



Special Educational Needs and Disability Policy and Information Report

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Lister Community School is committed to the inclusion of students whatever their disability, or special educational need, provided that the school is compatible to the child's age, ability, aptitude, and that their attendance is not incompatible with the efficient education of other students in the school and is an efficient use of the Local Authority's resources.

We have regard to the definition of Special Educational Needs (SEN) as stated in the SEN Code of Practice 2015:

“Children have SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

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.”*

The school and its governing body are fully committed to the following aims:

- All students will receive a broad and balanced curriculum, relevant to the needs of the individual. Access to the curriculum is therefore facilitated by whatever reasonable means necessary to ensure that children can reach their full potential and enhance their self-esteem.
- Students with SEN are integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas of development, and ensuring inclusion in the social and cultural activities of the school.

What kind of special educational needs are provided for in Lister Community School?

The school provides for a range of special education needs including:

- Communication and interaction needs
- Cognition and learning needs
- Social, emotional and mental health difficulties
- Physical and sensory needs

Lister is a designated Secondary Resourced Provision for Deaf students and caters for students who use British Sign Language (BSL), Total Communication and Auditory-Oral Communication.

How does the school know if students need extra help and what should I do if I think my child may have special educational needs?

- If your child was identified as having special educational needs in primary school, this information should be passed to Lister during transition.
- Students are assessed on entry using a range of assessment tools such as Progress Tests, and reading tests. This data is used in conjunction with students' prior data.
- School reading tests are carried out bi-annually and results are analysed to identify individuals or groups who may need additional literacy support.
- The school has rigorous data tracking and monitoring systems which will identify students who are not making expected progress, or who are falling behind.
- Both individual staff and parents can raise concerns about students.
- Additional assessments may be available through external agencies such as Child and Adolescent Mental Health Services (CAMHS), Educational Psychology Service (EPS), Speech and Language Therapy (SALT), Behaviour Support Service (BSS)
- If you have concerns about your child, you can contact Yasmine Dhillon (Head of Learning Support), Claire Randall (Head of Deaf Support), Sarah Edwards (Head of Behaviour Support) Deborah Hegan (Assistant Headteacher Inclusion / SENCo), or your child's form tutor or Head of House.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

- Students are set targets based on prior attainment. These targets are shared with both students and parents.
- The school uses a range of assessments to monitor progress. All faculties assess through the year in line with the school's Assessment and Reporting Policy. All teachers are required to mark students' work regularly and to give formative feedback.
- Parents of all students receive a written report at least twice per year.
- Every year group has a parents' evening once per year, where you can meet your child's teachers to discuss progress and how to support your child's learning.
- Year 7 students also have an additional parent-tutor meeting in their first term and Year 9 has an additional pathways evening.
- Every student has Tutor Learning Conversations with their tutor as specified in the Assessment and Reporting Policy. Targets will be set and recorded on goforschools. Some students with SEND may meet with SEND staff for these meetings rather than their form tutor.

- All Year groups except for Year 11 have a Student Progress Day, usually in March, to review and evaluate progress towards targets.
- Additionally to the above, students who have an EHC Plan, or who are in receipt of high needs funding will have a person-centred annual review which will include both the student and the family. If you have concerns about your child's progress, or about how to support their learning you can also make an appointment, or phone us at any point during the year.

How will the school staff support my child and how will the curriculum be matched to my child's needs?

Provision/Intervention Information	
Quality First Teaching	Many students with SEND will have their needs met by their mainstream classroom teachers, through high quality teaching which takes their needs into account, so that they can make at least expected progress.
Deaf Support Department (DSD) <ul style="list-style-type: none"> - The Head of Deaf Support is Claire Randall 	Students who are severely or profoundly Deaf and may use British Sign Language as their language for learning or who need specific support for the development of their spoken/written English. They are supported in mainstream classes or in small groups or 1:1 by Educational Communicators and Teachers of the Deaf.
Learning Support Department (LSD) <ul style="list-style-type: none"> - The Head of Learning Support is Yasmine Dhillon 	Students who are identified as having special educational needs, relating their learning, or who have a disability which affects their learning. They are supported in some classes by an additional adult or have the majority of their lessons in small groups with a bespoke and personalised curriculum in the Learning Support Department
Student Support Centre (SSC) <ul style="list-style-type: none"> - The Head of Student Support Centre is Sarah Edwards 	Students who are identified as having social, emotional or mental health difficulties are sometimes allocated specific periods of time to work in the SSC or are provided with in class or mentoring support. The SSC also provides group work for students on topics such as self-esteem, social skills and anger management.
CAMHS (Child and Adolescent Mental Health Services) <ul style="list-style-type: none"> - The school's embedded clinician is Andrey Green 	Students who may have mental health difficulties may be referred to CAMHS. The school has access to a CAMHS practitioner for consultation and assessment.

Place2Be and Place2Talk School Counselling Service. <ul style="list-style-type: none"> - The Head of Place2Be and Place2Talk is Kate Clark 	Students who may be experiencing a range of emotional difficulties which are below the threshold for CAMHS can be referred for one to one school counselling or can self-refer for Place2Talk which is a confidential drop in service. These services are available Monday-Wednesday
Support for Looked After Children <ul style="list-style-type: none"> - The teacher responsible for looked after children is the Designated Safeguarding Lead 	Support for children who are looked after or who have child protection needs is overseen by the Designated Safeguarding Lead in collaboration with the child protection team, Social Services and the child's Local Authority.
School Nursing Service <ul style="list-style-type: none"> - The school nurse is Natalie Smith 	Support and monitoring for students with medical needs. Advice and support for all students with regard to health issues.

- All teachers are responsible for differentiating the curriculum to match the needs of students in their classes. This is monitored through the school's monitoring cycle which includes lesson observations, book looks and learning walks, as well as data tracking.
- Some students are taught in smaller groups to maximise the teacher to pupil ratio.
- Some students are targeted for additional support or intervention, for example through booster classes, small group literacy or numeracy, individual mentoring, 1:1 literacy or numeracy coaching or by doubling the lesson time devoted to an option subject at GCSE.
- Some students follow alternate accredited pathways such as ASDAN or Unit Awards.
- Specialist equipment such as radio aids or IT are also available for some students who need them to access the curriculum.
- The SSC offer bespoke curriculum packages tailored to the needs and strengths of the students attending and also some in-class support and outreach.
- The school's [local offer](#) can be found here
- The Local Authority's local offer can be found here [Newham Website](#)

How is the decision made about the type and how much support my child will receive?

- Information on the SEN budget is provided for governors when the budget is set at the beginning of the financial year. The Authority's funding allocation includes resources for the support of pupils with special educational needs.

- The school follows the SEND Code of Practice graduated response of assess, plan, do, review in the process of deciding the type and how much support a student will receive.
- Some students will have the type and level of support stipulated through their EHC Plan.
- The school uses a range of assessment data to determine whether a student may need additional support and the type of support the student may need.
- Subject specific intervention put in place for some students who may be underachieving in specific subjects is managed at faculty level.
- Half termly Pastoral Panels for vulnerable students are held with the Pastoral Deputy Headteacher, AHT Inclusion, AHT Behaviour, Lead Pastoral Manager, Pastoral Managers, Heads of Houses. This panel makes recommendations for actions and these actions are then reviewed in the next panel.
- The school can access assessment through CAMHS and have regular meetings with our embedded clinician.
- The school may refer to external agencies such as Educational Psychology, Complex Needs and Dyslexia Service, Speech and Language Therapy Service and will take their advice on the type and level of support a student may need.
- Students in KS4 may be assessed for exams access arrangements.

How will my child be included in activities outside the classroom including school trips?

- All students have an entitlement for reasonable adjustments to be made so that they can be included in activities outside the classroom and on school trips, unless there is a risk to themselves or others. Parents will always be informed about trips outside of the school.
- School clubs and extracurricular activities are available for students with SEND. Should students require support to access these activities, we do our best to provide this.
- The school has two supervised playgrounds, one of which is a quieter area next to Learning Support and away from the main playground. Students who have the majority of their lessons in Learning Support use the quiet playground at break and lunchtime.
- Students taught in the withdrawal provision in Learning Support and students who use wheelchairs have first access to the canteen and are supported by Learning Support staff in the dining hall.
- Students with significant additional needs in Learning Support are met at the beginning of the day and escorted by Learning Support staff at the end of the school day and handed over either to parents / carers, or to local authority transport.
- Whole school events have sign support as needed.

What support will there be for my child's overall wellbeing?

- All students are supported through the House system and vertical tutor groups.
- Anti-bullying, Safeguarding, Behaviour and Equalities policies are available on the school website.
- Students who need personal care are supported by two trained Welfare Assistants.
- Students who require medication during the school day have individual health care plans and are supported by a qualified first aider.
- Students are regularly consulted on aspects of their wellbeing through a variety of fora including the Tutor Learning Conversations (structured conversations).

What specialist services and expertise are accessed by the school?

Multi-agency cooperation is in place to ensure that the school meets the needs of students with SEND. We work with other schools, educational, health and social services departments and the local authority. Some of the agencies we work with on a regular basis with the following:

- Educational Psychology Service (EPS)
- Behaviour Support and Development Team (BSS)
- Speech and Language Therapy (SALT)
- Language, Communication and Interaction Service (LCIS)
- Sensory Service
- Child and Adolescent Mental Health Service (CAMHS)
- Audiology Clinics (NHS)
- Complex Needs and Dyslexia Service (CNDS)

What training have the staff supporting SEND had?

- The SENCo holds the National Award for SEN-Coordinators.
- All teachers of the Deaf hold the mandatory Teaching of the Deaf qualification.
- All signing staff are qualified to at least Signature Level 2 BSL
- Several of the LSAs in Learning Support are graduates and some are qualified at HLTA Status (Higher Level Teaching Assistant)
- All staff supporting SEND have regular training throughout the school year, based on the needs of students and training to support SEND is also available for all classroom teachers.
- All teaching staff have access to training to support students with SEND, both through the school's internal training programmes and also external training where appropriate.

How accessible is the school both indoors and outdoors?

- The school is a new build and is fully accessible. Lifts are available to access the classrooms on the upper floors. There are fire refuges on stairwells for students with mobility difficulties in the event of a fire. Doors and corridors are wide to enable wheelchair access and there are disability accessible toilets on every floor. Some students will also be issued with corridor passes to leave lessons 5 minutes early, so that they can transition between lessons when corridors are empty if it is safer for them to do so. Some students who require additional support to transition around the building and outside will have an adult with them.

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

- Students from feeder primaries are likely to be familiar with the school, as they will have attended activities at the school during the course of their time in primary school.
- Open Evenings and Open Mornings are held throughout the first Autumn half term. Individual tours may also be made by appointment for students with SEND and their families.
- The local authority will consult with the school as part of the application process of all students with EHCPs.
- Inclusion staff are involved in Primary liaison and attend the Local Authority's SEN Transition Day where information is collected on students who have already been identified as having SEND in their primary school. This information is collated and distributed to all staff before Year 6 Induction Week.
- Some students in years 5 and 6 will have a visit from a member of the Inclusion Team in their primary setting, often as part of their annual review.
- Some families will be invited into school to create a strategy plan which will then be distributed to teaching staff.
- All students are invited to attend Lister's Induction where students will meet their tutors, tutor groups and House teams and attend a range of lessons at Lister. Students with more complex SEND are usually supported by both staff from their primary school as well as Lister staff during this period which eases the transition and information sharing between the settings.
- Students and their families who come to Lister as mid-phase admissions are always invited in to meet the relevant support provision. The opportunity for phased admission is also available if needed.
- In preparation for post-16 transition, all students will be supported to choose and apply for appropriate college courses.

- Some students will be visited in Lister by staff from post-16 colleges.
- Some students will be accompanied by Inclusion staff to visit post-16 institutions.
- All students are offered an opportunity to discuss their post-16 option choices with the school's careers team. Some students will have additional personalised careers advice if needed.
- Some students will have life skills and next steps taught explicitly as part of their personalized curriculum (e.g. Transition Challenge - Asdan)

Who can I contact for further information?

- In the first instance you should contact the Head of the Support provision which supports your child:
 Claire Randall, Head of Deaf Support
 Yasmine Dhillon, Head of Learning Support
 Sarah Edwards, Head of Behaviour Support

You can also contact:

Deborah Hegan, Assistant Headteacher Inclusion / SENCo.

- In addition, for external support outside of the school, you can contact SENDIASS which provides free support and advice for families and students with SEND in Newham.

Tel: 0203 373 0707 or email sendiass@newham.gov.uk

- The procedures for considering complaints about issues related to SEND are the same as the school's Complaints Procedure, which is available on the school website.