



Lampton School

SEND Information Report

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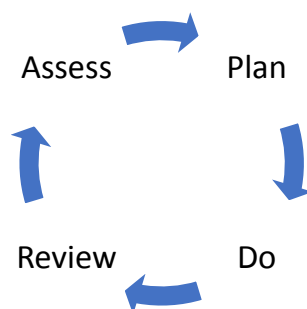
SLT Responsible: **Michelle Bolton**

Governing Body Committee: **HR & Finance**

<p>What types of SEND are provided for?</p>	<p>Communication and interaction Speech & Language and Communication Needs (SLCN), Developmental Language Delay (DLD), Autism Spectrum Condition (ASC) including Asperger's Syndrome.</p> <p>Cognition and learning Moderate Learning Difficulties (MLD) Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD) Dyslexia, Dyscalculia, Dyspraxia.</p> <p>Social, Emotional and Mental Health Difficulties Mental Health Difficulties (anxiety, depression, self-harming, substance misuse, eating disorders) Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD), Attachment Disorder (AD)</p> <p>Sensory and/or physical needs Vision Impairment (VI), Hearing Impairment (HI), Multi-Sensory Impairment (MSI), Physical Disability (PD)</p>
<p>A whole school approach</p>	<p>High quality first teaching and additional interventions are defined through our dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer a young person in our care. These discussions also serve to embed our high expectations among staff</p>

about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with all our learners.

Underpinning all our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs.

SEND support at Lampton is implemented and regularly reviewed using the 'graduated approach', outlined above. The team will be involved at every stage of this process:

- 1. Assess:** the class/subject teacher and SENCO should clearly analyse a pupil's needs before identifying him/her as needing SEND support.
- 2. Plan:** the class/subject teacher and SENCO should agree the support to be put in place. Parents/carers must also be notified and consulted. The support will usually be set out in a school-based SEND support plan.
- 3. Do:** the class/subject teacher remains responsible for working with the pupil on a daily basis. Pupils may also receive additional interventions outside the main curriculum, but the focus should be on integrating all pupils and continuing to use high-quality, differentiated teaching.
- 4. Review:** the class/subject teacher and SENCO should review the effectiveness of the support regularly and agree any changes where needed.

The quality of teaching for pupils with SEND, and the progress made by pupils is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

The SENCO or Assistant Headteacher for Inclusion in partnership with the Assistant Headteacher for CPL will discuss any patterns in the identification of SEND, both within the school and in comparison with

	<p>national data, and use these to reflect on and reinforce the quality of teaching.</p> <p>The identification of SEND is built into the whole school approach on assessment.</p>
How do we identify children and young people with SEND and assess their needs?	<p>Identification of students with SEND results from:</p> <ul style="list-style-type: none"> • Information from either the primary or previous school which is passed to the SEND team. • The school's own baseline assessments. • KS2 SATs scores. • Progress based on data collections. • Teacher referrals. • Head of Year referrals. • Parent / carer referrals. • Pupil Care Team referrals. • Pupil self-referrals. • Referral from an outside agency.
What is the local offer?	<p>Hounslow's local offer can be found using this link: https://fsd.hounslow.gov.uk/kb5/hounslow/fsd/localoffer.page?localofferchannel=0</p>
What is the name and contact details of our SENCo?	<p>Ms F D Hasan - fhasan@lampton.org.uk</p>
How do we consult with parents/ carers of children with SEND and involve them in their child's education?	<p>We believe that regular and effective engagement with parents / carers by schools often leads to improved pupil outcomes, attendance and behaviour. Where a pupil is receiving support, we talk to parents / carers regularly to set clear outcomes and review progress towards them. We discuss with parents / carers the activities and support that will help achieve them; and identify the responsibilities of the parent / carer, the pupil and the school. In addition to parents' evenings we meet parents / carers of pupils with and EHC plans at least three times each year. These are to review the progress pupils are making in relation to the targets in the pupil's pupil passport and for their annual review.</p>
How do we consult young people with SEND and involve them in their education?	<p>We consult with SEND pupils by:</p> <ul style="list-style-type: none"> • Heads of Year speak to targeted groups of students including SEND pupils. • Departments collect pupil views on their work and progress in the classroom. • Students with an EHCP have an opportunity to tell us what they think as part of the review process. • School council is representative of the 12% SEND cohort. • The Headteacher has meetings with pupils including those with SEND from all years to hear their views on the way the school is run. • Pupils' views are considered when creating their Pupil Passport. • The Assistant Headteacher and all the Heads of Centre collect SEND student voice on a termly basis.

	<ul style="list-style-type: none"> • Inclusion Awards take place twice a year when all Inclusion leads meet with young people and their families. • Assistant Headteacher for Inclusion leads on collecting SEND student voice in every pastoral year review.
<p>How do we assess and review children and young people's progress towards outcomes?</p> <p>What opportunities are there to work with parents / carers and young people as part of any assessments and reviews?</p>	<ul style="list-style-type: none"> • Progress is continually monitored by teachers, tutors and Heads of Year. • The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education. • The SENCo will review the progress of pupils on the SEND register after the relevant data drops. • Progress of pupils in Y11 with an EHCP or who are identified as SEND support is reviewed after each professional predicted grade is entered into SIMS by the DHT i.c. assessment and reporting. • Assistant Headteacher for Inclusion and all Heads of Centre attend parent/carers evenings. • The pupil and parent / carer voice are captured ahead of and during Annual Reviews to review outcomes and set new goals. • Pupils views are considered when creating their Pupil Passport. • The Inclusion team conducted pupil voice on a termly basis and use this to enhance practice. • Assistant Headteacher for Inclusion and all Heads of Centre attend parent/carers evenings. • The Inclusion team have established Family Liaison Days whereby we meet our students with SEND and their families.
<p>How do we support children and young people in moving between phases of education and in preparing for adulthood?</p>	<p>To ensure a successful transition to Lampton for pupils with SEND:</p> <ul style="list-style-type: none"> • The school holds an open evening in September/October for all primary students and their families who are in the process of choosing a secondary school and the AHT Inclusion and SENCo are available to speak to parents / carers. • We contact our feeder primary schools to find out as much information about the needs of the SEND pupils transferring to Lampton. • There is planning between the schools and with parents/carers in Year 6 to support the student's move from primary to secondary school. • The primary transfer day takes place in July for all students transferring to Lampton School. • On entry to the school, all students KS2 scores are reviewed. This helps pick up potential difficulties at the earliest stage. • We ensure that teachers are highly alert so that such areas of need are spotted early and referred to the Pupil Care Team (PCT) so that supported can be coordinated promptly. • In Year 9, SEND students are interviewed by either the SENCo, Assistant Headteacher for Inclusion or the Head of the Communication Centre regarding their chosen courses to make sure they have chosen the best subjects and qualifications for their career path. There is an extended

	<p>vocational offer at KS4 in place to support students with SEND; this is inclusive of Construction, Health and Fitness and Hospitality and Catering pathways.</p> <p>We help prepare SEND pupils for transfer to post -16 education:</p> <ul style="list-style-type: none"> • All students with an EHCP will have at least one meeting with a member of staff from the Connexions advisory service. During this meeting students will have the chance to talk about different Post 16 options. • All EHCP students following a Foundation pathway, will complete a work experience placement at the beginning of year 11. This helps to give students a taste of a working environment and can help inform them about which course they would like to take, post-16. This is organised by a specialist SEND teacher in collaboration with SPARK. • School staff liaise with work experience placements to ensure that their staff are aware of student needs. • Students may take part in programmes of work which help prepare them for life post-16 e.g. Life Skills OR Friends for Life. • Students receive support with completing college applications and, if required, a member of the Support Centre can also attend the college interview to support the process.
<p>What is our approach to teaching children and young people with SEND?</p>	<p>Our SEND provision will depend on the pupil's needs.</p> <p>If a child has difficulties with literacy and learning</p> <p>Pupils have an opportunity to access:</p> <ul style="list-style-type: none"> • Quality First teaching with appropriate differentiation (including best SEND practice). • Visual aids to support key vocabulary, concepts and themes. • Whole-school BLP Programme (Building Learning Power) to encourage meta-cognitive learning. • Access to homework support clubs with support from a Teaching Assistant. • Accelerated Reader Programme. • KS2 to KS3 transition support via tutor programme. • Access to assessment for identification of significant needs. • Bespoke Reading intervention delivered by a Higher Learning Teaching Assistant (HLTA) or the Literacy Lead. • Specialist small group teaching by the SENCO or Specialist Dyslexia Teacher. • A Foundation Literacy pathway in English in KS3 and KS4 delivered by an English teacher in a small group. • Opportunity to study English Entry Level at KS4. • Dedicated and caring staff who value all students regardless of ability. <p>Support for targeted groups of students may include:</p> <ul style="list-style-type: none"> • Blocks small group lessons that focus on a range of needs such as literacy, comprehension and spelling.

- Withdrawal from MFL teaching to enable small group literacy teaching delivered by SEND specialists if parent/carer permission is gained.
- Teaching Assistant support in some lessons.
- Targeted lunch time clubs for vulnerable students.
- Higher Learning Teaching Assistant literacy intervention during tutor times.
- A bespoke reading intervention led by Literacy Co-ordinator.

Targeted individual support may include:

- Where needed, help from an external agency (e.g. Educational Psychologist).
- Bi-annual testing for students with literacy difficulties to review and plan.
- Subject-specialist teaching assistants in key subjects to provide on-going support.
- External agency advice where needed including learning assessments completed by a Specialist Dyslexia Teacher.
- Exam Access Arrangements.
- Post 16 Transition support.

If a child has sensory and/or physical needs

Pupils have an opportunity to access:

- Quality First teaching with appropriate differentiation (including best SEND practice).
- Visual aids to support key vocabulary, concepts and themes.
- Amplification of sound for aid users.
- Access to homework support clubs with support from a Teaching Assistant.
- Specialist clubs offered at lunch times.
- Access to Occupational Therapy Services.
- Access to a Physical Disability Specialist Teacher who works in collaboration with Lampton Inclusion staff.
- If required, a personal medical care plan will be in place.
- KS2 to KS3 transition support via tutor programme.
- Access to assessment for identification of significant needs.
- Dedicated and caring staff who value all students regardless of ability.

Support for targeted groups of students may include:

- Medical Care Plans.
- Handwriting /fine motor/keyboard skills training.
- Group discussions and information given through Inclusion support or the PSHE offer.
- Access to assistive technology, software, audio digital books and iPad applications.
- Access to teaching assistant support.

Targeted individual support may include:

- Personalised support plans.
- Access to a Mobility Officer.
- 1:1 Outside Agency support from Advisory Teachers.
- Individual handwriting /fine motor/keyboard skills training.
- Specialist equipment and materials, such as low vision aids and enlarged adapted resources.
- Access to assistive technology, software, audio digital books and IPod applications.
- Targeted TA support for complex medical needs, including practical support.
- Exam Access Arrangements.

If a child has difficulties with communication and interaction

Pupils have an opportunity to access:

- Quality First teaching with appropriate differentiation (including best SEND practice).
- Visual aids to support key vocabulary, concepts and themes.
- Whole-school BLP Programme (Building Learning Power) to encourage meta-cognitive learning.
- Access to homework support clubs with support from a HLTA trained in SLCN.
- Talk Fitness intervention programmes.
- Specialist and intensive support for students with EHCPs with SLCN inclusive of Developmental Language Disorder in a specialist run Communication Centre.
- Access to Speech and Language Therapy input and assessment if this is required.
- Accelerated Reader Programme.
- KS2 to KS3 transition support via tutor programme.
- Access to assessment for identification of significant needs.
- Robust tutor programme which focuses on effective communication skills.

Support for targeted groups of students may include:

- Assessment and identification of language need and feedback to parents / carers and staff.
- Small group sessions in the Communication Centre with specialist teacher/Teaching Assistant/Speech and Language Therapist.
- Pre and post Module skills assessment and results.
- Post module feedback to student, parents / carers and staff.
- In-class Teaching Assistant support in some lessons.
- Specialist lunch time extra-curricular offer.

Targeted individual support may include:

- 1:1 sessions with a Speech and Language Therapist for young people with EHCPs identifying SLCN.
- 1:1 sessions with other specialist staff in the school, linked to other needs on ECHP.
- On-going monitoring and regular feedback to parents /

carers and students (at least termly and including the Annual Review).

- Exam access arrangements.
- Post 16 transition support.

If a child has an EHCP which specifies enrolment in the Speech and Language Centre

Extra provision may include:

- KS2 to KS3 transition support (including liaison with primary schools and SLCN service, centre visits in year 6 and Transition Programme during year 7).
- Five targeted sessions per fortnight in the Centre working with a Speech and Language Therapist/Specialist Teacher/Specialist TAs.
- Individually targeted Teaching Assistant support in mainstream lessons.
- On-going monitoring and regular feedback to parents / carers and students (at least termly and including the Annual Review).
- Exam Access Arrangements.
- Communication Centre Homework Club.
- Post 16 Transition support.

If a child has difficulties with social, emotional health or mental health

Pupils have an opportunity to access:

- Quality First teaching with appropriate differentiation (including best SEND practice)
- Whole-school BLP Programme (Building Learning Power) to encourage meta-cognitive learning.
- Access to two specialist mentors on site.
- Access to two mentors who specialise in Drawing and Talking Therapy.
- Access to KICKS mentoring – a sports based mentoring offer.
- Access to a counsellor on site four days a week.
- Access support from a Well-Being Practitioner in collaboration with CAMHS.
- If flagged during screening, access to Friends for Life programme.
- If flagged during screening and primary transfer, access to the Stepping Stones programme delivered in small groups by mentors.
- Access to assessment for identification of significant needs including Friends for Life screening and Strengths and Difficulties Questionnaire.
- Whole school focus on building self-esteem, staying safe and recognition of achievement.
- Whole school policy for behaviour management with graduated response and a focus on a restorative justice

	<p>method.</p> <ul style="list-style-type: none"> • Key Stage transition support including support from mentors. • Access to peer mentoring led by the CAMHS Well-Being Practitioner. • Year 7 screening for 'Friends for Life' resilience programme. • Anti-bullying processes. <p>Support for targeted groups of students may include:</p> <ul style="list-style-type: none"> • Year 7 Stepping Stones programme. • Support Centre lunchtime drop-in. • Year 7 'Friends for Life' 10 week resilience programme. • Year 7 transition support groups. • Intervention groups (all years): social skills/self-esteem/stress management. • Peer mentoring • Year 11 support with college applications and career paths. • Year 11 support for exam stress management. • Access to support in liaison with CAMHS professionals. • Support from mentors on Exam Results Days. <p>Targeted individual support may include:</p> <ul style="list-style-type: none"> • 1:1 mentoring. • Drawing and Talking Therapy. • Counselling. • Outside agency input (eg. Educational Psychologist) • Well-being Practitioner support. • Flexible timetables. • In-class support for students at risk of exclusion. • Support by a mentor if a student attends an alternative pathway and needs support at the transition phase. • Child Looked After support from Safeguarding Lead. • Close liaison with the family to build collaboration and partnership.
<p>How are adaptations made to the curriculum and the learning environment of children and young people with SEND?</p>	<ul style="list-style-type: none"> • Teachers plan lessons and homework according to the specific needs of all groups of children in their class and will ensure that a child's needs are met. • A teaching assistant may work with the teacher to support a child's learning in the classroom. • Specific resources and strategies will be used to support a child individually and in groups as is judged appropriate to meeting a child's needs. • We provide targeted support with homework at lunchtime and after school. • Timetables are adjusted to support pupils with SEND – for example providing specialist literacy intervention classes or a vocational offer at KS4. • Specific subjects and qualifications are offered in Y10 and Y11 such as construction, Health and Fitness and Hospitality and Catering. • Differentiated schemes of work are in place and exemplars can be shared from English.

	<ul style="list-style-type: none"> • Team teaching between subject specialists and Inclusion teachers takes place in the core subjects. • There is a Foundation pathway established in English. • Entry Level is offered at KS4 in English, Maths and Science. • A Foundation pathway is offered at KS4 for students who need to follow a certificate based pathway.
<p>How do we train staff to ensure that they are fully able to support children and young people with SEND?</p>	<p>We develop our staff's knowledge and practice through the following methods:</p> <ul style="list-style-type: none"> • SENCO attendance at SENCO Network Meetings. • Whole school INSET days that focus on SEND and Inclusion. • The creation of the Inclusion website to share strategies. • Training for TAs (OTAP) and non-teaching staff via CPL programme. • In school sessions – SENCO and other Heads of Centres delivering/organising training for teachers and support staff on the different categories of SEND/strategies/use of LSA/TA • Delivering training sessions for newly qualified staff, trainee teachers (SCITT) and staff new to the school. • SEND staff working closely with teachers and Heads of Department to make sure that the most effective strategies and interventions are used to meet the needs of all SEND students. This takes place on request. • Assistant Headteacher delivers training to Middle Leaders on Inclusion good practice. • Establishing Team Around the Child (TAC) meetings to share strategies amongst teaching and TA colleagues. • Internal reviews which focus on SEND good practice. • HLTAs deliver training to departments they are attached to. • Subject teachers are encouraged to develop their own subject specific expertise by attending relevant courses and/or seeking out information. • Team teaching opportunities in attached department. • The establishment of SEND Champions working party to share good teaching practice in this field.
<p>How do we evaluate the effectiveness of the provision made for children and young people with SEND?</p>	<p>We believe that regular and systematic monitoring and evaluation is vital to ensure effective SEND provision.</p> <p>We do this in several ways including:</p> <ul style="list-style-type: none"> • Regular observations and learning walks. • Analysis of the attainment and achievement of different groups of students with SEND including PPSSEND. • Success rates in respect of targets. • Post 16 destinations of young people with SEND. • Scrutiny of teacher's planning and students' work. • The views of parents / carers and the students. • Regular monitoring by the governing body/SEND governor. • Maintenance of assessment records – numeracy, reading and spelling ages etc – that indicate progress over time for students involved in small group / individual intervention. • Departmental reviews of the progress of SEND students.

	<ul style="list-style-type: none"> • Annual reporting on successes and identifying aspects for future improvement. • Monitoring the number of students requiring lower levels of support. • Monitoring procedures for identification and assessment of and provision for students with SEND. • Reviews of the SEND department by professionals outside of the school – the external review process every two years.
<p>How do we ensure that children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEND?</p>	<p>We make every effort to include all pupils in school trips. If an individual risk assessment is required, we will write this to ensure that everyone is fully included. We also help prepare children for any changes in their school day, such as school trips, awards ceremonies and sports day.</p> <p>We are able to write Social Stories to help students' prepare for their participation in a school trip or activity.</p> <p>We have ensured that the school council is representative of our 12% SEND cohort.</p> <p>We monitor the attendance of SEND students on school trips.</p>
<p>What support does the school provide for improving emotional and social development?</p>	<p>We support children to develop socially and emotionally in the following ways:</p> <ul style="list-style-type: none"> • PSHE lessons • Tutor periods and reflective character building activities • Report card monitoring • Assemblies • Learning mentor sessions • Counselling services • Friends for life groups • Stepping Stones offer • Drawing and Talking Therapy • Vocational pathways • Lunch time clubs and activities • REWIND project • Reward trips
<p>What arrangements are there for listening to the views of children and young people with SEND?</p>	<ul style="list-style-type: none"> • Heads of Year speak to targeted groups of students including SEND pupils. • Departments collect pupil views on their work and progress in the classroom. • Students with an EHCP have an opportunity to tell us what they think as part of the review process. • School council. • The Headteacher has meetings with pupils including those with SEND from all years to hear their views on the way the school is run. • The termly collection of student voice by Inclusion Leads.

<p>What measures are there to prevent bullying?</p>	<p>Lampton has adopted a range of strategies to prevent and reduce bullying, to raise awareness of bullying and support victims and those displaying bullying behaviour, including:</p> <ul style="list-style-type: none"> • The consistent promotion of the school's code of behaviour which requires all pupils to respect the rights of others. • The commitment to the value of respect in our 'Ready, Respectful, Safe' code of conduct. • The reinforcement of the clear message that violence has no place at Lampton and that restorative practice is a core ethos in restoring broken relationships. • Consultation with the 'Student Voice' on how to prevent bullying. • Training for all members of staff on the Behaviour and Inclusion policy and strategy. • The supervision by school staff of all play areas at lunch times and breaks. • Pupil Care Team referrals and meetings. • Swift and decisive action by the Heads of Year in conjunction with Inclusion team members if required. • Peer mentoring support. • Providing information to all parents / carers on the symptoms of bullying and the steps to take if the suspect their child is being bullied. • Mobile phones not being permitted to be used during school hours. • The celebration of all student's backgrounds and cultures through assemblies, tutor periods and lessons such as the assembly to raise awareness and celebrate Ramadan. • Revised Equalities Policy. • Pupils discuss and explore bullying issues and how to increase the anti- bullying culture of the school during tutor periods and lessons in relevant curriculum areas, e.g. PHSE. • Raising awareness of cyber bullying and teaching students to safely use technology (including mobile phones, email, internet). • All websites accessed in school are screened. This software screens the language used in all documents, emails and websites. Rude or offensive emails, websites, documents are sent to the Headteacher and the Safeguarding Leads. If appropriate, action will be taken and recorded. • Effective recording systems on SIMS. • Work with multi-agency teams including police as appropriate. • Contacting the parents of both the child being bullied and the bully. • Challenging sexual content within verbal abuse, specifically homophobic and gender abuse/ discrimination. • Established Diversity Support Group run by the Equalities Lead. • Partnership and collaboration with the charity MIND.
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<p>How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, to support children and young people with SEND and their families?</p>	<p>The school aims to work in partnership with other agencies to provide effective support based on the needs of the student.</p> <p>Such specialist services include:</p> <ul style="list-style-type: none"> • Educational Psychologists • Child and Adolescent Mental Health Services (CAMHS); • Specialist teachers or support services for learning. • Therapists (including speech and language therapists, occupational therapists and physiotherapists). • KICKS mentoring • Access to a Physical Disability Advisory Teacher. <p>We also arrange Multi-Agency meetings to secure effective expert support from outside agencies in assessing more complex cases and making provision for the most vulnerable students.</p>
<p>What arrangements are there for handling complaints from parents / carers of children with SEND about the provision made at the school?</p>	<p>We seek to promote an active partnership with parents/carers and to involve them fully at every stage. Most concerns and complaints can quite properly be resolved swiftly and satisfactorily. Formal complaints are resolved through our complaints process. Our complaints process is detailed in a document entitled Lampton School Complaints Procedure. This document can be found on our website.</p>

Maria Stuart

September 2019

Signed by: Chair of governors

A Davis

September 2019

Signed by: Headteacher