



Barking Abbey School Special Educational Needs and Disability Information Report

Last Review date Spring Term 2020-2021

What kind of special educational needs are provided for in Barking Abbey?

Barking Abbey is fully committed to the inclusion of students whatever their disability, or special educational need, provided that the school is compatible to the child's age, ability, aptitude, and that their attendance is not incompatible with the efficient education of other students in the school and is an efficient use of the Local Authority's resources. At present the school caters for a very wide range of special educational needs including:

SLCN	Speech language and communication needs.	Students who have difficulty in communicating with others.
ASD	Autistic Spectrum Disorder	Students who have Autism or Asperger's Syndrome.
MLD	Moderate Learning Difficulties	Students are likely to need support in some areas of the curriculum.
SLD	Severe Learning Difficulties	Students who are likely to need support in all areas of the curriculum and may have associated difficulties with mobility and communication.
PMLD	Profound and Multiple Learning Difficulties	Students are likely to have severe and complex learning difficulties, as well as a physical disability, or sensory impairment.
SpLD	Specific Learning Difficulties	Students who have a range of conditions such as dyslexia, dyscalculia and dyspraxia.
SEMHD	Social, Emotional and Mental Health Difficulties	Students may have a range of disorders such as attention deficit disorder, attention deficit hyperactivity disorder, anxiety disorder, or attachment disorder.
VI	Vision Impairment	Students may need specialist support, or equipment to access the curriculum.
HI	Hearing Impairment	Students may need specialist support, or equipment to access the curriculum.
MSI	Multi-sensory Impairment	Students who have a combination of hearing and vision difficulties.
PD	Physical Disability	Students who have a physical disability which requires ongoing support and equipment to access all the opportunities available to their peers.

How does the school know if students need extra help and what should I do if I think my child may have special educational needs?

- If your child was identified as having special educational needs in primary school, this information will be passed to Barking Abbey during transition.
- All students are assessed on entry using a range of assessment tools such as CATS, literacy and numeracy tests.
- Whole school standardised reading tests are carried out annually and results are analysed to identify individuals or groups who may need additional literacy support.
- The school has rigorous data tracking and monitoring systems which will identify students who are not making expected progress, or who are falling behind.
- Both individual staff and parents can raise concerns about students.
- Additional assessments are available through external agencies such as CAMHS (Child Mental Health Service), Educational Psychology Service (EPS), Speech and Language Therapy (SALT) and Behaviour Support Service (BSS)
- If you have concerns about your child, you can contact Yvonne Burrows (SENCO – Sandringham Road), Lauren Casey (SENCO – Longbridge Road), or your child's Head of House.

How will both you and I know how my child is doing and how will you help me to support my child's learning?

- All students are set targets based on prior attainment. These targets are shared with both students and parents.
- The school uses a range of assessments to monitor progress. All departments assess at least half termly. All teachers are required to mark students' work regularly (see Marking Policy).
- Parent/Guardian(s) of all students receive a written report at least once per year.
- Every year group has a parents/tutor days three times a year, where you can meet your child's tutor to discuss progress and how to support your child's learning.
- Parent/Guardian evenings are held annually where you will be invited to discuss your child's progress with their subject tutors
- In addition to the above, students who have an EHCP or who experience significant needs will have an annual review which will always include both the student and the family alongside any appropriate external agencies working with your child.,
- Parent/Guardian(s) can also access SIMS Learning Gateway, the school's data tracking system, through the internet.

- If you have concerns about your child’s progress, or about how to support their learning you can also make an appointment, or phone us at any point during the year.

How will the school staff support my child and how will the curriculum be matched to my child’s needs?

Provision/Intervention Information	
SEND Department	Students who are identified as having special educational needs, which impact and relate to their learning. They are either supported in class or withdrawn for more intensively focused small group support sessions.
Learning Mentor Team	Students who are identified as having social, emotional and mental health difficulties are sometimes withdrawn for specific periods of time to work on a 1:1 or small group basis with a trained mentor
School Counsellor	The school has a full-time Counsellor who works on both sites. Support is offered to students who may be experiencing on-going or undisclosed problems at home or at school. These could include facing a crisis such as bereavement, loss, or family separation.
Family Support and Attendance Officer	Targeted support offered to Hard to Reach families and where there are significant school attendance issues.
Support for Looked After Children	Support for children who are looked after in collaboration with Social Services and the child’s Local Authority. LAC Co-Ordinator – Yvonne Burrows

- All teachers are responsible for scaffolding the curriculum to match the needs of students in their classes and make it accessible for all. This is monitored regularly through the school’s monitoring cycle which includes lesson observations, book looks and learning walks, as well as data tracking.
- Some students are taught in smaller sets in core subjects to maximise the teacher to pupil ratio.
- Some students are targeted for additional support or intervention, for example through small group literacy or numeracy groups, individual mentoring, 1:1 literacy or numeracy coaching.

- We have a team of Special Support Assistants on both sites, with 1 HLTA per site who each specialise in key areas and run pre-school, lunchtime, lesson time and after school support intervention.
- The school's local offer can be found on our website.
 - The Local Authority's local offer can be found here <https://www.lbbd.gov.uk/residents/children-young-people-and-families/local-offer/>

How is the decision made about the type and how much support my child will receive?

- Information on the SEND budget is provided for governors when the budget is set at the beginning of the financial year. The Authority's funding allocation includes resources for the support of pupils with special educational needs. However, the Authority is using the Index of Multiple Deprivation related to children's issues (IDACI) as a means of distributing funds.
- Some students will have levels of support stipulated through their EHC Plan.
- Subject specific intervention for some students who may be underachieving is managed at department level.
- There is a clear referral process for students who staff are concerned about.
- Fortnightly Behaviour Panel meetings are held with the Deputy Headteacher, Key Stage Assistant Headteacher and Pastoral Teams.
- Fortnightly Student Support Panel meetings are held with the SENCO/LAC Co-Ordinator and Pastoral Teams regarding SEND students and LAC SEND students. Identified students are assessed for exams access arrangements where appropriate.

How will my child be included in activities outside the classroom including school trips?

- All students have an entitlement to be included in activities outside the classroom and on school trips, unless there is a risk to themselves or others. Parents will always be informed about trips outside of the school.
- All clubs and extra-curricular activities are available for students with SEND. Should students require support to access these activities, this will be provided.
- The school has a range of supervised playgrounds, as well as a specific classroom, which is available before school, during break, lunchtimes and after school for those students who need a "safe" space, staffed by the SEND department. The SEN department is open from 8am to 8.30am, lunchtime and 2.40pm to 3.30pm for additional support for homework and other issues.

What support will there be for my child's overall wellbeing?

- All students are supported through the school's year group and academic tracking system.
- Anti-bullying, safeguarding, behaviour and equalities policies are freely available on the school website.
- Students who require medication during the school day have health care plans.
- Students are regularly consulted on aspects of their wellbeing through a variety of fora.

What specialist services and expertise are accessed by the school?

Multi-agency co-operation is in place to ensure that provision meets the needs of students with SEND. We link with other schools, educational, health and social service departments and the local authority. We work on a regular basis with the following:

- Educational Psychology Service (EPS)
- Behaviour Support and Development Team (BSS)
- Speech and Language Therapy (SALT)
- Visual Impairment Team (VI)
- Joseph Clarke School
- Child Mental Health Service (CAMHS)
- Tuition Centre, Erkenwald Centre and Seabrook Centre
- Borough Hearing Impairment Team (HI)

Mental Health Provision

Targeted staff and pupils have taken part in a DFE funded mental health year 10 programme called YAM (Youth Aware of Mental Health) Targeted year groups have also taken part in the Headucate programme, which tackled stigma and raising awareness of mental health in schools.

There is also a 1:1 provision of a child well-being mentor to support those struggling with certain issues.

Productive dialogue with STAR worker supporting mental health and well-being across all key stages, e.g. transition and anxiety.

We are a targeted school for Kooch which is an online mental health service for children and adolescents.

Many staff are CARCHE Level 2 qualified in Mental Health.

What training have the staff supporting SEND had?

- Both SENCOs have undertaken the National Award for SEN-Coordinators. In order to maximize effectiveness the Sandringham Road SENCO is also the qualified person responsible for assessing students for exams access and holds the Proficiency in Assessment for Access Arrangements Award.
- Every teacher is a teacher of SEND and all teachers receive CPD training throughout the school year, based on the needs of students. Further training to support SEND is delivered annually in house and is compulsory for all classrooms teachers. The School Counsellor holds a Level 4 Diploma in Therapeutic Counselling and is a registered member of the BACP.
- Lauren Casey runs annual SEN Conferences based on Barking Abbey site, for parents/guardian(s), staff and fellow professionals.

How accessible is the school both indoors and outdoors?

- The school is not yet fully accessible. The majority of classrooms are on the ground floor and a lift is available to access classrooms on the upper floors in the Humanities Block at Sandringham Road. At Longbridge Road the whole site is fully accessible and the new building is fully DDA compliant.

Equipment and Facilities:

- A.R.P provision on Longbridge Road site with SEND classrooms and "Chill out Zone".
- Lift and ramps where required
- Modified kitchen to comply with DDA for catering
- Enlarged disability toilets which accommodate medical changing
- Each SEND pupil's individual needs/adaptations included on every child's individual profile.
- SEND pupils tested for exam dispensations/adaptations to equipment/use of laptop etc.
- Reader Pens
- Overlay sheets for visual stress
- Sensory equipment, balls, fiddlers etc.

How will the school prepare and support my child to join the school, transfer to a new setting or to the next stage of education and life?

- Students from feeder primaries are likely to be familiar with the school, as they will have attended activities at the school during the course of their time in primary school.
- Open Evenings and Open Mornings are held throughout the first Autumn half term. Individual tours may also be made by appointment for students with SEND and their families.
- Inclusion staff are involved in Primary Liaison and the SENCO attends the Local Authority's SEN transition day where information is collected on students who have already been identified as having SEND in their primary school. This information is collated and distributed to all staff before Year 6 students officially begin at Barking Abbey.
- Some students in year 6 will have a visit from a member of the Inclusion Team in their primary setting.
- All students are invited to attend Barking Abbey's Year 6 Transition Day where students will meet a range of staff and attend a range of induction lessons.
- Students and their families who come as mid-phase admissions are always invited in to meet the relevant support provision. The opportunity for phased admission is also available if needed.
- In preparation for post-16 transition all students will be supported to choose and apply for appropriate college courses.
- Some students will be accompanied by Inclusion staff to visit post-16 institutions.
- All students are offered an opportunity to discuss their post-16 option choices with the schools allocated careers advisor.

Who can I contact for further information?

- In the first instance you should contact the Head of the Support provision who supports your child:
Yvonne Burrows - SENCO – Sandringham Road
Lauren Casey – SENCO - Longbridge Road
You can also contact:
Heads of Inclusion – Kiran Gill – Longbridge Road, Sarah Adenuga – Sandringham Road
Nazir Ali, School Governor

The procedures for considering complaints about SEND are the same as the school's Complaints Procedure, which is available on the schools website.