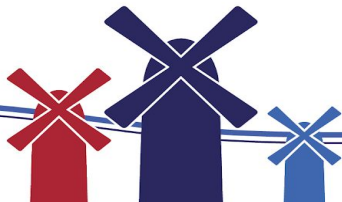


SEND Information Report and SEND Policy

September 2023



Ambitious, Compassionate & Empowered

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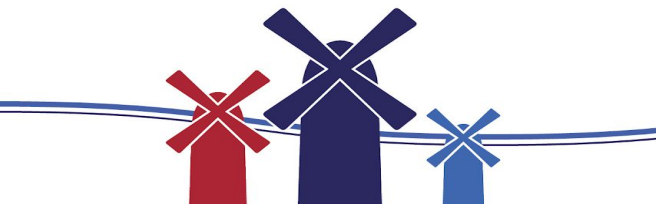
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Vision for Inclusion

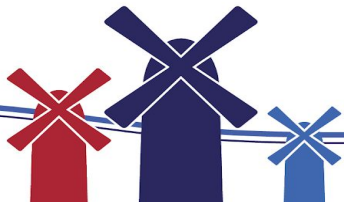
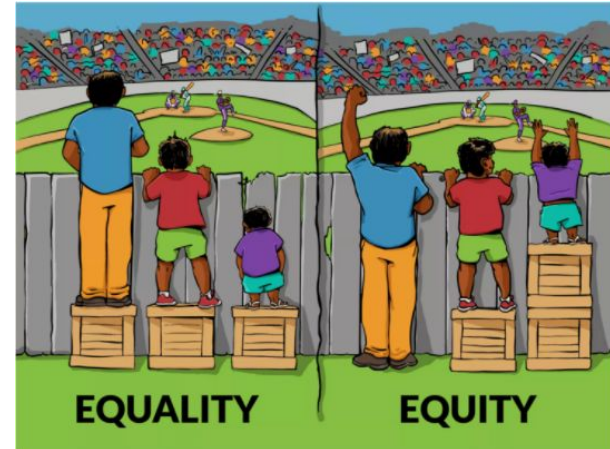


Our school vision is that:

"We provide our children with the best education on the Isle of Dogs through exciting, experiential learning, rooted in equality of opportunity, and demonstrate our moral purpose through care for our community and the wider world."

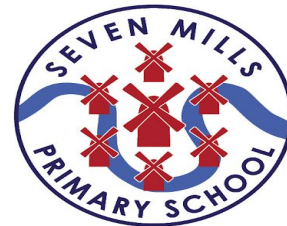
Our vision for inclusion is that:

"We treat our children equitably, by providing what they need to succeed."



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Roles and Responsibilities

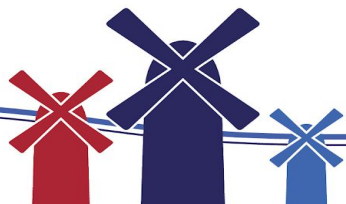


Matthew Tranter is our SENCO. He will:

- Work with the SLT and governors to determine the strategic development of inclusion
- Have day-to-day responsibility for the operation of this policy
- Co-ordinate specific provisions for children with SEND
- Provide professional guidance to colleagues
- Work with staff, parents, carers and other agencies to ensure pupils get appropriate support and high quality teaching
- Advise on the deployment of the school's delegated budget and other resources
- Be the point of contact for external agencies and the local authority in regards to SEND
- Liaise with prior and next providers of education at transition points
- Ensure the school meets its statutory obligations under the Equality Act 2010
- Ensure SEND records are kept up to date

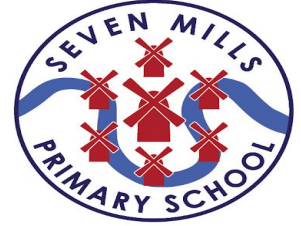


Matthew Tranter



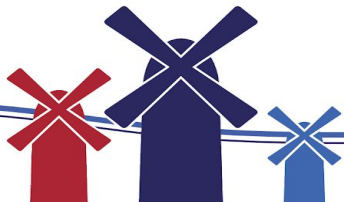
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Roles and Responsibilities



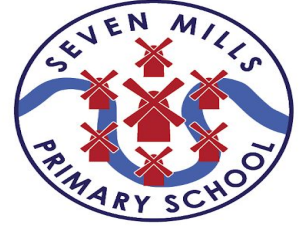
Sarah Riddleston is our Assistant Inclusion Lead. She will:

- Be the lead teacher for our school's SEND classroom
- Work with the SENCO to determine the strategic development of inclusion
- Have day-to-day responsibility for aspects of this policy, as delegated by the SENCO
- Provide professional guidance to colleagues
- Work with the SENCO, staff, parents, carers and other agencies to ensure pupils get appropriate support and high quality teaching
- Be a point of contact for external agencies and the local authority in regards to SEND, including applications for additional funding as required
- Ensure SEND records are kept up to date



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Roles and Responsibilities



Tom Foster is our Headteacher. He will:

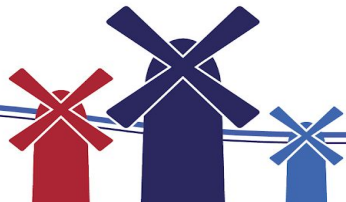
- Work with the SENCO and SEN governors to determine the strategic development of the SEN policy and provision in the school.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Isabel Epstein and Aiasa Siddiqui are our SEND governors. They will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school



Tom Foster
Headteacher



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Roles and Responsibilities



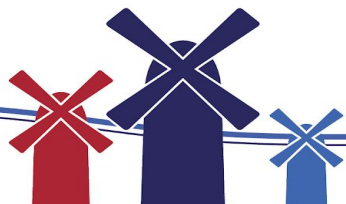
Class teachers

Class teachers are responsible for:

- The progress and attainment of all pupils in their class
- Working with the SENCO to write, implement and evaluate provision map targets
- Writing half-termly inclusion medium term plans for children working significantly below age-related expectations
- Directing support staff to support children with SEND
- Ensuring they follow the SEND policy

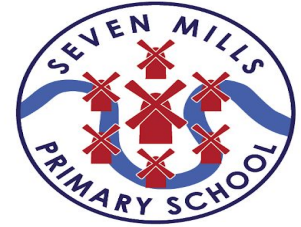
Teaching Assistants

- Planning and delivering interventions as directed by the SENCO
- Working with the teacher and SENCO to write and implement provision map targets
- Supporting children in class as outlined in their provision maps
- Seeking support from the class teacher or SENCO where needed.
- Ensuring they follow the SEND policy



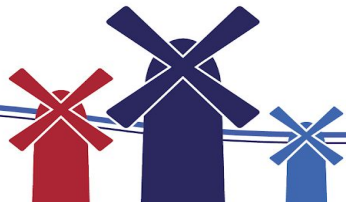
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Broad Areas of SEND



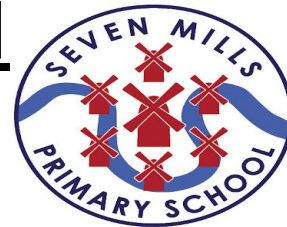
The SEND code of practice identifies four broad areas of SEND. Most children have a primary need (e.g. autism spectrum disorder) but they may have secondary needs in other areas too.

Communication and Interaction	Cognition and Learning	Social, Emotional and Mental Health	Physical and/or Sensory needs
E.g. speech and language difficulties, autism spectrum disorder...	E.g. difficulties processing information, specific learning difficulties, dyslexia, dyspraxia	E.g. attention deficit hyperactivity disorder (ADHD), behavioural needs, anxiety	E.g. visual impairments, long term health needs, hearing impairments



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Identifying and Assessing Pupils with SEN

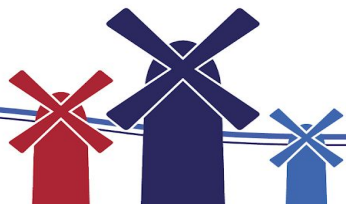


At Seven Mills, we assess children's learning through termly assessments and in class observations where appropriate. Where teachers have concerns about a child's progress, they will discuss this with Matthew or Sarah at termly pupil progress meetings.

Children with special educational needs are identified as those whose progress is:

- Significantly slower than that of their peers starting from the same baseline
- Does not match or better the child's previous rate of progress
- Does not sufficiently close the attainment gap between the child and their peers
- Widens the attainment gap
- Slower than expected due to a suspected or diagnosed learning or medical need

If a parent or carer is worried about their child's progress, they should contact the class teacher in the first instance who will discuss with Matthew or Sarah as appropriate.



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Consulting and Involving Parents and Children



When identifying new needs, we will meet with parents/carers to discuss the pupil's strengths, needs and next steps

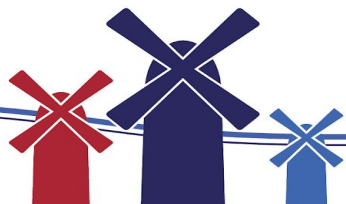
Parents/carers of children can request that Matthew or Sarah attend parents' evening to discuss new or ongoing concerns

Where appropriate, children evaluate their progress towards their targets and set new ones with their class teacher



We use 'Provision Map' software to plan how we will meet children's needs.

We will share logins for provision map with parents so they can view, comment on and evaluate children's plans.



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Assessing and Reviewing Progress



Progress against the National Curriculum

Children are assessed against Development Matters (EYFS) or the National curriculum (Y1 - Y6) each term. These assessments tell us how much progress a child has made, and whether they need further support.

Children working below the National Curriculum

Children who are not yet working towards the national curriculum will be assessed against the [engagement model](#). Children with ASD may also be assessed using the [Autism Education Trust framework](#)

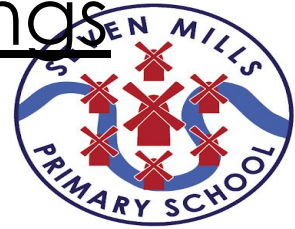
Progress against Provision Map Targets

Each term, children are assessed against the targets on their provision maps. They are given a score between -2 and +2.

-2	Has made significantly less than expected progress
-1	Has made less than expected progress
0	Has made expected progress
1	Has made more than expected progress
2	Has made significantly more than expected progress

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Supporting Pupils Moving Between Settings



When a child transitions to Seven Mills, Matthew or Sarah will:

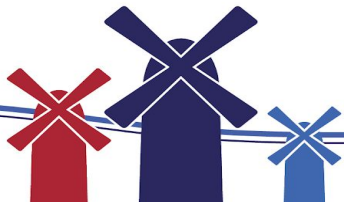
- Contact the SENCO to discuss the child's strengths and needs
- Request professional reports and provision maps

If the child has an EHCP, Matthew or Sarah will contact Tower Hamlets to ensure appropriate funding is in place to meet the child's needs..

When a child transitions from Seven Mills, Matthew or Sarah will:

- Offer an appointment to the new SENCO to discuss the child's strengths and needs
- Send all relevant documentation, such as provision maps and professional reports

If your child has an EHCP, where possible, we will organise for a key adult to transition the child to their new setting



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Supporting Pupils Moving to Secondary School



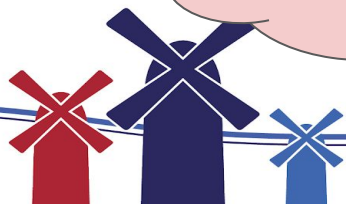
Secondary school can be daunting for children, especially those with additional needs. We will support children with SEND by:

Meeting with their new SENCO to pass over all relevant information

Promoting additional transition events to support children with SEND, such as those run by AFASIAC

Supporting parents to decide on the most appropriate placement for their child's needs

Teaching explicit skills for secondary school, such as reading timetables.



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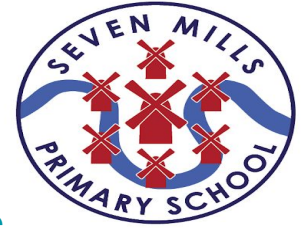
Preparing Pupils for Adulthood

A vital part of children's education is preparing them for their adult lives. We have four strands in our preparation for adulthood:



Employment	Friends, Relationships and Community	Independent Living	Good Health
<p>A focus on achieving good levels of literacy and numeracy.</p> <p>A curriculum that makes links to areas of employment</p> <p>Opportunities to meet people with different jobs (e.g. architects, authors)</p> <p>Comprehensive school club programme to develop talents and interests</p>	<p>Interventions and tailored support for children with social communication difficulties</p> <p>Personalised RSE lessons to meet the needs of individual children</p> <p>Comprehensive anti-bullying curriculum</p> <p>Half termly trips</p> <p>A supported transition to Secondary School</p>	<p>Teaching self-care and independent skills, such as toileting and eating, from an early age</p> <p>Modelling of independent learning skills (e.g. note taking, active listening)</p> <p>Teaching communication skills</p> <p>Effective deployment of support staff to support independence</p>	<p>Participation in the Isle of Dogs SEND PE group</p> <p>Twice weekly PE lessons by a specialist teacher, adapted to individual needs</p> <p>Supporting parents to access holiday care schemes</p> <p>Referring children to external services, such as occupational therapy, to support health needs</p>

Our Approach to Teaching Pupils with SEND

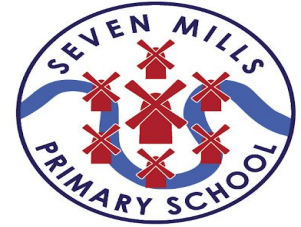


A comprehensive overview of our quality first teaching strategies can be found [here](#).



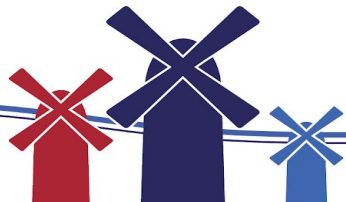
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Intervention Offer



We offer a range of interventions to support children's needs, and this is under constant review to ensure interventions lead to accelerated outcomes.

Cognition and learning	Communication and language	Social, emotional, mental health	Physical/ Sensory
<p>Precision Teach - spelling, maths and reading</p> <p>Toe by toe</p> <p>Plus 1 and Power of 2 Maths</p>	<p>Speech and language therapist</p> <p>PECs</p> <p>Attention bucket</p> <p>Attention autism</p>	<p>ELSA</p> <p>Drawing and Talking</p> <p>Support on the playground</p> <p>Circle of friends</p> <p>Mentoring</p> <p>Musical mentoring</p> <p>Support from psychologist</p>	<p>Sensory circuits</p> <p>Soft play at Tiller</p> <p>Support from OT</p>



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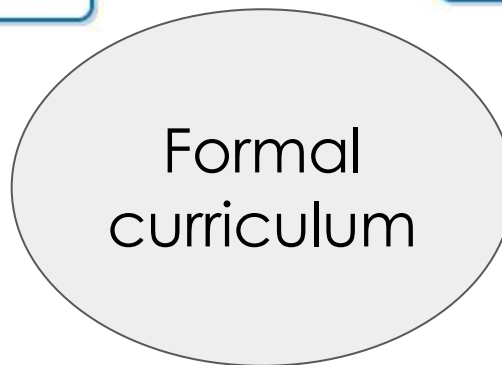
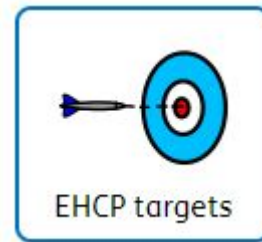
Adaptations to the Curriculum and Learning Environment



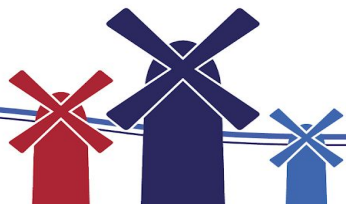
All children, regardless of SEND, should access an ambitious, broad and balanced curriculum.

When a child is working towards age-related expectations we will...	<ul style="list-style-type: none">• Specify any curriculum adaptations on their provision map• Differentiate work to ensure they can access the same learning as the rest of the class• Support children to access learning through quality first teaching strategies and adult support
When a child is working below age-related expectations we will...	<ul style="list-style-type: none">• Write a separate medium term plan for the child, with different objectives where appropriate, designed to meet their needs and help them catch up with their peers in Maths, Reading and Writing.• Personalise teaching of the curriculum to children's individual needs. Children may be working towards pre-key stage objectives still receive the same high-quality teaching input from their class teacher. The end task may take a different form.
When a child requires an adapted learning environment we will...	<ul style="list-style-type: none">• Specify any adaptations to their environment on their provision map• Consult with external professionals (e.g. visual impairment teams) to ensure child can access all learning

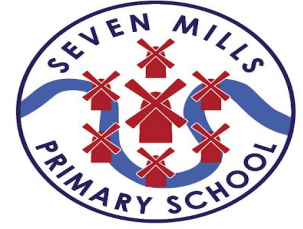
Curriculum adaptations may include:



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Safeguarding curriculum adaptations

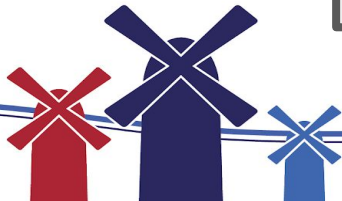


Children with SEND are at an increased risk of harm and exploitation. Children with disabilities are up to 3.7 times more likely to experience harm or neglect. As such, our curriculum must be adapted to empower our children to understand and speak out against harm.

Relationships and Sex Education

We use the JIGSAW PSHE scheme to teach RSE to all our children.

Where children with additional needs are accessing RSE, the class teacher will meet with the SENCO to discuss how best to deliver this content and check for understanding. Each child is different, but strategies we may use include: *social stories, repetition, key phrases, visuals, 'circle of intimacy'*. We will also meet parents before teaching content to ensure we meet the needs of their children.



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Additional support for learning



We have a skilled in-house team and external professionals who may support your child throughout their time at Seven Mills.

Teaching assistants will work 1:1 with a child when:

- Their EHCP states this is necessary and adequate funding is provided by the local authority
- Your child is receiving a bespoke intervention
- Your child needs support to be safe in the school environment

As children move through the school, we aim to reduce the amount of 1:1 support they receive in order to encourage independence, self-regulation and social integration.

Class teachers will:

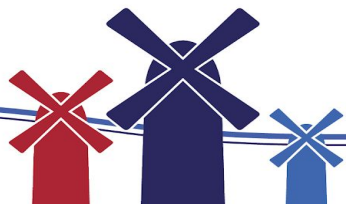
- Differentiate learning so that all children can access at a developmentally appropriate level
- Work with all children to ensure everyone makes progress within a lesson
- Direct support staff

Teaching assistants will work with groups of children in class who:

- Require additional support with their learning as directed by the class teacher
- Have 'targeted adult support' specified on their provision maps
- Are receiving a specific intervention

The school is also supported by:

- Our educational psychologist, **Ruki Dhand**
- Our private speech and language therapist, **Carolina Rojas**
- Our Phoenix Outreach teacher, **Sean Flynn**



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SEND Classroom



At Seven Mills, we offer a specialist setting for children with ASD in Year 1 and Year 2, run by our Assistant Inclusion Lead, Sarah Riddleston.

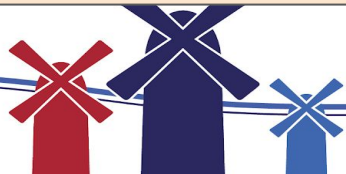
Purpose of the SEND classroom

The purpose of our SEND classroom is to provide specialist and personalised learning to children on the autism spectrum, with the aim of bridging the gap between play-based learning approaches in the Early Years Foundation Stage, and more formal learning approaches in Key Stage 1 and Key Stage 2. When children are ready, we will work to reintegrate them into their mainstream classroom lessons.

Who is the SEND classroom for?

The SEND classroom at Seven Mills has been set up to cater for children with autism spectrum disorder (ASD) in Year 1 and Year 2 who have, or are awaiting, an Education, Health Care Plan (EHCP). Children who attend the SEND classroom will:

- Require a highly personalised curriculum which cannot be catered for through quality first teaching within the mainstream classroom.
- And/ Or require significant levels of support, such as a sensory timetable, 5-10 minute learning sessions or TA support to manage emotional regulation, in order to work towards national curriculum expectations.



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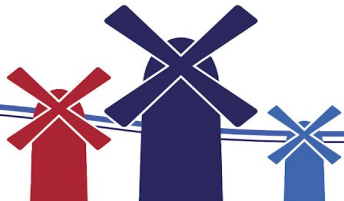
Support from External Providers



Most children's needs can be met through the assess, plan, do, review cycle in the school. Where a child is not making progress through in-school support, or where they have specific needs that require additional expertise, parents will meet with the SENCO to discuss a referral to external providers.

These include, but are not limited to:

- Occupational therapy, who can support with physical or self-care needs.
- Educational psychology, who can assess children's needs and advise school on how best to support the child to make progress.
- Speech and language therapy, who can assess children's communication needs and provide support at home and in school.
- Short breaks team, who provide holiday care for children with SEND.
- Visual and hearing impairment teams.
- Disability advisory and assistive technology team at Tower Hamlets.
- CAMHs, who support with children's mental health and wellbeing.
- Bereavement charities, who support children who have lost a loved one.

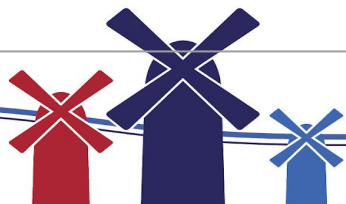


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Training and Development of Staff



SENCO	Teachers	Teaching Assistants
<ul style="list-style-type: none">• The SENCO holds the NASENCO qualification• The SENCO attends monthly SENCO network meetings provided by THEP• The SENCO attends bi-monthly SENCO training provided by THEP	<ul style="list-style-type: none">• Teachers receive SEND specific training at least once a term in specific subject areas• Teachers can request support with specific children's needs at any time from the SENCO• Teachers are supported by the school's educational psychologist, speech and language therapist and Phoenix Outreach service to support specific needs in their class	<ul style="list-style-type: none">• Teaching assistants have specific SEND targets as part of their performance management• Teaching assistants can access specific training through Phoenix Outreach and other providers• Teaching assistants attend an annual twilight around support SEND pupils• Teaching assistants can request support from the SENCO for specific children's needs



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Evaluating the Effectiveness of SEND Provision



We assess the effectiveness of SEND provision by monitoring the following data points:

Children's progress against national curriculum objectives

Children's progress against EHCP targets

Children's progress against personalised provision map targets

Pupil questionnaires

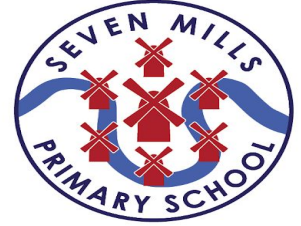
Lesson observations and book looks

Monitoring the impact of interventions



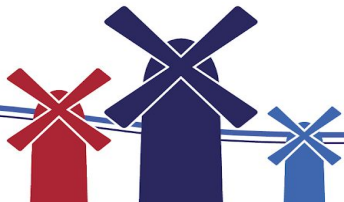
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Arrangements for the Admission of Disabled Pupils



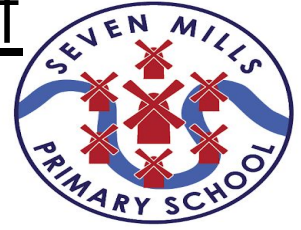
Where pupils with disabilities join Seven Mills in our Nursery, the Matthew or Sarah will liaise with the parents of the pupil and any professionals working with the child to ensure a smooth start to school, and to ensure that any specialist equipment is readily available for the child when they start.

Where pupils with disabilities transfer from another setting, Matthew or Sarah will liaise with the parents of the pupil, any professionals working with the child and the previous SENCO to prepare the child and the school, ensuring that they equipment and staff are ready for when the child starts.



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How Equipment and Facilities to Support Children and Young People with SEND will be Secured

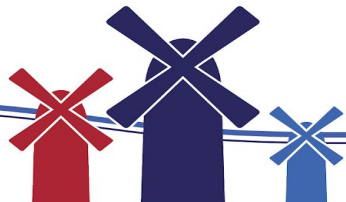


Equipment which forms part of our quality first teaching offer, or which is specified and funded through a child's EHCP will be purchased through the school's delegated SEND budget. This may include equipment such as:

- Timers
- Fidget toys
- IPADS or laptops

Specialist equipment which is additional to our quality first teaching offer, or which is not specified in a child's EHCP, will be purchased through the Local Authority. This may include equipment or facilities such as:

- Adaptations to our environment such as building ramps or expanding door frames to allow wheelchair access
- Additional hoisting or changing facilities
- Laptops or IPADS with specific software to support learning



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Enabling pupils with SEND to engage in activities in school



Extra-curricular activities and school visits, including our residential trips, are always available to pupils with SEND, so long as all children are safe.

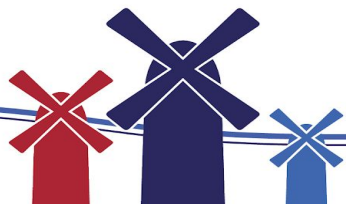
The SENCO will meet with parents to discuss how to ensure specific activities are accessible to their child, and arrange for additional support if needed and available.

Children with specific needs may be offered priority places for extra-curricular activities to promote their social integration, health and preparation for adulthood.

We actively encourage children with SEND to take on responsibilities within the school, such as school council.

Seven Mills is part of the Isle of Dogs inclusive sports group, which offers children with SEND opportunities to partake in sports that are adapted to their needs.

Our [accessibility plan](#) details how we ensure that children with disabilities are never excluded from participating in activities, and details the facilities we provide to help disabled pupils access our school.



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Support for Improving Emotional and Social Development



Drawing and Talking
intervention with Kim

ELSA intervention
with Victoria

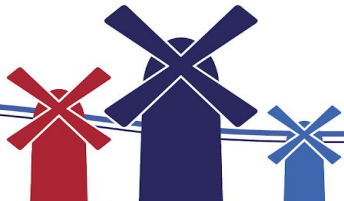
Targeted support on
the playground

Priority places for
after-school clubs

Social skills interventions
with speech and language
therapist

Mental health lead
(Katie Curl)

Social skills groups at
lunchtime with Victoria



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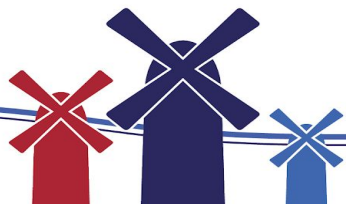
Complaints about SEND Provision



Complaints about SEND provision in our school should be made to the SENCO in the first instance. They will then be referred to the [school's complaints policy](#).

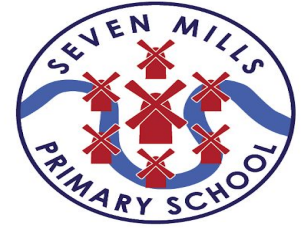
The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

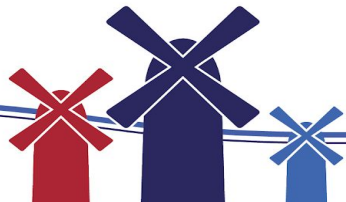


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Contact Details for Support Services

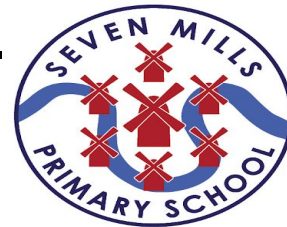


Contact details for all Tower Hamlets services can be found on the [Tower Hamlets Local Offer Website](#)



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Monitoring Arrangements and Links with Other Policies

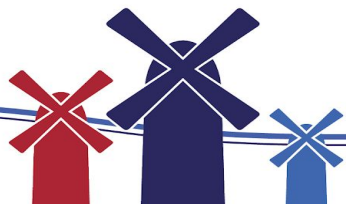


This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

This policy links to our policies on:

- [Accessibility plan](#)
- [Behaviour and wellbeing](#)
- [Equality information and objectives](#)
- [Supporting pupils with medical condition](#)



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