

SILS SEND SCHOOL OFFER

Special Educational Needs and Disability (SEND)

VISION

The SILS Vision is to provide a learning environment where students are inspired to achieve and develop into confident resilient responsible young adults.

Southwark Inclusive Learning Service (SILS) is an inclusive school with a shared expectation that all students, regardless of their specific needs, would be offered teaching and support to enable them to make the best possible progress; and also feel that they are valued members of the school community.

The range of support deployed at SILS will be tailored to individual need, following a thorough process of induction and assessment by internal and / or external agencies.

WHOLE SCHOOL APPROACHES

Information on policies, people and statutory guidance

School Policies and statutory guidance

The School's SEND Offer should be read in consultation with other key school policies that are accessible on the schools website.

The specific objectives of our School Offer/SEND policy are as follows:

- to identify students with special educational needs and disabilities and ensure that their needs are met
- to ensure that students with special educational needs and disabilities join in with all the activities of the school
- to ensure that all learners make the best possible progress
- to ensure parents are informed of their student's special needs and provision and that there is effective communication between parents and school
- to ensure that learners express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

The success of the school's SEND School Offer/policy will be judged against the aims set out above. The Management Committee will ensure that it makes appropriate special educational provision for all students identified as in need of it. The Management Committee will review the schools self-evaluation and improvement plans to ensure successful implementation of the SEND School Offer/policy.

The School's Offer will be reviewed annually in response to adjustments made to the Local Authorities Local Offer and following analysis and assessment of the needs of students attending the school. Effectiveness of the provision provided for students will be made using data analysis and provision mapping. An annual update report for parents will be accessed via the school website at www.silsschools.org

SILS SEND SCHOOL OFFER

Special Educational Needs and Disability (SEND)

Types of SEN, disability and medical needs

The Code of Practice 2014 states that:

'A student has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to students of the same age.'

The Four broad areas of need identified within the SEN Code of Practice 2014 are:

- Communication and Interaction (e.g. speech articulation, stammering, speech and language delay, autism etc.)
- Cognition and Learning (e.g. global learning difficulties, ADHD, dyslexia, dyscalculia etc.)
- Social, Emotional and Mental Health Difficulties (e.g. stress anxiety, depression, eating disorders, obsessive, compulsive disorder (OCD) etc.)
- Sensory and Physical Needs (Visual impairment, hearing impairment, sensory needs (e.g. autism), physical disability etc.)

Southwark Inclusive Learning Service SILS is committed to meeting the SEND needs of all students who attend the school.

Who are the best people to talk to in this school about my student's difficulties with learning/ Special Educational Needs (SEN) disability or medical issues?

Pastoral Tutor and Subject Teachers

If you have concerns about your child you should speak to their pastoral tutor or subject teacher first. You may then be directed to the Assistant Head Teacher: SENCO (Madeleine Sarley Pontin).

The pastoral tutor and subject teachers are responsible for:

- ✓ Adapting and refining the curriculum to respond to strengths and needs of all students.
- ✓ Checking on the progress of your child and identifying, planning and delivery of any additional subject support.
- ✓ Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.
- ✓ Applying the school's SEND Offer/policy.
- ✓ Directing learning support that is available within every class.
- ✓ Following any recommendations made by the Assistant Head Teacher: SENCO or external specialist.
- ✓ Carrying out on-going assessment within class.

Assistant Head Teacher: SENCO

Depending on when and how your student's special needs have been identified you may wish to speak to the school's SENCO, and you can request a meeting through the school office. The Assistant Head Teacher: SENCO (Madeleine Sarley Pontin) is responsible for:

- ✓ Coordinating day to day provision for students with SEND
- ✓ Line Managing the specialist SEND "team" of staff and developing the school's SEND School Offer/ policy.

SILS SEND SCHOOL OFFER

Special Educational Needs and Disability (SEND)

- ✓ Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
- ✓ Making referrals to and liaising with a range of agencies outside of school who can offer advice and support to help students overcome any difficulties.
- ✓ Assessing or organising assessment of students where there are additional concerns.
- ✓ Ensuring that parents/carers are: 1. Involved in supporting their student's learning and access 2. Kept informed about the range and level of support offered to their child 3. Included in reviewing how their child is doing 4. Consulted about planning successful movement (transition) to a new class or school
- ✓ Analysing progress of SEND students
- ✓ Updating the school's SEND register
- ✓ Reporting to The Management Group
- ✓ Ensuring that the Administration of Medicine policy is adhered to and that the medical needs of students are met
- ✓ Monitoring and organising provision for students who are Looked After

The Head Teacher Yomi Adewoye

The Head Teacher is responsible for:

- ✓ The day to day management of all aspects of the school, including the provision made for students with SEND
- ✓ They will give responsibility to the Assistant Head Teacher: SENCO (Madeleine Sarley Pontin) and Form Tutors but is still responsible for ensuring that your student's needs are met.
- ✓ Organisation of appropriate training in relation to SEND
- ✓ Delegating support staff to classes
- ✓ The Head Teacher must make sure that the Management Group is kept up to date about any issues in the school relating to SEND

The SEND governor XXXX

The SEND governor is responsible for:

Supporting school to evaluate and develop quality and impact of provision for students with SEN across the school.

School Counsellor Lucy Chavonia

The School Counsellor is responsible for:

- ✓ pupils and staff individual counselling and support
- ✓ consultation to inclusion staff and others whose role it is to support pupils in distress
- ✓ networking with personnel from other agencies with a view to easing referrals and accessing specialist consultants e.g. CAMHS, Social Care, YOT, etc.
- ✓ suitable confidential case records on the counselling, in a secure place
- ✓ working in consultation with the School safeguarding and child protection policies
- ✓ information on the counselling service, the role of the counsellor and the boundaries of confidentiality to pupils, staff and parents
- ✓ duties within the codes of practice and ethics recommended by the BACP, UKCP or equivalent organisation

SILS SEND SCHOOL OFFER

Special Educational Needs and Disability (SEND)

- ✓ a programme of CPD - training to support and develop staff and parents understanding
- ✓ To provide progress or termly reports on referred pupils for parents and staff

Art Therapist Galina Stefanova

- ✓ pupils and staff individual art therapy, reflection and support
- ✓ consultation to inclusion staff and others whose role it is to support pupils in distress
- ✓ networking with personnel from other agencies with a view to easing referrals and accessing specialist consultants e.g. CAMHS, Social Care, YOT, etc.
- ✓ suitable confidential case records on the art therapy sessions, in a secure place
- ✓ working in consultation with the School safeguarding and child protection policies
- ✓ information on the counselling service, the role of the counsellor and the boundaries of confidentiality to pupils, staff and parents
- ✓ duties within the codes of practice and ethics recommended by the BACP, UKCP or equivalent organisation
- ✓ a programme of CPD - training to support and develop staff and parents understanding
- ✓ To provide progress or termly reports on referred pupils for parents and staff

Learning Mentors Sam McRae and Sandra Howe

Mentors can be contacted via the Reception or directly at the school gates in the morning or at the end of the day.

- ✓ Running a Listening Ear service
- ✓ Supporting play during breaks
- ✓ Organising and supporting enrichment activities and after school/ lunch time activities.
- ✓ Providing induction and support for new arrivals to the school
- ✓ Supporting students with emotional or behavioural difficulties in school through 1:1 sessions, small group sessions or in class sessions.
- ✓ Monitoring of person Hygiene care and use of student shower room

Nurture Teaching Assistant Kingsley Erondu

- ✓ Assess the needs of pupils and use detailed knowledge and specialist skills to support pupils' learning
- ✓ Establish productive working relationships with pupils, acting as a role model and setting high expectations
- ✓ Develop and implement IEPs
- ✓ Promote the inclusion and acceptance of all pupils within the classroom
- ✓ Support pupils consistently whilst recognising and responding to their individual needs
- ✓ Encourage pupils to interact and work co-operatively with others and engage all pupils in activities
- ✓ Promote independence and employ strategies to recognise and reward achievement of self-reliance
- ✓ Provide feedback to pupils in relation to progress and achievement
- ✓ Within an agreed system of supervision, plan challenging teaching and learning objectives to evaluate and adjust lessons/work plans as appropriate
- ✓ Monitor and evaluate pupil responses to learning activities through a range of assessment and monitoring strategies against pre-determined learning objectives
- ✓ Provide objective and accurate feedback and reports as required on pupil achievement, progress

Nurture Teacher Jennifer Holmes

The Nurture Teacher is responsible for:

SILS SEND SCHOOL OFFER

Special Educational Needs and Disability (SEND)

- ✓ Leading and managing the teaching of The Nurture Group – delivering an appropriately broad, balanced, relevant and differentiated curriculum for the Nurture students
- ✓ Assessing, planning, delivering and reviewing students learning and progress
- ✓ Undertaking a rolling cycle of reports and learning plans.
- ✓ Tutoring The Nurture Group - monitoring and supporting the overall progress and development of students, especially their social and emotional development.
- ✓ Work with colleagues to address the behaviour needs of pupils on roll at the PRU
- ✓ Contributing to the raising of standards - facilitating and encouraging experiences which provide students with the opportunities to achieve their individual potential.

Specialist Literacy Teaching Assistant Claudette Cole

A Teaching Assistant has completed accredited training to enable her to support students with literacy needs. She is responsible for:

- ✓ Reporting to the SpLD Specialist Teacher Level 7 or the Assistant head Teacher: SENCO (Madeleine Sarley Pontin)
- ✓ Creation or organisation of resources recommended by Specialist Teacher Level 7
- ✓ Delivery of programmes and activities suggested by the Specialist Teacher Level 7
- ✓ Carrying out screening/review tests
- ✓ Contributing to meetings with regards to specific students where this is appropriate.
- ✓ Contributing to target setting for students

Specialist Numeracy & Literacy Teacher Level 5 Qualification Toyin Komolafe

- ✓ Reporting to the Assistant Head Teacher: SENCO (Madeleine Sarley Pontin)
- ✓ Assessing and analysing errors students make in Maths assessments and class based work
- ✓ Target setting for students with numeracy difficulties based on error analysis
- ✓ Delivery of Intervention for students with numeracy or literacy difficulties
- ✓ Creation of appropriate resources for students with SEND needs
- ✓ Delivery of Before or After School booster Numeracy provision for students including the More Able students

Specialist Numeracy & Literacy Teacher Level 7 Qualification - To be confirmed

- ✓ Reporting to the Assistant Head Teacher: SENCO (Madeleine Sarley Pontin)
- ✓ Assessing and analysing errors students make in literacy assessments and class based work
- ✓ Target setting for students with literacy difficulties based on error analysis
- ✓ Planning appropriate individualised intervention
- ✓ Delivery of Intervention for students with literacy difficulties
- ✓ Creation of appropriate resources for students with Literacy needs
- ✓ Delivery of Before or After School booster Literacy provision for students including the More Able students
- ✓ Reviewing Literacy interventions – own, Level 5 Specialist Teacher, and Literacy TA.
- ✓ Undertaking exam arrangement assessments, completing Form 8 applications in advance and ensuring exam access arrangements are understood by students, parents and exam staff.

SILS SEND SCHOOL OFFER

Special Educational Needs and Disability (SEND)

School Nurse Jo Phillips

The school nurse visits Southwark Inclusive Learning Service SILS on a regular basis and is available to meet parents by appointment. To arrange a visit contact the Reception.

They are responsible for:

- ✓ Liaising with the Assistant Head Teacher: SENCO (Madeleine Sarley Pontin) and other members of staff
- ✓ Providing training for members of staff (e.g. epilepsy training or sickle cell training)
- ✓ Carrying out Health reviews for students on Child Protection Plans or students who are Looked After.
- ✓ Attending meetings for students where there are safeguarding concerns
- ✓ Contributing to EHC plans where a child has a medical need
- ✓ Liaising with parents regarding medical needs

Administration of Medicine

Reception is responsible for the safe storage of medicine in school. They are responsible for:

- ✓ Liaising with the Assistant Head Teacher: SENCO (Madeleine Sarley Pontin), school nurse, parents and teaching staff
- ✓ Ensuring safe storage of medicine
- ✓ Ensuring administration of medicine is recorded appropriately

Outside Agencies

SILS students are also supported by a range of external Southwark Local Authority and NHS agencies including:

- Speech and Language
- Educational Psychologists
- Education Welfare Officers
- CAMHS
- Southwark Information and Advice Service
- Safer Communities Officers

Students on Dual Placements

Will continue to have the support of their mainstream school SEND Offer.

Wider World of School; Approaches to extra-curricular activities and pastoral care

Environment and reasonable adjustments

What support can be offered to help my child develop good learning behaviour and a sense of wellbeing?

- Teachers adapt classroom layouts to cater for students with special needs and or a disability.
- Coloured overlays (including overlays for computer screens) are available for students who have an assessed visual perception difficulty.
- Use of electronic equipment such as lap-tops, alternative keyboards, Dictaphones are available as

SILS SEND SCHOOL OFFER

Special Educational Needs and Disability (SEND)

appropriate.

- It is also possible to provide modified worksheets for students with visual impairment difficulties.
- Writing slope boards, writing grips, rocket pencils/pens, alternative scissors (e.g. loop scissors) use of 'wobble boards' or move 'n' sit cushions are available for students with dyspraxia or ADHD.

Pastoral Support/Unstructured parts of the day

Strategies to support the development of students' social skills and enhance self-esteem

- Small classes
- Learning mentor support
- Regular 'celebration of success' opportunities particularly during assembly
- Range of after school activities
- Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)
- For some students specific support for unstructured times

Transition support, visits and events

- Reduced, adapted or modified time-table
- Regular contact & liaison with parents
- Transition meetings
- Risk assessments
- Team Around the Child (TAC) or Family (TAF) meetings to support transition.

Behaviour Support

- School sanctions and reward system as set out in School Behaviour policy
- Learning Mentor Support
- Counselling or Art Therapy
- Regular reviews with Parents
- Educational Psychologist support
- CAMHS support

SILS SEND SCHOOL OFFER

Special Educational Needs and Disability (SEND)

Hygiene Care

- There is a student shower room in the Inclusion Area.
- There are personal hygiene products available for self-care
- Clean school uniform can be borrowed from school
- Student's clothes can be washed and dried if needed

Medical Needs

- Separate policy and system for administration of medication
- Care plans for students with medical needs
- Trained first aiders (to support students)
- Trained First Aid at Worker (to support adults)

Extra-Curricular Activities

The school provide a range of enrichment and extra-curricular activities that are available for all students who attend the school.

Contact the Reception if you are interested in your child enrolling for one of our after school clubs.

Approaches to Teaching and Learning

Curriculum and Teaching Methods

How will teaching be adapted to meet the needs of my child?

All students are entitled to excellent classroom teaching also known as Quality First Teaching. Teachers will have the highest possible expectations for your child and all students in their class. Teachers will ensure that teaching is based on building on what your child already knows, can do and can understand. Teachers are skilled at adapting teaching to ensure it is multi-sensory and meets the diverse range of needs in each class. Planning takes into account individual student's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all students can experience success and challenge in their learning. This may include providing additional materials/ resources / additional support or an adapted activity. This may also include putting in place specific strategies to support your child to learn, which may be suggested by the Assistant Head Teacher: SENCO (Madeleine Sarley Pontin), school based SEND or outside staff.

Grouping arrangements are generally organised flexibly, with opportunities for both ability and mixed ability setting to maximise learning opportunities for all. This will also include challenge activities for the more able students.

SILS SEND SCHOOL OFFER

Special Educational Needs and Disability (SEND)

Additional adults are used flexibly to help groups and individual students with a long term goal of developing independent learning skills.

Monitoring takes place to avoid students becoming over reliant and dependent on this adult support. Some interventions may change as progress and needs are monitored.

Types of Intervention

How will my student's access to learning be supported?

In class

- Alternative recording methods
- Visual timetables Communication tools, Signalong for class & individuals
- Differentiated activities
- Extension activities
- In class support programmes
- Access to learning support staff in class
- Mentoring support
- Specific differentiation or modification of resources e.g. use of Communicate in Print/Picture aids etc.
- Guided reading all classes
- Use of IT programmes in class to reinforce strategies (Word Shark, Phonics app etc.)

Withdrawal support

- Literacy or Numeracy Learning support before or after school clubs
- Intensive withdrawal programmes for key skills strategies (e.g. Fresh Start phonics, Toe by Toe, individualised plan, Alpha to Omega, Lifeboat, and My Maths Numicon.)
- Programmes to support speech and language where recommended by a therapist
- Speech and Language Therapist advice disseminated to and followed by teaching staff
- Speech therapy individual or group work delivered by support staff following speech therapist advice
- Access to a specialist dyslexia teachers and TA offering advice to students, staff and parents
- Fresh Start Reading Programme (Year 7)
- 1:1 writing or reading tuition
- Nurture Group
- Mentoring for students
- Counselling
- Art Therapy

Staffing Expertise

How skilled are staff in meeting the needs of my child?

An on-going programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of all students including those with SEN and medical needs.

Our Assistant Head Teacher: SENCO (Madeleine Sarley Pontin) actively engages with local opportunities.

SILS SEND SCHOOL OFFER

Special Educational Needs and Disability (SEND)

This enables the sharing of best practice and helps keep the school abreast of current local, national initiatives and policy to support students with SEN.

The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for students who have the most complex needs.

The Assistant Head Teacher: SENCO (Madeleine Sarley Pontin) is also a dyslexia specialist teacher with AMBDA, an MA in Special and Inclusive Education, and is undertaking the National Award in SEN Co-ordination.

The training priorities are set out in the School's Improvement Plan. This document is created and maintained by the Head Teacher.

Information about early identification and assessment

Assessment

How can I find out how well my child is doing in school?

The Subject Teachers are responsible for the **assessment** of all the students in the class on a day-to day-basis, within the agreed record-keeping and assessment procedures of Southwark Inclusive Learning Service SILS. Baseline assessments are completed at Induction. Concerns noted through these may trigger SEND identification

The progress of all students is discussed termly with parents during Review Meetings.

Form Tutors and subject teachers identify students who are not making progress or who have needs which are affecting their ability to engage in learning activities.

In consultation with the Assistant Head Teacher: SENCO (Madeleine Sarley Pontin) and parent/carers, actions can be agreed with the aim of reducing barriers to learning and ensuring that good progress is made. The intention is always to aim to reduce any attainment gap and ensure that each child is able to understand and apply good learning behaviour. After discussions with parent/carers, additional support can be put into place to provide targeted support to help overcome any difficulties. The views of the student him/herself will be given consideration.

Personalised planning targets will include reviews that provide information regarding progress made to targets set.

Parent/Carer/Teacher Meetings

Parent/carers can contact the Form Tutor to request information about how well their child is doing in school at any time. Termly SEND meetings will provide opportunities to discuss how your child is doing in school. Yearly written reports also outline how well your child is doing in school.

SILS SEND SCHOOL OFFER

Special Educational Needs and Disability (SEND)

Exam Access Arrangements

Exam Access Arrangements for some student's additional arrangements and adjustments can be made to enable them to fully access tests. This might include additional time, rest breaks or the use of a scribe or word processor. The Deputy Head Teacher or Assistant Head Teacher: SENCO (Madeleine Sarley Pontin) can inform you about eligibility for these arrangements.

SEND SUPPORT including students with EHC Plans

Procedures for considering if a Student has SEN

Early Identification

The school aims to provide early identification of students' SEND needs in order that appropriate support can be put into place to address the SEND need. The Code of Practice 2014 states that

- ❖ *SEN may be present if progress is significantly slower than that of their peers starting from the same baseline*
- ❖ *Fails to match or better the student's previous rate of progress*
- ❖ *Fails to close the attainment gap between the child and their peers*
- ❖ *Widens the attainment gap*

It should be noted that lack of progress does not automatically mean the child has SEN. Other barriers to learning such as poor attendance or punctuality, difficulties related to having English as an additional language, bereavement are just a few of the barriers that may impact on attainment and should be taken into account when deciding what further actions are necessary.

If a student's development is causing concern, despite differentiated learning opportunities, the Form Tutor or Subject Teachers will raise concerns with the Assistant Head Teacher: SENCO (Madeleine Sarley Pontin) and provide evidence to support their concerns. Initial concerns may have been raised with the Form Tutor by a parent/carer or another professional. Concerns regarding lack of progress may also be identified within **Progress Review Meetings**. The Form Tutor or Subject Teacher is responsible for informing the student's parents/carers of their concern and collecting any relevant information about the child.

Records of meetings involving parent/carers will be kept and a copy provided for parent/carers.

Information on the schools graduated approach - Assess, Plan, Do, Review

Assess

The Assistant Head Teacher: SENCO (Madeleine Sarley Pontin) or Specialist Teacher Level 7 will analyse any assessments already conducted and plan any further assessments needed. This may include:

- In class observations
- Assistant Head Teacher: SENCO (Madeleine Sarley Pontin) or Specialist Teacher Level 7 Assessment (The Assistant Head Teacher: SENCO (Madeleine Sarley Pontin) is qualified to use a range of

SILS SEND SCHOOL OFFER

Special Educational Needs and Disability (SEND)

assessments that provide standardised scores against national norms).

- Speech and Language Therapy screening assessments
- Literacy assessments including reading tests, spelling tests, handwriting assessments, phonic assessments etc.
- Numeracy Assessments including:
- Antecedent (what happened before), Behaviour, Consequence (ABC) behaviour analysis observations
- Outside assessments may be accessed at this point for difficulties such as stammering, speech articulation, EP or CAMHS

Following these assessments a decision will then be made by the Form Tutor, parent/carer and Assistant Head Teacher: SENCO (Madeleine Sarley Pontin) to initiate SEND support. When external agencies are involved, their advice and recommendations are included in support programmes. Actions agreed take into account each student's strengths as well as their difficulties. Where appropriate additional support may be deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning.

Plan

- Where it is decided to provide a student with SEND support the parent/carers will be formally notified usually by the Form Tutor directly or in writing.
- The Form Tutor and Assistant Head Teacher: SENCO (Madeleine Sarley Pontin) in consultation with parent/carers will agree the interventions and support to be put in place as well as the expected progress. A clear date for review will be set.
- All relevant Subject Teachers and support staff are made aware of any strategies/interventions to be used with the child.
- Parent/carers will be asked to support the child at home and where relevant advice and support will be provided by school staff.

Do

- The Form Tutor and Subject Teachers are **responsible** for working with all students on a daily basis.
- Where interventions involving 1:1 teaching or group teaching occur away from the main class the Form Tutor or subject teacher still retains **responsibility** for the child.
- The Form Tutor and Subject Teachers will work **closely** with the Teaching Assistant or Specialist Support Staff involved planning and assessing the impact of interventions and how they are linked to class teaching.

Review

- **The impact** of support offered, interventions used and targets set will be reviewed by the Assistant

SILS SEND SCHOOL OFFER

Special Educational Needs and Disability (SEND)

Head Teacher: SENCO (Madeleine Sarley Pontin), Form Tutor, Specialist Support staff involved in supporting the child.

- Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies.
- Parent/carers will be provided with **clear information** about the impact of the support and interventions during Form Tutor/parent/carer meetings, enabling them to be involved in the next steps.

Discussion should focus on progress made by the child. Then the following decision can be made:

- 1) Progress is very good and the difficulty seems to be resolved, specific SEND support ceased.
- 2) Progress is good and support is continued or progress is monitored to ensure it is maintained.
- 3) If your child is continuing to have significant difficulties, further external expertise may be requested or further intervention or an alternative programme is used.

Please note that identification of SEND does not automatically mean your child will be involved in a specific intervention, throughout the whole of an academic year.

Risk Assessments/PEEP

Individual risk assessments or Personal Emergencies Evacuation Plans (PEEP) may be completed for students with additional behavioural or medical needs. These are reviewed at least once a year. If additional needs occur then the risk assessment is reviewed automatically by the Assistant Head Teacher: SENCO (Madeleine Sarley Pontin) in liaison with the student's parent/carers and Form Tutor.

Education Health and Care Assessments and Plans

Education Health and Care Assessments Plans/Statutory Assessment

If a child has severe SEND needs then the school or the parent/carer may decide to request a Statutory Assessment. The Assistant Head Teacher: SENCO (Madeleine Sarley Pontin) undertakes to provide the school evidence and relevant documentation to send to the Local Authority, in accordance with Local Authority procedures.

During the time that these procedures are being followed, the Form Tutor, subject teachers, Assistant Head Teacher: SENCO (Madeleine Sarley Pontin) and specialist will continue to try to meet the needs of the child through personalised planning.

The writing of EHC plans will be completed in consultation with parent/carers, the Assistant Head Teacher: SENCO (Madeleine Sarley Pontin) and a representative from the Local Authority.

Students with Education Health and Care Plans (EHC Plans) or Statements

SILS SEND SCHOOL OFFER

Special Educational Needs and Disability (SEND)

When a child has a statement of Special Educational Needs, the statement specifies the student's learning objectives and what provision must be put in place to meet these needs. It is the Head Teacher's responsibility to ensure that the necessary support is organised and put in place, using the financial resources provided or from delegated funding.

The Assistant Head Teacher: SENCO (Madeleine Sarley Pontin), with the support of the Head Teacher, Form Tutor and subject teachers and in consultation with other adults (including the parent/carers) working with the child, will be responsible for planning and coordinating the provision. Personalised targets will relate to the objectives set out in the student's EHC plan or Statement.

Annual Reviews for students with EHC Plans or Statements

A formal Annual Review Meeting, involving the Assistant Head Teacher: SENCO (Madeleine Sarley Pontin), Form Tutor, Parent/carers and any specialists involved with the child will be held annually. Students when appropriate are invited to attend part of the annual review meeting or to offer their views regarding their progress if they do not feel comfortable to attend in person. All relevant parties will be contacted and invited in writing to the review meeting. They will be invited to send reports detailing the student's progress. At this meeting new targets are agreed for the year ahead. Copies of the report of the Review Meeting are sent to the Local Authority, parent/carers and other attending parties by the Assistant Head Teacher: SENCO (Madeleine Sarley Pontin). The presence of a Local Authority representative will always be requested at key times of transition (e.g. Reception, Year 5).

If there are significant changes in the student's circumstances between the normal dates for the Annual Reviews, an additional Review Meeting may be called.

Mediation Services/SEND Tribunal

If parent/carers are not in agreement with a decision made by the Local Authority they can access mediation services or apply to SEND Tribunal to contest the decision and resolve the disagreement. Information regarding mediation services and SEND Tribunal will be provided to parents by the Local Authority on application for a statutory assessment.

Arrangements for supporting transitions for students with significant SEND

Students and young people with SEND can become particularly anxious about "moving on" so we seek to support successful transition by:

When moving to another school:

- ✓ We will contact the School/Assistant Head Teacher: SENCO (Madeleine Sarley Pontin) and share information about special arrangements and support that has been made to help your child achieve their learning goals
- ✓ We will ensure that all records are passed on as soon as possible
- ✓ In some cases additional multi-agency meetings (TAC- Team Around the Child/ TAF –Team Around the Family) may be arranged to create a more detailed "transition" plan which may include more visits to the new school and/or additional visits from the new school.

Information about funding and resources

SILS SEND SCHOOL OFFER

Special Educational Needs and Disability (SEND)

All schools are allocated a budget to provide for the educational needs of all students who attend the school.

SEND Budget

In addition, the Local Authority delegates specific funding to school to meet the needs of students with SEND based on social deprivation factors, the number of students who qualify for free school meals and students' prior attainment. This money is used to meet the additional needs of SEND students within the school.

This provision can take a number of different forms. Support can be provided through the allocation of Human Resources, Curriculum Adaptation, Grouping and Assessment, as outlined above.

Students with Statements/EHC Plans

Formerly, the Local Authority provided additional funding for students with Band 3 or 4 Statements. Band 5 6 or 7 statements did not have additional funding allocated to them. The school decides the appropriate allocation of funding to support these students' needs using delegated funding mentioned above.

The school will now finance the first £6000 of any future EHC plan from the SEND budget.

Support is provided for students with EHC plans or Statements as specified in their EHC plan or Statement of Special Educational Needs. This provision is individualised to meet the student's specific needs and to achieve the objectives set out in their plan.

Student Premium

Student premium funding is also available to meet the needs of students entitled to Free School Meals or who are Looked After.

6 monthly PEP meetings for Looked After students will consider the provision and funding required to meet the needs of LAC students.

Use of funding/Allocation of resources

The Head Teacher deploys support staff to classes to meet the needs of students. This is informed by data analysis taken from the schools assessment cycle and the needs of individual students identified with SEND and or disabilities.

The Assistant Head Teacher: SENCO (Madeleine Sarley Pontin) deploys Specialist Support Staff to meet the needs of students requiring SEN support.

External Agency/Specialist Provision

The school purchase support from the Early Help Locality team, which includes access to an Educational Psychologist, Education Welfare officer, Family Support Worker, Social Worker and Autism Support Service. Referrals can be made to the Early Help Team when further assessment or support is required for students. The **Common Assessment Framework (CAF)** is used by the Assistant Head Teacher: SENCO (Madeleine Sarley Pontin) and the Safeguarding and Interventions officer and others when necessary to assess the needs of individual students and make appropriate referrals for specialist support. Most of these referrals

SILS SEND SCHOOL OFFER

Special Educational Needs and Disability (SEND)

are sent to the Early Help Locality Team.

We are committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting students' special educational needs. Team Around the Child (TAC) meetings are organised to enable this. These meetings include parents and professionals involved with supporting students and families. We will actively support the establishment and maintenance of close links with all agencies working with students.

Provision Mapping

The provision organised to meet needs across the school is set out within the school's provision map. This is a working document that is adapted based on expertise and needs of students. The provision map is maintained by the Assistant Head Teacher: SENCO (Madeleine Sarley Pontin).

Information on where to find further support

Local Offer

FURTHER INFORMATION about support and services for students and their families (Southwark's Local Offer) can be found at the following website:

http://www.southwark.gov.uk/info/200017/students_and_families/3473/send_reform/3

(SIAS) Southwark's Information, Advice and Support Team (formerly called Parent Partnership) can provide support with understanding and accessing services available within the Local Offer. They host drop-ins at Sunshine House. Please find more information at the following website address:

<http://www.southwarkparentpartnership.co.uk/> Address: Parent Partnership, 160 Tooley Street, London SE1 2TZ You can email them at the following email address: parentpartnership@southwark.gov.uk or Tel: 020 7525 2886 or 020 7525 2866 or 020 72525 5211

Complaints procedures

The school has a Complaints Policy that can be accessed via the schools website. If parents would like to make a formal complaint they should follow procedures set out within the school's Complaints Policy.