



TTLT SEND School Information Report with Guidance

Summer 2020

**Approved: Summer 2020
Review Date: Summer 2023**

When agreeing or reviewing the SEND School Information Report links should be made with other relevant policies and guidelines, including TTLT Single Equality Plan, TTLT Inclusion Policy, Safeguarding, and each school's Accessibility Plan and Supporting Children with Medical Conditions.

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1. Introduction

The Tapscott Learning Trust (hereon called “Trust” or “TTLT”) share a commitment towards the provision of inclusive education as articulated in the SEN and Disability Act 2001, the Children and Families Act 2014 and the SEND Code of Practice 2014. The Trust takes steps to prevent disabled pupils being treated less favourably as outlined in the relevant policies.

2. Aims

The Trust wide Inclusion Policy and special educational needs and disability (SEND) Information Report aims to:

- Set out how our schools will support and make provision for pupils with SEND
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

The vision of the Trust aims to ensure that all children are given an equal opportunity to achieve their full potential, by meeting their individual needs, in a happy and secure environment.

3. Legislation and guidance

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools’ responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools’ responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report

This document also complies with our funding agreement and articles of association.

4. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5. Roles and responsibilities

5.1. The SENDCo Lead

The named SENDCo Lead for the Trust is Helen Harris.

They will:

- Work with the Head teacher and SEND governor to determine the strategic development of the Inclusion Policy and provision in the school
- Have day-to-day responsibility for the operation of this document and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

5.2. The SEND Governor

The SEND Governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Head teacher and SENDCo to determine the strategic development of the Inclusion Policy and provision in the school

5.3. The Head teacher

The Head teacher will:

- Work with the SENDCo and SEND Governor to determine the strategic development of the document and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and / or a disability

6. SEND Information Report

6.1. What is the SEND information report and how often should it be reviewed?

Each Local Advisory Body (LAB) must publish information on their websites about the implementation of the information report for pupils with SEND. This information is called the school's SEND Information Report. The information published should be

updated annually and any changes to the information occurring during the year should be updated as soon as possible. Every school within the Trust will maintain their school SEND School Information Report to meet the needs specific to their school. The information required is set out in the Special Educational Needs and Disability Regulations 2014. Schools should ensure that the information is easily accessible and is set out in clear, straightforward language. It should give details of the school's contribution to the Local Offer, commonly known as the School Offer. Refer to the School Offer Guidance for further information – see Appendix A.

6.2. What kinds of SEND are provided?

Our Trust currently provides additional and / or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and / or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate / severe / profound and multiple learning difficulties

Refer to the SEND School Information Report Guidance for further information – see Appendix B.

7. Monitoring arrangements

This document will be reviewed **every three years**. It will also be updated if any changes to the information are made during this period.

8. Links with other policies and documents

Whilst the annual review of the School SEND Information Report and School Offer is taking place, consideration should be given to the following policies, which will provide further information and which can be viewed on the school website:

Trust wide policies and procedures	School policies and procedures
Attendance Policy Concerns and Complaints Policy and Procedures Data Protection Policy Educational Visits Policy TFLT Equality Objectives Inclusion Policy The Single Equality Plan Safeguarding Policy	Accessibility Plan Anti-Bullying Policy Assessment Policy Behaviour Policy Homework Policy Intimate Care Policy Looked After Children Policy Physical Intervention Policy Supporting Children with Medical Conditions School Equality Objectives

APPENDIX A –School Offer Guidance

Each school within the Trust sets out their School Offer describing:

- the name and contact details of the special educational needs and disability co-ordinator (SENDCo)
- what kinds of provisions are offered
- policies for identifying pupils with SEND and assessing their needs
- arrangements for consulting parents of children with SEND and involving them in their child's education
- arrangements for assessing and reviewing pupils' progress towards outcomes
- arrangements for supporting pupils moving between phases of education and preparing for adulthood
- the approach to teaching pupils with SEND
- how adaptations are made to the curriculum and the learning environment of pupils with SEND
- additional support for learning that is available for pupils with SEND
- the expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured
- how equipment and facilities to support children and young people with SEND will be secured
- how the effectiveness of the provision made for pupils with SEND is evaluated
- how pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND
- support for improving emotional and social development.
- how the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families
- arrangements for handling complaints from parents of children with SEND about the provision made at the school
- contact details of support services for parents of pupils with SEND
- named contacts within the school for when young people or parents have concerns
- the arrangements for the admission of disabled pupils
- the steps you have taken to prevent disabled pupils from being treated less favourably than other pupils
- the facilities you provide to help disabled pupils access your school

APPENDIX B – SEND School Information Report Guidance

Each school's SEND School Information Report will include discussions on:

1. Data from recent Census of pupils with SEND – CoP Level
2. Identification of pupils with SEND and how their needs are assessed
3. Consultation with parents and pupils through the application of the review cycle
4. Assessment and review of pupil's progress towards outcomes
5. Supporting pupils moving between phases and preparing for adulthood
6. The range of approaches to teaching pupils with SEND
7. Adaptations made to the curriculum and learning environment
8. Provision of targeted support
9. Expertise and staff training offered
10. Securing equipment and facilities
11. Evaluation and effectiveness of SEND provision
12. Supporting LAC with SEND
13. Admission process for SEND pupils
14. Accessibility of school premises
15. Education for all – children with SEND and not
16. Support for improving emotional and social development
17. Consultation with expert specialists
18. Dealing with concerns and complaints for SEND pupils
19. Contact details of support services for parents of pupils with SEND
20. Local Authority local offer
21. School Offer

(This guidance section is an example which provides suggestions; amend to reflect your school's practice)

(add your school name here)

1. Data from recent Census of pupils with SEND – CoP Level

[This section informs us of the census of pupils with SEND within each school. It makes links to all policies and procedures and tells us of the range of provision applied.]

Pupil diversity is welcomed at *[name of school]* and differences in culture, religion and intellectual style are celebrated. All children are different and individual and at *[name of school]* are treated as such. The school provides for the needs of all nursery and primary aged children who can access mainstream education regardless of their background or whether they have additional, significant or complex needs.

Pupils with SEND - CoP Level	Number of Pupils
Higher Needs Funding	
SEND Support	
Targeted Support	
Total	
Physical Difficulty (including HI)	
Specific Learning Difficulty (SpLD)	
Moderate Learning Difficulty (MLD)	
Severe Learning Difficulty (SLD)	
Profound and Multiple Learning Difficulty (PMLD)	
Social, Emotional and Mental Health (SEMH) Difficulties	
Speech, Language and Communication Needs	
Multi-Sensory Impairment	
Hearing Impairment	
Visual Impairment	
Physical Disability	
Autistic Spectrum Disorder (ASD)	

[add data from recent Census of pupils with SEND – CoP Level]

2. How to identify pupils with SEND and assess their needs?

[Explain your school's approach here. You should insert details about how your school identifies pupils with SEND. These are suggestions only.]

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Individual children's special educational needs are identified through teacher, parent or other adult concerns over the four broad areas of need:

- communication and interaction
- cognition and learning
- social, mental and emotional health
- sensory and/or physical needs

These causes for concern are investigated by the SENDCo who uses a range of methods to gather information about the child's needs in all four broad areas of need. These methods include:

- Observations
- Screening tools
- Specialised assessments
- Behaviour logs
- Assessment data
- Specialist outside agency reports

Regular pupil progress and vulnerable children meetings ensure that no individual children are overlooked. If the child's needs appear to be sufficiently severe, the specialised expertise of an outside agency might be called upon.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

3. How we consult and involve pupils and parents?

[Explain your school's approach here. You should insert details about how your school consults and involves parents and the pupils themselves. You can include a flowchart to explain your process. These are suggestions only.]

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

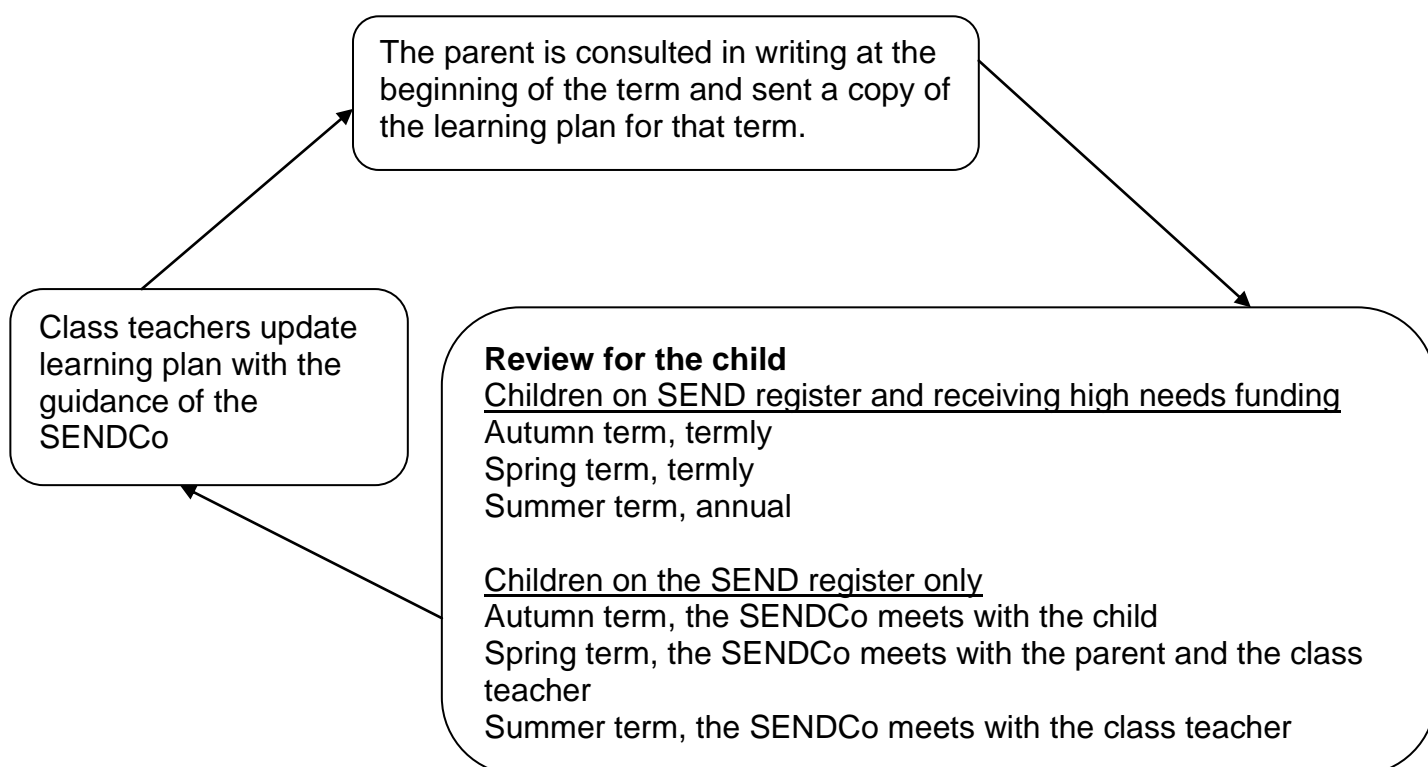
If the child is identified as having special educational needs the parents and the SENDCo will meet to agree a learning plan and the process for placing the child on the special educational needs register will be explained. A copy of the learning plan will be given to the parents with a record of this initial meeting.

We provide further updates at parent's evenings and through their children's reports.

When concerns are raised parents and child will be consulted as part of the information gathering process.

The parents and child will then be consulted through the special education needs review cycle shown below.

The Special Educational Needs Review Cycle



4. How we assess and review pupils' progress towards outcomes?

[Explain your school's approach here. You should insert details about how your school assesses and reviews pupils' progress. These are suggestions only.]

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. Each outcome in the learning plan is assessed during the review process. It is decided what progress the child has made towards to outcome. The progress towards the outcome is recorded on the learning plan via Provision Mapping online software along with the attendees, comments and actions.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5. How do we go about supporting pupils moving between phases and preparing for adulthood?

We will share information with the secondary school the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

[Explain your school's approach here. You should insert the ways your school prepares pupils for transition. For example, all pupils have an induction session at their new school. These are suggestions only]

A smooth transition for children with identified SEND is ensured in the following ways;

- Transition meetings between the current year's class teacher and the new class teacher in July
- Access to all relevant information for the current year's class teacher and the new class teacher prior to the transition meeting in July
- Access to all relevant documents held on individual pupils via Provision Mapping online software and/or securely via the school's system
- Follow up on transition in the first half term of Autumn as part of the vulnerable children meeting and PPA session
- SENDCo's attendance at the Newham secondary transition day

- Follow up secondary transition arrangements for children with a high level of need in line with the secondary school's policy
- Follow up with outside agencies in line with the services policy
- Handover sessions between current year's key worker and next key worker for children receiving high needs funding
- Transition book to be made over the second half of the Summer term with the children receiving high needs funding and to be taken home over the Summer
- Individual planning files for children receiving high needs funding to be handed over during joint planning sessions in July
- Visits to nurseries and day-care settings for admissions to EYFS
- Visits to EYFS for new admissions in September

6. What are our approaches to teaching pupils with SEND?

[Explain your school's approach here. You should describe your approach to teaching pupils with SEND. These are suggestions only.]

Whilst teachers are responsible and accountable for the progress and development of all the pupils in their class, high quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We believe that all teachers are teachers of children with SEND. Our priority for all children is that they receive high quality teaching. The curriculum at our school is differentiated to match the children's different needs.

Differentiation can include:

- Different tasks
- Different grouping
- Different resources
- Different pace
- Different outcome
- Different dialogue and support
- Different assessment

Where children are working below the level of the national curriculum we use development matters as the curriculum. We believe that approaches to teaching should cater for the whole child, therefore, where children require teaching that is not provided for in the national curriculum or development matters we will provide for this. These elements are often included in learning plans, SEND support plans, behaviour support plans and pastoral support plans.

Teaching not included in the national curriculum or development matters may include;

- Life skills curriculum
- Sensory curriculum
- Social skills
- Overcoming barriers to learning i.e. speech, language and communication needs, social, emotional and mental health needs and/or physical and sensory needs

For a few children a personalised curriculum may be provided using MAPP software and the personalised planning document. This document outlines the planning from the national curriculum, development matters and other curriculums that they are working on and assesses progress.

We will also provide the following interventions:

Insert list of interventions provided at your school

7. How do we make adaptations to the curriculum and learning environment?

[Explain your school's approach here. You should describe how you will adapt the curriculum and the learning environment. You may wish to link to your accessibility plan here. These are suggestions only.]

Adaptations are made where it would be a reasonable adjustment to do so in order to enable access and engagement. Staff liaises with the SENDCo in a case by case basis to agree on the reasonable adjustments to be made. Parent will be involved and all requests by parents for reasonable adjustments to be made will be considered by the SENDCo in liaison with the relevant staff.

The schools in the Trust visit children with high needs funding may be accompanied by an adult providing direct supervision and support. Risk assessments and care plans ensure all staff concerned are familiar with individual pupil's current needs and difficulties during trips. An individual risk assessment is kept for every child who requires one, this included children receiving high needs funding, mobility difficulties and with health care plans.

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

8. What additional support for learning do we offer?

[Explain your school's approach here. You should describe the additional provision you offer. These are suggestions only.]

We have [number of] teaching assistants who are trained to deliver interventions such as [names of additional interventions].

Teaching assistants will support pupils on a 1:1 basis when ...

Teaching assistants will support pupils in small groups when ...

We work with the following agencies to provide support for pupils with SEND:

- *Insert list of agencies*

9. What expertise and staff training is offered?

[Explain your school's approach here. You should describe your school's approach to training and the expertise of your relevant staff. These are suggestions only.]

Staff in the Inclusion team is well qualified and appropriately trained. Senior members of the team are graduates at Masters and Bachelors levels and have Qualified Teacher Status. The SENDCo has gained the national award in special educational needs coordination. Support staff have access to training courses offered by the school, local authority and outside agencies. All support staff working with children on the autistic spectrum have access to Autism Education Trust training as some as possible upon taking on such roles.

Our SENDCo has [number of years]' experience in this role and has worked as ...

They are allocated [number of days/hours] a week to manage SEND provision.

We have a team of [number of] teaching assistants, including [number of] higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

In the last academic year, staff have been trained in [names of interventions].

We use specialist staff for [names of interventions].

10. How do we go about securing equipment and facilities?

[Explain your school's approach here. You should describe the process for securing equipment and facilities to support pupils with SEND. These are suggestions only]

When children need to have additional input beyond high quality first teaching the extent and nature of support, equipment and facilities offered to pupils with SEND has been matched to their needs. These needs are identified through progress data and levels of attainment. Further information has been gathered through assessments, the results of meetings with teachers, the pupil and parents/carers and, in some cases, recommendations from outside agencies.

As with all areas related to children within their class, the class teacher is responsible for ensuring that provision is appropriate. In doing this, there will be times it is necessary and/or useful to involve other members of staff.

This may include:

- The SENDCo
- The phase leader
- The EAL lead
- Year group colleagues
- Support staff
- Assistant heads
- The deputy head
- The head teacher
- The speech and language therapist

- Outside agencies
- Other colleagues

The SENDCo head teacher and governing body establish a clear picture of the resources that are available to the school. They consider their strategic approach to meeting special educational needs. Staff will liaise with the SENDCo if they intend to propose changes to targeted or specialised provision. The SENDCo will consult the head teacher if necessary before deciding on agreeing the changes. These could include;

- Changing an intervention
- Introducing a new intervention
- Ceasing an intervention
- Long-term redeployment of staff deployed to high needs funded duties

The school ensure that children receive both a broad and a balanced curriculum, maintain strong self-esteem, physical health and development and a high level of engagement whilst also providing for interventions. This is ensured by;

- Withdrawing children from class only where the intervention cannot be carried out in class
- Where possible providing interventions at the time the subject would have been taught in class
- Withdrawing children only from subjects that are not a relative strength
- Withdrawing children from subjects that do not pertain to health and wellbeing i.e. P.E. or RSHE
- Withdrawing children from no more than 5% of the curriculum content except in exceptional circumstances i.e. the child requires personalised curriculum element totalling more than 5%

It is the responsibility of the local authority to provide additional top-up funding (high needs funding) where the cost of the special educational provision required meeting the needs of an individual pupil exceeds the nationally prescribed threshold. The school are accountable to the local authority with regard to this funding and how it is spent to meet the individual's special educational needs. The school reports to the local authority via the annual review process involving the parents and the child. The action plan/SEND support plan element of the report outlines the use of high needs funding. The class teacher is responsible for ensuring that what has been agreed at the annual review is implemented. The SENDCo will monitor the agreed actions to ensure they are being followed and to provide guidance and support where needed.

11. How do we evaluate the effectiveness of SEND provision?

[Explain your school's approach here. You should describe how your school evaluates the effectiveness of the provision for pupils with SEND, equipment and facilities to support pupils. You may wish to include a flowchart showing the process. These are suggestions only.]

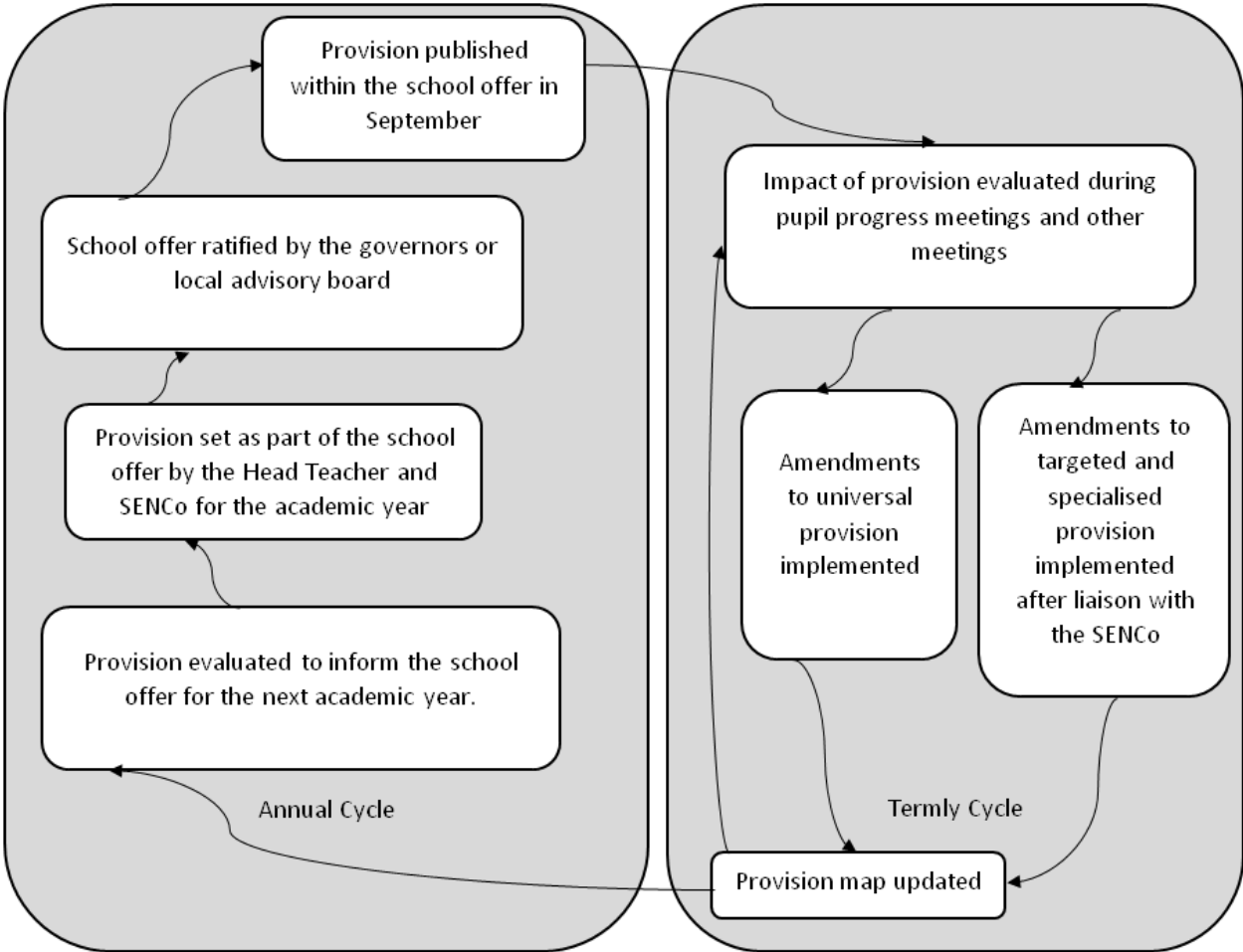
The school's data report provides detailed information on the impact of provision on attainment and progress. Regular evidence trails provide a range of evidence that is available for evaluation of provision in general and review meeting are an opportunity

to evaluate provision for individual children. Provision Mapping online software supports the recording and evaluation of provision. These are all used to inform the provision evaluation cycle shown below. Regular pupil progress meetings form a key element of the cycle. Case studies gather information on a small representative selection of pupils and these case studies include some initiated by a lack of progress over time as well as cases where progress has been excellent.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils’ individual progress towards their goals each term
- Reviewing the impact of interventions after [number of] weeks
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

Provision Evaluation Cycle



12. How does the school support looked after pupils with special educational needs?

[Explain your school's approach here. You should describe how your school support looked after pupils with SEND. These are suggestions only.]

The school uses the Vulnerable Children Meeting to ensure that looked after children receive appropriate support. The child protection lead and the SENDCo liaise closely with regard to children who are both looked after and have special educational needs.

13. What is the admissions procedure for pupils with special educational needs?

[Explain your school's approach here. You should describe how your school deals with the admission procedure for pupils with SEND. These are suggestions only.]

The school cater for the admission of pupils with special educational needs and disabilities through liaison with the local authority and the parents including the consultation process for pupils with education health care plans. The SENDCo is notified by the school's admission team as soon as the special educational need or disability is known. The SENDCo takes appropriate action to admit the child in the shortest amount of time possible or within two weeks by making the reasonable adjustment necessary. However, on rare occasions this may take longer if health and safety would be compromised. The SENDCo will also liaise with previous settings, exchanging information and documentation. In a few cases the SENDCo will visit the children in the setting.

Mid – term admissions of pupils with identified special educational needs include close liaison between both schools and an exchange of information and documentation and between the SENDCo and the school's admission team. The SENDCo liaises with the EYFS team during admission at the beginning of the school year, home visits are a key element in identifying high needs on or shortly after entry.

14. How accessible is the school building?

[Explain your school's approach here. You should describe how your school makes the school building accessible for pupils with SEND. These are suggestions only.]

There is disabled access to the main floors of the building via the main entrance. There are disabled toilets in strategic areas of the school. These are adapted for wheelchair use in the case of disabled pupils while ramps and a lift to the upper floors ensure access to all main parts of the building. Inaccessibly areas of the school are currently used by staff i.e. office space. There has been one temporary wheelchair user attending the school over the last school year, some visitors have requires the lift to access the main parts of the building.

15. How do we enable pupils with SEND to engage in activities available to those in the school who do not have SEND?

[Explain your school's approach here. You should describe how you ensure there are no barriers to pupils with SEND enjoying the same activities as other pupils in your school. These are suggestions only.]

All of our extended schools activities and school visits are available to all our pupils, including our before-and after-school clubs.

All clubs, including 6 o'clock club are available for pupils with special educational needs. On applying for a club individual children with access needs will have their application considered by the SENDCo who will organise any reasonable adjustments: this may include employing additional staff for children receiving high needs funding. In many cases children in receipt of high needs funding can access clubs without the additional adult support that they require during lessons.

Breakfast club is offered to all pupils attending the school with the provision of additional adult supervision where required. The school will endeavour to provide for all the needs of all children attending breakfast club so long as it is financially reasonable for the school to do so.

All pupils are encouraged to go on our residential trip(s) to *[name of educational visit]*.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. *[delete as appropriate]*

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Add information here about how you support pupils with disabilities. Include information about:

- *Arrangements for the admission of disabled pupils*
- *The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils*
- *The facilities you provide to help disabled pupils access your school*
- *How to find your school's accessibility plan*

16. What support for improving emotional and social development is on offer?

[Explain your school's approach here. This should include extra pastoral support arrangements for listening to the views of pupils with SEND and measures to prevent bullying. These are suggestions only.]

The school aim to create a pastorally supportive environment supported by Place2Think. Place 2Be offer counselling opportunities to pupils and parents alike. Place 2Talk is accessible for all children at playtimes. The school also run other interventions to support social and emotional development.

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are also encouraged to be part of [name of] club to promote teamwork / building friendships etc.

We have a zero tolerance approach to bullying.

17. What specialist expertise do we consult with?

[Explain your school's approach here. Describe how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families.]

When a child's needs are such that specialist expertise might prove useful, outside agencies have been consulted. The agencies consulted are:

- The child development team (NHS)
- Speech and language therapy service (NHS)
- Occupational therapy service (NHS)
- Physiotherapy (NHS)
- Audiology (NHS)
- Consultants at hospitals (NHS)
- Language, communication and interaction service (LA)
- Complex needs and dyslexia service (LA)
- Behaviour support service (LA)
- Reintegration into education service (LA)
- Educational psychology service (LA)

The school works closely with outside agencies by holding joint planning meetings, fostering positive relationships with link professionals and ensuring clear communication via the link professional. All outside agencies that are currently involved with a child will be invited to annual review meetings.

18. How do we deal with concerns and complaints about SEND provision?

[Explain your school's approach here.]

Complaints about SEND provision in our school should be made to the [class teacher / SENDCo / Head teacher] in the first instance. They will then be referred to the Trust's Concerns and Complaints Policy and Procedures.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

19. What is the contact detail of support services for parents of pupils with SEND?

[Explain your school’s approach here. Insert the details of the services available to parents in your area.]

Parents are signposted to support services through the Newham parent partnership service at:

Newham Parent Partnership Service
 The Web Building
 49-51 The Broadway
 Stratford
 London
 E15 4BQ
Tel: 0203 373 2871 ext. 32871

20. What is the local authority local offer?

The Local Offer is a guide to the services in Newham that are available for children and young people with special educational needs and disabilities (SEND) aged from birth to 25.

Newham’s local offer can be accessed here:

<https://www.newham.gov.uk/Pages/Services/What-is-the-local-offer.aspx>

The school’s contribution to the local offer, commonly known as the school offer, is a guide to the services available within and via the school. The school offer forms part of Newham’s local offer.

21. What is the school offer?

The next two / three pages describe the universal, targeted and specialised offer specific to each school.

[For example, see Kensington’s School offer]

Kensington’s School Offer

The offer outlines what is available; pupils will only receive the elements of the offer that are appropriate to meet their needs.

	Universal Offer	Targeted Offer	Specialised Offer
All Areas of Need	<ul style="list-style-type: none"> • High quality first teaching • Individual targets reviewed termly • Differentiated curriculum 	<ul style="list-style-type: none"> • Interventions, group and/or individual • Learning plan, with individual outcomes to address the main area of need, reviewed termly 	<ul style="list-style-type: none"> • Additional adult support individually or in very small groups • Education, health care plans (EHCP) or SENS support plan reviewed

		<ul style="list-style-type: none"> • Additional assessments • Additional learning aids/equipment 	<p>annually and learning plan reviewed to, with individual outcomes to address all five areas of need, reviewed termly</p> <ul style="list-style-type: none"> • Personalised curriculum • MAPP (Mapping and Assessing Personal Progress) • Specialised assessments • Additional home/school communication
Communication and Interaction	<ul style="list-style-type: none"> • Colourful semantics • Shape coding • Communication friendly environment • Widgit symbols 	<ul style="list-style-type: none"> • Referral to and input from speech and language therapy via the NHS from children's services and the language, interaction and communication service • Speech and language therapy set programmes 	<ul style="list-style-type: none"> • Input from speech and language therapy via the NHS from children's services and the language, interaction and communication service • Speech and language therapy individual programmes • Personalised communication systems • Signalong
Cognitive and Learning	<ul style="list-style-type: none"> • Additional teachers in core subjects • Additional higher level teaching assistants in core subjects • Trainee teachers • Teaching assistants • Booster interventions in core subjects consolidating and 	<ul style="list-style-type: none"> • Specific learning difficulty intervention including access to nesy.com resources • Referral to and input from input from the educational psychologist and specialist teachers via local authority services 	<ul style="list-style-type: none"> • Dedicated teaching assistant • Input from the educational psychologist and specialist teachers via local authority services • Input from ASD teacher • Work station

	<p>moving learning on</p> <ul style="list-style-type: none"> • Pre-learning interventions preparing for future learning • Over learning interventions addressing gaps in basic skills learning 		
Social, Emotional and Mental Health	<ul style="list-style-type: none"> • Whole school behaviour system • Place 2 talk • Supportive pastoral environment • Buddies • Growth mindset 	<ul style="list-style-type: none"> • Individual behaviour plans • Nurture groups • Referral to and input from input from specialist teachers via local authority services • Social skills groups • Art therapy • Speech bubbles 	<ul style="list-style-type: none"> • Pastoral support plans • Place 2 be • Input from the specialist teachers via local authority services • Key worker
Physical and Sensory	<ul style="list-style-type: none"> • Disability access to the main floors • Disabled toilets on the main floors • High visibility steps • Refuge areas on the first and second floors 	<ul style="list-style-type: none"> • Referral to and input from input from occupational therapy and physiotherapy via NHS services via local authority services • Generic occupational therapy programmes set by trained school staff • Reasonable adjustments to the physical environment 	<ul style="list-style-type: none"> • Input from the occupational therapy and physiotherapy via NHS services • Specific occupational therapy programmes • Transport arrangements for educational visits • Sensory curriculum • Soft play • Health care plans
Independence	<ul style="list-style-type: none"> • Learning powers 	<ul style="list-style-type: none"> • Life skills intervention 	<ul style="list-style-type: none"> • Life skills curriculum