



Special Educational Needs and Disability Policy and Information Report

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Introduction

Lister Community School is a fully committed to the inclusion of students whatever their disability, or special educational need, provided that the school is compatible to the child's age, ability, aptitude, and that their attendance is not incompatible with the efficient education of other students in the school and is an efficient use of the Local Authority's resources.

We have regard to the definition of Special Educational Needs (SEN) as stated in the SEN Code of Practice 2015:

“Children have SEN if they have a learning difficulty which calls for special educational provision to be made for them.”

Children have a learning difficulty if they have significantly greater difficulty in learning than the majority of children of the same age. This difficulty may be academic (reading, writing, spelling, numeracy), emotional, social, or physical.

The school and its governing body are fully committed to the following aims:

- All students will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever reasonable means necessary to ensure that children can reach their full potential and enhance their self-esteem.
- Students with SEN are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas of development, and ensuring all contribute to the social and cultural activities of the school.

What kind of special educational needs are provided for in Lister Community School?

At present the school caters for a very wide range of special educational needs including:

SLCN	Speech language and communication needs.	Students who have difficulty in communicating with others.
ASD/ASC	Autistic Spectrum Disorder / Autistic Spectrum Condition	Students who have Autism or Asperger's Syndrome.
MLD	Moderate Learning Difficulties	Students are likely to need support in some areas of the curriculum.
SLD	Severe Learning Difficulties	Students who are likely to need support in all areas of the curriculum and may have associated difficulties with mobility and communication.
SpLD	Specific Learning Difficulties	Students who have a range of conditions such as dyslexia, dyscalculia and dyspraxia.
SEMH	Social, Emotional and Mental Health Difficulties	Students may have a range of disorders such as attention deficit disorder, attention deficit hyperactivity disorder, anxiety disorder, or attachment disorder.
VI	Vision Impairment	Students may need specialist support, or equipment to access the curriculum.
HI	Hearing Impairment	Students may need specialist support, or equipment to access the curriculum.
PD	Physical Disability	Students who have a physical disability which requires ongoing support and equipment to access all the opportunities available to their peers.

In addition Lister is a designated Secondary Resourced Provision for Deaf students and caters for students who use British Sign Language (BSL), Total Communication and Auditory-Oral Communication.

How does the school know if students need extra help and what should I do if I think my child may have special educational needs?

- If your child was identified as having special educational needs in primary school, this information will be passed to Lister during transition.
- Students are assessed on entry using a range of assessment tools such as Progress Tests, and reading tests. This data is used in conjunction with students' prior data.
- Whole school reading tests are carried out annually and results are analysed to identify individuals or groups who may need additional literacy support.
- The school has rigorous data tracking and monitoring systems which will identify students who are not making expected progress, or who are falling behind.
- Both individual staff and parents can raise concerns about students.
- Additional assessments are available through external agencies such as CFCS (Child and Family Consultation Service), Educational Psychology Service (EPS), Speech and Language Therapy (SALT), Behaviour Support Service (BSS)
- If you have concerns about your child, you can contact Yasmine Dhillon (Head of Learning Support), Claire Wiltshire (Head of Deaf Support), Sarah Edwards (Head of Behaviour Support) Deborah Hegan (Assistant Headteacher Inclusion / SENCo), or your child's form tutor or Head of House.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

- All students are set targets based on prior attainment. These targets are shared with both students and parents.
- The school uses a range of assessments to monitor progress. All faculties assess through the year in line with the school's Assessment and Reporting Policy. All teachers are required to mark students' work regularly and to give formative feedback.
- Parents of all students receive a written report at least twice per year.
- Every student has Tutor Learning Conversations with their tutor as specified in the Assessment and Reporting Policy. Targets will be set and recorded on Go4schools. Families of Year 7 students are expected to attend TLC 1 to set targets. Families of Years 7-11 are expected to attend TLC2, which is a mid-year review. Some students with SEND may meet with SEND staff for these meetings rather than their form tutor.
- Every year group has a parents' evening once per year, where you can meet your child's teachers to discuss progress and how to support your child's learning. Year 7 also has an additional parent-tutor meeting and Year 8 has an additional pathways evening. SEND staff are available for you to speak to at each of these evenings.
- Additionally to the above, students who have an EHC Plan, or who are in receipt of high needs funding will have a person-centred annual review which will include both the student and the family. If you have concerns about your child's progress, or about how to support their learning you can also make an appointment, or phone us at any point during the year.

How will the school staff support my child and how will the curriculum be matched to my child's needs?

Provision/Intervention Information	
<p>Quality First Teaching</p>	<p>Many students with SEND will have their needs met by their mainstream classroom teachers, through high quality teaching which takes their needs into account, so that they can make at least expected progress.</p>
<p>Deaf Support Department (DSD)</p> <p>The Head of Deaf Support: Claire Wiltshire</p>	<p>Students who are severely or profoundly Deaf and may use British Sign Language as their language for learning or who need specific support for the development of their spoken/written English. They are supported in mainstream classes or in small groups or 1:1 by Educational Communicators and Teachers of the Deaf.</p>
<p>Learning Support Department (LSD)</p> <p>Head of Learning Support: Yasmine Dhillon</p>	<p>Students who are identified as having special educational needs, relating their learning, or who have a disability which affects their learning. They are supported in some classes by an additional adult or have the majority of their lessons in small groups with a bespoke and personalised curriculum in the Learning Support Department</p>
<p>Student Support Centre (SSC)</p> <p>Head of Student Support Centre: Sarah Edwards</p>	<p>Students who are identified as having social, emotional or mental health difficulties are sometimes withdrawn for specific periods of time to work in the SSC or are provided with in class or mentoring support. The SSC also provides group work for students on topics such as self-esteem, social skills and anger management.</p>
<p>CAMHS (Child and Adolescent Mental Health Services)</p> <p>School's embedded clinician: Dr Donna Oxley</p>	<p>Students who may have mental health difficulties may be referred to CAMHS. The school has access to a CAMHS practitioner for consultation and assessment.</p>
<p>Place2Be and Place2Talk School Counselling Service.</p>	<p>Students who may be experiencing a range of emotional difficulties which are below the threshold for CAMHS can be referred for one to one school counselling.</p>

Head of Place2Be and Place2Talk: Kate Clark	They can also self-refer for Place2Talk which is a confidential drop in service. These services are available Monday-Wednesday.
School Home Support Workers School Home Support Workers: Marilyn Matthews and Pat Stafford	Targeted support offered to Hard to Reach families and where there are significant school attendance issues. Targeted support for young carers.
Support for Looked After Children The teacher responsible for looked after children is Sarah Morgan	Support for children who are looked after or how have child protection needs is overseen by the Designated Safeguarding Lead in collaboration with the child protection team, Social Services and the child's Local Authority.
School Nursing Service School Nurse: Emma Foody	Support and monitoring for students with medical needs. Advice and support for all students with regard to health issues. The School Nurse is available on Friday.

- All teachers are responsible for differentiating the curriculum to match the needs of students in their classes. This is monitored through the school's monitoring cycle which includes lesson observations, book looks and learning walks, as well as data tracking.
- Some students are taught in smaller sets to maximise the teacher to pupil ratio.
- Some students are targeted for additional support or intervention, for example through booster classes, small group literacy or numeracy, individual mentoring, 1:1 literacy or numeracy coaching or by doubling the lesson time devoted to an option subject at GCSE.
- Some students follow alternate accredited pathways such as ASDAN or Unit Awards.
- Specialist equipment such as radio aids or IT are also available for some students who need them to access the curriculum.
- The school's local offer can be found [here](#)
- The Local Authority's local offer can be found here [Newham Website](#)
- The SSC offer bespoke curriculum packages tailored to the needs and strengths of the students attending.

How is the decision made about the type and how much support my child will receive?

- Information on the SEN budget is provided for governors when the budget is set at the beginning of the financial year. The Authority's funding allocation includes resources for the support of pupils with special educational needs.
- The school follows the SEND Code of Practice graduated response of assess, plan, do, review in the process of deciding the type and how much support a student will receive.
- Some students will have the type and level of support stipulated through their EHC Plan.
- The school uses a range of assessment data to determine whether a student may need additional support and the type of support the student may need.
- Subject specific intervention for some students who may be underachieving in specific subjects is managed at faculty level.
- There is a referral process for students who staff are concerned about.
- Half termly Pastoral Panels for vulnerable students are held with the Pastoral Deputy Headteacher, AHT Inclusion, AHT Behaviour, Lead Pastoral Manager, Pastoral Managers, Heads of Houses and their Leadership Team line managers. This panel makes recommendations for actions and these actions are then reviewed in the next panel.
- The school can access assessment through CAMHS and have fortnightly meetings with our embedded clinician.
- The school refers to external agencies such as Educational Psychology, Complex Needs and Dyslexia Service, Speech and Language Service and will take their advice on the type and level of support a student may need.
- Students in KS4 may be assessed for exams access arrangements.

How will my child be included in activities outside the classroom including school trips?

- All students have an entitlement for reasonable adjustments to be made so that they can be included in activities outside the classroom and on school trips, unless there is a risk to themselves or others. Parents will always be informed about trips outside of the school.
- School clubs and extracurricular activities are available for students with SEND. Should students require support to access these activities, we do our best to provide this..
- The school has two supervised playgrounds, one of which is a quieter area next to Learning Support and away from the main playground. Most students can choose which playground they prefer. Students who have the majority of their lessons in Learning Support use the quiet playground at break and lunchtime.

- Students taught in the withdrawal provision in Learning Support and students who use wheelchairs have first access to the canteen and are supported by Learning Support staff in the dining hall.
- Students with significant additional needs in Learning Support are met at the beginning of the day and escorted by Learning Support staff at the end of the school day and handed over either to parents / carers, or to local authority transport.
- Learning Support, Deaf Support and the Student Support Centre are all open from 8am to 8.30am, lunchtime and 3.00pm to 3.30pm for additional support for homework and other issues.
- Deaf students are encouraged to book a Communicator to support them in clubs, trips etc, as part of promoting their independence.
- Whole school events have sign support as needed.

What support will there be for my child's overall wellbeing?

- All students are supported through the House system and vertical tutor groups.
- Anti-bullying, Safeguarding, Behaviour and Equalities policies are freely available on the school website.
- Students who need personal care are supported by two Welfare Assistants.
- Students who require medication during the school day have individual health care plans and are supported by a qualified first aider.
- Students are regularly consulted on aspects of their wellbeing through a variety of fora including the Tutor Learning Conversations (structured conversations).

What specialist services and expertise are accessed by the school?

Multi-agency co-operation is in place to ensure that the school meets the needs of students with SEND. We work with other schools, educational, health and social services departments and the local authority. Some of the agencies we work with on a regular basis with the following:

- Educational Psychology Service (EPS)
- Behaviour Support and Development Team (BSS)
- Speech and Language Therapy (SALT)
- Language, Communication and Interaction Service (LCIS)
- Sensory Service
- Child Family Consultation Service (CAMHS)
- Audiology Clinics (NHS)
- Complex Needs and Dyslexia Team (CNDT)

What training have the staff supporting SEND had?

- The SENCo holds the National Award for SEN-Coordinators.
- All teachers of the deaf hold the mandatory Teaching of the Deaf qualification.
- All signing staff are qualified to at least Signature Level 2 BSL
- Several of the LSAs in Learning Support are graduates and some are qualified at HLTA Status (Higher Level Teaching Assistant)
- All staff supporting SEND have regular training throughout the school year, based on the needs of students and training to support SEND is also available for all classroom teachers.

How accessible is the school both indoors and outdoors?

- The school is a new build and is fully accessible. Lifts are available to access the classrooms on the upper floors. There are fire refuges on stairwells for students with mobility difficulties in the event of a fire. Doors and corridors are wide to enable wheelchair access and there are disability accessible toilets on every floor. Some classrooms contain a desk that is height adjustable to accommodate wheelchairs. Some students will also be issued with corridor passes to leave lessons 5 minutes early, so that they can transition between lessons when corridors are empty if it is safer for them to do so. Some students who require additional support to transition around the building and outside will have an adult with them.

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

- Students from feeder primaries are likely to be familiar with the school, as they will have attended activities at the school during the course of their time in primary school.
- Open Evenings and Open Mornings are held throughout the first Autumn half term. Individual tours may also be made by appointment for students with SEND and their families.
- The local authority will consult with the school as part of the application process of all students with EHCPs.
- Inclusion staff are involved in Primary liaison and attend the Local Authority's SEN Transition Day where information is collected on students who have already been identified as having SEND in their primary school. This information is collated and distributed to all staff before Year 6 Induction Week.
- Some students in year 6 will have a visit from a member of the Inclusion Team in their primary setting, often as part of their annual review.

- Some families will be invited into school to create a strategy plan which will then be distributed to teaching staff.
- All students are invited to attend Lister's Induction Week where students will meet their tutors, tutor groups and House teams and attend a range of lessons at Lister over a one week period. Students with more complex SEND are supported by both staff from their primary school as well as Lister staff during this period which eases the transition and information sharing between the settings.
- Students and their families who come to Lister as mid-phase admissions are always invited in to meet the relevant support provision. The opportunity for phased admission is also available if needed.
- In preparation for post-16 transition, all students will be supported to choose and apply for appropriate college courses.
- Some students will be visited in Lister by staff from post-16 colleges.
- Some students will be accompanied by Inclusion staff to visit post-16 institutions.
- All students are offered an opportunity to discuss their post-16 option choices with the schools allocated careers advisor. Some students will have additional personalised careers advice if needed.
- Some students will have life skills and next steps taught explicitly as part of their personalized curriculum (e.g. Transition Challenge - Asdan)

Who can I contact for further information?

- In the first instance you should contact the Head of the Support provision which supports your child:

Claire Wiltshire, Head of Deaf Support

Yasmine Dhillon, Head of Learning Support

Sarah Edwards, Head of Behaviour Support

You can also contact:

Deborah Hegan, Assistant Headteacher Inclusion / SENCo.

- In addition, for external support outside of the school, you can contact the Parent Partnership Service which provides support for families and students with SEND in Newham.

Newham Parent Partnership Service

The Web Building

Ground Floor

49–51 The Broadway

Stratford

London E15 4BQ

Tel: 020 3373 2871 or 020 3373 2869

- The procedures for considering complaints about issues related to SEND are the same as the school's Complaints Procedure, which is available on the school website.