

SILS SEND SCHOOL OFFER

Special Educational Needs and Disability (SEND)

Southwark Inclusive Learning Service (SILS) is a maintained school for students permanently excluded or those at risk of exclusion from a mainstream school.

SILS is an inclusive school, and all students regardless of their specific needs are offered teaching and support to enable them to make the best possible progress.

The [special educational needs co-ordinator \(SENCo\)](#) for SILS is Ms Cynthia Burnham

Contact: cburnham@sils.southwark.sch.uk Tel: 0207 525 1150 /0370

WHOLE SCHOOL APPROACHES

Information on school policies, people 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:

- 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 SEN provision for all students identified as in need of it, and will review the schools self-evaluation and improvement plans to ensure successful implementation of the 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. An annual update report for parents will be accessed via the school website at www.silsschools.org

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.)

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SILS is committed to meeting the SEND needs of all students who attend the school.

A: PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS / AND OR DISABILITIES IN THIS SCHOOL

School based information	People	Summary of responsibilities
Who are the best people to talk to in this school about my child's difficulties with learning / Special Educational Needs / Disability (SEND) or medical issues?	Tutors and subject teachers	<p>He / She is responsible for:</p> <ul style="list-style-type: none"> ✓ Ensuring that all children have access to good / outstanding teaching and that the curriculum is adapted to meet your child's individual needs ✓ Adapting and refining the curriculum to respond to strengths and needs of your child ✓ Monitoring progress, sharing and reviewing these with parents at least once per term and planning for the next steps ✓ Applying the school's SEND Offer/policy. ✓ Directing learning support that is available within every class. ✓ Following any recommendations made by the SENCO and / or external specialist. ✓ Carrying out on-going assessment within class. <p>Contact number for school office 020 75251150</p>
	Assistant head teacher / SENCO (Ms Cynthia Burham)	<p>SENCO is responsible for:</p> <ul style="list-style-type: none"> ✓ Coordinating day to day provision for students with SEND and developing the schools policy to ensure that all children get a consistent, high quality response to meet their needs ✓ Ensuring that parents/carers are: <ul style="list-style-type: none"> ○ Involved in supporting their child's learning ○ Kept informed about the range and level of support offered to their child ○ Involved in reviewing how their child is doing ○ Part of the planning for transition to a new class or school ✓ Liaising with a range of agencies / professionals who can offer advice and support to help your child overcome any difficulties. ✓ Organising assessment where there are additional concerns. ✓ Providing specialist advice for teachers and support staff so they can help your child (and others) achieve their potential ✓ Organising training for staff so they are aware and confident about how to meet the needs of your child and others within the school ✓ Analysing progress of SEND students and reporting to the Management Committee at least annually ✓ 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
	Head teacher	<p>The Head Teacher is responsible for:</p> <ul style="list-style-type: none"> ✓ The overall management of all aspects of the school, including the provision for children with SEND. He / She will delegate the responsibility to the SENCO and subject teachers but is still responsible for ensuring that your child's needs are met ✓ He / She must make sure that the Management Committee is kept up to date with any issues and guidance relating to SEND

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	The SEND governor (Sue Millington)	<p>He / She is responsible for:</p> <ul style="list-style-type: none"> ✓ Making sure that the school has up-to-date SEND policy ✓ Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school ✓ Making sure that the necessary support is made for any child who attends the school who has SEN and / or disabilities ✓ Making visits to understand and monitor the support given to children with SEND and being part of the process to ensure your child achieves his / her potential in school
	School counsellor (Rolan Garcia) and Art Psychotherapist (Kellie High)	<p>The School Counsellor and Art Psychotherapist are responsible for:</p> <ul style="list-style-type: none"> ✓ The delivery of therapeutic input and support to students and staff ✓ Consultation with staff and others whose role it is to support students in distress ✓ Networking with professionals from other agencies to facilitate referrals and access to specialist services e.g. CAMHS, Social Care, YOT, Early Help, etc. ✓ Safe keeping of confidential case records ✓ Working within the Schools safeguarding and child protection policies and the codes of practice / ethics of their profession e.g. BACP, UKCP or equivalent organisation ✓ Communicating relevant information on particular therapies and their boundaries of confidentiality to students, staff and parents ✓ Contributing to programme of CPD to inform and raise awareness of staff and parents ✓ Regular termly progress reports on allocated students
	Learning Mentors Sam McRae (KS4) and Sandra Howe (KS3)	<p>The learning mentors are responsible for:</p> <ul style="list-style-type: none"> ✓ Running a Listening Ear service ✓ Induction of new arrivals to the school ✓ Delivery of one to one or small group support to help your child overcome emotional or behavioural difficulties, or other challenges they may face ✓ Monitoring of progress and liaison with parents ✓ Organising of enrichment activities and after school activities ✓ Monitoring of person hygiene care
	Nurture / ACE Teacher	<p>The Nurture / ACE Teacher is responsible for:</p> <ul style="list-style-type: none"> ✓ Leading and managing the teaching of the group – delivering an appropriately broad, relevant and differentiated curriculum for the students ✓ Undertaking a rolling cycle of reports and learning plans. ✓ Pastoral tutoring for the group - monitoring and supporting their overall progress and development. Especially development of well-being and social/emotional development. ✓ Working with colleagues to address the behaviour needs of students ✓ Contributing to the raising of standards - facilitating and encouraging experiences which provide students with the opportunities to achieve accredited qualifications.
	Specialist Teacher	The specialist teacher (s) is / are responsible for:

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		<ul style="list-style-type: none"> ✓ Planning and delivery of individualised intervention to children with literacy or / and numeracy difficulties ✓ Organisation and development of appropriate resources for use with students ✓ Liaison with subject teachers, staff and parents on strategies to meet the needs of SEND students ✓ Delivery of out of hours sessions with students including the more able ✓ Review of interventions and monitoring of progress ✓ Undertaking exam arrangement assessments, completing Form 8 applications in advance and ensuring exam access arrangements are understood by students, parents and staff ✓ Production of regular termly reports and evaluation of progress with adjustments to teaching programmes as required
	School Nurse	<p>The school nurse visits SILS on a regular basis and is available to meet parents by appointment. To arrange a visit contact the school office on Tel: 0207 5251150</p> <p>The school nurse is responsible for:</p> <ul style="list-style-type: none"> ✓ Providing training for staff on related topics e.g. management of ADHD, epilepsy, sickle cell, allergies, etc. ✓ Carrying out Health reviews for all students, particularly those on Child Protection Plans or Looked After ✓ Attending meetings for students where there are safeguarding concerns ✓ Contributing to multi agency meetings and EHC plans where a child has a medical need ✓ Liaising with parents regarding medical needs
	Teaching assistants (TAs) and higher level teaching assistants (HLTAs)	<p><i>We have TAs and HLTAs in the majority of lessons and they may be allocated to a pupil with exceptional SEN or disabilities.</i></p> <p><i>Whilst they take an active role in your child's education we would prefer that questions regarding your child's learning and progress are directed to the staff members named above.</i></p> <p><i>Of course, as a school we welcome daily dialogue between parents and TAs / HLTAs on how a child's day has been and we would actively encourage this continued feedback.</i></p>

Administration of Medicines: staff in the school office and lead first aiders are responsible for the safe storage of medicine in school. The responsibilities include:

- ✓ liaison with the school nurse and parents
- ✓ safe storage of medicines
- ✓ accurate recording of medicine administration

External agencies and professionals

SILS students are supported by a range of external professionals which may include:

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

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- Safer Schools Officers

Students on dual placements will have access to the SILS SEND Offer during their placement.

Wider World of School: approaches to extra-curricular activities and pastoral care

Environment and reasonable adjustments	<p>What support can be offered to help my child develop good learning behaviour and a sense of wellbeing?</p> <ul style="list-style-type: none"> • 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 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 for unstructured parts of the day	<p>Strategies to support the development of students' social skills and enhance self-esteem include</p> <ul style="list-style-type: none"> • Small classes and second adult in majority of lessons • Learning mentor support and quiet spaces for children • Regular 'celebration of success' particularly in assemblies • Range of after school activities • Regular communication with parents; reducing anxieties and promoting emotional wellbeing
Transition support, visits and events	<ul style="list-style-type: none"> • Reduced, adapted or modified time-table • Regular contact and liaison with parents • Dynamic risk assessments • Team Around the Child (TAC) or Family (TAF) meetings to support transition.
Behaviour Support	<ul style="list-style-type: none"> • School sanctions and reward system as set out in School Behaviour policy • Learning Mentor Support • Therapeutic input by school based counsellor or Art Therapist • Regular reviews with Parents • Educational Psychologist support • CAMHS support
Hygiene Care	<ul style="list-style-type: none"> • Access to shower facilities and personal hygiene products for self-care • Clean school uniform can be borrowed from school • Student's clothes can be washed and dried if needed
Medical Needs	<ul style="list-style-type: none"> • Separate policy and system for administration of medication • Care plans for students with medical needs • Trained first aiders to support students and adults
Extra-Curricular Activities	<p>The school provides a range of enrichment and extra-curricular activities that are available for all students who attend the school.</p> <p>Contact the school reception for details if you are interested in your child enrolling for one of the after school clubs.</p>

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B. HOW COULD MY CHILD GET HELP IN SCHOOL?

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

- Other staff in the school such as a HLTA, Counsellor, Mentor, or Specialist Teacher
- Staff who will visit the school from the Local Authority services such as the Early Help Services – EWO, Social Care, School Nurse etc.
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service, Educational Psychologist and CAMHS

	Types of support provided showing the Code of Practice stage (the document that schools use to plan their SEN input)	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 good/outstanding classroom teaching.	<ul style="list-style-type: none"> √ Ensuring that the teacher has the highest possible expectations for your child and all students in their class. √ Ensuring that all teaching is based on building on what your child already knows, can do and can understand. √ 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 or pair work. √ Putting in place specific strategies (which may be suggested by the SEN Team or outside staff) to support your child to learn. 	All students receive this provision.
	<p>School Action: Specific small intervention group work in class or outside of lessons</p> <p>Run by specialist HLTA, specialist teacher or outside professional who has had training to run these groups.</p> <p>Specialist monitoring and assessment by outside agencies e.g.</p>	<ul style="list-style-type: none"> √ Staff including the SEN Team, Pastoral and Curriculum Teams will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning or social development and needs some extra support to close the gap. √ Curriculum or SEN Teams will plan group sessions for your child with targets to help your child to make more progress. √ An HLTA or specialist teacher or outside professional (like a Speech and Language Therapist) will run these small group sessions. <p>Your child will have been identified by the class teacher/SENCO (or you will have raised your worries) as needing more</p>	<p>Any child who has specific gaps in their understanding of a subject /area of learning or social development.</p> <p>Students may receive these interventions regardless of their stage of the SEN Code of Practice.</p>

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	<p>Speech and Language therapy</p> <p>And / or individual support for your child by a mentor or school based counsellor or therapist</p>	<p>specialists input instead of or in addition to class teaching and intervention groups.</p> <p>You are welcome to request a meeting to discuss your child's progress and help plan possible ways forward.</p>	<p>Students with specific barriers to learning that cannot be overcome through whole class teaching</p>
	<p>School Action Plus, which means your child has been identified as needing some extra specialist support in school from a professional</p> <p>This may be from external agencies such as the Speech and Language therapy (SALT) Service, Educational Psychology Service or CAMHS.</p>	<ul style="list-style-type: none"> √ You will be asked to give your permission for the school to refer your child to an outside professional e.g. a Speech and 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 in school. √ The outside professional will work with your child to understand their needs and make recommendations, which may include: <ul style="list-style-type: none"> o 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 o Support to set 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 o A group or individual work with outside professional √ The school may suggest that your child needs some individual support in school. They will tell you how the support will be used and what strategies will be put in place. 	
	<p>This is usually provided via an Education, Health and Care Plan (EHCP).</p> <p>This means your child will have been identified by the SENCO/Educational Psychologist, as needing a particularly high level of individual or small group teaching</p> <p>Usually your child will also need specialist support in school from a professional outside</p>	<ul style="list-style-type: none"> √ The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this on the Southwark Local Authority website. √ After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your 	<p>Students whose learning needs are: Severe, complex and lifelong; and need more than 20 hours of additional support in school</p>

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	<p>the school. This may be from:</p> <ul style="list-style-type: none"> √ Local Authority central services or external agencies such as the Speech and Language therapy (SALT) Service or CAMHS 	<p>child needs this, they will ask the school to continue with the support at School Action Plus.</p> <ul style="list-style-type: none"> • After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write a Statement of Special Educational Needs or an EHC Plan. If this is not the case, they will ask the school to continue with the support at School Action Plus and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. • The Statement or EHC Plan will outline the number of hours of individual / small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. • The additional adult may be used to support your child with whole class learning or individual programmes 	
<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 contact your child's tutor via the school office by telephone or by letter. A letter is preferable because it ensures there is a written record of your correspondence and staff are often not in their offices during the day for telephone calls. • If you are not happy that the concerns are being managed and that your child is still not making progress you should either contact the assistant Headteacher for inclusion or assistant Headteacher SENCO, Ms Madeleine Sarley Pontin 		
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<p>When a teacher or a parent has raised concerns about a child's progress, and targeted teaching has not met the child's needs, the teacher must raise this with the SENCO.</p> <p>At SILS, we also have regular meetings and half termly formal assessments and review of progress. If your child is then identified as not making progress the school will contact you to discuss this with you in more detail</p> <ul style="list-style-type: none"> o To listen to any concerns you may have o To plan any additional support your child will receive o To discuss with you any referrals to outside professionals to support your child's learning <p>The school budget received from Southwark LA includes funding for supporting students with SEN.</p> <p>The Head Teacher decides on the budget for Special Educational Needs in consultation with the management committee on the basis of needs in the school.</p>		

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<p>How is extra support allocated to students and how do they move between the different levels?</p>	<p>The Assistant Head Teacher / SENCO discuss all the information they have about SEN in the school, including</p> <ul style="list-style-type: none"> o the students getting extra support already o the students needing extra support o the students who have been identified as not making as much progress as expected <p>The Assistant Head Teacher: SENCO deploys specialist support staff to meet the needs of students with SEND.</p> <p>All resources/training and support are reviewed regularly and changes made as needed.</p>	
<p>Who are the other people providing services to students with SEN in this school?</p>	<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> • Learning Mentors • Counsellor and art psychotherapist • Speech and Language Therapy input to provide a higher level of service to the school • Specialist numeracy, literacy or Dyslexia teacher • Breakfast literacy club for years 7 - 9 • Trained advice and guidance key worker in the health hut twice a week • Full time school based attendance and welfare officer
	<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> • Safer Schools Police Officer • Educational Psychology Service input • School nurse on site (once a fortnight?)
<p>How are the teachers in school helped to work with students with SEN and what training do they have?</p>	<p>The SEN Team (in house and from the LA) supports class teachers in planning for students with SEN through liaison and assessments which detail the student's needs and recommended strategies. Class teachers and school staff work in partnership and may request further guidance from the SEN Team.</p> <p>The school has a training plan for all staff to improve the teaching and learning of students including those with SEN. This includes whole school training on SEN issues such as ASD and Dyslexia delivered by Educational psychologists, SENCO, Specialist Teacher, Counsellor, Art Psychotherapist and other external professionals.</p> <p>Individual teachers and Support staff attend training courses run by outside agencies that are relevant to the needs of specific students in their class e.g. from EP, SALT and CAMHS.</p>	
<p>How will the teaching be adapted for my child with learning needs (SEN)?</p>	<p>Subject Teachers plan lessons according to the specific needs of all groups of students in their class, and will ensure that your child's needs are met.</p> <p>HLTAs support the teachers planning to support the needs of your child where necessary.</p> <p>Specific resources and strategies will be used to support your child individually and in groups.</p> <p>Planning and teaching will be adapted regularly if needed to meet your child's learning needs.</p>	
<p>How will we measure the progress of</p>	<ul style="list-style-type: none"> √ Your child's progress is continually monitored by his/her class teacher. √ His/her progress is reviewed formally every half term and a National Curriculum level given for each subject 	

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<p>your child in school?</p>	<ul style="list-style-type: none"> √ Your child’s progress will be communicated and discussed with you termly at progress review meetings (and a full report will be provided) and targets for improvement set √ The progress of students with a statement of SEN/ EHC Plan is formally reviewed at an Annual Review with all adults involved with the child’s education, the student and parent(s)/carer(s). √ The SENCO will also review progress of cohorts of students with SEN to inform training needs.
<p>What support do we have for you as a parent of child with SEN?</p> <p>How have we made this school accessible to students with SEN?</p>	<ul style="list-style-type: none"> √ Prior to your child joining SILS, the senior member of staff conducting the initial interview will discuss your child’s needs and any concerns you may have with you. √ The information gathered is shared with the SENCO and other staff, to ensure that we are doing similar things to support your child at √ The SENCO will arrange to meet with you to discuss your child’s progress or any concerns you may have √ All information from outside professionals will be discussed with you, with the person involved directly, or where this is not possible, in a report. The SENCO or specialist staff will also contact you to discuss any new assessments and ideas suggested by outside agencies for your child. √ Class work and homework will be adjusted as needed to your child’s individual needs; we encourage every child to use their planner to support communication between home and school. √ Due to the nature of the two SILS buildings, there is limited access for students with physical disabilities. √ For children with other forms of SEND (besides physical disabilities) we ensure that resources used and activities is accessible to all regardless of their needs
<p>How will we support your child when they are leaving SILS? OR moving on to another class?</p>	<p>We recognise that ‘moving on’ can be difficult for a child with SEN. We will take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> √ If your child is moving to another school or being reintegrated back into mainstream: <ul style="list-style-type: none"> ○ We will contact the schools SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. ○ We will make sure that all records about your child are passed on as soon as possible. ○ We will support additional multi-agency meetings that may be arranged to create a more detailed “transition” plan which may include visits to the new school √ When moving classes in school information, including progress data, is accessible to all teachers. √ In Year 11 <ul style="list-style-type: none"> ○ The SENCO, inclusion officer or learning mentor (KS4) will liaise with LA Careers Advisor to discuss options and pathways for students with SEN and they are supported during this meeting ○ Students are given a list of Open Evenings of sixth form schools and colleges within the local area, with visits to Colleges and ‘Taster Days’ organised for students with SEN ○ Depending on the level of the student’s need, the student may be accompanied by an HLTA or learning mentor to an interview at a sixth form school or college ○ The SENCO and Inclusion Officer at SILS will liaise with the relevant staff at the new provision to ensure your child has a smooth transition. <p>Students and young people with SEND can become particularly anxious about “moving on” so we seek to support successful transition by:</p>

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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

Information on where to find further support

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.