consider whether any amendments need to be made to the description of the student's needs or to the special educational provision specified on the EHCP. The annual review should focus on what the child has achieved, as well as on challenges and or difficulties that need to be resolved and long-term aims. The annual review held in Year 9 will be particularly significant in preparing for the student's transition to the further education sector, work-based training, higher education and adult life. The aim of the annual review in Year 9 and subsequent years is to review the young person's EHCP, develop and review the Transition Plan in accordance with the Special Educational Needs Code of Practice, 2014.

5. What are the arrangements for consulting young people with special educational needs and involving them in their education?

We will consult your daughter during review meetings. We aim to make your daughter the central part of the meeting so that she is comfortable in sharing her views about her education.

6. What are the arrangements for assessing and reviewing children and young people's progress towards outcomes?

We will assess and review your daughter's progress towards outcomes at review meetings held three times a year, and at parents' evenings when subject specialists are also available for you to meet. You will be invited remotely or otherwise to all of these meetings so that you can contribute to the discussions taking place about your daughter and her future aspirations.

7. What are the arrangements for supporting children and young people in moving between phases of education and preparing for adulthood?

We hold transition reviews in Years 9 and 11. Our Careers Information and Guidance staff also ensures that each student gains a suitable place at Post-16 provision. Supporting students' thinking and exploration about long-term goals underpins our work from Year 7 and is ongoing. All SEND students have personalised information and guidance support. We also arrange for CIAG personnel to meet with parents and students at school, informing them about support, application of courses, open days and different pathways until the age of 25.

8. What is your approach to teaching young people with SEND?

We will look at each student with SEND individually and plan a bespoke, personalised curriculum. Some students are taught in small support groups. Students are fully included in all aspects of school life. In class, students' work will be differentiated and appropriate.

9. What adaptations are made to the curriculum and the learning environments of children and young people with SEND?

We aim to personalise the learning for our students with SEND. Students will receive a balance of one-to-one teaching from the named SEND teacher, support from Learning Support Assistant and high quality teaching in all classes whether this is delivered in a larger or smaller classroom setting. Support services and specialist teachers monitor students and provide advice to all teachers. When required specialist teachers provide a package of support including personalised teaching for students and advice to Parents on how best to support their daughter's specific needs

10. What are the expertise and training of staff to support children and young people with special educational needs, including how specialist expertise can be secured?

Our team is highly qualified up to Master's Degree level. The SENDCo has gained the National SENDCo qualification' we also regularly attend continuing Professional Learning & Development (CPLD) in order to keep abreast of best practice in SEND. Further, specialist expertise is secured through liaising with support services such as speech and language therapists; the complex needs team, sensory service, Educational Psychologists and the Language, Communication and Interaction team. All staff receive CPLD on the different areas of SEND.

11. How do you evaluate the effectiveness of the provision made for children and young people with special educational needs?

We monitor and track the progress of students. We also gain feedback from teachers, support staff, and parents. We ensure that our reporting mechanisms are used. Our students also gain qualifications, achieve certificates and go on to further education as well as employment.

12. What extracurricular activities are available for students with SEND?

In the past year activities are/were offered and woven into our home learning offer. Students are able to engage with these via the range of technologies we offer and via hard copy resources that we send home using safe procedures. We are hoping to expand on our extra curricular offer, especially student participation in sports activities organised by Newham Disability Sports. Students are currently participating in lunchtime sports clubs organised by the PE department.

13. How are students with SEND enabled to engage with activities available to students without SEND?

We are fully inclusive and our students take part in all activities including educational visits, work experience, residential trips, sports activities, social and musical events as and when the national picture changes, PHE and DfE guidance permits us to do so.

14. What is your support for improving emotional and social development?

We have a strong pastoral system including form tutors who see students on a daily basis for morning tutor time. Each year group has 10 form tutors, a Year Coordinator, Assistant Year Coordinator, a Wellbeing Mentor and a member of the Leadership Team who line manages the team. We have Year and School councils, which form representatives attend and voice their views about a variety of topics. We also have a Student Leadership Team who lead prefects and prefect coordinators across a range of subjects and areas. School assemblies are often presented by students on issues of current concern. We have named SEND teachers and Learning Support Assistants who will support your daughter's emotional and social development everyday. In addition we have two school nurses and a school counsellor.

15. How does the school involve other bodies including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's special educational needs and supporting their families?

We work with the Safeguarding Team, Attendance Team, School Nurse, School Counsellor and the Well being Mentors in order to support students and young people with special educational needs. We have regular diarised and timetabled TAC (Team around the Child) meetings and we will involve social services, medical, therapists and health care professionals as appropriate. The local authority offers support and advice to students and parents; they hold regular meetings, training for parents as well as telephone sessions.

16. The contact details of support services available for parents of children and young people with SEND:

Impartial Advice and Support Service (IASS) - 02073640676

Child and Family Consultation Service: 0207 558 400

Educational Psychology service: 0203 3373 2711

17. What is your school offer?

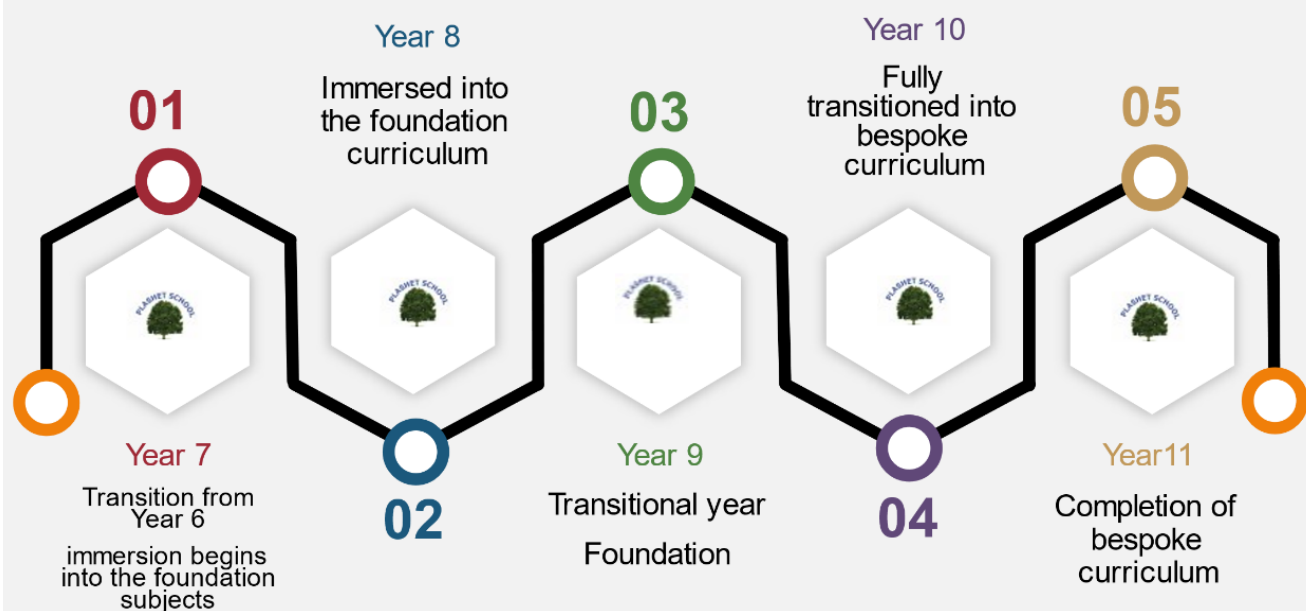
Further details can be obtained from our SENDCo, Ms Sagree Naidoo but what follows we hope provides an overview.

Our SEND Offer is an inclusive broad curriculum. Each subject offers a supported learning pathway. The students gain from learning a wide range of skills. In the best examples, they reflect the learning experiences and connectedness of the national curriculum. Teaching is personalised for students to ensure that they are achieving the mastery of some aspects of the lesson before moving on to learning new content. The assessment tasks set are embedded throughout the unit or work.

We offer the Unit Award Scheme (UAS) in subject areas, ASDAN- Personal, Social and Development (PSD) course and Edexcel Maths entry-level course as elements of our bespoke offer.

Targets are set and students receive prompt feedback through quantitative assessments, verbal feedback, peer assessment, self- assessment and written feedback. Tracking students' progress is done through a combination of learning resources, photographs, teacher observations and coursework. Individual small steps of progress and next steps are monitored through this and are linked to individual's outcomes. We are rigorous in ensuring that the curriculum offer provides a stepping-stone to employment, further education, and independent living.

SEND at Plashet



Unit Award Scheme

Year 9	Transition curriculum	AQA Unit Awards: English, Maths, Science, ICT, RE, Life Skills, Food preparations, Art, Music, Life-skills, study skills, physical education, bespoke literacy, speech and language, learning for life.		
Year 10	Personalised curriculum	AQA Unit Awards: English, Maths, Science, ICT, RE, Life Skills, Food preparations, Art, Music, Life-skills, study skills, physical education, bespoke literacy, , learning for life.	ASDAN: Personal Social Development (PSD)	
Year 11	Personalised curriculum	AQA Unit Awards: English, Maths, Science, ICT, RE, Life Skills, Food preparations, Art, Music, learning for life, physical education.	ASDAN: Personal Social Development (PSD)	Edexcel Maths: Entry level 1, 2 and 3.

All units are provided by the Unit Award Scheme (UAS). The Unit Award Scheme is designed for teachers to set appropriate short-term targets for their students and to ensure that such targets are specific and clear. Assessment techniques are explicit, and the evidence shows that a student has been successful is made clear.

Assessment: All coursework, must include all outcomes that students have achieved. The work is internally moderated and submitted as a hard copy as per requirement by AQA Unit Award Scheme (UAS) for external moderation.

How do we teach the course?

- Teachers decide which unit(s) to teach.
- Teachers complete the Summary Sheet with dates as outcomes are achieved and sign off.
- They ensure evidence is correct and has been annotated/marked.
- All completed work and summary sheet is presented for internal moderation.
- Summary sheets are uploaded on the Unit Award Scheme website.
- A request is made by email for students' work to be sent for external moderation.
- The student will receive a certificate for each unit completed. This will list all the outcomes the students have achieved.
- 100% coursework, no tests /exams

How does it help our students?

- Sets clear targets.
- Progression from pre-entry, to entry, to level 1
- Focus on knowledge and skills across subject areas.
- Focus on reading skills, developing confidence and enjoyment in reading.
- Gives prompt feedback.
- Increases engagement, motivation, performance and self-esteem.
- Can provide a stepping stone to employment, further education (post 16), training and independent living.

ASDAN – Personal Social Development

The ASDAN entry level, level 1.2.3 qualifications in PSD embrace personal, social, health, citizenship, and ICT which enables candidates to develop skills that prepare them for independence and working life. They offer imaginative ways of supporting young people in becoming confident individuals who are physically, emotionally, and socially healthy, being responsible citizens who make a positive contribution to society and embrace change and managing risk together with their own wellbeing, as well as introducing them to new activities and personal challenges.

How do we teach the course?

- Teachers decide which unit(s) to use.
- Appropriate targets are set per unit of work, such targets are specific and clear.
- Complete the assessment checklist with dates as outcomes are achieved.
- They ensure evidence is correct and has been annotated/marked.
- All the evidence of students completed work per unit and a copy of the assessment checklist is sent for internal moderation.
- A date for external moderation will be requested,
- A request will be made by email from the external moderator for students' work to be sent for external moderation to ASDAN.
- 100% coursework, no tests/exams

How does it help our students?

- Sets clear targets.
- Progression from to entry 1, 2, 3, to level 1, 2, 3.
- Gives prompt feedback.
- Increases engagement, motivation, performance and self-esteem.
- Can provide a stepping stone to employment, further education, training and independent living.
- Students will receive certificates for each completed unit of work.

Edexcel Entry level Maths – Year 10 and Year 11

All assessments in Entry Maths are externally set and internally marked, with a manageable number of assessment components. Students are taught the Level 1 contents until they are confident to sit the Level 1 assessment. If they pass, they are then taught the Level 2 contents and assessed on Level 2. Component 2 is taught throughout the course (coursework). All assessments are completed in class, a test and assessment task date will be set in advance by the assessor.

How do we teach the course?

- Teach all topics sequentially starting with entry level 1 moving through entry 2 and then entry 3.
- When all topics have been taught, students will be assessed through the completion of associated tasks and then using end of unit tests. Tests assess mathematical techniques. The tasks assess communication and problem-solving skills. Calculators are not used in tests but can be used in tasks, with the exception of Entry Level 3 calculator test.
- Students must complete the test and task for the Entry Level they are entered for.
- There are three tests and three tasks available for each Entry Level.
- Assessor/teacher marks the tasks and tests, following a mark scheme. This is forwarded to the internal maths moderator. Once internally moderated students' work is sent for external moderation.
- If students get the required pass mark, they will achieve a certificate for the level they have been entered for.

Arts/PE/Dance/Extra-curricular

- The courses that we offer to our students promote a healthier lifestyle and can have a positive impact on their self-esteem, mental health, and well-being.
- In art lessons, the students produce amazing pieces of artwork.
- In the music lessons, students choreograph pieces of music; they get the opportunity to perform in front of their peers.
- In dance lessons, working in a team, teaches them skills to plan and share in order to achieve. Students choreograph and perform with support.
- Mindfulness lessons promote the focusing and attention on thoughts, feelings, and the environment.

Exam Access

Students in Years 9 and 10 will be assessed for cognition and learning by a qualified external assessor in late June 2021.

External professional agencies involvement with staff and students:

Educational Psychologist

Speech and Language therapist – Language Communication and Interaction team

Sensory Team - visual and hearing impaired.

Mobility Training officer

Language and Communication- Specialist teacher

External Assessor - Exams Access Arrangements

Physiotherapist

Social worker

18. What are your arrangements for supporting children and young people who are looked after by the Local Authority and have SEND?

This is managed by Mrs.Thakor, Assistant Head Teacher, (Designated Safeguarding Lead) and our Safeguarding Officer, who attend PEP meetings along with the SENDCo and SEND Teachers.

19. Additional support for learning that is available to children and young people with special educational needs.

The additional support we offer includes in a bespoke personalised curriculum where appropriate in dedicated classrooms, in class support where safe observing physical distance and Covid Safe procedures, full support in accessing the curriculum, using upgraded technology, resources and equipment. In addition, the use of speech and language resources, differentiated literacy and numeracy resources, sign-along and a multisensory differentiated curriculum.

20. What are the arrangements for providing equipment and facilities for children and young people with SEND and how these will be secured?

Newham Sensory team provides specialist equipment and this is secured by application by the SENDCo. In addition, students are provided with a range of resources to access the curriculum including the use of new technologies, including applications such as google classroom, Maths Watch, Education City, GCSE POD as well as hardware such, large screen iPads and laptops, wireless keyboards and mice for accessing the curriculum. Students are provided with the required equipment and resources for exam access, the examinations officer and the SENDCo monitor this. Specialist equipment recommended by physiotherapists and occupational therapists is purchased as required by individual students.

21. What are the arrangements for handling complaints from parents of children with SEND about provision made at the school?

Complaints are rare. However, in the first instance parents should make an appointment to see the SENDCo, Ms S Naidoo.

22. The arrangements for the admission of disabled persons as pupils at the school.

The details of the above can be found by following this link:

<http://plashetschoolnewham.com/admissions/general-admissions/>

23. What are the steps taken to prevent disabled students from being treated less favourably than other students are?

We take pride in ensuring the highest level of care of students with SEND. They are fully included in every aspect of school life and they thrive here both educationally and socially.

24. What are the facilities provided to assist access to Plashet School by disabled students?

We have ground floor disabled access on the south site, a lift on the North Site and another in the South Annexe. We also provide specialist equipment for students with physical disabilities including wheelchairs, large screen iPads, stool, cushions and specialist seating as advised by the Occupational Therapist and Physiotherapists where appropriate.

25. The accessibility plan prepared by the governing body or proprietor (under paragraph 4 of Schedule 10 of the Equality Act 2010).

The school's Disability Action Plan (DAP) agreed by the Governors sets out the school's increasing commitment to making the environment more accessible to students with physical and learning difficulties. We have a bridge that spans the two main buildings, a lift on the North site and another in the South Annexe, ramps and handrails, notices and stairs are appropriately marked to improve visibility. Some departments, for example, new science laboratories, hold specialist equipment for students with disabilities. We keep the accessibility of the building and classrooms under constant review and incorporate areas for improvement into the School Improvement Plan (SIP). Please follow this link to the Public Sector Equality Duty: <http://plashetschoolnewham.com/>

26. Details of the school's contribution to the Local Offer and information on where the Local Authority's Local offer is published.

The local Authority's local offer can be found on the Newham Education website:

<https://families.newham.gov.uk/kb5/newham/directory/localoffer.page?localofferchannel=0>