

Wanstead High School SEND Information Report and Policy

2023



Approved by: Full Governing Body

Last reviewed on: 2/10/2023

Next review date: September 2024

Written by: Deputy Headteacher Behaviour & Personal Development/SEND/CO

Glossary

Term	Meaning
Access Arrangements	Pre-examination adjustments for candidates based on evidence of need and normal way of working. AAs allow candidates with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make reasonable adjustments.
Assessment	A process which allows professionals to review a pupil's progress and identify a child's additional or special educational needs.
ASD	Autistic Spectrum Disorder – a lifelong neurodevelopmental disorder which affects the way individuals perceive and interact with the world around them.
ADHD	Attention Deficit Hyperactivity Disorder – a condition which can lead to inattentiveness, hyperactivity and impulsivity.
Annual Review	The review of an EHCP which the school and Local Authority must make as a minimum every 12 months.
CAF	Common Assessment Framework is a shared assessment and planning framework for use across all children's services and all local areas in England. It aims to help the early identification of children's additional needs and promote coordinated service provision to meet them
CAMHS now EWMHS	Child and Adolescent Mental Health Service (CAMHS), now called Emotional Welfare Mental Health Service (EWMHS) diagnoses or treats children and young people with emotional, behavioural or mental health difficulties.
Health Care Plan	A record of the health and/or social care services that are being provided to a child or young person to help them manage a disability or health condition
Early Help	A social care service and assessment of a child and his or her family, designed to identify needs at an early stage and enable suitable interventions to be put in place to support the family.
EHC Plan (EHCP)	Educational Health Care Plan – A statutory document which outlines outcomes and provision for young people with complex needs.
HLTA	Higher Learning Teaching Assistant
HI	Hearing Impairment
EP	Educational Psychologist, a specialist service which supports a range of cognitive needs.
Graduated approach	Assess, Plan, Do and Review – a model used to identify and plan the right support for each individual pupil and their families. The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing
Key Stages (KS)	Stage at school: Key Stage 1 and 2 - Primary School Key Stage 3 - Year 7-9 Key Stage 4 - Year 10 and 11 Key Stage 5 - Post 16
Local Offer	The Local Offer is a guide which describes the range of services and support a local authority offers and provides for young people with SEND. It can be found on the LA website.
OT	Occupational Therapist, a specialist service which supports a wide range of needs and physical impairments.
Person centred approach	A person-centred approach is about ensuring that a young person with a need or disability is at the centre of setting their own goals and decisions which relate to their life and education.
SALT/SLT	Speech and Language Therapy / Therapist, a specialist service which supports language, communication and interaction.
SEND Code of Practice 0-25 2015	A key document which provides statutory guidance in relation to SEND support and provision. It is part of the Children and Families Act 2014.
SEMH	Social, Emotional and Mental Health
SLCN	Speech, Language and Communication

SpLD	Specific Learning Difficulty is a term that refers to a difference or difficulty with particular aspects of learning e.g. ASD, Dyslexia and Dyspraxia
Standardised Tests	A test that requires all test takers to answer the same questions, or a selection of questions in the same way. It compares performance of individuals with pupils of the same age nationally and benchmarks outcomes against a national average score..
TA	Teaching Assistant
VI	Visual impairment

Contents

1. Legislation	4
2. School Vision and Aims	4
3. Our principles	5
4. To who, what, when and where does this policy apply?	5
5. School Contextual Information	5
6. Roles and Responsibilities	6
7. How is Special Educational Need and Disability (SEND) defined?	8
8. Who can I speak to about my child's learning or additional needs?	8
9. How do we identify and assess SEND at Wanstead High School?	9
10. SEND Status - SEND Support (K) and Educational Health Care Plans (EHCPs)	10
11. How do we support children with additional needs at Wanstead High School?	11
12. Transition Support	13
13. Enrichment and Learning Outside of The Classroom	14
14. What training and support do class teachers and school staff receive so that they are appropriately trained to support my child's special education needs and/or disability?	14
15. How will we work with Parents and Carers?	15
16. How will Parent/Carers and School know whether support and provision is making a difference to my child's learning and development?	15
17. Useful Links to the Redbridge Local Offer and other organisations	16
18. What do I do if I have a complaint?	16
Appendix A - Wanstead High School Literacy Intervention 2023-24	17
Appendix B - Targeted Support Overview	18
Appendix C – School Speech and Language Provision	21
Appendix D - Teacher SEND Referral Form	22

1. Legislation

This policy has been developed in keeping with the following legislation:

The Equality Act 2010 (replacing a range of previous legislation such as the Disability Discrimination Act) 7

The Children and Families Act 2014 and The SEND Code of Practice 2014 (Department for Education)

Data Protection Act 2018 which implements the General Data Protection Regulation.

Education Act 2011;

Keeping Children Safe in Education, 2023;

Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement Guidance for maintained schools, academies, and pupil referral units in England 2022

Behaviour in schools: guidance for headteachers and staff, 2022;

Other Documentation

This Policy should be used in reference with the following documents;

- Child Protection Policy
- Equal Opportunities Policy
- The Attendance and Punctuality Policy.
- Educational Visits Policy.
- Safeguarding Policy.
- Learning and Teaching Policy.
- Supporting Pupils with Medical Needs Policy

2. School Vision and Aims

'We will provide high quality education with character: inspiring our young people, keeping them safe and preparing them fully for life in the modern world as active and considerate citizens'.

All school staff, school leaders, pupils and parents/carers have a key role and shared responsibility in promoting and sustaining the highest standards of education and support for all learners. In partnership with parents and carers we aim to support all pupils in their academic, social and emotional growth and development. The school recognises that pupils may start secondary school at different starting points in terms of their learning and with different and sometimes additional needs or disabilities.

The SEND Information Report and Policy seeks to communicate a set of guiding principles, expectations, standards and systems which are understood and adhered to by all within our school community in relation to the identification, assessment, education and support of all pupils with special educational needs and/ or disabilities (SEND).

Our aims

- To create and uphold a culture in which we have the highest expectation and standards for all learners who attend Wanstead High School
- To work collaboratively with parents/carers, other professionals and the wider community, to ensure that pupils with SEND reach their full potential in every aspect of their development
- To offer all pupils a broad and balanced accessible but challenging curriculum and to meet the needs of the vast majority of these pupils, including those with SEND, through high quality, adaptive teaching
- To provide pupils with SEND a range of high quality, evidence informed structured intervention that support the specific needs of pupils and promote good and better progress
- To help pupils to develop in their self-regulation skills, so that they take control and responsibility over their own behaviour and learning, and are accountable for their actions and decisions.

- ② To build and nurture an inclusive learning community which values kindness, mutual trust, respect and compassion for others; a community which celebrates diversity and is strengthened by its focus on positive and supportive relationships.

3. Our principles

At Wanstead High School promoting and securing excellent progress for pupils with SEND is a responsibility shared by all staff and members of the school community. For staff, there are five key principles which inform a shared and consistent approach.

- Our curriculum is designed and developed for all learners; we have the highest expectations and standards for all pupils and adaptation occurs at the point of delivery to ensure learners with additional needs or disabilities are able to access this ambitious curriculum.
- We are professionally curious and use our professional knowledge and skills as classroom teachers and support staff to identify needs and seek support at the earliest opportunity.
- We know our pupils, we know their needs, their strengths and we employ the most appropriate strategies to ensure progress and promote development.
- We support pupils who are finding it difficult to self-regulate, we make reasonable adjustments within the classroom and beyond to promote inclusion. We prioritise the use of co-regulation and de-escalation strategies in order to maintain a calm learning environment which is safe for all pupils and staff.

4. To who, what, when and where does this policy apply?

- This policy applies to all pupils and members of the school community. All adults who are members of the school community including teachers, staff, parents/carers and visitors have an important role to play in securing the exceptional teaching, learning and support for pupils with SEND.
- To this end, our policy clearly outlines the roles and responsibilities of all stakeholders. We ask all members of our community to read the policy and any other associated protocols and documents to ensure they are able to fulfil these roles.
- Achieving and upholding our aims is only possible through the commitment and consistency of all stakeholders.

5. School Contextual Information

Welcome to our SEND Information Report which forms part of the Redbridge Local Offer in accordance with the Special Educational Needs and Disability Code of Practice, 2015.

The Governing Boards of all maintained schools and academy school proprietors have a legal duty to publish an Information Report on their website about the implementation of the Governors' or the proprietors' policy for pupils with SEND.

The information published will be updated annually. The Information Report also applies to all learners who are looked after by the Local Authority and have SEND.

When we talk about "provision", we mean what we provide in order to meet the needs of a child and help them make progress at school that is appropriate to their age. All Redbridge maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs. We are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible. The needs of pupils with a Special Educational Need and/or Disabilities are met in a mainstream setting wherever possible and, especially, where families want this to happen.

The information in this report details the offer within Wanstead High School; it identifies ways in which parents, children and young people may access the support required.

Wanstead High School is a mainstream secondary school and sixth form located in the London Borough of Redbridge, England. There are currently **1,464** pupils on roll at the school including 278 in the sixth form.

We successfully support pupils with a variety of common occurring special educational needs which includes dyslexia, dyspraxia, language and communication needs, autism, developmental delays and social, emotional or mental health difficulties. These are classified into four main areas in line with the Code of Practice:

- Cognition and Learning Needs
- Communication and Interaction needs
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

If such pupils require additional special educational provision (different from or additional to that normally available to pupils of the same age), then it will be considered as to whether they will be placed on the Inclusion Register and given a SEND K Status. Pupils in this category will have a Pupil Passport written to support teachers with details of needs and strategies to support that pupil. This and/or the Register will also include information about any additional support in place which could range from external agency input, to the need for access arrangements in exams. This is also recorded in a number of other places such as SIMs marksheets.

We also support some pupils with more complex and significant needs; these pupils have or require an Education, Health and Care Plan.

We currently support **41** pupils with Educational Health Care Plans at Wanstead High School and another a further **216** pupils access SEND K Support.

As at September 2023	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
EHCP	9	6	7	8	8	2	1
SEND K Support	36	34	43	41	42	7	13

Overall, **17.5%** of our school population have an identified special educational need or disability. We have a very slightly higher than average number of pupils with an EHCP, **3.6%** of our pupils have a plan compared to the national average in Secondary schools which is **2.4 %**.

14.7% of our pupils are provided with additional provision as SEND K Support, the national average is **12.4%**.

Many of our pupils have a diagnosed specific learning difficulty, the most prevalent being ASD, ADHD and Dyslexia.

Please note that across a school year these figures may change very slightly, these will be updated within this document annually but can also be shared on request across the school year.

6. Roles and Responsibilities

Below is an outline of the key responsibilities held by staff in key roles, this list is not exhaustive but aims to provide a summary of those which are central to the role.

School SENDCO	<ul style="list-style-type: none"> ● Coordinating all the support for children with Special Educational Needs and or Disabilities (SEND), and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school. ● In collaboration with the Headteacher, Deputy Head and School Business Manager, deploying and reviewing the use of the SEND budget and associated resources.
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	<ul style="list-style-type: none"> ● Making sure that you are fully informed and involved in your child’s learning and the support that they are receiving. ● Support with the identification of barriers to learning using a range of assessment tools. ● Liaising with other school staff such as the Director of Inclusion to ensure appropriate interventions especially for pupils with SEMH needs. ● Referring and liaising with external agencies to get additional support or further assessment to meet their needs. e.g Speech and Language Therapy, Educational Psychology, Occupational Therapy, SEaTTS and acting on the advice obtained. ● Ensuring all requests for information from external agencies are responded to and returned ● Updating the school’s Inclusion register and record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils is known and understood) and making sure that there are excellent records of your child’s progress and needs. ● Providing specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) to achieve their potential. ● Supporting your child’s progress by facilitating the development of outcomes and targets which are shared and reviewed with pupils and parents at least once each term. ● Developing and monitoring Pupil Passports for pupils with significant SEND (EHCP or SENDK) . ● Monitoring and reviewing individual and class provision maps in liaison with class teachers. ● Organising and holding Annual Review meetings for pupils with Education, Health and Care Plans (EHC Plans). Preparing and beginning the assessment process for Education, Health and Care Plans (EHC) where needed. ● Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school. ● Liaising with primary, secondary, post 16 and specialist provisions when pupils with SEND transfer to new schools. ● Organising and monitoring intervention groups for pupils with SEND and assessing the impact of these interventions in liaison with the class teacher. ● Liaising with SEND Governor regarding progress of SEND pupils, current policies and practice.
Class teacher	<ul style="list-style-type: none"> ● Understand and provide high quality teaching to all pupils within their classes ● Assume responsibility and accountability for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff ● Have high expectations of all pupils based upon assessment data and information available to them ● Ensure and contribute to the early identification of a) special educational needs b) barriers to learning c) appropriate interventions and actions in consultation with the school SENDCO ● Have full knowledge of pupil’s needs, SEND K support plan or EHCP ● Contribute to pupil’s termly review, including the formal annual review of their EHCP ● Work closely with allocated Teaching Assistants, and/or specialist staff, to assess, plan, do and review the impact of support and interventions.
SEND Governor	<ul style="list-style-type: none"> ● Making sure that the school has an up to date SEND Information Report and Policy. ● Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school. ● Making sure that the school’s SEND funding is appropriately spent. ● Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. ● Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.
Director of Inclusion /Designated Mental Health Lead	<ul style="list-style-type: none"> ● To lead the whole school mental health strategy ● To promote universal positive mental health and wellbeing to staff, pupils, parents and carers and to raise awareness and reduced stigma around poor mental health ● To have oversight and work in partnership with the school SENDCO to ensure the early identification of pupils with SEMH needs and coordinate appropriate provision for those with identified need

	<ul style="list-style-type: none"> To build and develop networks with external agencies and providers in relation to the mental health and wellbeing of the school community.
Headteacher	<ul style="list-style-type: none"> The day-to-day management of all aspects of the school; this includes the support for children with SEND. Delegating responsibility to the SENDCO and class teachers but has overall responsibility for ensuring that your child's needs are met and that they make the best possible progress. Making sure that the Governing Board is kept up to date about all issues in the school relating to SEND.

7. How is Special Educational Need and Disability (SEND) defined?

At different times in their school career, a child may have a special educational need.

The 2014 Code of Practice defines Special Educational Needs (in this document termed SEND to include disabilities - see below) as:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

If a learner is identified as having SEND, we will make provision which is "additional to" or "different from" that is provided for non-SEND learners (the normal differentiated curriculum), which is intended to overcome any barriers to their learning.

The Equality Act, 2010, gives the following definition of disability:

A person has a disability...if they have a physical or mental impairment which has a substantial and adverse long-term effect on their ability to carry out normal day-to-day activities.

This definition of disability includes children with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disability and SEN. A child may therefore be covered by both SEN and disability legislation.

8. Who can I speak to about my child's learning or additional needs?

Class teacher - Please see your child's timetable

The class teacher is recommended as your first port of call if you have any concerns about a specific subject or related aspect of learning. Please contact the school office to arrange an appointment or speak to them on the phone or email:

020 8989 2791 (from 8:00am to 4:30pm - voicemail messages can be left outside of this time), or: **whs@Wansteadhigh.co.uk**

Your child's teacher is responsible for:

- The progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- Quality first teaching – adapting the curriculum content or delivery to meet your child's needs.
- Setting high expectations and appropriate challenge for all learners in the classroom based upon available information and data

- Monitoring the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, booster sessions, differentiated resources etc.), with support from the SENDCO where necessary.
- Supporting the development of Pupil Passports for pupils on the Inclusion register and ensuring reasonable adjustments are made in the classroom, such as implementing the identified strategies and approaches of support.
- Contributing to the development of desired outcomes and targets, and sharing and reviewing them with pupils and parents.

Heads of Year and Pastoral Support Managers

Recommended as the first point of contact if you have any concerns regarding overall academic progress, social development, emotional well-being or general matters.

Please contact the school office to arrange an appointment or speak to them on the phone or email:

020 8989 2791 (from 8:00am to 4:30pm - voicemail messages can be left outside of this time), or: whs@wansteadhigh.co.uk

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|------------------------|-------------|--|
| ● Year 7 Head of Year | Mr D Tann | Pastoral Support Manager - Ms N Ahmed |
| ● Year 8 Head of Year | Ms C Murray | Pastoral Support Manager - Ms J Seekings |
| ● Year 9 Head of Year | Mr M Tinker | Pastoral Support Manager - Ms J Seekings |
| ● Year 10 Head of Year | Mr M Hadden | Pastoral Support Manager - Ms S Khan |
| ● Year 11 Head of Year | Ms G White | Pastoral Support Manager - Ms S Khan |

Special Educational Needs Co-ordinator (SENDCO) - Mrs M Connor. Deputy SENDCO – Mrs M Dietze

Recommended as the first point of contact, if you have any concerns regarding your child’s special educational needs. Please contact the school office to arrange an appointment or speak to them on the phone.

m.connor@wansteadhigh.co.uk, m.dietze@wansteadhigh.co.uk

Deputy Headteacher - Mrs H Martin

Direct line manager of the SENDCO.

Headteacher – Miss E Hillman

Please contact the school office to arrange an appointment with these Senior Staff if your query, complaint or issue cannot be resolved by other key contacts.

SEND Governor – Nichola Baker

Please contact by writing to the SEND Governor and address to the school office or via the SENDCO

9. How do we identify and assess SEND at Wanstead High School?

It is not assumed that slow progress or that which is below age-related expectations is due automatically to an underlying learning difficulty or need. A range of information and data is explored in identifying needs.

Midterm Admissions

A range of information and data is considered in the identification of SEND at Wanstead High School. During the Summer Term we visit our feeder schools and others to meet with key primary school staff and SENDCOs to gather information about pupils who will be attending Wanstead High in Year 7. This information informs transition support and ensures that key information is shared with class teachers promptly.

When pupils arrive in Year 7 or as mid-terms throughout the school year, the school SENDCO and relevant staff members review closely for that child:

- KS2 SATs/CATs data
- Common Transfer information

- Transition Link feedback
- Parental liaison and feedback
- Reports from any specialist involvement
- School assessment data and examples of pupil work (where shared)

If further information is needed, standardised assessments are carried out to give a clearer picture of any difficulties.

Where it is considered that pupils need longer term support for their needs and difficulties, they are placed on the school Inclusion Register. After initial consultation, a follow up letter or email is sent to parents confirming this and it is good practice for a meeting to take place to consider actions needed and compile the Pupil Passport.

Parents or external professionals can send any external referrals forms to: referralrequests@wansteadhigh.co.uk

School Assessment

The school has a rigorous and robust assessment system which involves recording and monitoring pupil assessment data at least three times per year, depending on their key stage. After each data drop, staff at all levels from class teachers to HOYs and the school SENDCO, analyse individual and group data to identify pupils who are underachieving and investigate the reasons why. Where pupils are consistently underperforming despite interventions and support, they may be referred on to the SENDCO using the Teacher SEND Referral Form (on school Intranet page), who will investigate using the following, in determining any special educational needs:

- Observation
- Standardised Assessments of Literacy (reading comprehension and spelling)
- A survey of class teachers (called a Round Robin),
- Behaviour Report
- Attendance Report
- Previous termly Progress Reports
- Review of pupil's books/work

The current assessment system at Key Stage 3 is being redeveloped to ensure more accurate and robust data.

School Inclusion Referral and Behaviour monitoring System

In addition to the above, teaching staff, TAs and parents may also refer any concerns on to the SENDCO for further exploration and discussion. Staff complete a referral form describing specific difficulties they have observed; support and intervention is also outlined including an evaluation of its impact. This information is then used by the school SENDCO to review the needs of the pupil and decide next steps within the graduated approach. If more than one teacher refers a pupil, this may indicate higher levels of concern.

At Wanstead High, we use SIMS to track and monitor pupil behaviours. When pupils reach a threshold of 75 consequence points, pupils are discussed at a half termly Social Inclusion Meeting involving the Deputy Headteacher, Director of Inclusion, SENDCO and HOY. Any patterns of behaviour or need are considered and appropriate action decided. This may include screening assessments as a means of identifying whether these patterns are the result of a specific underlying need. Concerns and suggested actions are discussed and agreed with parents/carers. This is outlined in more detail in the Behaviour Policy.

10. SEND Status - SEND Support (K) and Educational Health Care Plans (EHCPs)

SEND K Support

Pupils who are receiving support which is 'additional to' or 'different from' their peers are placed on the school's Inclusion Register. All of these pupils have a Pupil Passport that is shared with teachers and TAs. This outlines their specific needs and difficulties and details specific strategies that support their learning. Up to three termly targets are agreed to support their progress.

At Wanstead School, we review and update the Inclusion Register on a regular basis, therefore a pupil's placement on the register is not automatically fixed and permanent. This review involves analysing individual assessment data, along with other available information and feedback to reach an overall judgement about the progress that a pupil is making.

Progress is considered and judged against individual targets and age- related expectations.

Where pupils have made good progress for two academic terms across the majority of curriculum subjects, in agreement with parents, they may be removed but monitored for an additional term and retain their learning profile.

EHCP Support

An Education, Health and Care Plan (EHCP) is for children and young people aged up to 25 who need more help than that typically available through special educational needs support in a school. Children and young people with the highest level of assessed need may be eligible to gain an EHCP.

Not all children and young people with additional needs will need an Educational Health Care Plan

Requests for an assessment of education, health and care needs can be made by:

- the child's parents (or somebody on their behalf)
- the young person if over the age of 16 (or somebody on their behalf)
- an early years setting, school or post 16 institution (this should be with the knowledge and agreement of the parent or young person).

For pupils with complex needs who are not responding to the provisions set out for them on the Inclusion Register, an EHCP assessment may be necessary. In many cases, the SENDCO will initialise a support plan involving parent/carers, input from teachers, TAs and any specialists or professionals involved with the child and where appropriate. We review 3 cycles of the support plan and build a picture of need. An application is then made to the appropriate Local Authority.

Where pupil's have an attendance lower than 50%, the school, in line with government guidance and expectations, will consider and discuss the need for an EHCP assessment with parents/carers.

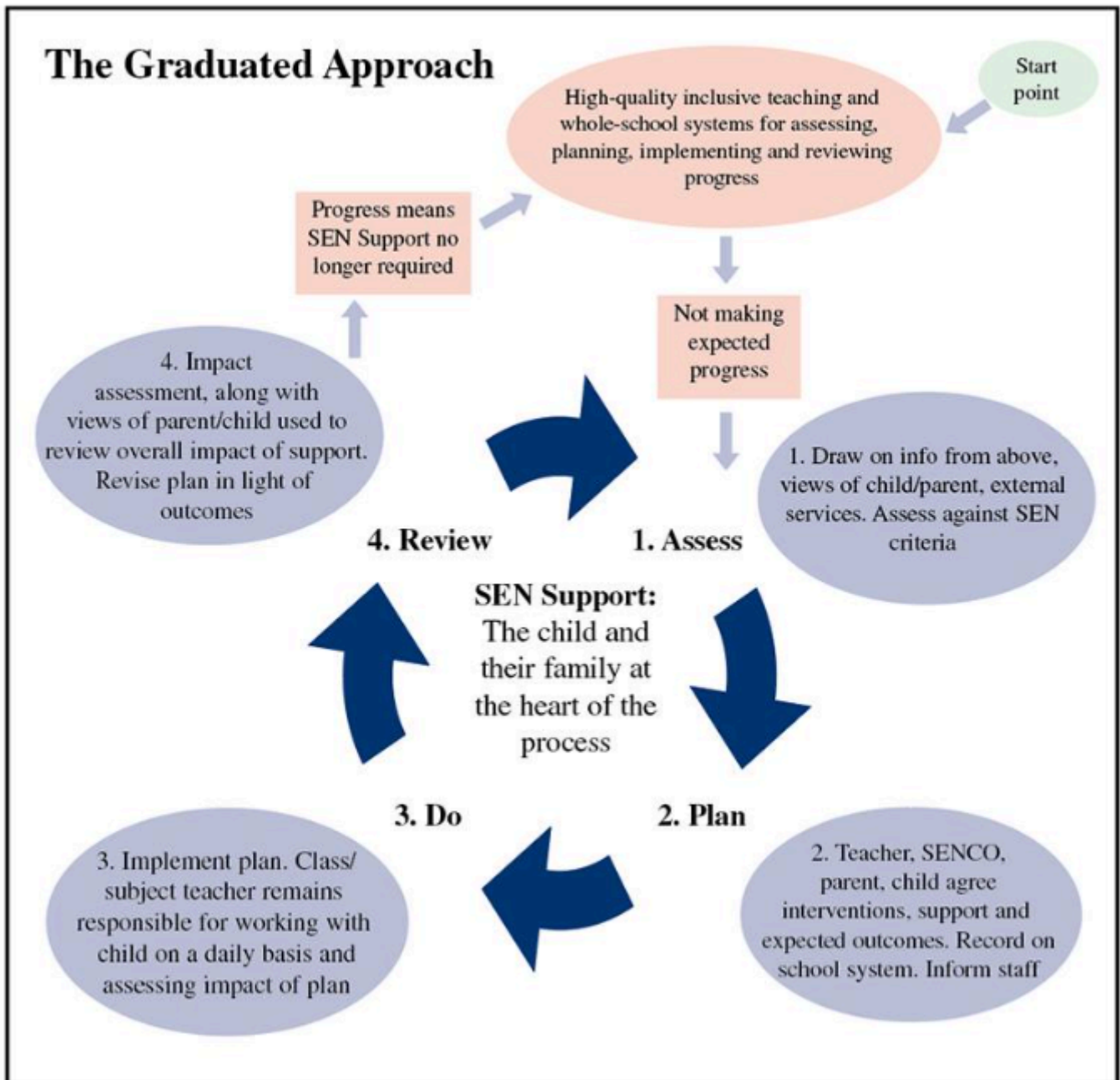
If the application is successful, a pupil will have a statutory document that details a child's special needs and notes what extra support a child is entitled to across education, health and social care.

11. How do we support children with additional needs at Wanstead High School?

The Graduated Approach

Pupils who continue to face challenges in their learning, despite receiving high-quality teaching, are likely to need additional strategies, or different provisions, in order to meet their needs. The SEND Code of Practice states that, for these learners, teachers are required to remove barriers to learning and put effective special educational provision in place through SEND support.

This SEND support takes the form of a four-part cycle (assess, plan, do, review). Through this cycle, actions are reviewed and refined as understanding of a pupil's needs and the support required to help them secure good outcomes increases. This is known as the graduated approach.



Wave 1 Universal Support – High Quality Teaching

At Wanstead School, we believe that your child's learning needs will first and best be met through the high-quality teaching delivered by mainstream subject teachers.

'High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching' SEND Code of Practice, p.99

- Our curriculum is designed and developed for all learners. We have high expectations for all.
- Adaptation is at the point of delivery through high quality teaching strategies.
- Use of universal strategies that have been proven to support the learning and progress of vulnerable learners.
- At delivery point class teachers use Pupil Passports, which are accessed through the Class Charts software. These outline areas of needs, strengths and a concise list of strategies that must be used in class to support their learning. Pupil Passports are reviewed and updated regularly
- Teachers will implement the specific strategies (which may be suggested by the SENDCO or staff from outside agencies) outlined on your child's Passport, to enable your child to access the learning activity.

Wave 2 Targeted Support - Inclusion Register (SEND K) or EHCP

In some cases, it might be appropriate to provide additional, small-group interventions in addition to the mainstream curriculum. This can be for all types of need including SEMH needs and, in these cases, pupils may be supported by Behaviour Support or Pastoral Support Plans. In most cases, pupils at the latter stage would also be on the Inclusion Register at SEND K as these needs would, in most cases, be having a significant impact on a pupil's progress in the classroom. These are characterised by:

- Small group or 1:1 structured intervention over a specified period of time
- Based upon pupil need, identified through consultation with class teacher, data and information.
- Having been reviewed and evaluated through educational research
- May be accessed by pupils who have 'gaps' in their learning rather than a SEND, especially Literacy Interventions.
- Delivered by a trained member of staff or specialist and can include external agencies. We commission services from the Educational Psychology service and Speech and Language Therapist who both run group support sessions.
- Liaison with class teachers so that they have a full understanding of the intervention and how to integrate learning into the classroom.
- Impact of intervention reviewed through standardised tests, testimony and observation.

Current targeted support includes a mix of individual support, externally designed interventions and school devised programmes. See **Appendix A** for intervention types we currently offer to support pupils within this wave.

These pupils may also benefit from being supported by TAs that are already allocated to that class or for pupils with EHCP in a 'helicopter' approach.

In addition, access arrangements may be in place for these pupils.

Access Arrangements (AAs) are pre-examination adjustments for candidates based on evidence of need and normal way of working. AAs allow candidates with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make reasonable adjustments.

When students are in Year 9, they are all given a screening test and anyone with a standardised score below eighty-five will be further assessed by a specialist teacher. Therefore, appropriate access arrangements would be requested. These include extra time, a scribe/word processor or a reader.

Wave 3 Specialist Support - Inclusion Register (SEND K) or EHCP

For some pupils with more specific or complex needs require specialist support, and for those who make little or no progress in spite of adaptations, differentiated and targeted support specialist input may be necessary. Pupils at Wanstead may be further supported by the Speech and Language Therapy Service, Educational Psychologist and ASD outreach service, all attend the school on a regular basis across each school term.

The school has commissioned the services of a private Speech and Language Therapist and Educational Psychologist as well as working in partnership with the Local Authority Services due to increased need.

Referrals to CAMHS, MHST, the Occupational Therapy Team, and Sensory Needs Team (PD, HI and VI) are also made according to the needs of individual pupils. For pupils with diagnoses of medical needs the school will work with relevant medical professionals to ensure an appropriate care plan or personal risk assessment will be in place.

When necessary, accessibility aids and technology may be used to support your child's learning, for example we provide Chromebooks for pupils who are unable to write due to physical disabilities or those with handwriting difficulties.

12. Transition Support

Transition is a part of life for all learners. This can include:

- Year 6 – 7 moving to secondary school
- Key Stage 3 – 4, Choosing and studying formal qualifications
- Mid-Year Transitions – Moving from another school
- Key Stage 4 -5, Post 16 study

Transition can be extremely difficult for learners with SEND and our aim is to personalise support for pupils depending on the stage of transition and individual needs of the pupil. We have developed an Options Pathway system for Key Stage 4 which signposts a suitable set of qualifications for learners which includes a support option and new vocational options.

Some of the different supports available include:

- Wanstead staff visits to primary or existing school to meet the pupil prior to admission, early information sharing.
- Meetings with pupils, parents, school staff and specialist to plan provision and support, at KS4 and 5 this would include the SENDCO and school careers advisor
- School/college visits and induction days with TA support
- Key Worker or Learning Mentor
- Social communication support
- Year 7 Transition Group Support – 6 Sessions delivered by the MHST
- Peer buddies

13. Enrichment and Learning Outside of The Classroom

- At Wanstead we offer a wide range of enrichment and extracurricular activities including dance, theatre and music productions, as well as a range of other activities. We also provide opportunities to represent the school at events. We run the Duke of Edinburgh Award in Year 9 and beyond and provide a number of school visits and residential trips to other countries to support pupil's cultural development.
- As a diverse and inclusive school, we encourage all children but particularly those with SEND to take up these opportunities in order to build confidence and experience, all that being part of a learning community offers. Reasonable adjustments are made to ensure activities and opportunities are taken up and accessible to all.
- Please contact your child's Form Tutor or Head of Year to make further enquiries about these opportunities and ensure you keep up-to-date with school communication.

14. What training and support do class teachers and school staff receive so that they are appropriately trained to support my child's special education needs and/or disability?

The Deputy Headteacher responsible for the Quality of Education works closely with the SENDCO to identify key priorities for the year ahead and ensure that appropriate training is built into the whole school CPD calendar. Last academic year school staff received training on the following

- The Code of Practice and the Graduated Approach
- The Four Categories of Need
- Adaptive Teaching
- Supporting learners with Social, Emotional and Mental Health Needs
- Explicit Instruction and Modelling
- Flexible Grouping.
- Staff also have access to a Inclusion Teacher Toolkit compiled by the school SENDCO which details and provides guidance on how to implement SEND friendly strategies within the classroom. This can be accessed, along with all Pupil Passports and the Inclusion Register, via the staff Google Drive.
- Independent providers commissioned by the school such as SEaTTS, EPs and SALT provide staff with specialist training on specific needs and programmes, examples include strategies to support visually impaired pupils and zones of regulation to support pupils with self-regulation.

15. How will we work with Parents and Carers?

- If parents or carers have concerns about their child's progress, development or needs then we invite them to contact us through the identified key staff listed above.
- If as a school we are concerned about your child and feel they may have an underlying need then either the school SENDCO or member of the pastoral or inclusion staff will contact you to discuss them and invite your feedback and input.
- All parents/carers are invited to their annual Progress Evening and may be in contact with their child's form tutor or Head of Year across the school year. All pupils on the inclusion Register also have an allocated key worker and they will also be in contact with parents/carers on a termly basis or more often where required.
- In addition to this, parents/carers of pupils with an Education, Health and Care Plan will be invited to contribute to and attend the Annual Review, which, wherever possible will also include other agencies involved with the pupils. Parents will be actively supported to contribute to assessment, planning and review.
- Pupils who have been identified as having SEND will be consulted about and involved in the arrangements made for them as part of person-centred planning.
- Other opportunities for parents/carers to be involved include:
 - SEND Coffee Mornings
 - Parent/Carer Information Events
 - Parent Award Events
 - Parent Focus Groups
 - School and PTA Events
 - Phone calls/letters home
 - Website

How will we work with pupils?

All pupils have opportunities to speak their mind and express their opinions. Students with SEND have key workers who listen to their concerns and they will then act on them. Every student with an Education Health Care Plan (EHCP) has person-centred reviews regularly. We use a variety of methods and approaches for pupils on the Inclusion register, but without an EHCP, to ensure that pupils can express their views and opinions.

We encourage and track participation of pupils with SEND to ensure they are included as part of Pupil Leadership Opportunities.

16. How will Parent/Carers and School know whether support and provision is making a difference to my child's learning and development?

- All pupils at Wanstead High School have their progress tracked three times per year after school Challenge Weeks.
- Your child's progress will be assessed both in terms of her/his regular learning within the classroom and with regard to specific intervention programmes.
- The impact of the support given is carefully measured to ensure that the learning outcomes have been achieved and if not, what adaptations are necessary it may be decided that a further period of support would be beneficial to your child.
- For pupils with an EHCP, there will be an annual review of the provision made for them, which will enable an evaluation of the effectiveness of targeted and specialist provision. Interim reviews will also occur termly.
- You and your child will be kept informed and encouraged to be actively involved at all stages of this review process.

17. Useful Links to the Redbridge Local Offer and other organisations

- Redbridge Local Offer for children and young people with Special Educational Needs and Disabilities (SEND)
<https://find.redbridge.gov.uk/kb5/redbridge/fsd/localoffer.page?localofferchannel=0>
- The communication Trust; supporting children with speech, language and communication needs
<http://www.thecommunicationtrust.org.uk/redirect/localoffer/>
- National Autistic Society (NAS); supporting families of children with autism spectrum disorders
<https://www.autism.org.uk/>
- Dyslexia Trust
www.thedyslexia-spldtrust.org.uk/4/resources/4/practitioners/overview/
- NASEN (National Association of Special Educational Needs)
<http://www.nasen.org.uk/>
- Special Needs Jungle Provides parent-centred information, news, special needs resources and informed opinion about SEND
<https://www.specialneedsjungle.com>
- Family Lives; supporting families
<https://www.familylives.org.uk/>

18. What do I do if I have a complaint?

If you have a concern or complaint that you feel could be addressed by the school SENDCO please feel free to contact them via the school office **020 8989 2791**

For more formal complaints, the school has a formal complaint policy and procedure. Details of this process can be accessed on the school website. <https://www.wansteadhigh.co.uk/>

Appendix A - Wanstead High School Literacy Intervention 2023-24

Waves	Target Group	Level of intervention	Type of intervention	Group size	Length of time	Delivered by	Impact
Wave 1	EHCP 70-85 86-95	Intensive	Reading Wise Precision spelling Precision writing	Groups of 8 1:1 in some cases.	One hour weekly over 12 weeks followed by review	HLTAs	<ul style="list-style-type: none"> SS Baseline score SS Endpoint score SS Literacy Assessment Online Ratio Gain Pupil Voice
Wave 2	SEN K 70-85 86-95	Intensive	Reading Wise	Groups of 8-10	45 mins weekly (Homework 10-15 minutes daily) over 12 weeks	HLTA	<ul style="list-style-type: none"> SS Baseline score SS Endpoint score SS Literacy Assessment Online Ratio Gain Pupil Voice
Wave 3	85-95	Intensive	Lexonik Advance	Groups of 4	One hour weekly over 6 weeks	Librarian	<ul style="list-style-type: none"> SS Lexonik diagnostic test at start and end. SS Literacy Assessment Online Pupils Voice- confidence/fluency in reading
			Reading Wise Homework	Independent	One hour per week	Support of families/guardians	<ul style="list-style-type: none"> Reading Wise analytical tools-time
Wave 4	96+	Literacy Across the Curriculum	Regular reading opportunities & explicit teaching of vocabulary across the curriculum (WOW)	Up to 30	20 minutes a week	Form Tutors	<ul style="list-style-type: none"> Pupil Voice Staff Voice- HOY/HOD Reading Test Teacher Drop In Book Audit
			DEAL Form-Time Reading Programme				

Appendix B Targeted Support Overview

Intervention Name	Focus	KS	C&L	CI	SEMH	S/PD	Description	Time	Pupils
Cognition and Learning									
Reading Wise (See Whole School Literacy Intervention 2023-2024)	Support for word reading, vocabulary development, spelling and comprehension.	KS3 KS4	/ /	/ /			A structured online reading programme. Using a broad range of innovative techniques, we provide schools with a ground-breaking literacy intervention programme with amazing results. Using algorithms, online sessions adapt to each learner's ability, delivering appropriate content to optimise learning and progression through the programme. A government-funded study found that Reading Wise improves a pupil's reading age 78% faster than usual classes.	6 weeks. 1 x 50 min session per week.	Pupils who have scored low in the area of word reading accuracy using a standardised diagnostic test.
Lexonik	Support for word reading, vocabulary development, spelling and comprehension.	KS3 KS4					Reported to rapidly improve reading, spelling, vocabulary and comprehension, with average reading age gains of 27 months in just six weekly one-hour sessions. Independently reviewed by Northumbria University and The National Literacy Trust, Lexonik Advance is proven to make immediate, significant and sustainable progress for students of any age. This programme is face-to-face and fully resourced, targeted for students with a standardised reading score of 85-115.	6 weeks. 1 x 50 min session per week.	Pupils who have scored low in the area of word reading accuracy using a standardised diagnostic test. SS 90
Word Aware Targeted Vocabulary Group	Support for pupils with language needs and difficulty acquiring new vocabulary	KS3	/	/			Pupils develop their ability to use different strategies when learning new language – key words across the curriculum.	Half a term in the first instance 6 – 7 weeks	Pupils who have identified language needs.
Precision Teaching	Support for dyslexic type difficulties and	KS3 KS4	/ /	/ /			1-1 teaching from trained learning support assistants. Multisensory approaches used to address individual difficulties and small step learning with a specific focus.	Min 6-week period. Reviewed half termly	Pupils with a diagnosis of general learning difficulties, dyslexia or

	those with general learning difficulties									dyslexic type difficulties acting as a barrier to learning.
Numeracy Support	Support for pupils with low numeracy levels on the Inclusion register	KS3 KS4	/ /	/ /	/ /	/ /		Curriculum focused support for pupils in either small groups or 1:1	1 x 60 min session per week	Pupils who need additional numeracy support in line with their identified needs.
Touch Typing and Google Classroom	For pupils where it is statutory EHCP provision or high need K pupils who have significant needs regarding reading or writing skills.	KS3 KS4	/ /	/ /	/ /	/ /		Program of developing touch typing skills to improve writing speed, along with support for developing and maintaining folders for each subject, sharing with teachers. Also supports any issues regarding Google Classroom management and organisation of homework	x2, 20 min sessions or x1 60 min session per week	Pupils where it is statutory EHCP or high need K pupils who have significant needs regarding writing skills.
Communication and Interaction Needs + Social, Emotional and Mental Health										
Lego Therapy	Communication and Interaction, Social, Emotional and Mental Health	KS3	/	/	/			An evidence based approach that aims to develop social communication skills in autistic children, such as sharing, turn-taking, following rules, using names and problem-solving.	6-8 week block, weekly session 60 mins	Pupils with communication and interaction needs.
Learning Mentor	Social, Emotional and Mental Health	KS3 KS4	/ /	/ /	/ /	/ /		1-1 mentoring sessions with fully qualified learning mentors. Focus on specific issues affecting a pupil's emotional wellbeing, behaviour or academic achievement.	Typically, weekly sessions 30-50 mins	Pupils who may be at risk of disengagement, poor academic performance, exclusion or poor mental health.
ELSA Emotional Literacy Support Assistant	Social, Emotional and Mental Health	KS3 KS4	/ /	/ /	/ /	/ /		ELSAs are trained members of staff who work with pupils on a range of well being issues with an aim of helping them to reach their potential socially, emotionally and academically. They understand the barriers to learning that some children and young people might have and can help them with this.	6-12 weeks	Pupils who may be at risk of disengagement, poor academic performance, exclusion or poor mental health.

Evolve and Adapt	Social, Emotional and Mental Health	KS3 KS4	/	/	/	/	Evolve & Adapt is an organisation that was established with the aim of meeting the forever growing complex needs of young people across our schools and wider community. They deliver one to one needs based mentoring.	6 weeks 60 min session per week	E & A typically work with pupils who are Looked after children, Disengaged minority groups, Victims or those at risk of CSE or domestic violence
School Counsellor	Social, Emotional and Mental Health	KS3 KS4		/	/		Referral for therapeutic support typically in 6 - 8-week blocks in the first instance.	6-8-week block	Pupils with emerging and existing poor mental health.
Mental Health in Schools Team	Social, Emotional and Mental Health	KS3 KS4	/	/	/	/	The school is very fortunate to be working closely with the Wanstead Mental Health in Schools Team who typically work with pupils who experience low mood, anxiety and mild to moderate depression.	Individual and group support for pupils 8 weeks	Pupils with low mood, anxiety and mild to moderate depression.

N.B. For pupils with physical disabilities or sensory needs we would work with key services such as SEaTTs or an OT to plan an individualised programme of support based upon need.

Appendix C – School Speech and Language Provision

The school has a Speech and Language Therapist who is in school fortnightly, she works very closely with our HLTAs and TAs developing and supervising individual care plans, as well as group interventions.

Universal:
<ul style="list-style-type: none">● Training for staff● Sharing general SALT resources● Supporting learning walks● Supporting school-wide development (policies, approaches, curriculum development etc)● Lunch Clubs● Drop in advice for teachers and parents● Support with class displays/communication friendly environment● Posters/displays/newsletter● Supportive reflective practice sessions
Targeted:
<ul style="list-style-type: none">● Specialist training i.e. to support a specific pupil or for a particular team or professional● Acting as a professional liaison in MDT meeting or meetings with parents● Learning Walks/classroom audits and specific feedback● Request for Help – second opinion observation/informal screens with feedback● Supporting TAs or Learning Mentors to run targeted SALT intervention groups● Joint lesson planning
Specialist
<ul style="list-style-type: none">● Meeting with parents – to gather information or parent coaching● SALT assessment with report● Contribution to EHCPs● Attendance at Annual Review Meetings● Directly running SALT groups (Home Visits, if needed)● Onwards referrals

Appendix D - Teacher's SEND Referral Form

Wanstead High School (found on school intranet page, bottom left-complete there)

SEND Referral Form

Complete form to refer a pupil for investigation of underlying SEND's. This will be sent to:

m.connor@wansteadhigh.co.uk

j.connal@wansteadhigh.co.uk

m.dietze@wansteadhigh.co.uk

Your email will be recorded when you submit this form

*** Required**

Pupil's Name:*

Year / Form:*

Area of Concern (tick relevant areas):

Cognition and Learning

Communication and Interaction

Social, Emotional or Mental Health Needs

Physical, visual, hearing or sensory disability

Other (state):

EAL pupil?

Yes

No

First Language (add below)?

Do guardians require an interpreter?

Yes

No

Describe the difficulties the student has accessing the curriculum.

Your answer

Describe the teacher / department interventions applied, length of time given, and results regarding pupil progress.

Your answer

Notes from initial discussion with guardians regarding pupil's lack of progress.

Your answer

What support would help pupil progression?

Your answer

Attached documents (tick relevant boxes):

Pupil information

Teacher - guardian and teacher - pupil discussion notes

Teacher - HOD notes

Teacher - HOD - SENDCO discussion notes

Dates /period of intervention tracking progress

Observations

HOD signature:

Your answer

Teacher signature:

Date: