

# Stepney All Saints School

We Learn Together | We Pray Together | We Achieve Together

## SEND Information Report 2023 - 2024

### **Ethos:**

Stepney All Saints, a Church of England school, is a secondary school and sixth form that welcomes all students, including those with special educational needs and disabilities (SEND). The school is committed to providing individualised support and accommodations to ensure every student can achieve the best possible progress. Inclusive teaching is a fundamental part of the school's ethos, ensuring that all students feel valued as members of the wider school community. Stepney All Saints follows the guidelines of the Equality Act (2010) and the SEND Code of Practice to ensure that every student's needs are met.

Our support team is here to cater to the unique needs of students by implementing a gradual approach to assessment and screening, both internally and externally. The gradual process aims to encourage students to work towards becoming self-sufficient and resilient learners who are confident in their abilities to contribute to the broader community.

### **Who should I contact to discuss the concerns /needs of my child? – should we add photo's**

<p style="text-align: center;"><b>Form Tutor</b></p>	<p>Your child's form tutor is the first point of contact</p> <ul style="list-style-type: none"><li>• They are responsible for</li><li>• Checking on the progress of your child, identifying and planning delivering of support</li><li>• Contributing to personalise support plans</li><li>• implementing the SEND policy</li></ul>
<p style="text-align: center;"><b>SENDCo/Assistant Headteacher</b> ( Appointed in January 2023)</p> <p>Email: <a href="mailto:parul.motin@stepneyallsaints.school">parul.motin@stepneyallsaints.school</a></p>	<ul style="list-style-type: none"><li>• Coordinating provision for children with SEN</li><li>• Ensuring that parents are involved in supporting their child's learning and access the curriculum.</li><li>• Keeping parents informed about support available</li><li>• Ensure parents are involved in the review process and consult them about transition.</li><li>• Liaising with a range of agencies who offer specialise advice and support to help pupils overcome difficulties.</li></ul>

	<ul style="list-style-type: none"> <li>• Providing specialist advice and facilitating training to ensure all staff are skilled and confident to meet pupils needs.</li> <li>• Evaluating the effectiveness of SEN provision through regular monitoring, teacher drop in, teacher feedback observations of pupils, tracking of pupil's progress.</li> </ul>
<p align="center"><b>Head Teacher</b></p> <p align="center">Paul Woods</p> <p>Email:<a href="mailto:paul.woods@stepneyallsaints.school">paul.woods@stepneyallsaints.school</a></p>	<p>The headteacher is responsible in ensuring that statutory requirements for SEND pupils to achieve their full potential and for the day-to-day management of all aspects of the school including the provision made for pupils with SEND are inclusive, easily accessible and maintained</p>
<p align="center"><b>Chair of Governor</b></p> <p align="center">Angela Hancock</p> <p>Email:<a href="mailto:angela.saunders123@btinternet.com">angela.saunders123@btinternet.com</a></p>	<ul style="list-style-type: none"> <li>• Ensuring the governing body are informed of attainment, progress and provision for pupils of SEND</li> <li>• Supporting the school to evaluate and develop quality impact for the provision</li> </ul>

## How do we identify Special Education Needs?

### Assess, Plan, Do, Review cycle.

We used the 'assess, plan, do, review' cycle whereby teachers continually assessed pupils' progress through making work/assessments and observations of pupils. Teachers planned and differentiated in response to pupils' assessment needs. In some cases, we had external agencies carry out specific assessments and reviews to help monitor and evaluate pupils' progress and attainment. We discussed the needs and progress of pupils, parents, and their teachers and set clear targets.

- Teacher assessments
- Pupils Progress
- Interventions through the gradual approach
- SENDCo screening
- Phonological screening
- Dyslexia screening
- Speech and language assessments
- Educational psychologist assessments
- Phoenix observation for pre-diagnosis

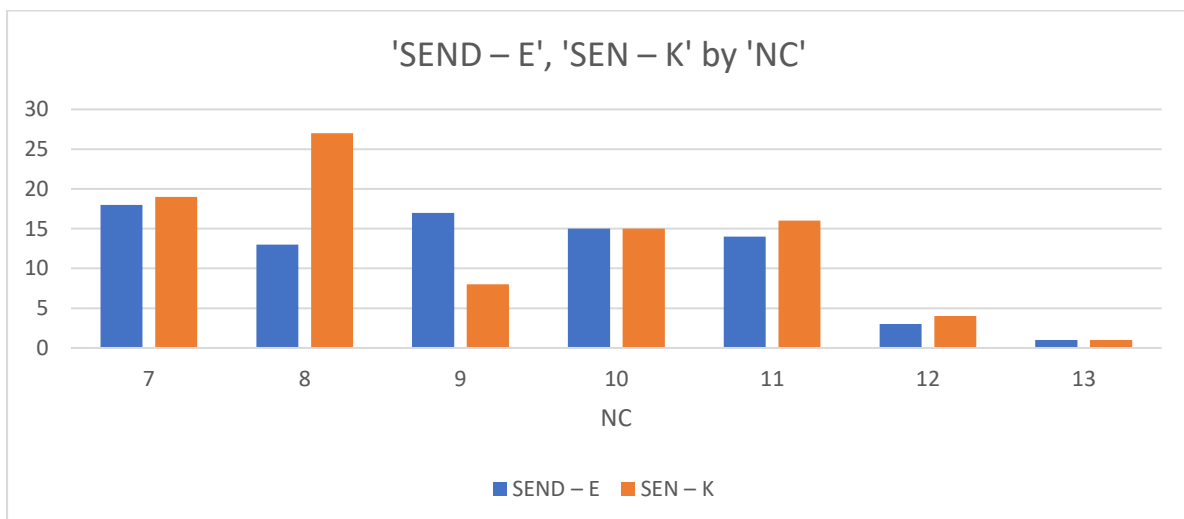
The SENDCO cannot diagnose a young person but can assist with identifying needs and required intervention through early identification and assessment.

**Between September 23 and January 24 we referred four individuals for EHCPNA, screen 4 students for ADHD referrals, 5 students for SALT, and 5 for EP**

**services. 3 if the ECHPNA have been approved by SEN and have sent thought draft EHCP's.** In addition to these referrals, we hosted 2 coffee mornings to raise **awareness about speech and language needs**. Both parents and young people were supported to learn the language and skills necessary for self-advocacy using zones of regulation. This coffee morning was in collaboration with our Speech and Language therapist.

2023/2024 cohort consisted of; **81** students who had an Education Health Care Plan in place to support significant needs and **93** were 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.

NC	SEND – E	SEN – K
7	18	19
8	13	27
9	17	8
10	15	15
11	14	16
12	3	4
13	1	1



Special Education Needs ( SEN) is thought of in 4 broad areas of need and support;

Many Yr7 students have joined SASS without any identified need or documentation. There is now a waiting list for pupils to be screened and assessed.

### **How do we promote SEND student voice? Parent voice?**

At Stepney All Saints, we value the opinions of our pupils. We have a school council meeting regularly with the Senior Leadership Team to discuss any issues pupils may be interested in or concerned about. The board is elected by each tutor group, and we encourage pupils with SEND to participate.

All students are aware of their strengths, needs, and individual targets. They have the opportunity to discuss these with their SEND Keyworker and SENDCo. Our Student LSP is

focused on the needs of the pupils. Students with EHCPs play a central role in their annual review meetings, where they can share their school experiences, assess their progress, and plan targets to help them achieve their goals.

### **How do we work with our parents and families?**

At SASS, we value communication with parents and strive to keep them informed about their child's progress. We offer academic review days and parent's evenings at least three times a year, where parents can discuss their child's progress and attainment with subject teachers and pastoral and Learning Support staff. We also host coffee mornings, where parents can meet and share their concerns about the school's provision and their child's progress.

We understand that talking to children about their needs can be difficult, so we support parents in having sensitive discussions with their children. Our goal is to empower students to self-advocate and feel accepted.

For parents of students with EHCPs, we hold annual review meetings. These meetings provide the opportunity to speak to SEND leads and pastoral and external professionals (where appropriate) about targets and provisions designed to meet their child's needs.

### **How we support our SEND pupils**

#### **Curriculum**

How are adaptations made to children with SEND's curriculum and learning environment?

We prioritise quality teaching for all pupils with special educational needs and disabilities (SEND). Our lesson plans are tailored to accommodate varying needs, ensuring that each student is challenged appropriately. Our classrooms are thoughtfully designed to be stimulating, supportive, and well-resourced. We use a variety of equipment, including laptops and scribes, to support different learning styles. Our staff provide a diverse range of opportunities to maximise learning, regardless of ability, both in the classroom and through social interactions, trips, and extracurricular activities. We also employ additional teaching assistants and higher-level teaching assistants to work flexibly with small groups, providing targeted support for literacy, numeracy, independence, and resilience.

**In Yr 7 we have phonics lessons lead by the Deputy SENDCo Phonics is a crucial skill that helps students develop strong reading and language abilities. Students can decode words, improve spelling, and enhance reading comprehension. Through these small group session we aim to get student to complete advanced reading materials and independently decipher new vocabulary in line with Yr 7 NC curriculum.**

#### **ASDAN qualification**

We have selected to deliver the ASDAN **Personal Development Programme** which offers imaginative ways of developing, recording and certificating a wide range of young people's personal qualities, abilities and achievements, as well as introducing them to new activities and challenges in preparing of adult life. The Programme covers 12 modules over a period of two years.

All the programmes link to nationally recognised qualifications.

#### **Adapting the Curriculum:**

At SASS, **adaptive teaching involves small groups, nurture groups for KS3**, and peer partners. Lesson content, questioning, and pre-learning were adjusted to meet the students' needs. Teachers were provided with support to make changes to the presentation, utilising varied visuals, audio, and pacing. HLTA's were available to assist students with writing in their workbooks and to teach them how to use their IT skills to type and speak into laptops.

- SEND pupils have access to personalised TT, both visual and reduced, where needed
- Use of learning breaks
- Movement breaks to help restore concentration and focus
- Access to quiet spaces and sanctuary for when school becomes overwhelming.
- Occupational therapist guidance and strategies implemented within LSP's
- Specific and modified resources, i.e. blank-level questions, visuals and task planners

#### **Additional SEND intervention**

- 1:1 keyworker support
- Round the Table reading (form time)
- Lego therapy for targeted intervention with SALT
- TALKABOUT( SLCN) targeted to boost confidence, social skills and self esteem
- Ready Steady Go ( SALT lead)
- Social stories to address social difficulties and learning about identity and growing up
- Literacy sessions in line with the GCSE curriculum led by the SENDCo and SEN teacher
- Homework club for all KeyStages, including coursework surgeries for KS4/KS5
- UCAS is writing HUB for our aspiring students wanting to go to university
- Lunchtime supervision to help with buddy systems and encourage positive social interactions

#### **Transition:**

##### **KS2 to KS3**

During the summer term, before Y6 students join SASS in September, 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 and annual reviews 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 staff over 3 days, familiarising themselves with the school, protocols routine, and environment. Additional visits can be arranged for pupils with special needs where this is appropriate.

Students with SEND who join us later in their school career can visit us before they start so that we can plan support in liaison with their current school. When students arrive, they are assessed using CATS to help us identify any needs and plan effective support. They too, are, assigned to a keyworker and are supported with a gradual transition to lessons.

### **KS4 to KS5**

Students in Year 11 who have special educational needs and disabilities (SEND) attend career interviews with the Tower Hamlets Careers Advisory Service and receive support from Learning Support staff as needed. This process occurs twice: once in Year 9 when selecting GCSE options and again in Year 11 when considering the transition to Key Stage 5. For students with education, health and care plans (EHCPs), an annual review takes place in December of Year 11. This review provides an opportunity to discuss college and sixth form options, including a formal consultation with the Local Authority to determine a named placement. This allows for ample time to discuss handover and next steps for a seamless transition. All Year 11 students leave with a student passport that indicates their needs and how to advocate for themselves.

### **Social, Emotional, and Mental Health**

At SASS, we acknowledged the growing pressure young people faced at the time and how environmental and primary factors affected their mental well-being. We aimed to aid in every aspect of a young person's growth and development. Our pastoral team worked closely with the SEND and safeguarding team to cater to the needs of all pupils, especially those with social, emotional, and mental health (SEMH) concerns. Every student could seek support from the school counsellor, Kooth, and THEWS. Where necessary, the SENDCO made referrals to CAMHS. **Students also attend small group SALT intervention TALKABOUT which promotes emotional literacy, social skills and understanding around rules for peer interaction.**

### **Access to medical interventions:**

We have newly recruited staff and therefore staff will need to undergo first aid as we recognise that some SEND students have medical requirements. The school nurse and medical coordinator **Andrea Dela Cruz** supported individualised care plans for the students, and referrals were made to CAMHS where necessary. Meetings are arranged with parents and healthcare providers to keep health records up to date and ensure that students' needs were met and supported.

### **Admission for SEND Pupils**

**In accordance with the SEND Code of Practice 2015, Stepney All Saints School is committed to offering a placement to a young person who possesses an Education, Health, and Care Plan (EHCP) specifically naming our school, unless there are exceptional circumstances that prevent us from doing so. The placement offered will align with the student's appropriate ability level, ensuring a suitable educational environment that supports their unique needs and requirements.**

The SENDCO actively engaged with local professionals to share best practices and stay updated on current and local initiatives. They gained advice and guidance from various services to review, evaluate, and develop provisions for young people with complex needs.

<b>External Agencies working with SASS</b>	<b>Team/involvement</b>
<b>Speech and Language Therapist</b>	<b>Sarah Jama</b>
<b>Education Psychologist</b>	<b>Daniela Wingrave</b>
Phoenix outreach	Jacqueline Gale
BASS	Liam McQuaid

HI teacher	Sally Davy
Occupational Therapist	Martha Rubio
CAMHs	elft.thcamhsadmin@nhs.net
Travel Training service	Holly A Barkar
<b>School Nurse</b>	<b>Lucy McDonald</b>
SEN Manager	Lewis Teasdale

London Borough of Tower Hamlets local offer can be found:

<https://www.localoffertowerhamlets.co.uk/pages/local-offer/what-is-the-local-offer>

## **Complaints Procedures**

For everyday issues, students/parents can approach their tutor, subject teacher, or head of year. However, if there are more serious concerns related to special educational needs and pupil requirements, the Deputy SENDCo or the SENDCo should be notified. In addition, the school has a complaints procedure that encompasses all complaints, including those related to SEND provision. For more information, please refer to the school's website and SEND policy.

<https://www.stepneyallsaints.school/content/uploads/2023/05/Complaints-policy-March-2023.pdf>