



# **The Complete Works Policies**

## **SEND Information Report**

**Updated April 2022**

Updated by Dean Phillips



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The Complete Works aims to implement, manage and support a whole school policy, which responds to the needs of all students in the areas defined in the statutory guidance provided to schools in the Special Educational Needs and Disability (Code of Practice 2014). The strategies employed take into consideration and aim to provide for the full range of student diversity, enabling them to have access to their entitlement to the full National Curriculum.

If you have any questions regarding SEND within TCW, please contact Bethany.Cheesman@tcw.org.uk (SEN Lead) or [Dean.Phillips@tcw.org.uk](mailto:Dean.Phillips@tcw.org.uk) (Assistant Head)

### **The aim of the SEND Policy**

To foster and encourage positive approaches to the education of students with SEN and disability. To work in partnership with parents and external agencies involved with the student. To show that by having regard to the Code of Practice 2014, effective systems and strategies are in place to facilitate positive learning experiences and progress in students with a range of SEN and Disability.

Provision at TCW is made for all 4 broad Areas of Need: Social, Emotional and Mental Health, Communication and Interaction, Cognition and Learning and Physical and Sensory Needs.

A child or young person may have a learning difficulty or disability if he or she

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

The majority of our students are referred to us because their needs cannot be met elsewhere. However, if the student does not have any additional needs, and the child's parent or teacher believes that they fall into any of the above, they will record their concerns and pass these onto the SEN Lead. The SEN Lead will look at the child's history and if they feel intervention needs to be taken into consideration, speak to the local authority and/or suggest interventions that we can run as a school.

### **Roles and Responsibilities**

The person responsible for the coordination of the day-to-day provision of education for students with SEN is Bethany Cheesman. Whilst it is the responsibility of all TCW staff to provide support for students with SEND, TCW seeks a coherent approach which involves liaison



and collaboration with the Headteacher, Assistant Heads, Education Support Officers (ESOs) and all members of staff involved with students with SEND.

### **Working in Partnership with Parents**

If a student with an EHCP is referred to TCW, the referrer must provide the EHCP before we can accept the student. A transition plan will be implemented and an initial meeting will be organised with the parent/carer, student, teacher, and where appropriate, a relevant representative of any external agencies. This meeting is used to strategically plan and prepare for the student's education with TCW.

In line with the SEN Code of Practice 2014, students with SEND will each have an Individual Education Plan, written in collaboration with the ESO, teacher, student and their parents or carers. IEPs are accessible to all members of staff and it serves as a guide to Teachers' practice.

All parents/carers must be informed that their child is included on the SEND Profile. They must be kept regularly informed and consulted regarding issues relating to the progress and wellbeing of their child.

### **Identifying Needs**

In line with school policy the SEN Lead may utilise all student assessment data from KS1, KS2, KS3 and KS4 in order to establish levels of difficulty in four areas:-

Cognition and Learning

Communication and Interaction

Social, Emotional and Mental Health

Sensory and/or Physical

The SEN Profile is compiled and maintained by the SEN Lead. All newly and previously identified students with SEND are placed on the profile, which is made available to all teachers.

Strategies will be put in place before a student is considered to have SEND, or they may be referred to an Educational Psychologist, CAMHS or another external agency that will be able to identify SEND.

All students on SEN support or with an EHCP will be seen by external support services, provided by their Local Authority. They can provide more specialised assessments that can inform future planning and the subsequent measurement of the student's progress.



If, through combined strategies and interventions a student on SEN Support is still unable to make 'adequate progress' a request for Statutory Assessment (leading to an EHCP) will be made. The SEN Lead will collate the school evidence and send it to the Local Authority for consideration.

### **Assessing and Reviewing pupils' progress**

Reviews of EHCPs will be held annually and all agencies involved with the student will be invited to contribute a written report and/or attend the Annual Review. The SEN Lead will also assist students in completing a Transition Plan (14+). Personnel from Careers will provide advice, which will be used to complete this plan and to assist the student in making informed choices regarding their future.

To support progress tracking, Student's IEPs and ILPs are updated termly. Tracking sheets are also checked regularly and in any case where a student is not making significant progress, a member of the Teaching and Learning team, or the Subject Lead will contact the teacher to arrange a time to discuss intervention strategies.

Things to consider with progress are:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

### **Specific Interventions**

Depending on students needs, specific interventions may be suggested to be led by teachers and personal development officers during their session, these include

- The Zones of Regulation: A curriculum designed to foster self-regulation and emotional control.
- Talkabout for Teenagers: Developing Social and Emotional Communication Skills
- Talkabout Sex and Relationships 2: A Sex Education Programme



- 6 Skills Every Teen Needs To Thrive in High School
- The Insomnia Workbook for Teens: Skills to Help You Stop Stressing and Start Sleeping Better
- Developing Social and Emotional Communication Skills

### **Additional Support for social interaction**

All Students are encouraged to participate in a range of school activities organised by TCW staff both onsite and offsite. Teachers are also encouraged to take students with SEND on a variety of school trips. TCW has partnerships with many organisations. To find out more, please

### **Expertise and Training of Staff**

TCW staff receive training every Thursday from 16:30 - 18:00. Staff are trained in the following areas to support with planning appropriately for students with SEND:

ASD, ADHD, SpLD, Speech and Language Needs, Social Emotional and Mental Health; Attachment theory, SpLD, Sensory Needs.

The ESO and Centre Managers, initially deal with any complaints regarding the provision of support for students with SEND in the first instance. However, if an issue cannot be resolved the SEN Lead and Headteacher will seek to secure a resolution.

TCW actively promotes the inclusion of parents/carers and the creation of a strong working partnership. Parents/carers submit their views prior to meetings and all views are taken into account.

Local Offers: London Boroughs TCW works with

**Croydon:** [Croydon's Local Offer of Special Needs - London Borough of Croydon](#)

**Enfield:** [Local Offer for Special Needs & Disabilities - Enfield Council](#)

**Greenwich:** [The Local Offer in Greenwich](#)

**Hackney:** [Hackney Local Offer](#)



**Haringey:** [Children and Young People with Special ... - Haringey Council](#)

**Islington:** [SEND Local Offer | Islington Directory - Open Objects](#)

**Lambeth:** [Local offer - services for children and young people ... - Lambeth Council](#)

**Lewisham:** [Lewisham Council - Support for children and young people with ...](#)

**Southwark:** [Local Offer Southwark • Home](#)

**Tower Hamlets:** [Local offer - Tower Hamlets](#)

**Waltham Forest:** [SEND Local Offer | Waltham Forest Council](#)