



## **SEND Information Report for Parents 2019-20**

### **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.

### **2/3 What are the policies for identifying children and young people with special educational needs and assessing their needs?**

- A transition meeting held by the Borough of Newham gives SENDCo's from primary and secondary schools the opportunity to meet and discuss students with SEND. A comprehensive transition programme, including liaison meetings with primary teachers and learning support assistants, additional visits in the summer term and information from our Primary Liaison teacher, increases our knowledge of individuals' needs. This allows for early intervention.
- Baseline testing in year 7 in conjunction with KS2 data analysis is used to identify students with additional needs. All students have a cognitive abilities test.
- Review meetings by outside 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, 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 admission.
- The following policies should be referred to the SEND Policy, the Accessibility Plan and the Medical Conditions Policy.

### **4. What is the name and contact details of the SENDCO?**

Name: Ms Sagree Naidoo

Email: [sagree.naidoo@plashet.newham.sch.uk](mailto:sagree.naidoo@plashet.newham.sch.uk)

Telephone: 0208 471 2418

### **5. 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 centred reviews three times a year and you will be invited to attend those reviews as we value your opinions. We also have annual reviews/EHCP, for students on SEND support.

All EHCPs will be reviewed at least 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 in the statement. The annual review should focus on what the child has achieved, as well as on 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 employment, 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, draw up, and review the Transition Plan. The information is taken from Special Educational Needs Code of Practice, 2014.

### **6. 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 on her education.

## **7. 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 parental evenings when subject specialists are also available for you to meet. You will be invited to the termly reviews so that you can contribute to the discussion taking place about your daughter and her future aspirations.

## **8. 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. We invite the Careers representative along who will explain future pathways such as college and work. In Year 10 your daughter will go on work experience (all our students including those with SEND attend work experience). In Year 11, the Careers Information and Guidance staff organise events such as BOSS day when employers come in and explain the world of work to our students. 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 a personalised careers interview by a specialist SEND careers advisor from the Borough. We also arrange for college 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.

## **9. 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 some students have 1:1 support. Some students get specialist teaching for specific learning difficulties.

## **10. 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 differentiation in mainstream classes. Support services and specialist teachers monitor students and provide advice to all teachers.

## **11. 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 are highly qualified up to Master's Degree level. 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.

## **12. 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. In addition, we have quality assurance through appraisal, lesson observations and learning walks. Our students also gain qualifications, achieve certificates and go on to further education as well as employment.

## **13. What extra- curricular activities are available for students with SEND?**

We offer a homework club twice a week. We also offer your daughter a chance to read, play games and listen to music as well as mix with her peer group. We organise disability sport where students participate in inter-school and inter-borough activities. Further, clubs and activities are also organised throughout the school and your daughter can attend these.

**14. 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.

**15. 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. There is a students council which form representatives attend and voice their views about a variety of topics. School assemblies are lively, informative, and often presented by students on issues of current concern. In addition, we have named SEND teachers and Learning Support Assistants who will see your daughter and support her emotional and social development. We have an anti-bullying policy and have an anti-bullying educational programme.

**16. How the school involves 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 Safeguarding Team, Attendance Team, School Nurse, School Counsellor and the Coaching and Mentoring team 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.

**17. 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

**18. What is your school offer?**

This is on the Plashet School website. Further details can be obtained from our SENDCo, Ms Sagree Naidoo.

**19. 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.

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

The additional support we offer includes in class support, specialist interventions such as speech and language lessons, literacy numeracy, sign-along and a multisensory, differentiated curriculum.

**21. 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 iPads and laptops for accessing the curriculum. We provide, adapt and personalise ICT equipment for students with visual impairment. Students are provided with the required equipment and resources for exam access, the examinations officer and the SENDCo monitor this.

**22. 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.

**23. 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/>

**24. 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.

**25. 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. These are for use in cases where a student is able to make their own way down staircases in case of evacuation. We also provide specialist equipment for students with physical disabilities including wheelchairs, large screen iPads and specialist seating as advised by the Occupational Therapist where appropriate.

**26. 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, for use in cases where a student is able to make their own way down staircases in case of evacuation. Ramps and handrails, notices and stairs are painted 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/>

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

Plashet School's offer is on the Plashet School website and is called Plashet School offer. 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>