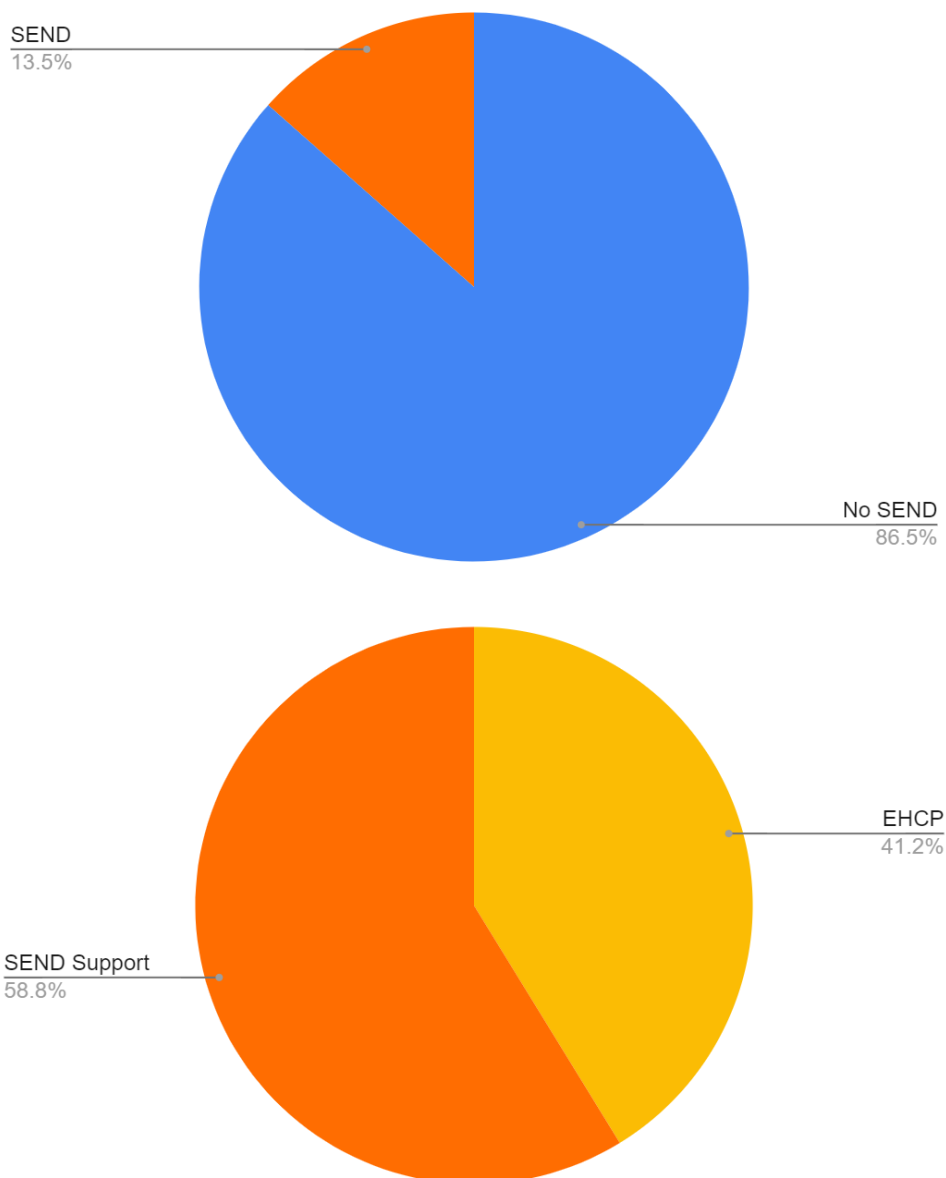


There are currently 194 students on the SEND Register: 80 students have an Education Health Care Plan in place to support significant needs and 114 are registered as requiring SEND Support. We support a wide range of needs which cover all four broad areas of need outlined in the SEN Code of Practice.



Identification of Needs

We follow an Assess - Plan - Do - Review procedure in line with the Code of Practice which facilitates early identification of needs. To identify students with SEND, SASS will:

- look at current assessment data or attainment on entry
- look at any information provided by previous setting, parents or external agencies
- use formative and summative assessment to monitor progress
- look at progress in line with peers
- discuss progress and attainment with students and parents

- seek advice from external agencies where appropriate
- employ a graduated response to need

Graduated response to need

Subject teachers plan lessons and differentiate according to the individual needs of students in their classes. This includes: simplifying instructions and activities; arranging alternative methods of recording; providing additional equipment or resources; strategically seating and grouping students; and/or deploying support staff to provide additional adult support. Students may also benefit from targeted interventions delivered in a small group, a pair, or on an individual basis by Learning Support staff and external professionals.

Assessment

All students are assessed upon entry to SASS and Learning Support Assistants are allocated to each Y7 tutor group for the first two weeks of the Autumn Term to help identify any additional needs that may have been missed through the transition process. Any concerns raised by assessments or Learning Support Assistants may be passed to the Deputy SENDCos and SENDCo for further investigation. All students are regularly assessed through the use of summative and formative assessment. Reasonable adjustments and differentiated assessments are in place to ensure students with SEND are given the opportunity to demonstrate accurate progress and attainment. On a termly basis the SENDCO meets with Heads of Year, Behaviour and Pastoral staff and the Medical Needs Coordinator through the Inclusion Panel to discuss and assess concerns.

Evaluating provision

Students' progress is monitored rigorously. We have regular tracking which provides the SENCO with information about student progress in different subjects. Person Centred Annual Reviews are held for students with EHCPs with the aim of evaluating provision and progress towards outcomes. Every term IEPs and provision maps are evaluated and re-written. Provision is also monitored by the SENDCo and Deputy SENDCos through lesson observations, learning walks and reviewing assessment data.

Student involvement

Student voice is taken very seriously at Stepney All Saints. We have a school council which meets regularly with the Senior Leadership Team to discuss issues of interest or concern to students. The council is elected by each tutor group. We encourage students with SEND to take part in this.

All students are aware of their strengths, needs and individual targets and have the opportunity to discuss these with their SEND Key Staff Member. Students with SEND have input in their Learning Support Profile and understand their targets. Students with EHCPs are central to their annual review meetings where they are able to share their experiences of school, assess their own progress, and plan targets to support them in meeting outcomes.

Parent involvement

We work hard to communicate with parents. We have a monthly newsletter with general news about the school, and the school website is regularly updated with information. We have academic review days and parents' evenings which give parents an opportunity to discuss progress and attainment with subject teachers, Pastoral and Learning Support staff at least 3 times a year.

Parents of students with EHCPs attend Annual Review meetings which provide the opportunity to speak to Learning Support, Pastoral and external professionals where appropriate about targets and provision. If parents need to contact the school at any other time they are free to make an appointment with the SENDCo or Deputy SENDCos. Learning Support staff may also contact parents at other times during the year to discuss their child's need, for example, if an external professional is coming into school they may wish to discuss this with parents or hold a parental meeting with the external professional.

Engaging students in activities with peers

All extra-curricular activities are open to children with SEND and reasonable adjustments will always be made to help them to participate. The Learning Support Department runs weekly targeted workshops to support students with specific needs in developing academic, social and emotional skills alongside peers.

Supporting emotional and social development

The school takes pride in its inclusive ethos. Clear and well-established behaviour policies help all students to achieve their best. We have learning mentors and Behaviour and Pastoral Officers who support students through mentoring to promote positive emotional and social development. This is usually done on a one to one basis, but at times small group work occurs.

Staff training & expertise

Training in SEND forms part of the continuing professional development planned for all staff. This includes staff meetings and training days. Other training for individual members of staff or groups of staff is provided according to identified individual needs. The SENDCo and Deputy SENDCos need to have sound knowledge of local and national developments. Learning Support Assistants and Higher Level Teaching Assistants need support in delivering appropriate interventions for individuals or groups and we will ensure that these members of staff are well trained and confident with the intervention they are planning and delivering. The SENDCo acts as link to a range of external specialist agencies, such as Speech and Language Therapy, Support for Learning Service, Educational Psychology Service, CAMHS, Occupational Therapy, Hearing and Visually Impaired Services, and parent advice groups.

Accessing external agencies and provision

Services can be accessed through school referral, referral by other agencies, or directly by parental request. In all cases (except some where there may be issues of child protection) referrals require parental permission. The support given can include assessment, advice, or

direct and ongoing input. For students with EHCPs, support from external agencies is reviewed at Annual Review meetings and external professionals will often attend meetings to support collaborative planning of targets and outcomes.

We have developed good links with Phoenix Outreach to provide an inclusive environment with students with high functioning autism. Although we are not a specialist school in this area of SEND, we have managed to educate and integrate our students with ASD very well. We have experience of delivering interventions to students with Moderate Learning Difficulties, dyslexia and Speech, Language and Communication Difficulties. We have used advice and support from the LEA SEN team, from the Specific Learning Difficulties Team, Speech Languages and Communication Team and Behaviour Support Team, the Educational Psychology Service, Hearing and Visual Impairment Services, Social Services, Police & Community Support.

Admissions

Our School is an all ability co-educational school for girls and boys aged 11-19. The Governing Body is responsible for the admission of students and admits 208 students to Year 7 each September. This admission limit has been agreed between the Governing Body and the Local Authority.

A child with an EHCP naming Stepney All Saints School will be offered a place, unless there are particular reasons why the School is unable to do so. The place will be provided in the appropriate band of ability.

Transition

During the summer term before Y7 students join SASS, we invite all parents/carers of incoming students to interviews where information about students can be shared to enable us to plan any support that may be necessary. Learning Support staff attend transition meetings with primary school staff to ensure a transfer of information and promote continuity of provision. Students joining SASS from primary school will visit our school in the summer term where they will have the opportunity to meet key staff and other students. Additional visits can be arranged for students with special needs where this is appropriate.

Students with SEND who join us later in their school career have the opportunity to visit us before they start so that we can plan support in liaison with their current school. Students are assessed when they arrive to help us identify any needs and plan effective support.

As our students grow up they may choose to study at our sixth form or at another sixth form college. All Y11 students with SEND attend careers interviews with Tower Hamlets Careers Advisory Service and are supported by Learning Support staff when appropriate. For students with EHCPs, Y11 Annual Reviews take place in December and provide an opportunity to discuss college and 6th Form provisions, including a formal consultation by the Local Authority with a named placement.

School's local offer

The Local Authority SEN offer can be found here: localoffertowerhamlets.co.uk.

Complaints

Day to day issues can be dealt with by the tutor or subject teacher. More serious concerns or issues specifically to do with SEND can be dealt with by the Head of Year, Deputy SENDCos or the SENDCo. We also have a clear complaints procedure which applies to all complaints, including those related to SEND provision.

Contact information

The SENCo can be contacted on 0207 790 6712 ext.139 or by email – alex.bell@stepneyallsaints.school She is happy to discuss matters over the phone or to meet you at our school.