



WANSTEAD HIGH SCHOOL

SEND Information Report for Parents and Carers

Person Responsible	Ms E Hillman/Ms E Piorkowska
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Related Policies

- SEND Policy
- Curriculum Policy
- Teaching and Learning Policy
- Accessibility Plan
- Health & Safety Policy
- Anti-Bullying Policy
- Equality, Information and Objectives Policy
- Equal Opportunities Policy
- Admissions Policy
- Supporting Pupils with Medical Conditions Policy
- Behaviour Policy

1. Introduction

Schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEND. This SEND information report details the provision that our school offers to pupils with Special Educational Needs and Disabilities. SEND provision at Wanstead High School is overseen by the school's SENDCO (Special Educational Needs and Disabilities Coordinator).

2. Context

As at September 2025, the school has 1215 pupils on roll from 11-16 and 3.6% of these pupils have an EHCP; 17% receive SEND support. Including post 16, the figures are 1473 on roll and 3.1% with an EHCP and 15.7% with SEND support.

3. Aims

Wanstead High School is committed to providing a friendly and safe environment in which our pupils will be helped to achieve their full potential, both academically and socially. 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.

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.
- 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.

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 four 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 aim to use co-regulation and de-escalation strategies in order to maintain a calm learning environment which is safe for all pupils and staff. Staff are being trained to use trauma- informed approaches to support relationships.

Key Duties:

As a school we observe two key duties:

- We must not directly or indirectly discriminate against, harass or victimise disabled pupils and young people; and
- We must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled pupils and young people might require and what adjustments might need to be made to prevent that disadvantage. The school’s Equality Policy and objectives and the Accessibility Plan can be found on the school website.

4. Our school’s SEND Team

The pupil’s teachers, or the Head of the relevant Department, are recommended as the parent/carer’s first point of call if there are any concerns about a specific subject or related aspect of learning. Parents/carers are advised to contact Heads of Year and/or the year group Pastoral Support Assistant for any concerns regarding overall academic progress, social development, emotional well- being or general matters.

For specific queries regarding SEND, parents/carers should contact:

School SENDCO - Mrs E Piorkowska e.piorkowska@wansteadhigh.co.uk

Deputy SENDCO for Year 7 and 8 - Ms E Harper e.harper@wansteadhigh.co.uk

Deputy SENDCO for Year 9 and 10 - tbc

Deputy SENDCO for Year 11, 12 and 13 Key Stage 4 and 5 - Ms M Dietze m.dietze@wansteadhigh.co.uk

Director of Inclusion/Designated Mental Health Lead - Ms D Cini d.cini@wansteadhigh.co.uk

Parents/carers should contact the school office to arrange an appointment or to speak to any of the team on the phone: **020 8989 2791** (from 8:00am to 4:30pm - voicemail messages can be left outside of this time), or whs@Wansteadhigh.co.uk

The school’s SEND Governor is Nichola Baker who can also be contacted via the school office.

5. What kind of SEND is provided for at Wanstead High School? (1)

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

At our school we use the definition for SEN and for disability from the SEND Code of Practice 2015 (p15-16):

Special Educational Needs

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

We successfully support pupils with a variety of special educational needs which currently include: dyslexia, dyspraxia, language and communication needs, eg. developmental language disorder, autism, hearing impairment, visual impairment, other physical disabilities developmental delays and social, emotional or mental health difficulties such as anxiety, depression and ADHD. 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.

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

6. What information is there about our school's policies for identification and assessment of pupils with SEND? (2)

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. Behavioural difficulties do not necessarily mean that a pupil or young person has a SEND and does not automatically lead to a pupil being registered as having SEND. - Slow progress and low attainment do not necessarily mean that a pupil has SEND and it does not automatically lead to a pupil being recorded as having SEND. - Persistent disruptive or withdrawn behaviours do not necessarily mean that a pupil or young person has SEND. - Identifying and assessing SEND for pupils or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEND.

6.1 Transition Information

For all pupils new to the school, the school SENDCO and relevant staff members review closely for that child:

- KS2 SATs/CATs data (where appropriate)
- Common Transfer information
- Transition Link feedback
- Parent/carer liaison and feedback
- Reports from any specialist involvement (where shared)
- School assessment data and examples of pupil work (where shared)
- Previous exam access arrangements (where shared)
- Information in the pupil's SEND file from the previous school.

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

Year 7 pupils

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 School in Year 7. This information informs transition support and ensures that key information can be shared with class teachers promptly. Where possible, staff will also attend Annual Reviews for pupils with EHCPs in Year 6.

6.2 Identification of needs not yet known

Not all needs are long-term needs and presentation of some needs may change over time, therefore it is important for Wanstead High School to monitor pupils and support them in a timely manner when the needs arise. For this reason, we have developed a system of monitoring and referrals to ensure that we can promptly identify needs and meet them through our support systems.

6.3 School Assessment

Pupils in Year 7, 10 and 12 undertake reading assessments at the start of the school year and a screening tool is used at the end of Year 9 to support the process of access arrangements. 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 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 WHS SEND Referral Form (on school Intranet page).

6.4 School Behavioural & Pastoral Assessment

Pupil behaviours are monitored through the whole-school system. Where pupil behaviour is of concern despite interventions and support, staff will consider patterns of behaviour and how best to determine whether these patterns are the result of a specific underlying need, eg. through screening assessments. This is outlined in more detail in the Behaviour Policy.

Where a pupil's behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one, staff will make a child protection referral and appropriate action will be taken by the DSL or DDSs. This is outlined in more detail in the Safeguarding and Child Protection Policy.

Where pupil behaviour or mental health issues continue to be a concern, they may be referred on to the SENDCO using the WHS SEND Referral Form (on school Intranet page).

In line with government guidance and expectations, there will also be a referral to the SENDCO where a pupil has an attendance lower than 50%, so that the need for further assessment and support can be considered and discussed with parents/carers.

6.5 Referrals

Where needs cannot be identified through the monitoring system and information gathering from the previous educational setting, pupils may be referred to the SEND department for assessment and interventions by parents, school staff, other professionals working with the young person or the young person themselves. At Wanstead High School we educate our pupils about a range of needs and disabilities through assemblies and our personal development programmes not only to help raise awareness but also to help our pupils seek support from us where they feel they have a need that is not being met.

6.6 Exam Access Arrangements

When pupils 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. Where indicated, further assessment will also take place for pupils in other year groups.

Where pupils do not already have an identified SEND, this information will be passed onto the SENDCO for further assessment.

6.7 SEND Assessment

At Wanstead High School, we believe that pupils' learning needs will first and best be met through the high-quality teaching delivered by mainstream subject teachers. We follow the Graduated Approach outlined in the SEND Code of Practice in 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. Where concerns continue despite intervention and support, pupils may be referred on to the SENDCO using the WHS SEND Referral Form (on school Intranet page).

Following a SEND referral, the SENDCO will investigate using the following, in determining any special educational needs:

- Observation
- Standardised Assessments, eg. reading comprehension, spelling, processing speed
- A survey of class teachers (called a Round Robin)
- Behaviour Report
- Attendance Report
- Previous termly Progress Reports
- Review of pupil's books/work
- Pupil and parent/carer views
- External professional involvement

7. What is our school's approach to teaching pupils with SEND? What additional support for learning is available to pupils with SEND?

All additional support for pupils with SEND is based upon pupil need. Any programmes for intervention are selected based on their effectiveness as shown by educational research, or devised by specialist staff or external professionals. Impact of support is regularly evaluated through standardised tests, testimony and observation. Staff delivering interventions liaise with teachers so that they have a full understanding of the intervention and how to integrate learning into the classroom.

7.1 Wave 1 Universal Support – High Quality Teaching

'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 adaptive 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 the Pupil Passport, to enable them to access the learning activity.

7.2 Wave 2 Targeted Support

In some cases, it might be appropriate to provide support in addition to the mainstream curriculum. This may include:

- Extra adult support in classrooms, where appropriate
- Small group work for some lessons, where appropriate
- Personal targets based on their needs
- Small group or 1:1 structured intervention over a specified period of time
- Adapted resources
- Key worker
- Mentor
- School Support or Pastoral Support Plan for pupils with social, emotional and mental health needs
- Referral to specialist external agencies eg. SENDATS
- Access to the Learning Support or Wellbeing Room
- SENDCO support
- Exam Access Arrangements, eg. extra time, a scribe/word processor or a reader (if pupil meets the Joint Council for Qualifications/JCQ criteria)
- Targeted input from buy-in specialist staff: Speech and Language Therapist, School Counsellor or Educational Psychologist

7.3 Wave 3 Specialist Support

Specialist input may be necessary where pupils have more specific or complex needs, or for those who make little or no progress in spite of adaptations, differentiated and targeted support. This may include:

- Adapted timetable
- Adapted curriculum
- Accessibility aids and/or technology
- Individual adult support

- Referral to specialist services, eg. Child and Adolescent Mental Health Service (CAMHS)/Mental Health Support Team (MHST), Redbridge Specialist Education and Training Support Service (SENDATS), NHS Speech and Language Therapist (SALT), NHS Occupational Therapist (OT), Redbridge Educational Psychologist (EP), Redbridge Behaviour & Inclusion Team Youth Mentoring, Evolve & Adapt
- Individualised input from buy-in specialist staff: Speech and Language Therapist, School Counsellor or Educational Psychologist

7.4 Provisions offered:

We currently offer the following provisions

- Literacy intervention
- Maths intervention
- Social skills groups
- ELSA
- Zones of regulation
- Touch typing
- Chrome books for identified pupils with EHCP
- Bring your own device support for identified pupils without an EHCP
- Time-out card
- Adjustments to the uniform policy
- Homework clubs
- Break and lunch time support for identified pupils
- Key worker for all pupils with SEND
- Speech and Language groups
- Speech and language 1:1
- TA Support with Occupational Therapy
- Pupil passport for all pupils with SEND

In 2025-26 we intend to extend our offer by introducing nurture groups.

We are currently developing procedures for quality assurance and evaluation of the impact of the interventions. These procedures are intended to be developed over the autumn term of 2025-26 and fully implemented by the end of Spring term of 2025-26 academic year.

8. How does our school evaluate the effectiveness of the provision made for pupils with SEND? (3a)

The support pupils with SEN receive is outlined in their Pupil Passport, which is reviewed regularly as part of the assess, plan, do, review cycle. Individual assessment data for subjects and any intervention programmes is analysed, along with other available information and feedback to reach an overall judgement about the progress that a pupil is making and the effectiveness of the provision. 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, the SENDCo will review whether they continue to require support which is 'additional to' or 'different from' their peers.

SEND Information is included in Headteacher reports to the Governing Body to ensure that the school is working effectively to meet the needs of children with SEND. The SEND information report and policy is reviewed each year and published on the school website.

9. What are our school's arrangements for assessing the progress of pupils with SEND towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review?

A person-centred planning approach is taken to reviewing Pupil Passports as part of the assess, plan, do, review cycle. Pupil views are sought and parents/carers are encouraged to provide input before the Pupil Passports are shared with school staff. 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.

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. Where pupils have an allocated key worker, they will also be in contact with parents/carers on a regular basis.

In addition to this, pupils with an Education, Health and Care Plan and their parents/carers will be invited to contribute to and attend the Annual Review, which, wherever possible will also include other agencies involved with the pupils. During the meeting, they 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.

Pupil observations frequently take place by school staff and external professionals. Following this, additional training may be offered to key staff, teachers of the individual pupil or all school teachers to ensure that the pupils' needs are met.

10. How does our school adapt the curriculum and the learning environment for pupils with SEND?

The curriculum/learning environment may be adapted by:

- Groupings that target specific levels of progress
- Differentiated resources and teaching approaches
- Adaptive teaching strategies
- Appropriate choices of texts and topics to suit the learner
- Exam access arrangements

- Additional adult support
- Access to targeted interventions
- Access to the Learning Support or Wellbeing Rooms
- Access to technology
- Access to equipment e.g. fidget toys

11. How does our school enable pupils with SEND to engage in the activities of the school (including physical activities) together with children who do not have SEND?

At Wanstead High School, we offer a wide range of enrichment, leadership 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.

We take all reasonable steps and adjustments to ensure activities and opportunities are taken up by pupils with SEND and are accessible to all, including:

- Providing additional support eg. for extra-curricular activities, day trips and residential etc.
- Educating providers of activities to improve accessibility.
- Ensuring there are opportunities to attend appropriate extra-curricular activities.
- Providing step-free access wherever possible.
- Ensuring that appropriate risk assessments are in place.
- Analysis of uptake of trips and extra-curricular activities and positive discrimination where appropriate.

12. What support is available for improving the social, emotional and mental health (SEMH) of pupils with SEND?

Pupils are well supported by:

- The designated Mental Health Lead.
- A social inclusion team, with pastoral support assistants who provide early intervention through pastoral support including 1:1 mentoring sessions by the school's learning mentor.
- Emotional Literacy Support Assistants (ELSA) who, together with the pastoral team, deliver responsive Group Education Programmes. For example: Managing Anger and Frustration, Changing Patterns (behaviour focus) – CBT Programme, Exam Anxiety – CBT Programme, Managing Anxiety – CBT Programme, Ready to Go (attendance focus) – CBT Programme, Healthy

Relationships, Online Safety – CEOP Programme, My Sense of Self – Dove Programme, Your Choice – ELSA programme.

- When SEMH needs are raised, the school ensures coordinated support and intervention is implemented.
- Discussion with parents/carers when difficulties are emerging.
- Screening tools to support accurate identification of needs eg. Boxall Profile.
- An ethos that supports the spiritual, moral, social and cultural (SMSC) development of all pupils.
- A strong focus on safeguarding and close liaison with the Designated Safeguarding Lead.
- An anti-bullying policy outlining preventative support through the curriculum and a vigilant and proactive ethos.
- An online safety policy with input for children on Cyberbullying.
- A comprehensive, differentiated Relationships and Sex Education curriculum with a personalised curriculum for pupils with SEND where needed.
- A comprehensive Personal Development curriculum, designed to promote SMSC which provides a safe environment for debate and discussion.
- Targeted support for individual or groups of pupils, where needed. For example, anger management interventions, LEGO therapy, Zones of Regulation.
- Support from specialists
 - Buy-in Speech & Language Therapist who work with children in school and support our parents.
 - Buy-in Educational Psychologist.
 - Buy-in School Counsellor who provides 1:1 sessions as well as Wellbeing Morning Drop-in group sessions held during Tutor Time with an allocated day for each Year Group.
 - Child and Adolescent Mental Health Service (CAMHS) outreach.
 - Redbridge SEND Advisory and Training Service (SENDATS) advisory teachers.
 - Referrals to external professionals where needed. For example, Child and Adolescent Mental Health Service (CAMHS) / Mental Health Support Team (MHST), Redbridge Behaviour & Inclusion Team Youth Mentoring, Evolve & Adapt.

The support for pupils where their behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one is outlined in more detail in the Safeguarding and Child Protection Policy and the Behaviour Policy.

13. What is our school's staff expertise and training in relation to pupils with SEND and how specialist expertise is secured?

Staff have access to an Inclusion Teacher Toolkit which details and provides guidance on how to implement strategies to support pupils with SEND within the classroom.

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. In addition, individual or SEND team training is provided including speech and language, dyslexia, ADHD, autism, and the SEND Code of Practice.

SENCO holds a National Award in Special Educational needs Coordination.

The school employs specialist staff, eg. qualified Emotional Literacy Support Assistants (ELSA) who are regularly supervised by Educational Psychologists.

Independent providers commissioned by the school 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. External agencies who provide specialist expertise include:-

- Redbridge SEND Advisory and Training Service (SENDATS) specialist advisory teachers
- School Nurse
- Buy-Educational Psychologist
- Buy-in Speech and Language Therapy
- Buy-in School Counsellor
- Child and Adolescent Mental Health Service (CAMHS)

14. How does our school secure equipment and facilities to support pupils with SEND?

Having identified the needs of the pupils, the school identifies what is needed to provide most effective support pupils with SEND, primarily via multi-agency input. The school will obtain the recommendations from Educational Psychologists, Occupational Therapists, or Speech and Language Therapists and other professionals working with the pupil with SEND to guide equipment decisions.

Wanstead High School consults with parents/carers and relevant professionals to ensure equipment is appropriate and tailored to the pupil's needs.

For pupils with the highest level of need and who need more help than that typically available through special educational needs support in a school, the SENDCo will consider whether to request an Education, Health and Care Needs Assessment from the local authority so that additional funding is received to provide further support.

Equipment will mostly be funded through the school's delegated SEND budget, although for high-cost items, Wanstead High School may apply for top-up funding from the London Borough of Redbridge or access resources through partnerships with health or social care services and through charities.

Additional facilities may also be available through Redbridge's Local Offer.

15. What are our school's arrangements for consulting parents of pupils with SEND about, and involving them in the education of their child?

The school endeavours to consult and **listen** to the views of parents, to **discuss** their child's needs and **consult** them about provision.

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 a pupil and feel they may have an underlying need then either the school SENDCO or member of the pastoral or inclusion staff will contact parents/carers to discuss them and invite their feedback and input.

All pupils with SEND have an allocated key worker, who will also be in contact with parents/carers on a regular basis.

A person-centred planning approach is taken to creating and reviewing Pupil Passports as part of the assess, plan, do, review cycle. Pupil views are sought and parents/carers are encouraged to provide input before the Pupil Passports are shared with school staff.

Other opportunities for parents/carers to be involved include:

- Progress Evening
- SEND Coffee Mornings
- Parent/Carer Information Events
- Parent Award Events
- Parent Focus Groups
- School and PTA Events
- EduLink
- Google Classroom
- Phone calls/emails/letters home
- Website
- SEND reviews and annual reviews

16. What are our school's arrangements for consulting pupils with SEND about, and involving them in their education?

All pupils have opportunities to speak their mind and express their opinions. Where pupils have an allocated key worker, they will do regular check-ins and listen to their concerns and act on them. 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.

A person-centred planning approach is taken to creating and reviewing Pupil Passports as part of the assess, plan, do, review cycle. Pupil views are sought and parents/carers are encouraged to provide input before the Pupil Passports are shared with school staff.

Where pupils have an Education Health Care Plan (EHCP), they are supported to put forward their views as part of their Annual Review.

Other opportunities for pupils to be involved include:

- Pupil voice
- School council
- Pupil Leadership Opportunities
- Learning plan reviews and annual reviews
- Pupil survey
- Self-assessment
- Year group prefects

17. What are the arrangements made by our school's governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school?

If parents/carers have a concern or complaint that they feel could be addressed by the school SEND team, they should 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/>

For parents/carers who are unhappy with the Local Authority or school responses to their child's SEND:

- Parents/carers may seek independent mediation through organisations such as [KIDS](#) or [Redbridge Information Advice & Support Service \(RIASS\)](#).
- See Redbridge's [Disagreement Resolution, Mediation and Appeals](#) information for EHC plans.
- Parents/carers can also appeal to the [Government's SEND tribunal](#) if they disagree with the Local Authority's decisions about their child's special educational needs. They can also appeal to the tribunal if the school or council has discriminated against their disabled child.

18. How does our school's governing body involve other bodies, including Health and Social Service bodies, local authority support service, and voluntary organisations, in meeting the needs of pupils with SEN and supporting their families?

We work closely with external support services including:

- Redbridge SEND Advice and Training Service (SENDATS) advisory teachers
- School Nurse
- Redbridge's Social Care

- Redbridge’s Educational Welfare department
- Redbridge’s SEN Service
- Translation services for parents
- NHS services
- Redbridge Speech and Language Therapy
- Redbridge Occupational Therapy
- Buy-in Educational Psychologist
- Buy-in Speech and Language Therapy
- Buy-in School Counsellor
- Child and Adolescent Mental Health Service (CAMHS)

For children with/undergoing assessment for an Education, Health & Care plan, all relevant agencies are invited to planning meetings and reviews.

19. What are the contact details of support services for parents of pupils with SEND, including those for arrangements made in accordance with [Section 32](#)?

Local Authority Services

- Redbridge’s [Local Offer](#)
- [Redbridge Information Advice & Support Service \(RIASS\)](#) offers independent advice and support to parents and carers of all children and young people with SEND

Other local support services

- Autism support <https://www.staar-redbridge.org.uk/>

National support services

- NSPCC parent support helpline 0800 800 5000
- <https://www.specialneedsjungle.com>
- <https://councilfordisabledchildren.org.uk>
- <http://www.autism.org.uk/>
- <https://www.afasic.org.uk/> Parent helpline: 0300 666 9410
- [ICAN The Communication Trust and Consortium](#)
- <http://www.specialneedsuk.org/index.asp>
- www.thedyslexia-spldtrust.org.uk/
- National Association of Special Educational Needs <http://www.nasen.org.uk/>

Charities

- Independent Parental Special Education Advice <https://www.ipsea.org.uk/>
- <https://www.familyfund.org.uk/>
- <https://www.scope.org.uk/>
- <https://www.happydayscharity.org/>
- <http://www.barnardos.org.uk/>
- <https://youngminds.org.uk/>
- <http://specialkidsintheuk.org/>
- <https://skybadger.co.uk/>
- <https://www.kids.org.uk/>
- <https://www.familylives.org.uk/>

20. What are our school's arrangements for supporting pupils with SEND in a transfer between phases of education?

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 to or 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 High staff visits to primary or current school or educational setting to meet the pupil prior to admission; early information sharing; attending annual reviews for pupils with Education Health and Care Plans where possible.
- Meetings with pupils, parents, school staff and specialists to plan provision and support, at Key Stage 4 and 5 this would include the SENDCO and school careers advisor. Pupils with an Education, Health and Care Plan receive specialist careers support from the Redbridge Connexions Service.
- Additional school/college visits and/or induction days, including with TA support where appropriate
- Key Worker or Learning Mentor liaison
- Individualised social communication transactional support, eg. social stories
- Year 6 – 7 Transition Programme delivered by Redbridge SEND Advice and Training Service (SENDATS)
- Peer buddies
- Support in completing college applications

21. Where is the local authority's Local Offer published?

Parents can access directly: Redbridge's [Local Offer](#)

The school also promotes the Local Offer through:

- Displays for out-of-school activities

- Parent/carer letters and emails
- Flyers distributed to specific cohorts of pupils, eg. pupils with Autism, pupils with Dyslexia etc.

22. Supporting children and young people who are looked after (LAC) by the Local Authority and have SEND (*SEND CoP, 6:80*)

Children who are LAC, are well supported by a team of multi-agency professionals. These professionals will develop a Personal Education Plan (PEP) for all children who are LAC and these targets will then be shared with their teachers/SENDCO and other appropriate professionals.

Each school must identify a designated teacher for LAC children, who will support the implementation of the child's plan and ensure their needs are met. When a child who is LAC has SEND, the child will also have a Learning Plan (LP) which will include the targets from the PEP to ensure a coordinated approach to meeting their needs.