



SEND Information Report

FGCS 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 SEND 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 SEND.

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

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 SEND 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 Inclusion team)
- SENDCO referral to external agency for assessment Investigation of underachievement using assessment data and feedback from staff, students and parents/carers
- Observations in response to staff concerns
- Parental concerns
- Student concerns
- Reports from qualified educational psychologists.

2. The curriculum

How is the curriculum matched to students' needs?

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

- The class teacher takes account of students' needs using assessment for learning techniques in lessons
- The DPR is used to track students' progress over time, reporting their mastery of skills in real time
- Differentiation (teachers differentiate and schemes of work account for this)
- Alternative curriculum pathways (such as entry level accreditation, alternative KS4 certification such as the Step Up to English programme)
- 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 and behaviour training
- A range of interventions are provided to meet the needs of students' across Key Stages 3 and 4, including Social Skills Development and Phonics programmes
- 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.)
- 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 SEND students
- Tailored interventions delivered by inclusion staff (such as Phonics or Social Skills)
- SMART target setting for what a student with SEND is expected to achieve
- Implementing recommendations from external agencies/specialists (e.g. specific strategies for teaching a student with ADHD)
- The support of a TA in some cases to enable students to access the differentiated material and meet their targets

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 SEND to work alongside their peers who do not have SEND.
- Tailored interventions delivered by Inclusion staff (such as Social Skills Group)
- Implementing recommendations from external agencies/specialists (e.g. Social Skills or Speech and Language training).

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, SENDCO 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
- 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)

4. Assessing student progress

How does the school know whether students are making progress?

The school uses the following to assess its provision:

- Referral to the DPR and Pathway S
- Moderation between TA and Teacher
- Regular TA training on assessment
- Assessment data (collected 4 times per year)
- Feedback from parents (annual reviews)
- Feedback from students (annual reviews)
- External reviews (from LA)

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:

- Referral to the DPR and Pathway S
- 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)
- Pathway S is a bespoke method of tailoring assessment objectives to meet the individual needs of a student with SEND

5. 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
- Termly meetings with higher needs students and their parents

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
- 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
- Parents can also log into the DPR to see how their child is performing in each subject in real time

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

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)
- 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 (Associate Head Teacher)
- Mr. Simon Elliott (CEO)
- Local School Board (Alex Spencer)

6. 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:

- TAs and HLTAs have regular CPD both internally and externally
- All Heads of Learning, TAs 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)
- 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

7. 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:

- Intensive interaction
- Social Skills Program
- Carrying out assemblies focusing on the school's values e.g. friendship and honesty as well as British values
- Safety and resilience mentoring
- Home-school contact
- Form time and PSHE programmes
- Our pastoral structure includes a Head of Learning and Student Manager for each year group
- Adherence to safeguarding procedures
- Establishing positive relations with students (e.g. inclusion personnel also act as co-tutors)
- Careers and transition support
- The development of EHC plans in consultation with parents
- PASS tests which gauge student satisfaction with their educational experience
- Referral to outside agencies where appropriate

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 SEND 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 SENDCO)
- 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 SEND students if possible
- After school homework clubs

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 SEND 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
- All pupils are grouped together in form time and during assemblies

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

The school's behaviour policy includes:

- Mentoring by SENDCO
- Safety and resilience mentoring with the family support worker
- Interventions e.g. Social Skills group
- Rewards
- Reasonable adjustments, if necessary, for students with SEND

8. Transition arrangements

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

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

- Information sharing with new setting

- Planned visits to the new setting as part of the transition
- Transfer of records (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)

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 SENDCOs for information-sharing (an information gathering sheet is used with the primary schools)
- Additional transition visits for SEND/vulnerable students
- Year 6 Taster Days
- Meetings with primary parents and students
- Borough-wide meetings with the SENDCOs of primary and secondary schools to discuss specific needs of pupils

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
- Homework Club
- Social Skills Program
- Opportunities for work experience placement

9. 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 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
- 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 available on the 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.

10. The Local Offer

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

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