

# Elm Court School



## **Special Educational Needs and Disability (SEND) Information Report for Pupils with SEND**

**Elm Court School is a special secondary school for 100 pupils aged 9-19. We cater for pupils who have Learning Difficulties with associated Social and Communication Needs. Many of the pupils at the school have Autism.**

All Lambeth maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of student with a Special Educational Need/s and or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

The school will meet the needs of pupils with the following SEND:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory /physical

The information below details the offer within **the school and ways in which parents, pupils and young people may access the support required.**

## A. PEOPLE WHO SUPPORT PUPILS WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:

**Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)?**

**How can I talk to them about my child if I need to?**

**Inclusion Team – Nilgun Salih**

For all general issues please contact the Inclusion Team in the first instance.

**They are responsible for**

- In partnership with the Form Tutor and Leadership Team, making sure that all members of staff working with your child in school are aware of their individual needs and/or conditions, and what specific adjustments need to be made to enable them to be included and make progress.
- Supporting the social, emotional and wellbeing of your child in school.
- Maintaining a contact with you as necessary with regard to your child's progress and wellbeing.
- Monitoring your child's behaviour and attendance.

**Subject Teacher/Subject Leaders** recommended as the first point of contact if you have any concerns regarding a particular subject.

Recommended as the first point of contact if you have any concerns regarding a particular subject.

**They are responsible for**

- Making sure that all pupils have access to good/outstanding teaching and that the curriculum is appropriately adapted to meet your child's individual needs (also known as personalisation or differentiation).
- Checking on the progress of your child in their subject and identifying, planning and delivering any additional help they may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with Subject Leaders as necessary
- Contributing to Personal Learning Plans (PLP) with regard to their subject, also sometimes called Individual Education Plans (IEP) in line with school policy, and sharing and reviewing these at least once a term.
- Making sure that the school's SEND Policy is followed in their classroom and for all the pupils with any SEND that they teach.

**Contacted by:** telephoning the school on 020 8674 3412 or see school website for relevant email addresses.

**Form Tutor****S/he is responsible for:**

- In partnership with the Inclusion and Leadership Teams, making sure that all members of staff working with your child in school are aware of their individual needs and/or conditions, and what specific adjustments need to be made to enable them to be included and make progress.
- Checking on and supporting the progress of your child across all subjects. Liaising with subject staff as necessary.
- Supporting the social, emotional and wellbeing of your child in school
- In liaison with the Inclusion Team, maintaining contact with you as necessary with regard to your child's progress and wellbeing.
- Preparing and reviewing your child's termly IEP.
- Conducting your child's Annual Review.

**Contacted by:** *arrange an appointment by telephoning the school.*

**The Assistant  
Headteachers**

Steve Olaman  
Yusif Assim

**They are responsible for:**

- Coordinating all the support for pupils and developing the school's SEND Policy to make sure all pupils get a consistent, high quality response to meeting their needs in school.
- Making sure that you are:
  - Fully involved in supporting your child's learning
  - Kept informed about the support your child is receiving
  - Fully involved in reviewing how they are progressing
  - Fully involved in planning your child's support.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help all pupils to achieve their potential.
- Supporting your child's subject teachers in writing Personal Learning Plans (PLP), also sometimes called Individual Education Plans (IEP) that specify the targets set for your child to achieve.
- Overseeing the cycle of Annual Reviews.

|  |   |
|--|---|
| <p><b>Teaching Assistants (TAs), are allocated to teaching groups or may be a specialist in a particular type of support or intervention, or may be assigned to work within a specific subject area.</b></p> <p><b>Headteacher</b><br/>Joanna Tarrant</p> <p><b>Governing Body</b></p> | <ul style="list-style-type: none"> <li>• Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.</li> </ul> <p><i>Contacted by: telephoning the school to make an appointment.</i></p> <p>A Teaching Assistant (TA) is allocated to work with each teaching group. Some pupils, due to their particular needs have 1:1 support if this is agreed with the relevant Local Authority. In addition there are Specialist Teaching Assistants who provide specialist support in a particular area, for example literacy and numeracy.</p> <p>Whilst they take a very valuable role in your child's education we would prefer that questions regarding Teaching Assistant support for your child's learning and progress are directed to the Inclusion Team or Subject Leaders.</p> <p>A student may receive support from a number of adults, and a conversation with the class teacher, Inclusion Team or Leadership Team will give you a fuller picture than may be obtained from a single supporting adult.</p> <p>Of course, as a school we welcome regular dialogue between parents and all staff on how a pupil's day has been and we do actively encourage this continued feedback.</p> <p><b>She is responsible for:</b></p> <ul style="list-style-type: none"> <li>• The day-to-day management of all aspects of the school, this includes the support for pupils with SEND. She delegates responsibility to the Assistant Headteacher, Inclusion Team, Subject Leaders, Subject Teachers and Tutors but is still responsible for ensuring that your child's needs are met and that they make the best possible progress.</li> <li>• She must make sure that the Governing Body is kept up to date about all issues in the school relating to SEND.</li> </ul> <p><i>Contacted by: telephoning the school for an appointment.</i></p> <p><b>Are responsible for:</b></p> <ul style="list-style-type: none"> <li>• Making sure that the school has an up to date SEND Policy</li> <li>• Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all pupils in the school</li> </ul> |
|--|---|

|  |  |
|--|--|
|  | <ul style="list-style-type: none"> <li>• Making sure that the school’s funding is appropriately spent.</li> <li>• Making sure that the necessary support is made for any student who attends the school.</li> <li>• Making visits to understand and monitor the support given to pupils in the school and being part of the process to ensure your child achieves his/her potential in school.</li> </ul> <p><b>Contacted by:</b> writing to the Governing Body via the school office.</p> |
|--|--|

**B. HOW COULD MY CHILD OR YOUNG PERSON GET HELP IN SCHOOL? :**

**Pupils in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:**

- **Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service.**

| <b>What are the different types of support available for pupils in this school?</b> |   |                                    |
|---|---|------------------------------------|
| <b>Subject teacher input via good/outstanding classroom teaching.</b>               | <ul style="list-style-type: none"> <li>• The teacher will have the highest possible expectations for your child and all pupils in their class.</li> <li>• All teaching is based on building on what your child already knows, can do and can understand.</li> <li>• Small group teaching supported by at least one Teaching Assistant.</li> <li>• Putting in place different ways of teaching so that your child is fully involved in learning in class. This will involve practical learning or providing different resources adapted for your child.</li> <li>• Putting in place specific strategies to enable your child or young person to access the learning task. This may include support from a Teaching Assistant to help with a particular difficulty.</li> <li>• Daily support from the school’s Inclusion Team.</li> </ul> | All pupils in school receive this. |

**Specific small group work.**

This group may be

- Run in the classroom or outside.
  - Specialist groups such as Speech and Language therapy or Occupational therapy groups
  - and/or individual support such as Art Therapy, Music Therapy, Anger Management.

If your child requires further specialist support in school from professionals outside the school, this may be from:

- Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapy service, Physiotherapy and/or CAMHS

- Interventions may include small group work or individual sessions on a specific theme.
- Where small group sessions are put in place they will be run by a Teaching Assistant/teacher/ or another professional such as a Speech and Language Therapist using a recognised programme.
- Where specialist professionals work with your child or young person to understand their needs and make recommendations, these may include:
  - Making changes to the way they are supported in class e.g. some individual support or changing some aspects of teaching to support them better
  - Support to set targets which will include their specific professional expertise
  - Your child's involvement in a group run by school staff under the guidance of the other professionals e.g. Speech and Language Support.
  - A group or individual work in school run by an outside professional.
- You will always be involved in decisions about how the support will be used and what strategies that will be put in place.
- You will be provided with the contact details for any agencies or services outside the school who are, or will work with your child or young person.

Any child who has specific gaps in their understanding of a subject/area of learning.

**How will we support your child with identified SEND starting at school?**

- There are many opportunities throughout the school year to visit Elm Court School so that you are able to decide whether you wish to apply for a place for your child.
- When we receive your child's EHCP, if a place is available, our admissions panel will consider whether we can meet their needs.
- If you are requesting a place after the beginning of Year 7, we will invite you to visit the school with your child to have a look around and speak to staff and meet the key people who will work with you and your child while they are in the school.
- If possible we will also visit your child if they are attending another provision or school.
- If offered a place, your child will undergo an induction programme when joining the school.
- If your child is offered a place at secondary transfer, you and your child will be invited to attend an induction day at the school in the summer term of Year 6.
- A staff member from Elm Court School will attend your child's Year 6 Annual Review wherever possible and liaise with your child's primary school.
- In September, Year 7 have a carefully planned induction programme.
- The staff will then hold regular meetings in school to monitor the progress of your child and invite you into school at least once a term to review this with you.

**How can I let the school know I am concerned about my child's progress in school?**

- If you have any concerns we recommend you speak to your child's Form Tutor, Subject Teacher or the Inclusion Team initially, and at the earliest opportunity.
- If you are not happy that the concerns are being managed and feel that your child is still not making progress you should speak to the Assistant Headteacher or Headteacher
- If you are still not happy you can speak to the school's Governing Body.

**How will the school let me know if they have any concerns about my child's learning in school?**

- The teacher will discuss your child's progress with you at our Achievement Afternoons/Progress Meetings/Annual Review Meetings when you will be informed of their progress and any additional support being given.
- We also have regular meetings between all staff in the school to ensure all pupils are making good progress.
- If your child is then identified as not making progress the school will make a decision regarding the type of intervention to put in place and will inform you. These interventions may take place for a short period or over a longer period of time.
- If your child is still not making expected progress the school will discuss with you
  - Any concerns you may have
  - Any further interventions or referrals to outside professionals to support your child's learning
  - How we could work together, to support your child at home and school.

**Who are the other people providing services to pupils with SEN in this school?**

A. Directly funded by the school

- Inclusion Team
- Engagement Mentors
- Counselling
- Additional Speech and Language Therapy input to provide a higher level of service to the school
- Additional Educational Psychology input to provide a higher level of service to the school
- Music Therapist
- Art Therapist
- Anger Management Facilitators
- Intense Literacy Intervention with specialist staff
- Intense Numeracy Intervention with specialist staff
- Additional after school academic support with specialist staff
- 1:1 or small group teachers or tutors
- Specialist Teachers/ Specialist Teaching Assistants

B. Paid for centrally by the Local Authority but delivered in school

- Autism Outreach Service
- Educational Psychology Service
- Sensory Service for pupils with visual or hearing needs
- STEPS (Assessment, advice and resources for pupils with literacy or numeracy difficulties including Dyslexia)
- Speech and Language Therapy (provided by Health but paid for by the Local Authority).
- Occupational Therapy
- Physiotherapy
- Professional training for school staff to deliver medical interventions
- Parent Partnership Service (to support families through the SEN processes and procedures).

C. Provided and paid for by the Health Service

- School Nurse

D. Voluntary agencies

- National Autistic Society
- MENCAP
- A number of other organisations – for example Fulham FC, Rugby for Change.

The contact details for the support services can be found on the school website [www.elmcourt.lambeth.sch.uk](http://www.elmcourt.lambeth.sch.uk) and on the Lambeth Local Offer website at [www.lambeth.gov.uk](http://www.lambeth.gov.uk)  
The Lambeth Local Offer Web site contains full information of the services available to children, young people and their families under the Lambeth Local Offer.

### **How are the adults in school helped to work with pupils with an SEND and what training do they have?**

All adults within the school have specialist training.

- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of all pupils. This a rolling programme of whole school training on SEND issues to support identified groups of learners in school, such as ASD, dyslexia etc.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for pupils with a SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific pupils in their class e.g. from the ASD Outreach service, Sensory service or medical /health training, to support staff in implementing learning and care plans.
- Individual training for an identified staff member linked with the needs of a child with special educational needs and/or disabilities or identified through the school's performance management process.

Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher.

### **How will the teaching be adapted for my child or young person with SEND?**

- Subject Teachers plan lessons according to the specific needs of all groups of pupils in their class, and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible...
- Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually, and in groups and in the classroom so that they can learn most effectively, and where necessary to be included in the full life of the school. These will be included in your child's learning plan.
- Planning and teaching will be adapted on a daily basis if needed, to meet your child's learning needs and increase their access to what is on offer.

### **How will we measure the progress of your child or young person in school? And how will I know about this?**

- Your child's progress is continually monitored by his/her subject teachers and form tutor.
- His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing, numeracy and science as well as progress in other areas, as appropriate, such as attendance, engagement in learning and social and emotional development.
- If your child is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.

- The progress of pupils with an EHC Plan/Statement of SEN is formally reviewed at an Annual Review with all adults, including parents, involved with their education. The child or young person themselves are also very involved in this process.
- A range of ways will be used to keep you informed, which may include:
  - Home/school diary
  - Letters/certificates sent home
  - Additional meetings as required
  - Annual Reviews

**What support do we have for you as a parent/carer of child or young person with an SEN/and or disabilities?**

- We would like you to talk to our Inclusion Team and Form Tutor regularly so we know what you are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support your child both at home and school and can share what is working in both places.
- All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report. The Inclusion Team will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
- IEPs (or PLPs) will be reviewed each term. Your child will also be involved in these reviews.
- Home Learning will be adjusted as needed to your child's individual needs
- We regularly hold workshops for parents/carers of all pupils in the school. We will be happy to discuss any necessary adaptations for your child.
- The IEP will include ideas for how you can support your child at home.
- The external professionals involved with your child will be happy to meet with you on request.
- We will be happy to consider any ideas in order to support your child.

### **How have we made this school physically accessible to pupils with SEND?**

- Much of the school is accessible to pupils with physical disability via ramps and a lift.
- Class allocations can be adapted to ensure rooms are accessible for pupils with disabilities
- The school has a sensory room.
- We ensure that equipment used is accessible to all pupils regardless of their needs.
- The school has staff trained to suit pupils with a range of needs.
- The specialised provisions provide space for the identified needs for pupils with these difficulties e.g. workstations for pupils with ASD.
- The staff are highly trained in these areas.
- If you have a specific concern please make contact with the Headteacher. *Contact details above*

### **How will we support your child or young person when they are leaving this school? OR when moving on to another class?**

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child or young person is moving to another school:
  - We will talk with your child to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible.
  - We will contact the new school and ensure that they know about any special arrangements or support that needs to be made for your child.
  - Where possible we will support a visit to the new school in advance of the move.
  - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes within school:
  - You will be invited to meet with the new form tutor before the move takes place.
  - Information will be passed on to the new tutor in advance and in all cases a planning meeting will take place with the new teacher. All IEP (PLPs) will be shared with the new teacher.
  - If your child would be helped by a book to support them understand 'moving on' then it will be made for them. We often use 'Communicate in Print' to do this.
- When leaving our school at the end of Year 11.
  - We will have spent a lot of time with you and your child planning and agreeing the next steps.
  - Preparation visits and meeting will have taken place.
  - Your child will have met the new adults they will be working with.
  - Wherever possible we will continue to have contact with your child during the settling in months in their new placement.

## **GLOSSARY OF TERMS**

|                      |   |
|----------------------|---|
| IEP                  | Individual Education Plan                                 |
| PLP                  | Personal Learning Plan                                    |
| S                    | Statement stage of the SEN Code of Practice               |
| SA/SA+               | School Action stage of the SEN Code of Practice           |
| SA+                  | School Action Plus stage of the SEN Code of Practice      |
| SEN                  | Special Educational Needs                                 |
| SEN Code of Practice | The legal document that sets out the requirements for SEN |
| EHC plan             | Education, Health, Care Plan                              |
| SEN                  | Special Educational Needs                                 |
| SEND                 | Special Educational Needs and or disabilities             |
| SALT                 | Speech and Language Therapist                             |
| CAMHS                | Child or young person & Adolescent Mental Health Service  |
| EP                   | Educational Psychologist                                  |
| SENCO                | Special Educational Needs Coordinator                     |
| ASD                  | Autistic Spectrum Disorder                                |