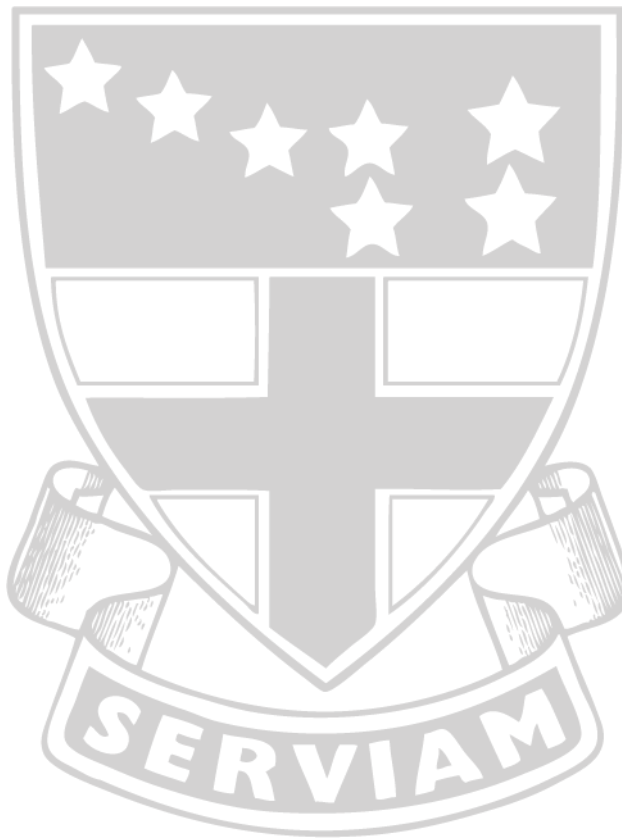


SPECIAL EDUCATIONAL NEEDS (SEND) POLICY



Date of Review: June 2024
Date of Next Review: June 2026

This policy aims to respond to the requirements and recommendations of the:

- Education Act 1993 and Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0 to 25 years 2015
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010
- Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- Order setting out transitional arrangements, Section 137
- Publish a local offer which sets out the support that is available for children and young people with SEN [Newham's Local Offer](#)

The introduction to this policy is best served by restating our mission statement.

St Angela's School Mission Statement

Our **intent** is to recognise and respond sensitively to the learning needs of our SEND students. We will **implement** this by providing the most appropriate and effective means of support to develop their full potential in the classroom. We strongly believe in promoting a positive lasting **impact** on our students' lives, equipping them with skills and knowledge to take forward into the next steps of their academic career.

In the light of this we aim to:

- Recognise and respond sensitively to the talents and needs of every student and provide the most appropriate means of developing their full potential
- Ensure that equality of opportunity is available to all
- Welcome, value and respect all who come to the school
- Provide opportunities for experiencing the fullness of Catholic life while developing a spirit of understanding and respect for other cultures, traditions and faiths
- Build a community based on justice and a sense of personal responsibility while acknowledging the power of healing, reconciliation and forgiveness
- Promote dialogue and co-operation with the wider community
- Ensure all students access our broad and balanced curriculum
- Provide support, advice and high-quality training for all staff working with students who have special educational needs to ensure inclusive, quality-first teaching
- To work collaboratively with the multi-disciplinary professionals providing specialist advice and intervention
- Develop and maintain high levels of engagement with young people, parents, carers and families

Definition of Special Educational Needs & Disabilities (SEND)

A child or young person has special educational needs and disabilities if they have a **learning difficulty and/or a disability (which may or may not be diagnosed)** that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. The student therefore requires special health and education provision to support significant barriers to accessing learning than the majority of others of the same age.

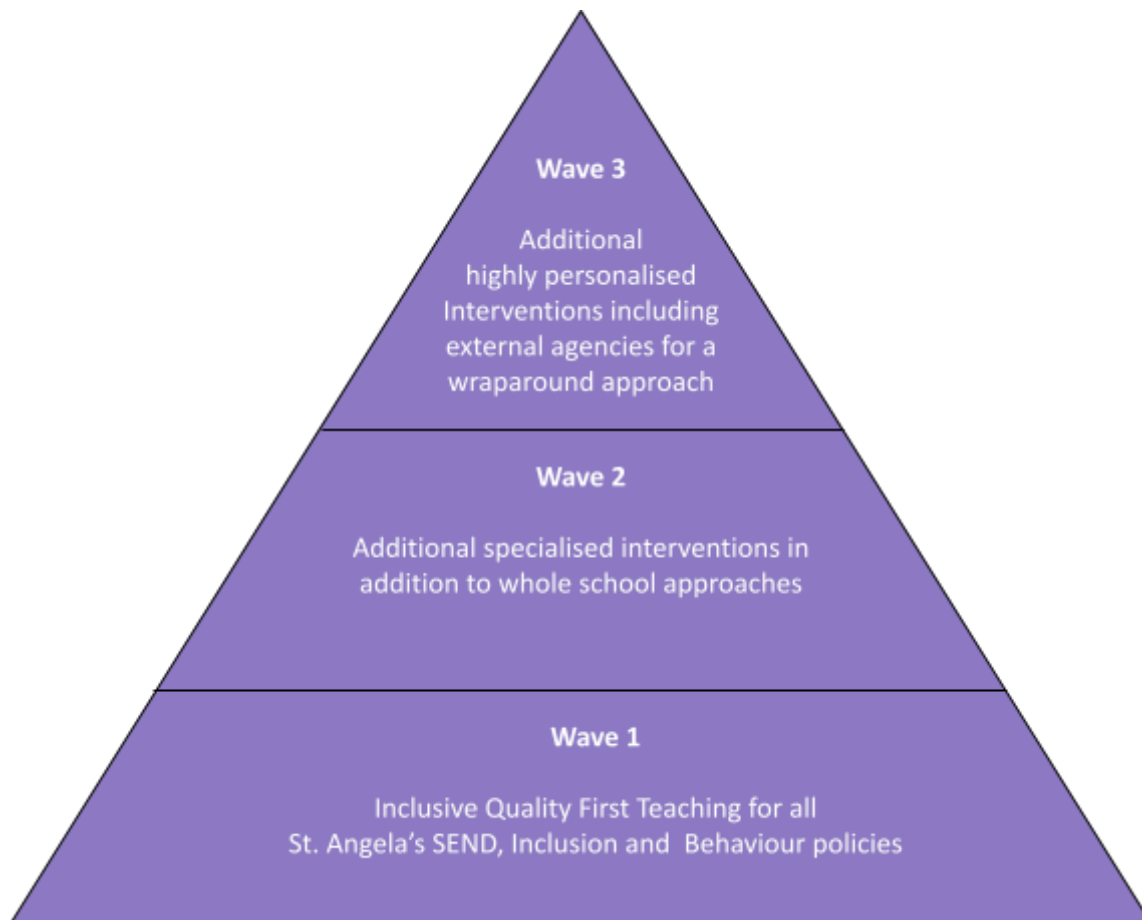
This calls for special educational provision to be made for them that is **‘additional to or different from’** that is overseen by the school’s Special Educational Needs Coordinator (SENCo). SomeC/YP may require support for SEND in school for a short time; others may receive support for their entire time in education (0-25). Schools have a SEND register that records all SEND pupils, and schools are expected to track the progress of these pupils closely.

Four Areas of SEND	Needs	Barriers to Learning
C&LD Cognition & Learning Difficulty <i>Difficulty in learning or remembering basic skills; learn at a slower pace</i>	Moderate or Severe learning difficulties Profound and multiple learning difficulties Specific learning difficulties (Dyslexia, Dyscalculia and Dyspraxia)	<ul style="list-style-type: none"> ➤ Difficulty acquiring basic skills in literacy and numeracy ➤ Issues around processing and memory retention ➤ Learn at a slower pace; difficulty understanding concepts ➤ Poor concentration, focus and motivation ➤ Lack of independent learning skills ➤ Underdeveloped social skills; low self-esteem
C&I - Communication & Interaction <i>Difficulty with speech, language and communication including understanding others, interaction and use of modes of communication</i>	Developmental Language Delay Autistic Spectrum Disorder Aspergers Stammer	<ul style="list-style-type: none"> ➤ Receptive Vocabulary ➤ Understanding/comprehending language ➤ Expressive Vocabulary - ability to communicate ➤ Difficulty recognising words and understanding meaning ➤ Comprehension of modes of communication ➤ Difficulty with social interaction and imagination ➤ Coping with daily challenges including change to routines, managing adjustments
S/PD Sensory/Physical Disability <i>Unable to make use of educational facilities provided</i>	Visually impaired Hearing impaired Multi-sensory impaired Physical disability	<ul style="list-style-type: none"> ➤ Impact of medical conditions and diagnosis ➤ Full/partial loss of sight or hearing ➤ Ability to carry out daily routines ➤ Interaction and engagement in all areas of life
SEMH Social, Emotional Mental Health <i>Experiencing social or emotional difficulties including feeling withdrawn, isolated or behavioural challenges</i>	Self-Harm ADHD OCD Anxiety/mental health Eating disorders Depression	<ul style="list-style-type: none"> ➤ Social skills, withdrawn, socially isolated ➤ Challenging or disturbing behaviours ➤ Depression, mood swings ➤ Self-harm, substance misuse ➤ Emotional regulation

Provision

Universal Support

St. Angela's Universal Support demonstrates our inclusion processes and graduated response to student needs. It shows the offer of Quality First Teaching - **high quality, inclusive teaching** for all students where **universal provisions are fully utilised within the classroom to ensure the needs of all students are met. This High Quality Teaching** is directly referred to in the '**Waves of Intervention**' model which describe levels of support for implementation in stages for different levels of needs. Through this process, students who may require additional support are identified, assessed, planned for and reviewed. It is also through this cycle that strategies and processes are reviewed, evaluated and adjusted as a means of furthering understanding of students' needs and to maximise attainment and progress.



The three waves model of intervention provides a useful management tool to support curriculum planning, inclusive teaching and personalised approaches to address diverse needs. The three stages outline the provision that is provided for our students:

Waves of Intervention at St. Angela's

Wave 1	<p>Quality First Teaching and Assessment supported by: Training from internal staff and external specialists for teaching staff and support staff Teacher and Teaching Assistant collaboration - strategy-sharing and monitoring support SEND, Teaching & Learning, Inclusion, Behaviour policies In-class assessments, Reading programmes</p>				Assess Plan Do Review
Wave 2	<p>Referral process: Referrals to SEND and Inclusion Manager via Head of Year Assessments completed within SEND team or through external professionals Formulation of Individual Education Plan and testing for Exam Access Arrangements</p>				
	Cognition and Learning	Communication and Interaction	Social, Emotional & Mental Health	Physical or Medical	
	<ul style="list-style-type: none"> * Assessment and strategy-sharing (teaching staff) * Homework Club * Specialist Teacher small group sessions - literacy and numeracy 	<ul style="list-style-type: none"> * Speech and Language Therapy input (BUY-IN) * Small-group social skills (TA led) * Nurture Group * Go-to assigned person 	<ul style="list-style-type: none"> * Learning Support Unit input-Inclusion Manager * Zones of Regulation social skills 1:1 and group * School Support Around the Student plan * 1:1 intervention with a Learning Mentor * Social Skills * Nurture Group * Head of Year behavioural and praise reports 	<ul style="list-style-type: none"> * Buy-in Speech and Language Therapy input * Occupational Therapy * Sensory Service consultation and strategy-sharing 	
Wave 3	<p>Referral process: Discussion at Head of Year, SEND, Safeguarding meetings, multidisciplinary team meetings and specialist reviews Referral to Local Authority for Education, Health Care Plan Assessments completed by external service providers</p> <p>Training: Specialist training for staff by external service providers supports delivery of strategies suggested in reports Teaching Assistant 1:1 support (as stated in Education, Health and Care Plan)</p>				
	Cognition and Learning	Communication and Interaction	Social, Emotional & Mental Health	Physical or Medical	
	<ul style="list-style-type: none"> * Educational Psychology Service consultation and input * Personalised timetable * Higher threshold Exam Access Arrangements * Complex Needs and Dyslexia Service (CNDS) consultation and strategy-sharing * In-class Teaching Assistant support (EHCPs, Specific Learning Disabilities and/or behaviour support plans) 	<ul style="list-style-type: none"> * Language, Communication and Interaction Service (LCIS) 1:1 consultation and strategy sharing * Speech and Language Therapy 1:1 * Educational Psychology Service consultation and input * CFCS/CAMHS referral and external assessment/support 	<ul style="list-style-type: none"> * Behaviour Support Service input * Pastoral Support Plan * Educational Psychology Service consultation and input * Learning Support Unit input-Inclusion Manager * School Support Around the Student plan * 1:1 Mentor support * CFCS/CAMHS consultation * Wider referrals to available borough services 	<ul style="list-style-type: none"> * Sensory Service 1:1 provision * Occupational Therapy 1:1 * Medical Welfare consultation and care planning 	

The Graduated Approach: Assess, Plan, Do, Review

At St Angela's we adhere to the SEND Code of Practice's Graduated Approach of **Assess, Plan, Do and Review**.

<p style="text-align: center;">ASSESS</p> <p>Concerns raised by teacher/parent/student:</p> <ul style="list-style-type: none"> ❖ Gathering of information and data ❖ Analysis of student profile ❖ Holistic assessment of the student's development taking into consideration progress, attainment, behaviour profile and barriers to learning ❖ Learning profile shared to teachers to refine High Quality Teaching ❖ Monitoring system established 	<p style="text-align: center;">PLAN</p> <p>If barriers to learning remain:</p> <ul style="list-style-type: none"> ❖ Further gathering of evidence and data ❖ Wider exploration of assessments ❖ Strategic planning of wider adjustments, interventions and support ❖ Consultation with parent and student ❖ Review points organised ❖ Sharing of information with teachers and agencies
<p style="text-align: center;">REVIEW</p> <p>If student is not making progress despite provision:</p> <ul style="list-style-type: none"> ❖ Review of effectiveness of support ❖ Analysis of robust evidence from monitoring cycles ❖ Evaluate the impact and quality of support and interventions ❖ Adaptations to provision - reduced, remain or increased ❖ Referral for specialist interventions 	<p style="text-align: center;">DO</p> <p>Actions, interventions and wider provision:</p> <ul style="list-style-type: none"> ❖ Referral for school-based assessment ❖ Outcomes are shared and actioned ❖ Individualised strategies and targets provided via the Individual Education Plan ❖ Support for teachers to incorporate strategies for High Quality Teaching ❖ Monitoring of gaps in learning and development of core areas

By constantly reassessing your child's needs and the way we teach them we are better able to target learning to improve progress, achievements and attainment.

Individual Education Plans and Annual SEND Reviews

The Individual Education Plan is a written, curriculum based document which acts as a passport to capture stakeholders' voices (parent, child, school, professionals), highlight key areas of need and outline strategies to support learning in the classroom. The documentation is therefore a crucial part of the planning process to ensure all needs are met. The plan provides a snapshot of key needs, strengths, difficulties and support mechanisms as well as informing teachers of particular learning styles, techniques and strategies to use in planning and teaching.

The teacher therefore considers your child's needs (*Assess*), and sets targets for learning in line with the long-term objectives for your child (*Plan*); as well as identifies a range of teaching techniques and resources that will help your child, including in-class support if appropriate (*Do*). At the end of a block of teaching time, the teacher will review your child's progress and how successful the provision was in meeting your child's needs. (*Review*).

At the end of each academic year, a SEND review will take place to review the targets from the Individual Education Plans. Previous targets will be analysed to capture achievements and difficulties which will then inform new targets being set for the following academic year. The review also provides an opportunity to reflect on key strengths and successes to be highlighted and celebrated. These may be subject specific or learning based.

Educational Health Care Plans and Annual Reviews

The majority of SEND and inclusion needs that children and young people have are met in school. However, for students with the higher levels of need, it may be appropriate for the school to request an EHCP.

The local authority must conduct an assessment of education, health and care needs which are then presented at a panel for a decision. If a plan is agreed, it will outline how services will work together and what interventions and support strategies must be in place for the student. The plan will outline targets for services and professionals to work together on to support the student in meeting them.

The process is designed to ensure the student and parents/carers voices are fully included in the process from the start. As part of the EHC Assessment the school may request additional top-up funding from the Local Authority if it is felt that the cost of the special educational provision required to meet the needs of an individual student exceeds the nationally prescribed threshold.

Where a student has an EHCP the local authority must review the plan every twelve months at a minimum.

Organisation of Support

All students with additional needs are given a Key Worker. A Key Worker is one of our Learning Support Assistants (LSAs) and will have a cohort of approximately 15 students. The Key Worker will act as an advocate for your child, helping to resolve any problems in schools, organising your child's day, and making arrangements with teachers for learning and for any extra curricular activities so that your child has the same opportunities as any other child in the school. The Key Worker will also work closely with you ensuring you have all the information you need and you are fully aware of how your child is in school.

LSAs also have the role of in-class support. They will tend to support lessons in just one or two subjects. This means they get to know the teachers of that department really well and have a good overview of how the department works. This is helpful to all students with additional needs who need more subject specific input into their school work.

If your child has in-class support, this means she will meet a different LSA in each subject. This helps your child to become more independent in her learning and to be able to deal with a wide range of people rather than become dependent on just one person in the school.

In-Class Support

There are a number of factors that may influence the amount of in-class support given by a LSA such as

- Your child's level of independence
- What teaching group your child goes into - for instance if your child has poor literacy she will be in a group that has in-class support but if she is strong in Mathematics she may find herself in a higher group that doesn't require support
- If your child is offered small group teaching she may not require additional support from a LSA

The overriding rule is how well your child is able to access a given lesson. If the strategies and teaching methods of the teacher mean that your child is able to work independently in the lesson then we will not SEND someone to support the lesson.

Most students will only require LSA in-class support in just a few lessons. Some students may require in-class support in up to half of their lessons. A few students will require 100% support across the whole curriculum.

Our support is intended to help your child access the school curriculum and demonstrate her ability to the full. When your child is achieving this we know that support has been effective. We can ascertain this when we measure your child's progress against her cognitive abilities.

Reporting Student Progress

We report on all students every term specifying the level of progress made in each subject. Progress over the course of the Key Stage is rigorously monitored and quickly identifies any areas that are not working. This informs our review procedures and appropriate action can be taken.

Teachers continue to work to National Curriculum Levels for the majority of students, but for some students where formal testing is not appropriate, a portfolio of work is maintained with annotations explaining how the child achieved the piece of work. This gives us a very accurate picture of what skills and knowledge your child has mastered and how independent she is in her learning.

Physical Access to the school building

The main school building dates from 1848. Whilst we have made reasonable adjustments to the building to accommodate all our students, the age and layout of the building does make it difficult

to access for some high level needs. For this reason, wheelchair users are advised to seek a more modern school building in the borough. If your child is a wheelchair user or has mobility issues, and you particularly want a Catholic Education for your child we will do our utmost to accommodate her. In the past, we have managed to provide a timetable where all rooms are on the ground floor or in easily accessed areas of the school.

There is a school lift which can provide further access to the building for certain disabilities; and a chair lift gives access to the School Hall on the first floor.

We have a new Sports Hall which has disabled toilets and changing rooms on the ground floor and a modern lift to the observation area in the Sports Hall. Sport for students with a disability is one of the strengths of the school. We also have a disabled toilet located in the school reception.

Supporting students on school activities outside the classroom

Teachers organising activities and school journeys are required as part of our risk assessment procedure to consider the needs of students who are vulnerable in any way including any additional needs. Where issues are identified, these are discussed with the SENCo and strategies are put into place. Where there is a significant need a LSA will attend the trip or activity to ensure the safety and well-being of the student.

Supporting student well-being

St. Angela's has many facilities to ensure the overall well-being of all its students. These are also accessible by students with additional needs. The Form Tutor and subject teachers closely monitor all students and will inform the Head of Year and/or Deputy Head of Pastoral Care if any concerns arise.

Students also have access to peer mentors and there is a very active Anti Bullying Alliance in school which aims to create a positive environment and the inclusion of all.

Students with additional needs also have the added benefit of their Key Worker who will meet regularly with students to ensure they are happy in school and there are no emerging problems. If concerns do come to light, the Key Worker will act as an advocate for your child, if needed, and speak on your child's behalf or direct her to the appropriate resource if applicable.

The school also has a Learning Support Unit, Learning Mentors and a School Counsellor who can work more closely with your child should the need arise. All facilities offer *drop-in* sessions at lunchtimes for more informal chats if the student is worried about anything or has a concern.

Continued Professional Development

Teachers and support staff are provided with high-quality CPD opportunities which reflect the needs of students at the school at any given time, including in preparation for admission of students with specific SEND, so that they are able to effectively meet the needs of those individuals. Training is delivered by school-based specialists as well as professionals from external agencies.

In the Curriculum Support Centre, our team of LSAs hold a range of expertise including delivering Speech and Language Therapy Programmes; Social Skills Programmes; Circle of Friends; Basic Literacy, including phonics teaching, and Basic Numeracy Skills. They also have extensive experience

of working with autistic children; and children with Down's syndrome.

We also have a qualified specialist learning Instructor who , under the guidance of the SENCo, delivers vocational courses to identified Key Stage 4 students who access the Alternative Pathway curriculum. She also is fully trained in Educational Psychometric Testing , Exam Access Arrangements (EAAs) and has responsibility for organising applications to exam boards for appropriate EAAs at GCSE, AS and A2 Level. ·

All of our team regularly update their skills and knowledge by attending relevant training courses. Training on teaching children with additional needs is offered to the whole teaching staff on a regular basis. In addition, mainstream teachers have the opportunity to discuss provision for students via email or in person with the SENCO.

Inclusion

Inclusive education is the recognition and celebration of the diversity and uniqueness of students. At St. Angela's we proactively seek to identify and remove the barriers to learning and participation, developing a whole school ethos in creating a '**can do**' approach amongst the school leadership and all staff. This includes the development and implementation of self-evaluation practices.

Identifying Need

- Most often we are informed through our robust admissions and transition process when a student joins the school
- If needs are already known, families will be invited to meet with the SENCo early on to discuss how needs will be met at St Angela's
- Throughout a child's career, the school will closely monitor academic and personal development through rigorous tracking and hands-on-pastoral systems
- Where a student is not making the expected levels of progress or is raising other concerns, the school will put interventions into place
- If despite these interventions a student persists in presenting with difficulty, a referral to the SENCo is made for further investigation
- At any time, individual members of staff may make a referral directly to the SENCo if they have a particular concern about a student
- We also actively encourage parents to keep the school informed of any changes affecting their child

Meeting Needs

Upon the identification of needs, the SENCo and Senior Leadership Team take lead and responsibility in the coordination and management of provision. They work closely with teachers and support staff to ensure inclusion and learning support.

A range of different provisions and interventions are available according to need:

- Learning support in the classroom
- Advice and guidance to the class teacher on teaching and learning strategies
- Personalised timetables
- An Individual Education Plan
- Allocated Key Worker for guidance and support
- Interventions planned in line with the 'Assess, Plan, Do, Review' Graduated Approach
- Interventions including literacy, comprehension and numeracy classes
- Speech and Language Therapy Programmes
- Social Skills
- Emotional Literacy Support Assistant (ELSA)
- Alternative Key Stage 4 curriculum: ASDAN; Arts Award; Functional Skills and Entry Level English, Maths and Science; ESOL; Work Experience
- Alternative Key Stage 3 curriculum in Year 7: reduce barriers and close gaps in learning
- Exam Access Arrangements

We work in partnership with a range of different agencies who assess and offer further advice on interventions and strategies to support student's needs:

- Educational Psychologist (EP)
- Speech and Language Therapist (SALT)
- Language, Communication and Interaction Service (LCIS)
- Complex Needs and Dyslexia Service (CNDS)
- Occupational Therapist (OT)
- Children and Adolescent Mental Health Service (CAMHS)
- Hearing Impairment Service (HIS)
- Visual Impairment Service (VIS)

Admissions

Prior to admission, the SENCO makes connections with feeder primary schools to obtain a full understanding of the students' learning profiles. Information about student learning profiles is fed into discussions with the Designate Safeguarding Lead and Year 7 admissions team and used to shape and plan the students' curriculum and support on entry.

Transition visits are arranged for students who require additional support and these are personalised where appropriate. This enables students to meet key members of staff and students. For EHCP students, the SENCo will attend the Year 6 Annual Review (where invited) to further support transition and any individualised support that may be required, for example an additional visit to the school alongside the Year 6 Transition Day to become more accustomed to the school.

Parents of Year 7 students with SEND are invited to meet the SENCo and Key Worker either during the Year 6 summer term or in September in Year 7. On entry to the school every student is assessed. This process may highlight where students require additional support and/or further assessment.

Mid-phase Admissions

Prior to admission, the SENCO and year team will make connections with the previous school to obtain a full understanding of the student's learning profile. Information about the student's learning profile is fed into the admissions team where provision and support is discussed and agreed.

Relevant information about the student's learning profile, and related strategies to support them, is shared with staff. Any additional support is mobilised and external agencies invited in to meet with the student and families where necessary.

Progression

We are increasingly able to support students in successfully applying for appropriate courses at Post 16. The students' aspirations will be key factors in the development of their future learning programme. The school's Careers Advisor meets with all students (with family/school staff as appropriate) to explore potential pathways of study to suit aspiration, ability and support they require.

The school makes connections with selected Post 16 providers chosen by students and their families. Relevant information about learning profiles, Exam Access Arrangements is provided to ensure continuity of support in KS5.

Roles and Responsibilities

Specific oversight of the school's arrangements for SEND is held by a linked member of the school's governing body. The school regularly reviews how the school addresses SEND and builds the whole-school provision as part of the school development plan. Our Special Educational Needs Coordinator (SENCo) and Inclusion Manager is based in the Ursula Suite of the school.

The SENCo is a Qualified Teacher with a PGCert National Award in Special Educational Needs Coordination. The SENCo's key role and areas of responsibility are:

- Implementation, development and day-to-day operation of the inclusion policy and provision in the school
- Strategic development of the Special Educational Needs (SEN) policy and provision in your school
- Co-ordinating any specific provisions for individual pupils with SEN, including those with Education Health and Care plans (EHCPs)
- Provide guidance and advice for staff about SEND strategies and provisions
- Work closely with staff, parents and local agencies
- Coordinate specialist training, Continued Professional Development and professional guidance to inform High Quality teaching
- Establish close working relationships with families and external agencies as well as being point of contact for the Local Authority
- Coordinating provision and interventions for students with SEND
- Providing advice and guidance on the deployment of resources and delegated budget to meet students' needs effectively
- Working with the Head teacher and school governors in ensuring the school fulfils its responsibility under the the Equality Act (2010) with regard to reasonable adjustment and access arrangements
- Keeping school records of all students with SEND up to date

Student and Parental Voice

Students with SEND are provided with every opportunity to share their views and opinions and their wishes and feelings are always carefully considered. Both student and parent voices are captured on the Individual Education Plan which is shared with wider school staff. The Key Worker also provides students with opportunities to share concerns and reflect on the provision in place for them.

Parents are invited to actively share and engage with your own views as well as an overview of their child's needs, therefore holding a key role in planning and reviewing student provisions and outcomes.

This policy should be read in conjunction with the following school policies:

- Attendance policy
- Admissions policy
- Behaviour Policy
- Safeguarding Policy

Here are some of the questions asked by our parents and carers about the SEND provision in our school:

How does the school go about understanding the needs of disabled children?

Firstly by listening to you and your child - after all you know your situation better than anyone! We will also receive advice from the medical specialists and outside agencies dealing with your child's disability.

How do I know as a parent if my child's learning needs are being met?

We hope from the progress that your child is making but in any case we will review the provisions for your child with you every year. This is your chance to say what is working and what is not working.

How will I know how well my child is doing?

You will receive a school report every term which will track the progress of your child over the Key Stage she is in. Your child's progress will also be discussed at the Annual Review with you and your child. You are also invited to attend Parent's Evening when you can meet with your child's teachers.

Who will be monitoring my child's progress?

Each class teacher is responsible for your child's progress in that subject. They will record all National Curriculum Levels. They will highlight any concerns to the Head of Year or SENCo & Inclusion Manager.

Where do I request an EHC Plan for my child?

You can ask the school to make a Statutory Request on your behalf or you can write directly to the SEND Section at the Borough. Alternatively, this may be done through a school application.

Can the school accommodate wheelchair users?

To a degree - yes. All reasonable adjustments to the building have been made but mobility around the school is restricted due to the age of the building. Unless you particularly want a Catholic Education for your child, most wheelchair users tend to apply to schools with more modern buildings as not all areas of the school building will be accessible for the student.

How do you stop my child from being stigmatised?

We work very hard to create a fully inclusive environment through our ethos of Serviam. All members of our community know and understand how diversity enriches our lives. Our teachers are always sensitive around your child's needs and respect your right to confidentiality. We do our utmost not to make a student feel they are being treated differently.

Can school rules be relaxed for my child?

This will depend on the circumstances. For instance, if your child has a mobility issue that requires her to wear trainers instead of school shoes.

How can I contact my child's Key Worker?

You can email your Key Worker much like any other member of staff. We ask you ensure two people are included in all email correspondence to ensure a timely and full response.

I am worried that others will tease me for having support.

Your teachers will be sensitive to your concerns and never say to other students that you are getting extra help. They will plan their lessons to help you in a way that is not obvious to others. If you have access to a Teaching Assistant to support your work in lessons, they will come to your lessons and support all the students, not just you.

Why do I have to do so many assessments?

It is important that we assess you regularly to ensure that you are making your best progress and that we are making the right provisions for you. We try to keep these to a minimum. An important assessment will happen at the end of Y9. We use this data to apply for Exam Access Arrangements for any exams you might do in KS4.

What are EAAs?

EAA is short for Exam Access Arrangements. We can apply to the exam board to get permission for certain concessions if you are eligible such as a reader, scribe or extra time. We can only apply if this is your normal way of working and there is appropriate assessment data to back up the need for EAAs.

Why do I need a Key Worker?

Key Workers are your advocates in school. They will get to know you and explain to other teachers what your needs are. They can speak on your behalf if you have a problem and feel you cannot explain it to others. They can also help you to organise yourself better so you can do all your school work; and make sure you get to the right place at the right time so you do not miss out on any opportunities. They will also work closely with your family and help deal with any problems in school as well as help to organise fun things such as going out on trips.

What do I do about a teacher who doesn't seem to understand my needs?

Firstly, speak with your Key Worker or your Head of Year. They might be able to better explain your teacher's expectation for you. If they cannot resolve the situation they will speak to the SENCo who will investigate the matter and clear up any misunderstanding.

Must I do everything through my Key Worker?

Not at all. We want you to be independent. You can still refer things to your Form Tutor, Head of Year, class teacher and so on. You only need to use your Key Worker when you think you are not being listened to or can't explain things very well.

Why doesn't my Key Worker support me in lessons?

Your Key Worker is also assigned to individual subjects and only supports those lessons. If you are entitled to in-class support in a subject, the LSA for that subject will support your lesson.

Sometimes I get stressed and can't cope. Is there somewhere I can go?

If you find school life difficult to manage, you are always welcome to come to the Ursula Suite where someone can assess the situation and advise you what is best to do.

Key Terminology and Acronyms

Four Areas of SEND - Code of Practice		External Agencies and Professionals	
C&	Communication and Interaction Needs	CNDS	Complex Needs & Dyslexia Services
C&LD	Cognition and Learning Difficulty	EP	Educational Psychologist
SEMH	Social, Emotional, Mental Needs	LCIS	Language, Communication, Interaction Services
S/PH	Sensory and Physical Needs	OT	Occupational Therapy
		SALT	Speech & Language Therapist
Types of SEND Needs		Other	
ADHD	Attention Deficit Hyperactive Disorder	CoP	Code of Practice
ASD	Autistic Spectrum Disorder	SEND	Special Educational Needs & Disabilities
HI	Hearing Impairment	SENCo	Special Educational Needs Coordinator
GLD	Global Learning Delay	EHCP	Education Health Care Plan
MLD	Moderate Learning Difficulty	IEP	Individual Education Plan
MSI	Multi Sensory Impairment	AR	Annual Review
NSA	No Specialist Impairment	QFT	Quality First Teaching
PD	Physical Disability	HQT	High Quality Teaching
PMLD	Profound & Multiple Learning Difficulty	EAA	Exam Access Arrangements
SEMH	Social Emotional	LSA	Learning Support Assistant
SLCN	Speech Language Communication Need	TA	Teaching Assistant
SLD	Severe Learning Difficulty	KW	Key Worker
SM	Selective Mutism		
SpLD	Specific Learning Difficulty		
VI	Vision Impairment		

School & Borough Contact

School Contacts

For everyday needs, the best person to speak to is your child's Head of Year or Key Worker. If they cannot address your concerns, they will refer you to someone who can. For any communication via email, please ensure two members of staff are included as recipients.

If you have concerns about your child's learning, or their ability to access the lesson or opportunities in the school, then you should speak to the SENCo who will be happy to help with any issues and find a solution so that your child has the same opportunities as other students.

If you are not comfortable speaking directly to anyone in school, you can contact a parent association such as the National Parent Partnership Service who specialise in supporting parents of children with additional needs. They can offer you advice and speak to the school on your behalf if you prefer.

Your local office is:

Newham Parent Partnership Service
747 Barking Road,
London,
E13 9ER
Phone: 020 8470 9703

Complaints Procedure

In the first instance, you should discuss any concerns with the SENCo. If you feel the issue has not been resolved, you should follow the school's complaints procedure which can be found on our website or is available from the School Office.

If the issue is still not resolved to your satisfaction you may use the Disagreement Resolution Service provided by the Newham Local Authority by contacting the Local Authority at:

Special Educational Needs Section
Children & Young People's Services
Newham Dockside
1000 Dockside Road
London
E16 2QU
Phone: 02033739654
Fax: 020 8430 1011
Email: EDU.Sen@newham.gov.uk