

# SEN Information Report - September 2020

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Twyford  
C of E

Academies Trust

## Principles underlying all our practice at Twyford CE High School; William Perkin CE High School Ealing Fields High School & Ada Lovelace CE High School

The aim of the Trust is to deliver outstanding educational standards in a secure Christian setting. The school's ethos is centred on a text from John Chapter 10 vs 10

**'I have come that you might have life and have it to the full'**

The values and disciplines which are inspired by this text are referred to in all schools as the 10:10 ethic and are summarised in the diagram below.



## Our 10:10 ethic

These aims include all the Students in our schools with SEN.

The Trust SENCO is Mrs. J. Salter, Assistant Headteacher at all schools who can be contacted most easily by e-mail: [jsalter@twyford.ealing.sch.uk](mailto:jsalter@twyford.ealing.sch.uk) or [jsalter@twyfordacademies.org.uk](mailto:jsalter@twyfordacademies.org.uk) [jsalter@williamperkin.org.uk](mailto:jsalter@williamperkin.org.uk) or [jan.salter@ealingfields.co.uk](mailto:jan.salter@ealingfields.co.uk) . All e-mails are received in a central mailbox for ease of access and speed of communication.

### 1. What kinds of needs can be supported at our schools?

- Students with every type of need are supported at our schools and we make every effort to ensure that each child in our school makes good progress, in line with that of their peers and is well prepared for adulthood.
- As a Trust we are particularly able to meet the needs of students with Autism & Specific Learning Difficulties. We are in a partnership with Springhallow Special School in Ealing and Twyford & William Perkin schools are able to

accommodate students with Autistic Spectrum Disorders; particularly those students who are able to access the National Curriculum at a similar level to their peers.

- At Twyford we have two specialist teachers to support learners with specific learning difficulties. An Additionally Resourced Centre for students with ASD opened in September 17. It has places for 4 students each year, currently in years 7, 8, 9 & 10.
  - At William Perkin school an Additionally Resourced Centre opened in September 15. It currently has 6 places for Years 7 – 11 and caters for students with Autism/mild learning needs, who would find it difficult to spend all their time in a mainstream class.
- The description of which Students are best suited to use the ARC provision can be found in the Ealing Local offer. More information on this is available here: <http://www.egfl.org.uk/categories/teaching/sen/send.html>
  - Sometimes we will commission other professionals to help us meet an individual child's needs in school or we may need to recruit staff or buy specialist equipment in order to support a child with SEN.
  - Sometimes a child who has very complex needs is happier and makes better progress in a more specialist school or resourced provision. As schools we do not have the power to make this decision, although we can give advice. It would be a decision made by parents and the child or young person with SEN, with advice from professionals involved, usually within an Education, Health and Care plan meeting. This decision would be recorded in an Education, Health and Care Plan (EHC).

#### **Criteria for inclusion on the SEN list**

1. EHC plan
2. Children looked after (to ensure high profile & monitoring)
3. Students currently receiving support from outside agencies or extensive additional Learning & Inclusion specialist support, including counselling
4. Students with acute medical needs

#### **2. How are Students' needs identified?**

All students are different so at Twyford, William Perkin, Ealing Fields and Ada Lovelace schools' we spend time identifying the needs of all students, whether they have a special educational need or not, before they enter school and throughout their school life. This helps us ensure all students settle in well and feel happy and confident in school and make good progress in their lessons. If the school feels that a child might have a Special Educational Need then there will be communication with parents. For the majority of students the Trust curriculum and pastoral provision will ensure these needs are met within each school and a relatively small number will require inclusion on the SENlist.

## 1. How are students' needs identified before they start at our school?

### Parent information meetings.

These are held for new parents in the summer term. The SENCO:

(Mr McCloskey at Twyford)

(Mrs J. Fuchs at William Perkin)

(Mr. J Salter at Ealing Fields)

(Mrs. J. Fuchs at Ada Lovelace)

and Head of Year7:

(Ms. E. Johnston at Twyford)

(Ms. M. Lubcker at William Perkin)

(Ms. L. Edwards at Ealing Fields)

(Ms. J. Adler at Ada Lovelace)

is always present. If you believe that your child has a Special Education Need that has not been previously identified by your child's current school then please inform us of your concerns. We will then arrange a time to follow this up with you.

**Please note that in July 2020 these meetings took place virtually with just one person due to Covid-19 restrictions.**

### Work with previous schools or educational settings –

All school records are passed on to each school and the SENCO and/ or Year group leader looks at them carefully. If a Trust leader feels there is a child with SEN who will be moving to our school the SENCO/year group leader will contact the primary school to get further information.

### "Getting to know your new school" days

In the summer term every child has an opportunity to spend time in their new school and meet their tutor and Head of Year 7.

**Please note that in July 2020 these meetings took place through a series of powerpoints; videos and written information due to Covid-19 restrictions.**

The meet the Tutor evening at Ada Lovelace will be Tuesday 29<sup>th</sup> June 2021 at 7.00pm.

The meet the Tutor evening at Twyford will be Thursday 1<sup>st</sup> July 2021 at 7.00pm.

The meet the Tutor evening at Ealing Fields will be Wednesday 30<sup>th</sup> June 2021 at 7.00pm.

The meet the Tutor evening at William Perkin will be Tuesday 29<sup>th</sup> June 2021 at 7.00pm.

The transition morning for EHC plan students at Twyford will be Monday 28<sup>th</sup> June.

The testing day at Twyford will be Monday 5<sup>th</sup> July.

The Ealing LA Year 7 taster day at all four schools will be Friday 2<sup>nd</sup> July.

The 1:1 interviews with senior staff for new Year 7 entrants and their parents will take place between Monday 5<sup>th</sup> July and Tuesday 6<sup>th</sup> July 2021 in all four schools.

### Before entry to High School at 11 years old (Year 7 - Year 11 or Key stage 3)

As soon as a Trust school knows that a student will definitely be attending our school we start finding out more about them so we can plan for their needs and ensure that they settle into our particular school happily and make good progress in lessons.

Each student will have a reading and spelling assessment to identify any literacy support needed. Each student will also be screened using the Cognitive Abilities Test to support setting arrangements in each school from the start of the Autumn term. Please see "Getting to know your new school" for the dates of these assessments.

Students with an Education, Health and Care plan will have a visit in the summer term from a member of the ARC or SEN team. This will be arranged with the Primary School. This may take the form of the Year 6 Annual Review or it may be a termly review meeting.

## **2. How are students' needs identified whilst at our schools?**

### If Students are concerned

At Twyford, William Perkin, Ealing Fields and Ada Lovelace High schools we want all our students to feel happy, have friends and feel that they are learning successfully. It is really important to us that any student feels that they can tell us about any worry that they may have so we can help them. We hope that all our students' feel that they can tell any member of staff their worries and that they will listen. The Form Tutor is the person who takes responsibility for the pastoral welfare of their tutees. The tutors will see your child twice each day and will develop a positive relationship with them. There are also the following ways for students to tell us about their worries.

- All Trust schools. There is the possibility of a series of appointments with the School counsellor – each school has a part-time school counsellor and appointments are arranged via a triage system through the Pastoral meetings in each school.
- All Trust schools. Chaplaincy support that can be accessed by contacting the Trust Chaplain, David Brammer.
- Twyford – Mentoring support, led by Nina Sehra with support from Adele Roberts can also be offered. The Head of Year will support in arranging this.
- William Perkin – Mentoring support, led by Julie Hall for SEN students. There is also an Inclusion Mentor. The Head of Year will support in arranging these arrangements.

### **3. If a Parent has concerns**

#### Communicating with the teacher

We feel that working in partnership with all parents leads to the happiest students and the best education. If the query involves a particular subject the subject teacher should be approached via e-mail. If at any time there are pastoral concerns please contact your child's tutor in the first instance. If the issues are ongoing please arrange an appointment with your child's Head of Year as soon as possible in order to discuss them. An e-mail is a good way to communicate and arrange this. If, after further investigation, we believe that your child may have some special education needs then we will arrange a meeting with you in order to identify these needs further and develop ways to support your child.

#### Parents' consultation evenings

We hold three meetings per year to discuss the progress of all our students (The Target setting day on Monday 5<sup>th</sup> October 2020; the Parents' Evening and the Progress Review meeting on Friday 9<sup>th</sup> July 2021) as well as an evening of welcome at the start of each academic year. Please use these meetings to voice any concerns you may have. We extend the time of target setting; Parents' Evening and Progress Review meetings for parents of students with SEN so that we have more time to discuss the needs of each child and the effectiveness of the support in place.

#### Teacher assessments

All students' progress and achievement is assessed by teachers in every lesson. Academic achievement and progress information is collected for each pupil, quarterly, in order to ensure that all students are making good progress and will achieve their targets. Parents can also access this information using "Go4Schools". If a child is not making progress, using the "on track" measures, then further interventions will be made to ensure that the school is meeting their needs. If after further intervention the school believes your child may have Special Educational Needs then we will arrange a meeting with you and if appropriate your child too, to identify these needs further and plan support. This will take the form of an SEN Support Plan. A Student Profile may be written to offer specific strategies to help. This profile describes the child's needs and how they like to be supported so that it can be communicated quickly and easily to members of staff.

#### Other information that may be used to identify student needs

We also use other sources of information such as positive conduct data; effort grades; attendance and welfare data to ensure that students are happy and making good progress and do not need any other support.

#### During a review of SEN progress

If your child has Special Educational Needs then a plan to support them to reach certain outcomes should have already been put in place by the school. The success of this plan in meeting their needs and ensuring they make progress can be reviewed up to three times a year. These meetings can take place at Target Setting day; Parents' Evening; Progress Review day and additionally at an Annual

Review for students with an Education, Health and Care plan. These meetings help to ensure that everyone involved in supporting your child really understands their needs.

### **3. How do we work in partnership with parents of Students with SEN?**

We try and work closely with all our parents to ensure that all students are happy and make progress. Working in partnership with parents of students with SEN is even more important so we do the following things:

- Communicate regularly and informally through e-mail and phone calls (if needed).
- Have good communication so that parents can make appointments to see the Head of Year; the SENCO or Head of ARC & SEN when they are concerned and would like a longer discussion.
- Extend the parents' meetings to 20 minutes and Target setting and Progress Review meetings to 30 minutes so that a more thorough identification of a child's needs can take place and the desired outcomes that we are all working towards can be decided upon.
- Include the progress a child with SEN has made towards their desired outcomes in their Annual Review report.
- For any child with an EHC plan and for some students with more complex SEN the school will work with parents and students to draw up a Student Profile.
- Hold an Annual Review for any child with an EHC plan.

### **4. How do we enable students with SEN to make decisions about their education?**

We encourage all students, including those with SEN, to make decisions about their education. All students are expected to evaluate their own learning success and discuss their needs with their teacher. We do this in school through:

- asking questions in lessons
- student tracker sheets
- evaluating their learning through self-assessment (green pen marking)
- Target setting and Progress Review days
- Pastoral self-evaluation booklets

#### **Students with SEN support**

In addition, students with SEN support have a plan that outlines the support needed to achieve additional agreed outcomes to help them become better prepared for adulthood. These outcomes are decided with students and with parents during our Target setting days. The outcomes and the additional support needed to help the students achieve them are centrally recorded and reviewed at the end of each academic year at a Progress Review meeting. An SEN support plan meeting can be requested if it is clear that a student is presenting with significant needs.

#### **Students with an EHC plan**

In addition for EHC plan students we also hold an Annual Review meeting. We work with the parents and student to invite all the professionals needed in order to review

the progress made against the outcomes in the EHC plan. We aim to include the student's views in this meeting in as appropriate a way as possible. Staff work with students and parents to develop a Person Centred Review presentation in Year 9 or an up to date Student Profile that is presented to the meeting. This will include any information that the student wishes to share and important information about their happiness and aims in life. Students can attend the whole of the Annual Review meeting from Year 9 – they receive praise and share their views in years 7 & 8. The Annual Review from Year 9 will also cover preparing for adulthood. This includes planning for post-16 courses.

### **5. How do we help Students when they move to our school?**

Before any child moves to our school we try and find out as much about them as possible to help them settle in quickly. All our new students have the opportunity to come and visit the school and spend a short time with a key member of staff so they know what to expect.

Socially distanced transition mornings for EHCP students were held in June/July 2020 at all schools due to the Covid-19 restrictions. Ealing Fields had an earlier closure than other Trust schools due to the move to Place House.

### **6. How do we help Students when they move to another school?**

Whenever any student moves to another school we always pass on school records to the new school.

If a student has SEN we also:

- Pass on SEN records to the new school including SEN support plans, or EHC plans.
- If needed, liaise with the SENCO of the new school to clarify any information and support the process for students with EHC plans in particular.
- If needed complete references and transition information for colleges and support transition between KS4 and KS5.

### **7. How do we help students when they move between year groups and key stages of education?**

When moving year groups in school:

- Information will be passed on to the new staff.
- The Student Profiles are available to all staff either in SIMS (as a linked document); the Trust Copia page or on each school's Copia (staff SEN section). The pathway to find this information is given to all staff in each school each September.
- There are weekly Pastoral monitoring meetings with key staff from SEN; Heads of Year and the Pastoral teams to discuss student needs. This ensures all needs in all four schools are addressed quickly.

## **8. How are adaptations made to the school to help all students including those with SEN?**

- Teachers plan lessons according to the specific needs of all groups of students in their class, and will differentiate effectively to ensure that all needs are met within each set.
- The school provides a bank of centrally produced curriculum resources for staff to use where each lesson has a learning objective and differentiated outcomes are listed as bronze, silver and gold. Each presentation uses common icons and includes support materials and writing frames. This ensures quality first teaching and learning for all.
- Specific resources and strategies will be used to support your child individually and in groups.
  - Early Intervention. **Literacy**. This will be taught in groups (all schools); 1:1 reading (all schools); spelling groups (Twyford, Ealing Fields).
  - Early Intervention. **Numeracy**. This will be taught in groups (all schools); Maths clubs (Twyford).
  - Specialist teaching 1:1 for identified students with EHC plans or complex SpLD needs (Twyford).
  - **Group support**, to promote social communication skills, such as socially speaking and lego club (all schools).
  - Supported mainstream offer – for example **in-class support**; particularly for the supported set (all schools)
  - **Study club/Homework Club**, after school support with prep at all schools
  - **Extra-curricular provision & wider learning** opportunities
- Setting or streaming will ensure that the needs of all students are effectively met.

### **Adaptations for Students with physical difficulties; Visual Impairment; Hearing impairment – (link to Disabled accessibility plan)**

Each student will have particular needs; an individual support plan will be drawn up to support those needs. If required specialist equipment will also be used to support the student and ensure they have full access to the curriculum. The ARCs at Twyford and William Perkin commission an Occupational Therapist to support identified EHCP students.

### **Adaptations for Students with social, communication needs**

The Speech and Language Therapy service offers training for key members of staff to run group support for students identified as needing this. The therapists also offer support 1:1 to EHC plan students with SALT as part of their plan to ensure needs are met. In addition both ARCs at Twyford and William Perkin commission a Speech and Language Therapist to support these cohorts of students.



### Adaptations for Students with emotional, social and mental health needs

Well-being is important for all students. Assemblies and PHSE workshops will offer guidance and support for all students.

For those with particular need school staff liaise closely with other professionals such as CAMHS and SAFE to ensure the needs of these vulnerable students are met. All schools have a part-time school counsellor. Mentoring support is offered by the Trust Chaplain at Ealing Fields. There is also some mentoring support such as peer mentoring at Twyford.

It is important to note that the quickest way for parents to access clinical psychology support for their child is via a referral from their GP. Parents can also request help from SAFE (Supportive Action for Families in Ealing).

### **9. What skills and training do our staff have?**

All staff are trained in the requirements of:

- The SEN code of practice, 2015
- The Equality Act
- Safeguarding - Child Protection & Keeping Children Safe in School
- All general school policies on teaching and learning and pastoral support include information on how to include Students with SEN.

### The SEN team have a range of qualifications.

The lead practitioners in each team and teaching staff have additional qualifications including the NASENCO training; Diploma in Specific Learning Difficulties, level 7 (OCR) and accreditation as a Specialist Leader in Education (SEN). Several staff have level 2 or level 3 training in Autism from the Autism Education Trust.

### Teaching Assistants/Academic Mentors

Most of our Teaching Assistants or Academic Mentors are graduates, including our Higher Level TAs. Teaching Assistants have as a minimum level 3 qualifications (equivalent to 'A' levels). Some have the NVQ Level3 Teaching Assistant qualification in Teaching and Learning.

All our teams have in addition had recent training in the following areas:

ASD

Dyslexia & specific Learning Difficulties

Literacy support & vocabulary development

Attachment disorder & behaviour

ADHD

Motor Tic Disorder

Speech & Language Therapy programmes

Maths support

Well-Being & Emotion Coaching

## **10. How effective is our SEN provision?**

Trust staff are working from a position of strength.

“Staff carefully track students’ well-being and attainment. Systems are rigorous and steps to address any additional needs are taken swiftly. Support for those identified as having special needs is excellent. Consequently, results are significantly above national averages. Examples abound of students who make exceptional progress, sometimes from very low starting points, or in the face of significant barriers to learning. The reading skills of almost 20% of students improve dramatically during their first year in the school. Thus, they go on to tackle exams with greater confidence and success. Such progress is transformational in students’ lives”.  
Twyford SIAMS report April 2017.

“Provision for disabled students and those who have special educational needs is highly effective...The achievement of disabled students and those who have special educational needs is exceptionally strong...Teaching assistants are deployed very well to work with different students in these small, but manageable classes”. William Perkin Ofsted report 2015.

“Pupils develop the skills and knowledge they require to be successful, and they make strong progress as a result.”  
William Perkin Ofsted report 2019.

“Safeguarding is strong, as evidenced by a recent external review... In both years 7 and 8 students are making positive progress against their aspirational targets that would place the School in the top 5% in the country”. Ealing Fields DFE monitoring visit, June 2018.

Last year all Trust schools provided the following interventions for Students with SEN:

- Literacy programmes
- Numeracy programmes
- Social skills programmes
- Small supportive set in core curriculum subjects
- In-class support
- Lunchtime clubs for EHC plan students
- After school support with lesson prep and homework
- Extra-curricular clubs to promote inclusion
- Specialist equipment for students with EHC or statements of SEN (where required)
- 1:1 individualised programmes of support (where required)

Last year at Ealing Fields & William Perkin in addition:

- EAL support

We also provide individual programmes of support for 56 students at Twyford, 49 at William Perkin, 4 at Ada Lovelace & 8 at Ealing Fields. These students all have Education, Health & Care plans.

91 Students are currently on our SEN list at Twyford. 77 are on the SEN list at William Perkin. 30 are on the list at Ealing Fields and 15 at Ada Lovelace.

### **KS5 - A level Twyford**

- 4 students with EHC plans succeeded at 'A' level. One will progress to university and the other 3 will follow Art Foundation or similar courses.
- The four Year 12 students with EHC plans all progressed into Year 13, having met and exceeded their target grades.
- Twyford ALPS grade 2 – results place the school in the top 8% in the country.

### **KS4 GCSE**

#### **Twyford**

- Year 11 FFT top 5%. Progress 8 +0.94 (similar to last year).
- 7 out of 10 students with EHC plans achieved a grade 4 or above in GCSE English & Maths.
- 4 qualified for 6<sup>th</sup> form places.
- 100% of the Year 10 SEN students met or exceeded their target grade in RE GCSE (3 EHCP students achieved between grades 4 & 9).

#### **William Perkin**

- Year 11 Progress 8 +1.35 and Attainment 8 6.2
- SEN students all achieved high progress 8 scores. Their results were outstanding given their starting points.
- 11 students in Year 11 with EHC plans. This is the first significant SEN cohort to complete Year 11. Their destinations are as follows:
- 1 student with an EHC plan has returned to the 6<sup>th</sup> form to study 'A' levels in History, Economics and Physics.
- 1 student transferred to Brentside 6<sup>th</sup> form to study Business Studies BTEC
- College Placements:
  - 2 Springhallow
  - 1 Southall College (Mechanics/Building)
  - 1 Fulham & Hammersmith College (Sports Science BTEC Level 3)
  - 2 Ealing Green to study Multimedia & ICT
  - 4 Uxbridge College (Electrical/Sports BTEC/Business Studies/Childcare)
  - 1 Harrow – Nursing
  - 1 West Thames – Football Academy

## **KS4 & KS3**

### **Ealing Fields**

- At Q2 SEN students were in-line or above their peers in every subject and year apart from year 9 Maths and RE, and even in those two cases were within 20% of the whole school result.
- At Q4 SEN students results were within 10% of the year group average results.
- In terms of attendance and punctuality there was no significant variation between SEN students and the whole school, across all year groups.
- There were two successful applications for EHCPs.

### **KS3**

Early intervention for literacy has had a really effective impact on student achievement and is a continuing success. With many starting the school with reading ages of 6.00 or 7.00 this increase means that by the start of Year 9 they are functional readers and can access texts up to GCSE level.

### **Twyford**

The average rate of progress for the 42 Year 7 students needing literacy intervention in 19-20 was 2 years 7 months.

Over the course of three years 172 students were screened in Year 7 and at the start of Year 10. 27 students were at the ceiling of the test on entry in Year 7 (16:02+) so could not demonstrate any progress. Many others were close to the ceiling of the test in year 7. The average progress of this cohort was 2 years 3 months.

### **William Perkin & Ada Lovelace**

**NB. The two schools were taught together so only one set of results is shown this year.**

The average rate of progress for a Year 7 student needing literacy intervention was 2 years 9 months.

The average rate of progress for a Year 8 student needing literacy intervention was 1 year 9 months.

The average rate of progress for a Year 9 student needing literacy intervention was 1 year 4 months.

### **Covid-19**

Each school has made detailed plans to ensure student and staff safety (please refer to each school's plan). TAs and AMs will continue to work with EHCP students. They will wear visors and/or masks to protect the students and themselves.

### **Looked After Children**

The designated teacher for looked after children is Mr. J. MacDonald-Brown at Twyford; Ms. R. Dar at William Perkin; Mrs J. Fuchs at Ada Lovelace and at Ealing Fields it is Mr. J. Salter. Each student has a six monthly Personal Education Plan held in school and a six monthly LAC review, attended by all relevant professionals including the designated teacher. The Pupil Premium money for these students is spent according to the PEP targets to ensure every looked after child achieves their full academic potential.

### **11. What do I do if I am concerned about the quality or effectiveness of support my child is getting?**

If at any time you are worried about your child then it is important to contact the school and discuss this so that any issues can be quickly resolved. We take your concerns very seriously and will do everything we can to find a solution. The first person to contact would be your child's subject teacher or form tutor.

If following this support you still feel concerned then please contact the SENCO/Head of ARC/ Head of Year/ Inclusion Lead to discuss your concerns. We would expect any problems to be resolved after this.

However, if you still feel that your concerns have not been addressed please contact the appropriate Associate Head teacher. An appointment can be made via the school office. An email or letter can also be sent addressed to the Associate Head teacher at each school.

If you are still unhappy there is a formal Complaints Policy which can be found here – [http://www.twyfordacademies.org.uk/documents/Complaints\\_Procedure.pdf](http://www.twyfordacademies.org.uk/documents/Complaints_Procedure.pdf) .

Please also see the Trust SEN policy -

[http://www.twyfordacademies.org.uk/documents/SEN\\_Policy.pdf](http://www.twyfordacademies.org.uk/documents/SEN_Policy.pdf)

and the Equalities Policy -

[http://www.twyfordacademies.org.uk/documents/Equality\\_Policy.pdf](http://www.twyfordacademies.org.uk/documents/Equality_Policy.pdf)