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George Mitchell School Special Educational Needs (SEN) information report

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Appendix A: Secondary SEND Department staffing 2021 – 2022	

1) What kinds of special educational needs and disabilities (SEND) are provided for?

As an inclusive school, George Mitchell School provides support for students with a diverse range of differences. The school currently provides additional and / or different provision for a range of needs, including:

- **Communication and interaction**, for example: autism, speech and language difficulties
- **Cognition and learning**, for example: dyslexia, dyspraxia, moderate learning difficulties
- **Social, emotional and mental health difficulties (SEMH)**, for example: attention deficit hyperactivity disorder (ADHD), anxiety
- **Sensory and / or physical needs**, for example: visual impairment, hearing impairment, processing difficulties, conditions affecting mobility.
- **Medical needs:** Where students have medical needs and special educational needs, we plan and deliver education provision in a coordinated way with their individual healthcare plan if they have one. We also follow the statutory guidance on supporting students at school with medical conditions.

2) How does the school identify and assess students with SEND?

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age”. (SEND Code of Practice, section 6.14)

All of our teachers teach children with SEND. Staff recognise the importance of identifying SEND early and making effective provision quickly. The identification and assessment of SEND is built into our approach to monitoring the progress of all students.

In the Primary Phase, students with SEND are usually identified and referred for assessment by the school.

In the Secondary Phase, students with SEND are often identified prior to starting with us, through primary liaison and transition. During the summer term, the SENCo attends the transition reviews for Year 6 students with Education Health and Care Plans (EHCPs) who will be joining George Mitchell Secondary in September. The SENCo also liaises with the primary schools of students in receipt of SEND Support.

The SEND Department assesses each student's current skills and levels of attainment on entry. These baseline tests include reading and cognitive ability tests (CATs). In addition, teachers make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers / widens the attainment gap

This may include progress in areas other than attainment, for example, social or developmental needs.

As well as identifying the level of need and the relevant interventions and programmes to support each student's needs, these assessments also highlight students who may have been overlooked at primary school. The team of Teaching Assistants (TAs) within the SEND Department have a good knowledge and understanding of SEND, and raise any concerns they may have about a student. Teachers can also raise concerns directly with the SENCo, or through feedback collected by Learning Learners for Inclusion Panel meetings, where different aspects of students' needs are discussed and actions identified.

Slow progress and low attainment do not automatically mean a student is recorded as having SEND, as other factors can also have an impact on them, such as a change of family circumstances or moving home.

When deciding whether special educational provision is required, teachers (and pastoral staff, where relevant) work with the SENCo to carry out a clear analysis of the student's needs. This will draw on:

- The teachers' assessments and experiences of the student
- Their previous progress, attainment or behaviour
- The student's development in comparison to their peers and national data
- The views and experience of parents/carers
- The student's views
- Advice from external support services, such as an Educational Psychologist, if relevant

We use this information to identify the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

3) What are the school's policies for making provision for students with SEND, whether or not they have Education, Health and Care Plans?

Most of our students with SEND have their needs met as part of high quality teaching. This includes teachers adapting what they do and having a range of approaches in order to differentiate and scaffold learning, targeted activities, and personalised learning arrangements for different students.

If a student is identified (through the assessment process above) as having SEND, their teachers and SENCo consider everything they know about the student to determine the support that they need.



EHCP:

Provision map, Pupil Passport and Learning Plan based on EHCP outcomes. Highly personalised provision.

SEND support:

Provision map and Pupil Passport. May also have a Learning Plan. Targeted interventions.

Our core offer (universal provision):

Differentiation and scaffolding in class.

a) How does the school evaluate the effectiveness of its provision for students with SEND?

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Holding annual reviews for students with Education, Health and Care Plans
- Reviewing the impact of interventions on a regular basis
- Monitoring by the SENCo
- Opportunities for the student and their parents/carers to provide feedback

We regularly review the effectiveness of the support and interventions and their impact on the student's progress.

b) How does the school assess and review the progress of students with SEND?

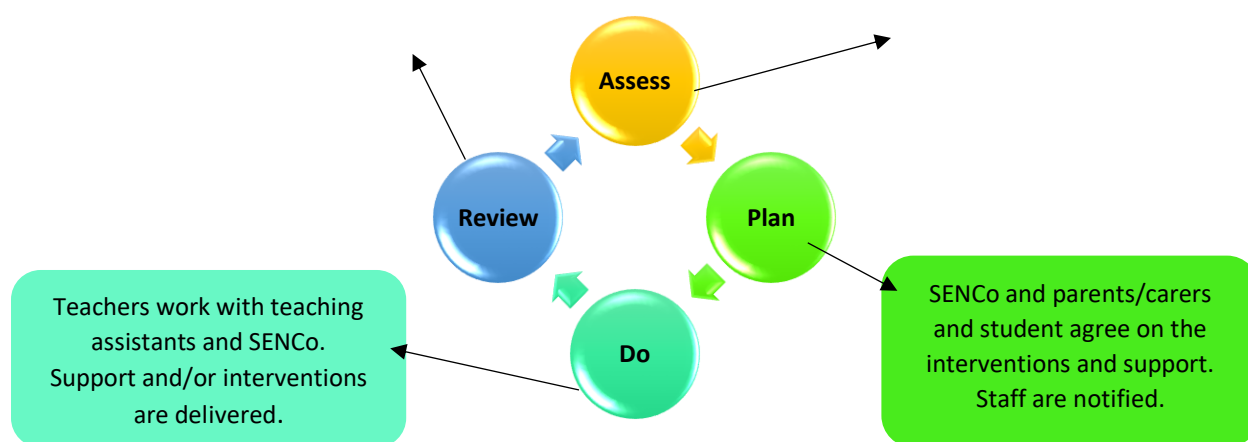
Every student in the school has their progress reviewed annually in parent/carer consultation evenings and through annual school reports. The information is shared with students and their parents/carers.

If a student is receiving SEND Support or has an EHCP, feedback is provided more regularly. Review meetings with students and their parents/carers take place up to three times a year. Additionally, we contact parents/carers more frequently if there are specific things to discuss. The SENCo is also available to be contacted if they have any queries.

We follow the graduated approach, utilising the four-part cycle of **assess, plan, do, review**.

Review effectiveness, impact and quality of support and interventions. Parents/carers and student contribute.

SENCo and teachers identify and analyse the student's needs.



All teachers and support staff who work with the student are made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

c) What is the school's approach to teaching students with SEND?

Teachers are responsible and accountable for the progress and development of all the students in their class. High-quality teaching is our first step in responding to students who have SEND. Teachers plan lessons carefully, with their students' SEND in mind; meaning that the majority of students with SEND are able to be included in mainstream lessons. Teachers refer to students' Pupil Passports, Learning Plans, and, where relevant, their EHCPs or other professionals' reports when planning to meet their needs. If a student has an EHCP, this is closely followed when planning for the provision and support needed. Likewise, strategies and recommendations from professionals' reports are incorporated into their provision.

Pupil Passports identify the needs of the student and the strategies needed to support the child.

Learning Plans state the student's targets, desired outcomes, and detail the strategies and provisions needed.

The SENCo, working with the Senior Leadership Team, supports all staff and ensures they have the skills and knowledge needed to support their students.

d) How does the school adapt the curriculum and learning environments for students with SEND?

George Mitchell School prides itself on being an inclusive school, therefore all students are educated alongside their peers within mainstream education ensuring that they can access a broad and balanced curriculum. In the majority of cases, simple adaptations to the curriculum and / or learning environment enable the children to make progress alongside their peers. This includes ensuring students with SEND are able to access their learning alongside their peers. Current examples include assistive technology such as screen readers or reading pens and dictation software for students with specific learning

difficulties such as dyslexia, staff wearing radio aids for students with hearing impairments and specialist technology or large print items for students with visual impairments.

The school endeavours to adapt lessons and resources to maximise access and this includes the access of practical lessons for students with physical difficulties. The main school buildings in both the Primary and Secondary Phases are fully wheelchair accessible, and both have lifts to enable access to all floors. There is a room in the SEND area at Secondary dedicated for 1:1 physiotherapy, and on both sites there is a hygiene room on the ground floor with a disabled toilet, hoist facilities and a couch for non-ambulatory wheelchair users.

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by careful grouping, 1:1 work where needed, teaching style, content of the lesson, etc.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Access arrangements for assessments are put in place from Year 7, to further remove barriers that students may face. In Year 10 these are formally assessed so the appropriate adaptations are in place for the students' GCSE / Key Stage 4 exams.

For a small selection of students, a more personalised and bespoke curriculum can be offered. This can range from small-group teaching and tuition in selected subjects to help them make accelerated progress, to vocational subject choices or an alternative curriculum in Key Stage 4 to maximise their opportunities for success. In the Primary Phase in particular some children may be working within an entirely individualised curriculum to meet language, social, physical, or other complex need. We work closely with the child and their parents/carers to identify a pathway appropriate to the student's needs, which will allow them to make progress. In addition to the SEND and Inclusion areas in the main school building, we have recently started using a refurbished and converted School House as an extra space for small group learning to take place. The School House includes two main classrooms, a multi-use room and a fully equipped kitchen for students to develop their life skills and independence. In the Primary Phase there are a range of intervention rooms and sensory spaces which children can access to provide a calm space outside the classroom as well as to receive specialised intervention input.

e) What additional support for learning is available to students with SEND?

In-class support consists of "hover" support for students with EHCPs, and this typically also reaches students categorised as SEND support. Teaching Assistants do not usually work one-to-one with students unless they have complex needs, in order to promote independent learning.

We work with the following agencies to provide additional support for students with SEND:

- Speech and Language Therapy
- Educational Psychology

- Occupational Therapy
- Physiotherapy
- Counsellors
- CAMHS / NELFT Primary Care Team
- School nurse
- Hearing Impaired Advisory Teacher / Teacher of the Deaf (via SEND Success)
- Vision Impaired Advisory Teacher / Teacher of the Vision Impaired (via SEND Success)
- SEND Success provide outreach support for Waltham Forest schools, for students with autism, cognitive and learning difficulties, hearing impairments and visual impairments

We also provide the following interventions and development opportunities:

- Learning Mentor support
- Touch typing
- Handwriting
- Hearing Champion
- Break and lunch club (social skills)
- Craft club
- Speech and language programmes
- Lego Therapy
- Zones of Regulation
- Talkabout – social and emotional skills
- Homework club
- Literacy
- Numeracy

f) How does the school enable students with SEND to engage in school activities with children who do not have SEND?

As an inclusive school, all students have the opportunity to access the wide range of extra-curricular activities that are offered, including day trips. The school makes reasonable adjustments to ensure that all students can access these opportunities.

We work closely with various agencies within the Health service, such as Occupational Therapy and Physiotherapy, who provide advice on how to support individual students' physical needs within school, including equipment. Where necessary the relevant equipment is purchased and a dedicated team ensures that there is ease of access to this thus providing minimal if no interference to their learning.

g) What support is available for improving the emotional, mental and social development of students with SEND?

George Mitchell School has an excellent Inclusion Faculty, consisting of the SEND Department and Learning Mentors in the Student Support Unit and Social Inclusion. Together with Learning Leaders and classteachers, we identify students who would benefit from SEMH support.

In addition to the social and emotional interventions on offer, we also provide support for students to improve their emotional and social development in the following ways:

- Counselling
- Support from the Primary Care Team at NELFT
- Mentoring
- Group mentoring (Butterfly Club)
- Peer mentoring
- Anti-bullying group (Friends Against Bullying)

4) Who is the SEND Coordinator and how do I contact them?

Our Special Educational Needs Coordinators (SENCo/Inclusion Managers) are qualified teachers working at the school who have responsibility for SEND within their respective phases. They work closely with the Executive Headteacher, SLG and Governing Body as well as all teachers and Teaching Assistants.

The SENCos are responsible for:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for students with SEND
- liaising with and advising fellow teachers
- overcoming barriers to learning and sustaining effective teaching
- managing teaching assistants
- overseeing the records of all students with SEND
- liaising with parents/carers of children with SEND
- planning successful transition to a new class, group or school
- providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs
- liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

Amanda Hind – SENCo (secondary)

Phone: 020 8539 6198 ext 185

Email: Amanda.Hind@georgemitchellschool.co.uk

Sophia Francis – SENCo (Primary)

Phone 0208539 6198 – Primary Phase

Email: Sophia.Francis@georgemitchellschool.co.uk

You can contact Amanda and Sophia by email or phone.

Weekly virtual drop-in sessions (bookable in advance) and appointments are also available for you to be able to discuss your child or query in more depth.

5) What expertise and training do the staff have in relation to children and young people with special educational needs; and how will specialist expertise will be secured?

The Primary SENCo, Sophia Francis, holds the Postgraduate Certificate in Special Educational Needs and has varied academic and professional experience in SEN.

The Head of Primary, Samantha Hill, holds a Masters of Education in Psychology of Education (SEN) and a Postgraduate Diploma in Specific Learning Difficulties as well as significant experience working in special schools and as a SENCO in mainstream Primary schools.

The Secondary SENCo, Amanda Hind, holds the Postgraduate Certificate in Special Educational Needs and National SENCo Award. She has recently completed a Postgraduate Certificate in Autism Spectrum Conditions and Learning. She has previously been awarded a Masters in Teaching and is currently studying for a Master of Science in Psychology. Amanda is also currently training to be an Access Arrangements Assessor.

At the Secondary, we have a team of seven Teaching Assistants, who have attended courses relevant to the needs of SEND students. Each member of the team is responsible for one area which they lead on, as well as supporting others in the team with delivery of interventions (see Appendix A). They have received additional training according to their area of expertise and the interventions and enhancements they deliver.

At the Primary, we have a number of 1:1 LSAs to support children with very high needs, as well as teaching assistants who work closely with groups of children to support curriculum progress.

Staff across the school are supported to access a wide range of information on appropriate support and interventions for students with different types of need, and to access training to ensure they have the necessary knowledge and expertise.

As part of their outreach service, SEND success offer a free training and support programme for staff working in mainstream school in Waltham Forest. The current booklet can be found here: [Training-Booklet-Autumn-2021.pdf \(sendsuccess.org.uk\)](https://sendsuccess.org.uk/Training-Booklet-Autumn-2021.pdf)

Additionally, Whitefield Professional Development Services have launched their virtual SEND Training Programme in partnership with The North East London Teaching School Hub. Current course details can

be found here: [Whitefield-Professional-Development-Services-Training-Programme-2021-2022-002.pdf](https://whitefield-pdc.s3.amazonaws.com/Whitefield-Professional-Development-Services-Training-Programme-2021-2022-002.pdf)
(whitefield-pdc.s3.amazonaws.com)

Further specialist training is sourced as required – for example from our Speech and Language Therapist.

6) How will equipment and facilities to support students with SEND be secured?

We have a variety of equipment available for any students who need it, including laptops and reading pens. The laptops have voice recognition software available via google docs, for any student who needs to dictate work.

More specialist equipment, such as radio aids and equipment and technology to help with vision impairment, is provided by the relevant team in SEND Success.

Visual aids, visual timetables, sensory spaces, intervention spaces and specific SEN resources are available as needed and used widely throughout the school.

We have specific physiotherapy equipment, hoists, and a manual wheelchair provided for a wheelchair user. These are overseen by physiotherapy and occupational therapy as needed.

If any additional equipment is required, we liaise with the relevant health services, or the advisory teachers in SEND Success. It may be that specific items are funded through our SEN budget (such as the literacy intervention Wordshark), or that additional High Needs funding is requested from the SEN panel for students with EHCPs.

7) What are the arrangements for consulting parents of children with SEND, and involving them in the education of their child?

As outlined in section 3b, parents/carers are invited to termly reviews of their child's progress. These reviews look at the Pupil Passport and Learning Plan, if applicable. EHCPs are formally reviewed annually, and other relevant professionals will also be invited.

Parents/carers are encouraged to contribute to their child's education through discussions with teachers, Learning Leaders and with the SENCo. They do not have to wait for a consultation evening. As such, the SENCo holds weekly virtual drop-in sessions for parents/carers, and is contactable by email and phone at any time.

Students are also encouraged to attend these reviews so that they are actively involved and take the lead in target setting.

8) What are the arrangements for consulting with students with SEND and involving them in their education?

Students are also encouraged to attend the reviews outlined in section 7, so that they are actively involved and take the lead in target setting. Their views, wishes and longer-term aspirations are at the heart of the SEND process. Whenever possible, we include students with SEND in planning how best to support them, and in reviewing their progress. Adaptations can be made to ensure this is accessible for the individual student. These may include: simplifying language, having adult support, allowing them time in advance of the review to consider their views.

During Year 11, students with SEND and their parents/carers are invited in for a transition review and where possible a representative of the college they are hoping to attend is also invited, alongside the careers service and any other services that may be involved in the support of the individual student. This enables a plan to be devised, including college option choices, to ensure that there is a smooth transition from secondary school to further education.

The SENCo is also available to speak to students during the school day, and during break or lunch any student can see her to talk about any SEND issues on their mind. This often includes students wanting to explore a particular diagnosis (for example ADHD, autism, dyslexia), to know more about how to manage their areas of difficulty, or to give feedback on how things are going for them in lessons.

9) What are the arrangements regarding complaints from parents regarding SEND provision?

Complaints about SEND provision in our school should first be made to the relevant teacher or SENCo. Following this, if necessary, the Headteacher can be contacted via the school office. Parents'/carers' concerns will then be addressed in accordance with the school's complaints policy.

10) How does the school involve other bodies in meeting the needs of students with SEND and in supporting their families?

Where a student continues to make less than expected progress, despite evidence-based support and interventions that are matched to their area of need, we seek advice and support from specialists from outside agencies. The relevant professionals are also contacted as part of a student's SEND review.

- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Speech and language therapist
- Occupational therapists and physiotherapists
- Advisory teachers from SEND Success (for autism, learning difficulties, cognitive disabilities including dyslexia, Hearing Impairment, Vision Impairment)

11) What are the contact details of support services for the parents of students with SEND?

These services offer support and advice for parents, on any aspect of SEND:

Waltham Forest Parent Forum

Phone: 07528 433640 or 07794 298496

Email: walthamforestparentforum@live.co.uk

Website: <https://www.walthamforestparentforum.com/>

Waltham Forest SENDIASS

Phone: 020 3233 0251

Email: wfsendiass@citizensadvicewalthamforest.org.uk

Website: <http://www.advicewalthamforest.org.uk/advice/faqs/sendias/>

Please also see section 13 for details of the Local Offer, where you will find additional information.

12) What are the school's arrangements for supporting students with SEND in a transfer between phases of education or in preparation for adulthood and independent living?

Students with SEND, and their families, may be particularly anxious about changing classes or “moving on” from school to school. We work with families and relevant professionals to make sure changes are planned and well managed. In all instances, SEND information will be passed on to the new setting.

When moving to another school:

- We will contact the SENCo at the new school and share information about the support and provision in place to help the student.
- We will hold a transition planning meeting with the new setting.

Primary to Secondary transition

- During Year 6, our SENCo will attend the EHCP annual reviews of students known to be joining us in September.
- Where needed, we will hold additional meetings with parents/carers and professionals to create a more detailed transition plan, including additional visits for children with more complex needs.
- Most children with SEN needs will benefit from the close relationship between the Primary and Secondary Phase, including additional transition time, detailed sharing of knowledge and expertise both before and after transition, familiarity with the building and staff at the Secondary Phase, and a coordinated effort to build relationships and put measures into place to support the transition of higher needs Year 6 students.

Secondary to Further Education / Preparing for Adulthood

- Students with EHCPs in Year 9 will begin thinking about their transition from school to sixth form or colleges. The annual review will include Preparing for Adulthood themes, and focus on outcomes to promote independence.

- Our SENCo will arrange person-centred transition reviews for Year 11 students with EHCPs and their chosen post-16 setting.
- For students receiving SEND support, we will liaise with the new setting about their needs with regards to transition.

13) Where can I find more information on the local authority's Local Offer?

All Local Authorities must publish a Local Offer, setting out in one place information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND.

The Local Offer is for:

- Children and young people with SEN and/or disabilities from birth to 25
- Their parents/carers
- Practitioners and professionals

The Local Offer should:

- Make it easier to find out what you need to know
- Give you information about what is available
- Tell you where you can get further information

The Local Offer should also make services more responsive to local needs.

Our local authority's local offer is published here: [The Local Offer | Waltham Forest Council](#)

Secondary SEND Department staffing 2021 – 2022

Amanda Hind

- **SENCo** – *Coordinating SEND Provision*
- **Teaching SEND English**
- **Neurodiverse mentoring**
- **Social and emotional**

Shirley Roberts

- **New intake testing**
- **Visually impaired students** – *Monitoring provision. Liaising with VI professionals.*
- **Social and emotional**

Jasmine Francis

- **Literacy**
- **Hearing Champion** – *Checking equipment and provision. Liaising with HI professionals.*

Elvira Olteanu

- **Speech and language** – *Working with / under SALT to support students in small groups / individually*

Tejal Shah

- **Tutoring / small groups**
- **Delivering SEND Science**
- **Numeracy support**

Nina Dyer

- **Physical disabilities**
- **Speech and language support**

Taeyaba Shahzad

- **Numeracy**
- **Delivering SEND Maths**
- **Social and emotional support**

AJ Singh

- **PE / SEND sports**
- **Literacy support**