



Eleanor Smith School

SEN Report

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As part of the **Children and Families Act 2014: Part 3 Information and advice: Section 30** Local Authorities are required to publish a 'Local Offer' which sets out support that is available for children and young people with SEN in the local area.

Newham's Local Offer is available on the Newham Website and tells parents how to access services in their area and what to expect from these services.

<http://www.newham.gov.uk/Pages/Services/What-is-the-local-offer.aspx>

Schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEN in line with The Special Educational Needs and Disability Regulations 2014 Statutory Instrument 2014 No. 1530



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Our objectives at Eleanor Smith School are to support the education of children with social, emotional and mental health difficulties (SEMH). We believe that all children are entitled to be given maximum possible access to a relevant, broad and balanced curriculum, including the National Curriculum.

We recognise that whilst the aims for education are the same for all children, those with special educational needs will need additional help. We ensure that children with SEMH are appropriately supported so as to enable them to manage those difficulties that have hindered their successful progress and development.

1	The kinds of special educational needs that are provided for in the school
	<p>Eleanor Smith School makes provision for children with social, emotional and mental health needs. It caters for pupils on a split site – Year R to Year 7 at the North Street site and Years 8 to 11 at Lawson Close.</p> <p>This is usually done in conjunction with the child’s mainstream school, where the pupil remains on roll and continues to attend, in partnership with parents and outside agencies, as appropriate. However, a number of needs cannot always be met through mainstream provision and pupils attend Eleanor Smith School 5 days a week or an alternative provision as appropriate.</p>
2	Policies for identifying children and young people with special educational needs and assessing their needs
	<p>The following policies will help to identify and assess the need for pupils with special educational needs:</p> <ul style="list-style-type: none">- Admissions Policy- Annual Review Policy- Behaviour Policy- Partnership Agreement- Role of Support Workers- Responsibility ESS & Mainstream- SEN- Education Advice for EHC Plans- Assessment Policy- Marking Policy- Thrive Policy- Resilience Policy- Risk Assessment
3	Information about the school’s policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans.
	<p>A pupil’s individual needs are given a high priority at Eleanor Smith School. We endeavour to ensure that the child’s Special Educational Needs are regularly reviewed and that appropriate provision is made for them. Pupils begin attending Eleanor Smith typically on a part time placement basis and their SEMH needs are assessed. However, in KS4, pupils attend ESS full time. After the assessment period, the Local Authority triggers the process of the School providing Educational Advice regarding the child. Subsequent to receiving ESS’ information, other key</p>



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	settings, parental input and any other agencies involved, it is decided whether to issue an Educational Health Care Plan for that child. If a EHCP is issued, the pupil remains at ESS on either a part time basis or a 5day basis. The statement lists the nature of support the pupil requires to support their SEMH needs.
4	The name and contact details of the SENCO
	<p>Julia Knight – Inclusion Manager (Primary) – 02084710018 (Phiona Langevine from September 2016) North Street Plaistow London E13 9HN</p> <p>Elaine Rogers – Inclusion Manager (Secondary) - 02075113222 90a Lawson Close Beckton London E16 3LU</p>
5	Arrangements for consulting parents of children and young people with special educational needs and involving them in their education
	<p>Parents/carers are welcomed as partners in their child's education. They are offered full involvement in all processes relating to the determination of their child's special educational needs and how these are supported. The school runs a Parent's Group, and parents are also offered the opportunity to liaise and meet regularly with staff to discuss their child's progress.</p> <p>Communication is also provided through school/home contact books, parent's evenings, pupil progress days (Secondary) and Educational Health Care Plan reviews.</p>
6	Arrangements for consulting young people with special educational needs and involving them in their education
	<p>Students are invited to attend their Educational Health Care Plan meetings (EHCP), pupil progress days (PPD Secondary), parent's evenings (Primary) and through a range of forums that represent pupil voice.</p>
7	Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this review
	<p>Most children are referred for the assessment of their needs through the statutory process to Eleanor Smith School. The special educational needs of the pupils are usually then identified in, and subject to, an Educational Health Care Plan.</p> <p>The school monitor and review a pupil's needs through, among other procedures, the child's EHCP, which is drawn up in conjunction with appropriate agencies/provisions, and through an Annual Review. These monitoring and reviewing processes involve parents/carers and professionals working with the child.</p> <p>This is also done through parents evening, pupil progress days (PPD Secondary) and Educational Health Care Plan reviews.</p>



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8	<p>Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society</p>
	<p>Links are immediately established with a child's mainstream school and the work of staff from Eleanor Smith is focused upon maintaining a child successfully within that school. Careful and thorough planning for all stages of a pupil's development are seen as vitally important for a child to progress, and there is a particular focus on the transition from Year 6 to Year 7, Year 7 to Year 8 and Year 9 to Year 10. During KS4, pupils have the opportunity to attend 4 different one week work experience placements. They also get careers advice throughout year 10/11, have the opportunity to attend careers events, college tasters and college visits.</p> <p>More advice can be found here:</p> <ul style="list-style-type: none"> - Moving from primary to secondary school autumn 2015 – Can be found on our school website under Key Information - https://www.newham.gov.uk/Pages/Category/Schools-and-colleges.aspx
9	<p>The approach to teaching children and young people with special educational needs</p>
	<p>There is an emphasis on developing the whole person through a multi-agency approach, working in partnership with parents and carers and other stakeholders. Parents are key to successful education for our students; progress and achievement are communicated through person centre approaches. At Eleanor Smith the core of the education is what takes place daily in the classroom, specialist areas and through use of the local community for extended learning opportunities.</p>
10	<p>How adaptations are made to the curriculum and the learning environment of children and young people with special educational needs</p>
	<ul style="list-style-type: none"> - A creative and culturally inclusive curriculum is delivered - Matching in curriculum planning and delivery in the classroom - Matching of task to pupil's needs - Teaching strategies designed to match pupils needs/learning styles - Visual timetables - Additional adult support (small group or 1:1) - Grouping for teaching purposes within the class according to ability/attainment - Curriculum targeted interventions – e.g. EPS, speech and language groups, - Targeted SEMH Interventions - Individual targets for learning and behaviour - Accessing specialist resources/CFCS, O.T, S.L.T - Additional equipment/resources provided to meet individual needs



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	<ul style="list-style-type: none"> - Wide range of after-school and holiday clubs - Use of strategies as recommended by therapists - Special arrangements for SATs - The use of peripatetic teachers- music (ECAM) - Use of data to inform interventions (Thrive, Resilience and learning/curriculum) - Partnerships with outside providers to offer a range of Nationally recognized Qualifications, i.e. City & Guilds in mechanics - Alternative off-site provision, for pupils to obtain vocational qualifications, i.e. carpentry, mechanics
11	<p>The expertise and training of staff to support children and young people with special educational needs, including how specialist expertise can be secured</p>
	<p>Eleanor Smith School is a specialist provision which means that all teaching and learning for students is led by teachers and support staff with specialist skills. All of our staff have access to induction, training and Continuing Professional Development in order to meet the needs of our students. The Governors support the Continuing Professional Development training arranged and undertaken by staff. They attach great importance to Continuing Professional Development.</p>
12	<p>Evaluating the effectiveness of the provision made for children and young people with special educational needs</p>
	<p>The review of the effectiveness of the provision of SEND pupils at Eleanor Smith School takes place by the impact of interventions, Thrive action plans, pupil progress days, Educational Health Care plan reviews, Weekly attendance meetings, weekly class team meetings and social care meetings. This is followed by the School Improvement Plan (SIP) and the Governors ongoing review of the SEN practice at the school. The Assessment Co-ordinator reports to Governors on the achievement of pupils. (This may also be done through the Head Teacher). The Governing Body regularly monitors the progress of pupils and the effectiveness of the education provided by the school. This is done through discussion at meetings of the Governing Body and through involvement in the School Improvement Plan. Monitoring of various aspects of school life is fed back to Governors at their meeting.</p>
13	<p>Details of extra-curricular activities that are available for pupils with SEN</p>
	<p>Our students are encouraged to take part in activities in the wider community. Using local leisure and community facilities is a core part of learning. We support this by using proactive risk assessments which allow our staff to remove anticipated barriers to working away from school premises. We have staff that are trained to drive our school minibuses. This allows us to have a better access to planned visits and trips. We have risk assessments which also cover residential trips.</p>



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14	How children and young people with special educational needs are enabled to engage in activities available with children and young people who do not have special educational needs
	<p>We work with a full range of agencies available to our students by referral regularly and effectively including speech and language therapists, educational psychologists, social care teams.</p> <p>We work with professional agencies involved with students as well as parents to make sure we have up to date information. We ensure that staff are trained to support students who have care plans and only appropriately trained staff will be involved in the specific action needed.</p>
15	Support for improving emotional and social development. This should include extra pastoral support, arrangements for listening to the views of children and young people with special educational needs and measures to prevent bullying include information on their school's approach to fostering good relationships and reducing bullying
	<p><u>Thrive:</u> The school adopts a Thrive Approach to dealing with pupil's emotional and social development. Thrive helps adults prepare children and young people for life's emotional ups and downs. The Approach teaches you how to be, and what to do, with children's differing and sometimes challenging behaviour. As a result, children become more self-assured and ready to engage with life and learning. Based on neuroscience and attachment research, Thrive training provides a targeted intervention. All practice is underpinned by Thrive-Online, an assessment tool and extensive action planning resource that charts progress and measures outcomes. Thrive provides training for professionals who work closely with children and young people from birth to adulthood, and it fully involves parents in the process as well. Identification of staff that have positive relationships with pupils who implement individual resilience development programmes together. These programmes target their areas of need.</p> <p><u>Resilience:</u> Resilience is being able to come out of difficult times better than would be expected. The school uses a Resilience Framework with pupils, in a variety of ways; for example, in class support, one to one programmes, after school clubs and activities. All pupil work is informed by their academic and emotional and social targets. These targets highlight areas of need and the success criteria guide pupils on how to achieve them. Pupils' needs are identified holistically by the Inclusion Team, and are supported through use of the resilience framework. All staff (including our lovely Admin, cooks and cleaners) are involved in supporting resilience, whether it be through improving academic attainment, assisting them to attend clubs of interest after school, or in a therapeutic capacity. Coupled with this, the Inclusion</p>



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	<p>Team are responsible for delivering, overseeing and measuring pupil progress (with a particular focus on their social, emotional and behavioural progress). The whole school focus for resilience is developing pupils' responsibilities and obligations. This focus also supports pupils' social, moral, spiritual and cultural development as citizens who contribute positively to their own and other's lives. The ultimate goal of developing resilience in pupils at Eleanor Smith School is to have happier, healthier children and young people, who are confident in their core selves, who feel they belong and contribute to their wider communities. They achieve this through being engaged in learning and attending school regularly</p> <p>Please also refer to our anti-bullying policy.</p>
16	<p>How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's special educational needs and supporting their families</p>
	<p>The school looks to develop a partnership with other agencies and support services. This is recognised as very important as pupils normally attend a mainstream school/alternative provisional and positive links with other staff outside our school are made at the outset. Outside agencies include:</p> <ul style="list-style-type: none">• Reintegration into Education Team (RIET)• Inclusion SLTs• Behaviour Support Service• Learning Support Service• Occupational Therapy• Speech and Language Therapy• Educational Psychology• Child and Family Consultation Service• Education Welfare Service• Special Educational Needs Section of the Local Authority• Supporting Parents Needs in Newham (Parents Support Network)• Social Services• Health• Youth Offending Team• Family First• Community Links• 15 Million– work experience coordinators



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17	The contact details of support services available for parents of children and young people with SEN
	<p>For more details of support services available, view the website below or contact:</p> <p>Special Educational Needs (SEN) London Borough of Newham Newham Dockside 1000 Dockside Road London E16 2QU</p> <p>020 8430 2000 https://www.newham.gov.uk/Pages/Category/Special-educational-needs.aspx?l1=100005</p>
18	Details of the school's contribution the local offer and where the local is published
	<p>Newham's Local Offer is available <i>on the Newham Website</i> and tells parents how to access services in their area and what to expect from these services.</p> <p>The Local offer for Eleanor Smith School. The arrangements we make that are 'additional and 'different 'for pupils with SEN. This information will be reviewed annually.</p> <p>The following information outlines the support and provision pupils can expect at Eleanor Smith School.</p> <p>Additional provisions which may be needed by some pupils and the specialist provision available to the few children with significant or complex needs.</p> <p>Mission Statement 'Integrating pupils into mainstream education, the world of work and life'</p>
19	Arrangements for supporting children and young people who are looked after by the Local Authority and also have SEN
	<p>Please refer to our LAC Policy which can be found on our school website</p>
20	Additional support for learning that is available to children and young people with special educational needs
	<ul style="list-style-type: none">- 1:1 Teaching- Thrive targets and Programmes- Individualised resilience development programmes- Group work- Residential Visits



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21	Arrangements for providing equipment and facilities for children and young people with special educational needs and how these will be secured
	The school works with a range of outside agencies to provide additional equipment and facilities on a needs led basis.
22	Arrangements for handling complaints from parents of children with special educational needs about the provision made at the school
	<p>If you are unhappy with the support your child is getting, talk to his or her nursery or school first to try to sort the problem out early on.</p> <p>If you are not satisfied with the school's response you can use the school's complaints procedure. All schools have one and they must publish it. Check the school's website.</p> <p>At Eleanor Smith School, our complaints procedures are available on request. A partnership is developed between the school and the parents/carers whereby recourse to formal procedures is unnecessary or rare.</p> <p>If you don't make progress you can:</p> <ul style="list-style-type: none">• Get advice from the Parent Partnership Service• Use an independent organisation to help resolve the problem – <u>Kids</u> is a service we use to help sort out disagreements but there are other services that you can use. <p>https://www.newham.gov.uk/Pages/Services/Appeals-and-complaints.aspx?I1=100005&I2=500012</p>
23	The arrangements for the admission of disabled persons as pupils at the school
	Please refer to our Equality and Diversity Policy which can be found on our school website
24	The steps taken to prevent disabled pupils from being treated less favourably than other pupils
	Please refer to our Equality and Diversity Policy which can be found on our school website
25	The facilities provided to assist access to the school by disabled pupils
	Eleanor Smith is a school for pupils with SEMH and not for physical disabilities.



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26	The accessibility plan prepared by the governing body or proprietor (under paragraph 4 of Schedule 10 to the Equality Act 2010)
	<p>Please refer to our Equality policy on the school website.</p> <p>http://eleanorsmith.newham.sch.uk/key-information/school-policies/</p>
27	Details of the school's contribution to the Local Offer and information on where the Local Authority's Local offer is published
	<p>All of the school's resources, whether they be of a financial, material or staffing nature, are fully allocated to the pupils that the school works with. This also applies to voluntary funds raised. The level at which each pupil is in receipt of these resources is dependent upon the child's needs, bearing in mind the overall needs of the whole school population. The School Governing Body has responsibility for agreeing the school's budget and for monitoring for the effective and efficient use of the school's resources.</p> <p>The local authority's local offer is published here: https://www.newham.gov.uk/Pages/Services/What-is-the-local-offer.aspx</p>

A large, semi-transparent watermark of the ESS logo is centered on the page. It consists of the letters 'ESS' in a light blue font, overlaid on a large, light green circular graphic that mirrors the design of the school's logo.