



SEND Information Report and Local Offer

2024-2025

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Introduction

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 under the 4 main categories of need:

- 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 year 6 to 7 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.
- 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) and Behaviour Support Service (BSS)
- If you have concerns about your child, you can contact Helen Pallet Assistant Headteacher (SENCo) or Nur Uddin Assistant Headteacher (Inclusion) or your child’s form tutor or Head of Year.

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

| Provision | Details |
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| Quality First Teaching | <p>The majority of 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 follow a mainstream curriculum working towards targets, that are based on their prior data.</p> <p>Students who are on the SEND Register have a ‘Provision Map Plan’ detailing their needs and recommended strategies which will support them in mainstream classes; all teachers and support staff can access this to support their planning.</p> |
| Deaf Support Department Learning Support Department | <p>Students who are Deaf or may use British Sign Language as their language for learning or who need specific support for the development of their spoken/written English are supported in mainstream classes or in small groups or 1:1 by Educational Communicators and Teachers of the Deaf.</p> <p>Students who are identified as having special educational needs relating to their learning, or who have a disability which affects their learning are supported by the Learning Support Department. They are supported in some classes by an additional adult but have the majority of their lessons in small groups following an alternative curriculum with differentiated learning in the Learning Support Department.</p> |

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| Student Support Centre | 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. |
| School Nursing Service | <p>Students with medical needs can receive support and monitoring through our school Medical Support officer and the school nursing service.</p> <p>This service provides health advice and support for all students.</p> |
| Interventions run internally | <p>We use our internal specialist teachers and support staff to run the following interventions, which run in addition to our core curriculum for small groups of students according to their level of need. This includes (but is not limited to) the following:</p> <ul style="list-style-type: none"> ● Reading Interventions ● Literacy Interventions (including dyslexia support) ● Deaf Awareness/Theory of Mind ● Managing Anxiety group ● Conflict Resolution group ● Healthy Relationships group ● Self Esteem group ● Social Skills group ● Talkabout group - SaLT Intervention ● Represent Group ● 1-2-1 Mentoring |
| Support from external specialists | <p>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:</p> <ul style="list-style-type: none"> ● 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) ● SAFE Project (SaLT) <p>We also work with external agencies to run workshops and conduct mentoring:</p> <ul style="list-style-type: none"> ● Change, Grow Live Mentoring and Workshops |

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| | <ul style="list-style-type: none"> ● Pathfinders ● Klulisa Project ● Children's Society ● Chain Reaction ● Advantage (West Ham Football Club Mentoring) |
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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 Behaviour, Lead Pastoral Manager, Pastoral Managers, SENCO, Heads of Houses and the lead Attendance officer. 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. Parents may sometimes be invited to support high level SEND students on trips if appropriate.
- 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. LSA support may be provided for students at lunchtime depending on their level of need.
- 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 pastoral team.
- Anti-bullying, Safeguarding, Behaviour and Equalities policies are available on the school website.
- Students who need personal care are supported by one of 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).
- Some students may receive support from a counsellor or Educational Mental Health Practitioner in school or access another mental health intervention, including interventions run by external organisations.

How does the school work with parents and carers of students with SEND?

- The Learning Support and Deaf Support teams are committed to building and maintaining positive relationships with parents and carers of students with SEND and recognise that the regularity of communication with parents and carers may differ according to the needs of the students.
- Parents and carers of students with an EHCP will participate in the Annual Review process as well as receiving check ins and updates as required throughout the year.
- Parents and carers of students attending Learning Support will be invited to an SEND workshop at least once per year.
- Parents and carers of all students referred for SEND assessment internally or through an external specialist service will be informed and consulted as part of the process.
- Parents of all students receive a report.

- Parents and carers of all students are invited to Parents Evenings to review student progress and at these events can have support from members of the Learning Support or Deaf Support teams, or make an appointment with members of these teams, if required. Year 7 students also have an additional parent-tutor meeting in their first term and Year 9 has an additional pathways evening.

- Parents and carers of all students in years 7-10 are invited to Student Progress Day to review progress and at these events can have support from members of the Learning Support or Deaf Support teams, or make an appointment with members of these teams, if required.

How does the school measure and monitor the progress of students with SEND?

- Students are set targets based on prior attainment. These targets are shared with both students and parents. Targets for students based in Learning Support will be given based on individual needs and areas to develop.

- 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.

- Every student has Tutor Learning Conversations with their tutor as specified in the Assessment and Reporting Policy. Targets will be set and recorded on Go4Schools. Some students with SEND may meet with SEND staff for these meetings rather than their form tutor.

What training have the staff supporting SEND had?

- 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 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 an emergency evacuation.

- 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.
- Where possible the SEND staff will attend the year 6 Annual Review for students with EHCPs, who will join Lister in year 7.
- 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 10 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 personalised curriculum (e.g. Transition Challenge - Asdan).

Who can I contact for further information?

Please contact the staff member who runs the provision that supports your child:

- Head of Learning Support - Naheed Khan - naheed.khan@lister.ncltrust.net
- Head of Deaf Support & Assistant Headteacher - Nur Uddin - nur.uddin@lister.ncltrust.org
- Head of Student Support Centre (SSC) - David Dobbs - david.dobbs@lister.ncltrust.net
- Assistant Headteacher & SENCo - Helen Pallet - helen.pallet@lister.ncltrust.net

If you are unsure of who you should contact, please contact Naeema Member - the SEND Administrator here at Lister - who will forward your email on to the relevant member of staff:

naeema.member@lister.ncltrust.net

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.