



SEN Information Report

Forest Gate Community School is a learning community where our students have high aspirations for themselves and each other. We want our students to grow into well-informed, well-balanced and confident citizens. We aim to provide a disciplined, safe environment where children learn effectively and respect each other.

The core purposes of the Inclusion Faculty is to ensure that students with special educational needs make exceptional progress, achieve their personal best and are included at every level of school life.

As part of the Children and Families Act 2013, 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 Council website and tells parents how to access services in their area and what to expect from those services.

Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for students with SEN.

This is the SEN Information Report for FGCS. It describes the arrangements we make that are 'additional and different' for students with SEN. This information has been produced together with parents, carers and our children and young people and will be reviewed annually.

The information contained in this report illustrates our school's graduated response to children's needs. It shows the standard offer of teaching, learning and care for all students, the additional provision which may be needed by some students and the specialist provision available to the few children with significant or complex needs.

More information about FGCS's offer of SEN provision:

1. Assessing Special Educational Needs

How does the school know when a student has learning difficulties or special educational needs?

FGCS caters for students with a wide range of special educational needs. In accordance with the New Code of Practice, these are categorized as follows: communication and interaction, cognition and learning, sensory and/or physical and social, emotional and mental health difficulties. Provisions are also made for Looked After Children (LAC). We can identify when a young person has learning difficulties or a special educational need using the following methods:

- Transfer of data from primary school (collected by the Transition Coordinator in the summer term)
- In-house assessment (carried out by the SENCO)
- SENCO referral to external agency for assessment (e.g. for formal identification of autism, ADHD and WIJC (IQ) testing.)
- Investigation of underachievement using assessment data and feedback from staff, students and parents/carers
- Use of 'staff concern forms'
- Observations in response to staff concerns
- Parental concerns
- Student concerns
- Reports from qualified educational psychologists.

2. The curriculum

How is the curriculum matched to student's needs?

The school matches the curriculum to student's needs in the following ways:

- The class teacher takes account of students' needs using assessment for learning techniques in lessons
- Differentiation (teachers differentiate and schemes of work account for this)
- Alternative curriculum pathways (such as entry level accreditation, alternative KS4 certification e.g. ASDAN, extra Maths and English, 1-to-1 literacy and other schemes)
- Teaching staff are provided with training to enable effective lesson delivery for students with a range of special educational needs e.g. speech and language training, behaviour training, P Scale training etc.
- A range of interventions are provided to meet the needs of students' across Key Stages 3 and 4, including 'Social Skills Development' and 'Life Skills', 'Jolly Phonics' etc.
- Regular and consistent TA training in delivering alternative academic curricula.
- Depending on a student's needs, scribes, readers and extra time can be made available during tests and examinations

How are adaptations made to the curriculum and the learning environment of children and young people with special educational needs?

Adaptations are made to the learning environment in the following ways:

- Lifts for students with mobility issues
- Disabled toilets
- Careful attention to seating plans (e.g. for students with a hearing impairment, wheelchair access, crutches etc.)
- Posture packs for students motor skills difficulties
- Appropriate lighting for students with a visual impairment in order to reduce glare and eye fatigue and allow for flexible seating according to the time of day
- Wide doorways for wheelchair access
- Specific equipment is sought and purchased to facilitate student access and independence, e.g. specialized cutlery and pencil grips
- Our VI department provides various sensory adaptations to the curriculum for visually impaired students

3. Support for students' learning

What is the approach to teaching children and young people with special educational needs?

Some of the approaches we use are:

- Differentiated lessons and materials in lessons for SEN students
- Tailored interventions delivered by inclusion staff (such as Jolly Phonics or Guided Reading)
- SMART target setting for what a student with SEN is expected to achieve
- Personalised timetables (e.g. students may be withdrawn from option subjects)
- Implementing recommendations from external agencies/specialists (e.g. specific strategies for teaching a student with ADHD)
- Implementing behaviour support plans
- The use of a TA in some cases to enable students to access the differentiated material and meet their targets
- Use of the TA toolkit

How is support organised for students with identified special educational needs?

Support is organised by way of:

- Differentiated lessons to facilitate access. This will enable students with SEN to work alongside their peers who do not have SEN.
- Tailored interventions delivered by Inclusion staff (such as Social Skills Group)
- SMART target-setting
- Personalised timetables (e.g. students may be withdrawn from options subjects)
- Implementing recommendations from external agencies/specialists (e.g. Social Skills or Speech and Language training)

What additional support for learning is available to children and young people with special educational needs?

The school currently provides additional support in the following ways:

- Guided reading
- 1:1 Literacy
- Homework Club
- Jolly Phonics
- Social Skills Program
- Speech and Language Program
- Behaviour Program
- Colourful Semantics
- Signalling
- Life Skills such as cooking, ironing etc.
- Inclusive Story Telling
- Behaviour support plans
- Use of the TA Toolkit e.g. storyboarding, counters etc.
- TA training on mirroring, scaffolding and demonstrating
- FGCS Family Project
- Reference to the school's Pupil Premium Policy and Allocation Statement on the school website

This provision is under regular review.

How are decisions made about how much support individual students receive?

That decision is made by:

- Analysis of student needs, in relation to access across the curriculum, gathered through assessment data, SENCO and TA observations, feedback from the pastoral team and the subject teacher
- Historical information (e.g. from Primary setting)
- Input from relevant stakeholders (from round robins, reports from external agencies etc.)
- Interpreting recommendations from external agencies/specialists (e.g. educational physiologist's reports).

How does the school know if the extra support is helping students to make progress?

The school uses the following to assess the effectiveness of our provision:

- Assessment data collected four times a year
- Small Steps (assessment data updated half-termly using this specialist tracker which is moderated by the Inclusion Manager)
- Running half-termly behaviour reports
- Observations (teachers, TAs and HLTAs have weekly learning walks)
- Feedback from students (e.g. at the beginning and conclusion of an intervention)
- Feedback from parents (e.g. parents' evenings, annual reviews and inclusion open afternoons)
- Feedback from teaching staff (e.g. commentary on progress and achievement for annual reviews)
- SEN Student Tracker
- RAISE online
- Quarterly data reports from SISRA (using teacher generated levels)
- CASPA (from September 2015)

4. Assessing student progress

How does the school know whether students are making progress?

The school uses the following to assess its provision:

- Moderation between TA and Teacher
- Data booklets available for all staff detailing levels P1 – 3A
- Regular TA training on assessment
- Assessment data (collected 4 times per year)
- Small Steps (assessment data regularly inputted using this specialist tracker)
- From September 2015, CASPA will be used to set appropriate targets
- Observations (TAs/HLTAs have 1 formal observation per year and are seen during regular Learning Walks)
- Feedback from parents (annual reviews)
- Feedback from students (annual reviews)
- Feedback from subject teachers (round robins)
- External reviews (from LA)
- Analysis of ROL (Raise online)
- Analysis of SISRA (School Analysis of Progress)
- Ofsted feedback and report

What are the arrangements for assessing and reviewing children and young peoples' progress towards outcomes?

The school knows if the extra support is enabling young people to make progress through:

- Feedback from students (e.g. at the beginning and conclusion of an intervention)
- Feedback from parents (e.g. parents' evenings and inclusion open afternoons)
- Feedback from teaching staff (e.g. commentary on progress and achievement for annual reviews)
- SEN Student Tracker
- Raise Online
- Quarterly data reports from SISRA (using teacher generated levels)
- Pathway S will be created on the DPR from September 2016 to track progress of students across the curriculum.

5. Provision for MAS students

In what ways do TAs support MAS students to achieve their targets?

Support is provided for MAS students in the following ways:

- TAs are trained in high order questioning to challenge MAS students
- TAs are aware of who the MAS students are in their classes in order to help monitor their progress
- TAs liaise with subject teachers so that they are aware of the set of skills that are needed to challenge and extend MAS students
- TAs encourage MAS students to be autonomous learners by promoting self-reflection and independence
- TAs support the subject teacher by helping to monitor the independent research homework tasks set by the teacher
- TAs can identify students with dual exceptionality and are provided with strategies for these students so that they know how best to meet their needs.

6. Consulting young people and their parents

What are the arrangements for consulting young people with special educational needs and involving them in their education?

The school consults regularly with our young people by way of:

- Inclusion open forums, twice per year
- Coffee morning once per year
- Meetings with external agencies
- Feedback from students (e.g. at the beginning and conclusion of an intervention).
- Annual reviews
- Parental meetings in order to fill out the student 'About Me' booklet in preparation for annual reviews

How are parents/carers informed about how their child is doing?

The school keeps parents informed via:

- Annual Reviews
- Meetings with SENCO/inclusion team members
- Parents' evenings and termly inclusion open afternoons
- Regular contact through phone calls and letters
- Providing information on the school's website relating to how the school identifies and supports students with a special educational need, including an outline of the role of the Inclusion Faculty and Accessibility Plan

How does the school involve parents/carers in planning to meet their child's needs and in setting targets for learning?

The school involves parents by way of:

- Annual reviews
- Involvement in the preparation of a support plan
- Meeting with SENCO/inclusion staff
- Meeting with external agencies
- Consultation of the student pen portrait and the setting of student targets

Who can parents/carers contact to talk to about their child's special educational needs?

Parents and carers should contact the following in order:

- Mr Patrick Collins (SENCO, AHT)
- Miss Grace Barratt (Deputy SENCO)
- Inclusion staff
- Year Team
- Form Tutor.

Who should parents/carers contact if they have a complaint about the SEN provision in the school?

Parents and carers should contact the following in order:

- Mr Patrick Collins (SENCO, AHT)
- Ms Charlotte Whelan (Deputy Head Teacher)
- Mr. Simon Elliott (Head Teacher)
- Ms Jan Tallis (Chair of Governors)
- Newham Local Authority

7. Expertise and external services provided by the school

What expertise and training do the staff who support SEN students have?

Expertise is in the following areas:

- All TAs are qualified as such and some are in training to become HLTAs
- All HLTAs are qualified
- LCIS and the speech and language team come in once per year to give whole staff training
- TAs and HLTAs have regular CPD both internally and externally
- Faculty training is delivered by external agencies to enhance practice
- Two inclusion personnel have dyslexia qualifications
- We have an ex-primary school SENCO and an AHT currently in SENCO training
- All Heads of Learning, TA's and Student Managers are trained or have experience in the pastoral care of vulnerable students in addition to those with emotional and social needs.

What specialist support or services does the school access for students with SEN?

The school makes referrals to a range of external agencies to identify needs and make recommendations. All of these agencies provide support/strategies/information for parents and carers in addition to the young person referred. The agencies are:

- EPS (Educational Psychology Service)
- LCIS (Language, Communication and Interaction Service)
- OT (Occupational Therapy)

- HI/VI (Hearing and Visual Impairment Service)
- BSS (Behaviour Support Service)
- SALT (Speech and Language Therapy)
- CFCS (Child and Family Consultation Service).
- Safety and Resilience mentoring

To contact support services available for parents of children and young people with a special educational need, please go to:

www.newham.gov.uk and www.dfe.gov.uk

What are the arrangements for supporting children and young people who are looked after by the local authority?

The school makes referrals to a range of external agencies and internal support systems to support in the identification of needs and make recommendations including:

- EPS (Educational Psychology Service)
- LOS (Language, Communication and Interaction Service)
- OT (Occupational Therapy)
- HI/VI (Hearing and Visual Impairment Service)
- BSS (Behaviour Support Service)
- SALT (Speech and Language Therapy)
- CFCS (Child and Family Consultation Service)
- SS (Social Services)
- 1:1 support in English and Maths
- Ensuring they receive booster classes in subjects where they may be underperforming
- Ensuring their social and emotional needs are met (see 7 below)
- PEP in collaboration with the LA, School, Family and SS.
- Specific provision for CLA include an attached Social Worker,
- Careers service
- Specific curriculum support if required

8. Supporting students' overall well-being

How does the school support students' overall well-being?

The school has a comprehensive and effective SMSC program and further supports students' overall well-being in the following ways:

- Life Skills
- Intensive interaction
- Social Skills Program
- FGCS Family Support Group
- Inclusion open door policy
- Carrying out assemblies focusing on the school's values e.g. friendship and honesty as well as British values
- Safety and resilience mentoring
- Behaviour support plan
- Pastoral support plan
- Lunchtime Club for vulnerable students
- Home-school contact
- Adherence to safeguarding procedures
- Establishing positive relations with students (e.g. inclusion personnel also act as co-tutors)

- Careers interviews
- Attendance at careers fairs
- The development of EHC plans in consultation with parents
- Eliciting student views through person-centered reviews

What arrangements are made to support students with SEN taking part in after school activities outside the classroom, including school journeys?

The school enables students with SEN to take part in activities outside the classroom in the following ways:

- Risk assessments are completed for all journeys
- Appropriate support is put in place (e.g. through a risk assessment)
- Consultation with parents (e.g. meeting with SENCO)
- Consultation with staff (e.g. ensuring they are briefed about the young person's needs through relevant training)
- Appropriate staff to student ratio
- Assessing the appropriateness of the visit against students' special need or disability e.g. for physically disabled student, visually impaired students etc.
- Visiting ahead of school journeys to assess what reasonable adjustments would need to be made where appropriate
- A choice of visit is considered to accommodate SEN students if possible
- After school homework club

How are children and young people with special educational needs enabled to engage in activities with children and young people who do not have special educational needs?

- All pupils with SEN are fully integrated into the school curriculum programme and therefore will have equal access to all subject curriculum activities in lessons alongside their peers
- All pupils are invited to join an extra-curricular activity on site if they wish

What is the school's policy to support the behaviour of students with SEN?

The school's behaviour policy includes:

- Providing a safe place for children, i.e. the inclusion office
- Providing a behavior support plan
- Mentoring by SENCO and inclusion manager
- Safety and resilience mentoring
- Providing a pastoral support plan
- Discretionary sanctions - judging their appropriateness
- Interventions e.g. Social Skills group
- Support from BSS/EP
- Pastoral Support Plans
- Rewards

9. Transition arrangements

How will the school prepare and support students who are transferring to a new school?

The school supports students who are transferring to a new school via:

- Information sharing with new setting (usually via staff visiting the primary school of the student)
- Planned visits to the new setting as part of the transition
- Transfer of records from primary schools (usually in the summer term)

- Supporting the young person with the journey to and from the new setting (e.g. arrangements to visit the school during the summer term)
- Establishing links with post-16 settings
- Inclusion staff are also co-tutors in form classes where students have a special educational need
- Refer to the 'Safeguarding and Child Protection Policy' (on school's website)
- Refer to 'Anti-Bullying Policy and Statement' (on school's website)

What arrangements does the school make to support students transferring from another school?

The school supports transference from another school to FGCS through:

- Meetings with Primary SENCOs for information-sharing (an information gathering sheet is used with the primary schools)
- Additional transition visits for SEN/vulnerable students (2 days in summer term)
- Year 6 Taster Days (usually 2 days in the summer term)
- Meetings with primary parents and students
- A clear mid-phase arrival process including meetings with the Borough and academic tests to assess the student's level of need

How does the school prepare their students for their next stage of education and for adult life?

The school prepares students through:

- Support with post-16 applications
- Careers advice
- Arranging college visits
- Entry level qualifications
- Supporting students (in collaboration with external agencies) with development of independent mobility skills
- Homework Club
- Social Skills Program
- Speech and Language Program
- Behaviour Program

10. Support for disabled students

What are the arrangements for admission of disabled students?

We possess an 'Accessibility plan' and 'Equal Opportunities' Policy (school website).

What are the steps taken to prevent disabled students from being treated less favorably than other students?

Please refer to the 'Accessibility plan' and 'Equal Opportunities' Policy (all are available on the school website).

What are the facilities provided to assist access to the school by disabled students?

- Lifts for students with mobility issues
- Disabled toilets
- Careful attention to seating plans (e.g. for students with a hearing impairment, wheelchair access, crutches etc)
- Posture packs for students motor skills difficulties

- Appropriate lighting for students with a visual impairment in order to reduce glare and eye fatigue and allow for flexible seating according to the time of day
- Wide doorways for wheelchair access
- Specific equipment is sought and purchased to facilitate student access and independence e.g. specialised cutlery and pencil grips
- Our VI department provides various sensory adaptations to the curriculum for visually impaired students.

Please also refer to the Accessibility Plan and Equal Opportunities Policy (available on the school website).

How is the school compliant with its duties under the Equalities Act 2010?

The school is compliant with its duties under the Equalities Act 2010 by way of the Accessibility plan, the Equal Opportunities Policy and the Public Sector Equality Duty Policy (school website).

Who has prepared the accessibility plan?

The Accessibility Plan and the Equal Opportunities Policy have been discussed and agreed with the governing body.

11. The Local Offer

Newham's Local Offer can be found [here](#)

The Local Offer links with the following areas specified in the SDP as follows:

- Teaching and Learning – helps to reorganise the way learning is delivered and relies on continuous formative assessment
- Behaviour and Safeguarding – many of the students involved with the Inclusion Faculty have emotional and behaviour difficulties and many can be classed as vulnerable. We aim to address these issues in order to improve teaching and learning
- Leadership, organisation, management and staffing – the structure of the faculty clearly states the accountability of each member of staff.

12. For more information about the SEN provision at our school please see the following policies on our website:

<http://forestgate.newham.sch.uk/parents/key-policies>

Accessibility Plan
 Equal Opportunities Policy
 Public Sector Equality Duty and Accessibility Plan
 Pupil Premium Policy
 Safeguarding and Child Protection Policy
 Behaviour Policy
 Anti-Bullying Policy

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