

# Special Educational Needs (SEN) Information Report

## Southwark Inclusive Learning Service (SILS)

### Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

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.

If you want to know more about our arrangements for SEND, you can find our SEND policy on our website at [www.silsschools.org](http://www.silsschools.org)

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## 1. What types of SEN does the school provide for?

The SEND Code of Practice (DfE/DoH, 2015) identifies four broad areas of need:

- **Communication and Interaction** – This includes students with speech, language and communication needs (SLCN) who have difficulties communicating with others (e.g. speech articulation, stammering, speech and language delay, autism etc.)
- **Cognition and Learning** – This includes students that learn at a slower pace than their peers even with appropriate differentiation (e.g. moderate learning difficulties (MLD), global developmental delay (GDD), etc.) but can also include students with specific learning difficulties (SpLD) (e.g. dyslexia, dyscalculia, etc.)
- **Social, Emotional and Mental Health Difficulties** – This includes students who experience a range of social and emotional difficulties (e.g. stress, anxiety, depression, eating disorders, obsessive compulsive disorder (OCD) etc.) as well as students that have disorders such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder.
- **Sensory and Physical Needs** – This includes students who have physical or sensory difficulties or disabilities (e.g. visual impairment, hearing impairment, sensory needs (e.g. autism), physical disability etc.)

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

## 2. Which staff will support my child, and what training have they had?

### Our Special Educational Needs Co-ordinator (SENCO)

Our SENCO is

Contact: or Tel: 020 7525 1150

The SENCO is responsible for:

- Coordinating day-to-day provision for students with SEND and developing the school's policy
- Ensuring that parents/carers are involved in supporting their child's learning, kept informed about support offered, involved in reviewing progress, and part of transition planning
- Liaising with agencies/professionals who can offer advice and support
- Organising assessment where there are additional concerns
- Providing specialist advice for teachers and support staff
- Organising training for staff
- Analysing progress of SEND students and reporting to the Management Committee
- Monitoring and organising provision for students who are Looked After

## Head Teacher

The Head Teacher is responsible for:

- The overall management of all aspects of the school, including SEND provision
- Ensuring the Management Committee is kept up to date with SEND issues and guidance

## The SEND Governor

Our SEND Governor is **Sue Millington**. The SEND Governor is responsible for:

- Making sure the school has an up-to-date SEND policy
- Making sure the school has appropriate provision and necessary adaptations
- Making sure necessary support is made for any child with SEN and/or disabilities
- Making visits to understand and monitor support given to children with SEND

## Class Teachers and Subject Teachers

All teachers receive in-house SEN training and are supported by the SENCO. Teachers are responsible for:

- Ensuring all children have access to good/outstanding teaching adapted to individual needs
- Adapting and refining the curriculum to respond to strengths and needs
- Monitoring progress, sharing and reviewing with parents at least once per term
- Applying the SEND policy and following SENCO/external specialist recommendations

## Teaching Assistants (TAs) and Higher-Level Teaching Assistants (HLTAs)

We have TAs and HLTAs in the core lessons who may be allocated to students with exceptional SEN or disabilities. Questions regarding learning and progress should be directed to subject specialist teachers.

## School Drama Therapist

**The School Drama Therapist is responsible for:**

- Delivery of therapeutic input and support to students and staff
- Consultation with staff supporting students in distress
- Regular termly progress reports on allocated students

## Learning Mentors

The learning mentors are responsible for:

- Running mentoring support programmes for allocated students
- Delivery of one-to-one or small group support for emotional/behavioural difficulties
- Monitoring progress and liaison with parents
- Organising enrichment and after-school activities

## Specialist Teacher

The specialist teacher is responsible for:

- Planning and delivery of individualised literacy/numeracy intervention
- Liaison with teachers, staff and parents on SEND strategies
- Undertaking exam arrangement assessments
- Production of regular termly reports and evaluation

## School Nurse

The school nurse visits SILS regularly and is available by appointment. Contact the school office on Tel: 020 7525 1150

## External Agencies and Experts

We work with external support services including:

- Speech and Language Therapy Service
- Educational Psychology Service
- Child and Adolescent Mental Health Services (CAMHS)
- Social Services and other Local Authority support services
- Family Early Help Services

## 3. What should I do if I think my child has SEN?

If you think your child might have SEN, the first person you should tell is your child's tutor or subject teacher.

You can contact the school office by telephone on **020 7525 1150** or email at **admin@sils.southwark.sch.uk**. An email is preferable as it ensures a written record.

They will pass the message to our SEND lead, **Mr Jonathan Furlong**, who will discuss your concerns.

You can also contact the SEND lead directly at **jfurlong@sils.southwark.sch.uk** or Tel: 020 7525 1150

We will meet with you to discuss your concerns and understand your child's strengths and difficulties. Together we will decide outcomes and agree on next steps.

If we decide your child needs SEN support, we will formally notify you in writing and your child will be added to the SEND register.

## 4. How will the school know if my child needs SEN support?

All our teachers are aware of SEN and look out for pupils not making expected progress in schoolwork or socially.

When a teacher or parent raises concerns and targeted teaching has not met the child's needs, the teacher raises this with the SENCO.

At SILS, we have regular meetings and half-termly formal assessments. If your child is not making progress, we will contact you to:

- Listen to your concerns
- Plan additional support
- Discuss referrals to outside professionals

The SENCO and or other professionals commissioned by the school will observe the pupil, discuss with teachers, compare progress with peers and national data, and speak to you and your child.

Based on this information, the SENCO decides if your child needs SEN support. You will be told in writing. If SEN support is needed, your child will be added to the SEND register and a support plan created.

## Types of Support Available at SILS

Students at SILS get support specific to their individual needs. This may be provided by subject teachers or involve other staff, Local Authority services, or outside agencies.

Types of support	What this means for your child	Who gets this support?
Class teacher input via good/outstanding classroom teaching	<ul style="list-style-type: none"> <li>• Highest possible expectations for all students</li> <li>• Teaching builds on what your child already knows</li> <li>• Different ways of teaching to involve your child fully</li> <li>• Specific strategies to support your child</li> </ul>	<b>All students</b>
<b>Small intervention groups</b> Run by specialist HLTA, teacher or outside professional Specialist monitoring by outside agencies Individual support by mentor/counsellor/therapist	<ul style="list-style-type: none"> <li>• Staff identify gap in understanding/learning or social development</li> <li>• Group sessions planned with targets</li> <li>• Specialist teacher or professional runs sessions</li> <li>• More specialist input needed beyond class teaching</li> </ul>	<b>Students with specific gaps</b> May receive regardless of SEND Code stage  <b>Students with barriers to learning</b>
<b>Individual Support Plan</b> Extra specialist support from external agencies (Speech & Language, Educational Psychology, CAMHS)	Permission sought for referral to outside professional Professional makes recommendations which may include: <ul style="list-style-type: none"> <li>• Changes to classroom support</li> <li>• SMART targets</li> <li>• Small groups under professional guidance</li> <li>• Individual work with professional</li> </ul>	Students with barriers that cannot be overcome through whole class teaching

Types of support	What this means for your child	Who gets this support?
<p><b>Education, Health &amp; Care Plan (EHCP)</b></p> <p>Particularly high level of individual/small group teaching needed Specialist support from outside professionals</p>	<p>School or parent requests statutory assessment Local Authority decides if needs are complex enough Reports gathered from all professionals If needs are severe, complex and lifelong, EHC Plan written Plan outlines hours of support, strategies, and goals</p>	<p><b>Students with:</b> Severe, complex and lifelong needs Need more than 20 hours additional support</p>

## 5. How will the school measure my child's progress?

We follow the 'graduated approach' - a 4-part cycle of assess, plan, do, review.

Your child's progress is continually monitored and reviewed formally every half-term with curriculum levels given for each subject.

We set outcomes and track progress towards them, improving our offer as we learn what works best.

Progress is discussed with you termly at review meetings with full reports provided.

Students with EHC Plans have formal Annual Reviews with all involved adults, the student and parents/carers.

This process is continual. Some students may no longer need SEN support; for others the cycle continues with revisited targets and strategies.

## 6. How will I be involved in decisions made about my child's education?

We provide termly reports on your child's progress.

Your child's tutor/teacher will meet you at least three times a year to:

- Set clear outcomes for progress
- Review progress towards those outcomes
- Discuss support to help progress
- Identify what we will do, what you will do, and what your child will do

The SENCO may attend meetings to provide extra support.

Before joining SILS, initial interviews discuss your child's needs and concerns.

You're the expert on your child's needs and aspirations. We want your full understanding and insight.

All information from outside professionals is discussed with you.

After discussions, we record agreed outcomes, actions and support, sharing with all staff and giving you a copy.

## **7. How will my child be involved in decisions made about their education?**

The level of involvement depends on your child's age and competence. We decide case-by-case with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss progress and outcomes
- Prepare a presentation, written statement, video, or drawing
- Discuss views with a staff representative
- Complete a survey

## **8. How will the school adapt its teaching for my child?**

Your child's teachers are responsible for the progress of all pupils in their class.

High-quality teaching is our first step. We ensure access to a broad and balanced curriculum.

We differentiate teaching to suit how pupils work best - no 'one size fits all' approach.

Adaptations include:

- Small classes with second adult in core lessons
- Adapted classroom layouts
- Coloured overlays for visual perception difficulties
- Electronic equipment (laptops, alternative keyboards)
- Modified worksheets
- Writing slopes, grips, special pens/pencils, alternative scissors
- Longer processing times, pre-teaching vocabulary, reading instructions aloud
- Reduced/adapted/modified timetables where appropriate

We also provide specific small intervention groups run by specialist staff or outside professionals.

## **9. How will the school evaluate whether the support in place is helping my child?**

We evaluate effectiveness by:

- Reviewing progress towards goals each term
- Reviewing impact of interventions
- Using pupil questionnaires
- Half-termly formal assessments and reviews
- SENCO monitoring
- Holding annual reviews (for EHC plans)

- SENCO reviewing progress of SEND cohorts to inform training needs

## **10. How will the school resources be secured for my child?**

School budget from Southwark LA includes SEND funding. The Headteacher decides budget allocation in consultation with the management committee based on school needs.

The SENCO discusses all SEN information - students receiving support, those needing support, and those not making expected progress.

The SENCO deploys specialist staff to meet SEND needs. All resources, training and support are reviewed regularly.

The school directly funds:

- Learning Mentors
- Drama Therapist
- Speech and Language Therapy
- Specialist numeracy, literacy/Dyslexia teacher
- Full-time attendance and welfare officer

Centrally funded by LA:

- Safer Schools Police Officer
- Educational Psychology Service
- School nurse (fortnightly visits)

## **11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?**

We provide a range of enrichment and extracurricular activities available to all students.

All extra-curricular activities are available to all pupils. All students are encouraged to take part in enrichment and after-school activities.

No pupil is excluded from activities because of SEN or disability. We make whatever reasonable adjustments are needed for inclusion.

## **12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?**

As a Pupil Referral Unit (PRU), SILS does not operate a standard admissions process. Students are referred to us by Southwark Local Authority or by mainstream schools.

Students whose Education, Health and Care (EHC) plan names SILS will be admitted. Before SILS is named in the plan, we work closely with the Local Authority to confirm that we can appropriately meet the student's needs.

In instances where a student with an EHC plan has been permanently excluded (PEX), the Local Authority is legally required to arrange suitable, full-time education from Day 6 of the exclusion. Because the Day 6 duty must be met without delay, a student may begin attending SILS before the full consultation process has been completed. The Local Authority remains responsible for formally naming SILS in the EHC plan, and this may occur after the placement has started in order to ensure continuity of education.

All referrals are considered fairly, regardless of a student's SEN or disability. Decisions are based solely on whether SILS can provide appropriate provision to support the student's progress. Placement decisions involve multi-agency discussion, including parents/carers, SEND professionals, and the Local Authority.

### 13. How does the school support pupils with disabilities?

We provide:

- Care plans for students with medical needs
- Trained first aiders
- Clean school uniform can be borrowed
- Student's clothes can be washed and dried if needed

Accessibility Plan: <https://silsschools.org/wp-content/uploads/2023/11/SILS-Accessibility-Plan-2023.pdf>

Our plan covers:

- Curriculum: Small classes, flexible timetables, assistive technology, adapted resources, staff training
- Physical environment: Visual signage, quiet spaces, adjustable furniture, good lighting
- Information: Alternative formats, visual supports, multiple communication methods

## **14. How will the school support my child's mental health and emotional and social development?**

We provide support for emotional and social development through:

- Small classes with second adult in core lessons
- Learning mentor support and quiet spaces
- Regular 'celebration of success' in assemblies
- Range of after-school activities
- Regular communication with parents to reduce anxieties and promote wellbeing
- School sanctions and reward system (see Behaviour policy)
- Therapeutic input by school-based Art Therapist
- Regular reviews with parents
- Educational Psychologist support
- CAMHS support
- Dynamic risk assessments
- Team Around the Child (TAC) or Family (TAF) meetings

## **15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?**

We recognise 'moving on' can be difficult for children with SEND. We take steps to ensure smooth transitions.

### **Moving to Another School or Reintegration**

If your child moves to another school or reintegrates to mainstream:

- We contact the school's SENCO to share special arrangements and support needs
- All records are passed on as soon as possible
- We support additional multi-agency meetings to create detailed transition plans, possibly including visits

## Post-16 Transition (Year 11)

The Inclusion Officer, Learning Mentor (KS4) or Assistant Head for Inclusion liaises with LA Careers Advisor to discuss options and pathways, providing support during meetings.

Students receive lists of Sixth Form/college Open Evenings, with organised visits and taster days for SEND students.

Depending on need level, students may be accompanied by Tutor, Learning Mentor or Head of Year to Sixth Form/college interviews.

The Inclusion Officer liaise with new provision staff to ensure smooth transitions.

## 16. What support is in place for looked-after and previously looked-after children with SEN?

Our Designated Teacher is **Mr Jonathan Furlong**, Deputy Headteacher.

Contact: [jfurlong@silssouthwark.sch.uk](mailto:jfurlong@silssouthwark.sch.uk) or Tel: 020 7525 1150

The designated teacher will work with the SENCO to ensure all teachers understand how a looked-after or previously looked-after pupil's circumstances and SEN might interact, and implications for teaching and learning.

Looked-after/previously looked-after children are supported like any other child with SEN. However, looked-after pupils also have Personal Education Plans (PEPs). We ensure PEPs and SEN support plans/EHC plans are consistent and complement one another.

The school nurse carries out health reviews for all students, particularly those on Child Protection Plans or who are Looked After, and attends meetings where there are safeguarding concerns.

## 17. What should I do if I have a complaint about my child's SEN support?

The school has a Complaints Policy accessible via our website at [www.silsschools.org](http://www.silsschools.org)

If you're not happy that concerns are being managed or your child is still not making progress, contact the Deputy Headteacher, Mr Jonathan Furlong at [jfurlong@silssouthwark.sch.uk](mailto:jfurlong@silssouthwark.sch.uk)

Complaints about SEN provision should be made to the class teacher/SENCO/headteacher initially, then referred to the complaints policy.

If not satisfied with the school's response, you can escalate. In some circumstances, this right also applies to the pupil.

For full explanation of complaint avenues, see pages 246-247 of the SEND Code of Practice.

If you feel the school has discriminated against your child because of SEN, you can make a discrimination claim to the first-tier SEND tribunal. Visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

## 18. What support is available for me and my family?

If you have questions about SEN or are struggling to cope, please get in touch. We want to support you, your child and your family.

For local support, see Southwark's local offer at: <https://localoffer.southwark.gov.uk/>

Southwark's Information, Advice and Support Team (SIAS) provides support with understanding and accessing Local Offer services. They host drop-ins at Sunshine House.

Contact details:

- Address: Parent Partnership, 160 Tooley Street, London SE1 2TZ
- Email: [parentpartnership@southwark.gov.uk](mailto:parentpartnership@southwark.gov.uk)
- Tel: 020 7525 2886 or 020 7525 2866 or 020 7525 5211
- Website: <http://www.southwarkparentpartnership.co.uk/>

National charities offering information and support:

- IPSEA
- SEND Family Support
- NSPCC
- Family Action
- Special Needs Jungle

## 19. Glossary

**Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams

**Annual review** – an annual meeting to review the provision in a pupil's EHC plan

**Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs

**CAMHS** – child and adolescent mental health services

**Differentiation** – when teachers adapt how they teach in response to a pupil's needs

**EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan

**EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs

**Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

**Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

**Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area

**Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment

**Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

**SENCO** – the special educational needs co-ordinator

**SEN** – special educational needs

**SEND** – special educational needs and disabilities

**SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND

**SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN

**SEN support** – special educational provision that meets the needs of pupils with SEN

**Transition** – when a pupil moves between years, phases, schools or institutions or life stages