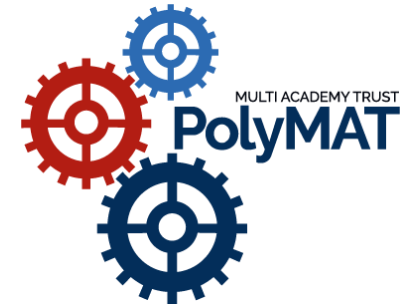




Woolwich Polytechnic
School for Boys



SEND INFORMATION LOCAL OFFER: 2023/24

WOOLWICH POLYTECHNIC SCHOOL FOR BOYS

SEND INFORMATION REPORT/SCHOOL BASED LOCAL OFFER FOR WOOLWICH POLYTECHNIC SCHOOL: 2022/23

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| Type of school | Mainstream |
| Woolwich Polytechnic School for Boys | <p align="center">Mainstream Boys Secondary School with a DSP</p> <p align="center">DSP- Designated special provision for boys with a diagnosis of Moderate Learning Difficulties and ASD.</p> |

All Greenwich maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs/ and or disabilities, and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

This should be looked at together with:

1) The Royal Borough of Greenwich Local Offer for children and young people with SEND, which can be accessed via the following link:

https://www.royalgreenwich.gov.uk/info/200236/children_with_additional_needs/1671/about_the_local_offer

A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:

| School based information | People | Summary of responsibilities |
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| Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)? And how can I talk to them about my child if I need to? | Class/subject teacher | <p>He/ She is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation). • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the SENDCO as necessary. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. |

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| | <p>The Special Educational Needs Co-Ordinator (SENDCO)</p> | <ul style="list-style-type: none"> • Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. <p>The SENDCO is responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs (SEND) and or disabilities and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school. • Identify students through a variety of assessments including prior KS2 assessments, CAT4, SATs, and reading tests. This data is used in conjunction with staff observations and data captures of the student. This data is regularly reviewed when a student is on the SEND register and responded to accordingly. • Ensuring that you are: <ul style="list-style-type: none"> • involved in supporting your child's learning • kept informed about the support your child is getting • involved in reviewing how they are doing • part of planning ahead for them. • Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc... • Updating the school's SEND Support Register, (a system for ensuring all the special educational, physical and Sensory needs of pupils in this school are known and understood). • To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND and/or disabilities in the school) to achieve their potential. • Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school. • Students are supported in a variety of ways both inside and out of the classroom including: in class support, small group work and large group work. This support is provided by a number of different professionals within school including: Learning Support Assistants (LSAs), Higher Level Teaching Assistants (HLTAs) and Learning |
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| | <p><i>Learning Support Assistant (LSA) may be allocated to some pupils with SEND and or disabilities)</i></p> <p>The Head of Boy's School Mr Lawrence</p> <p>Deputy Head for Inclusion Mrs. Scott</p> <p>Deputy Head for Inclusion Mrs. Scott</p> <p>SEND Local Academy Committee member</p> | <p>Mentors. These interventions are monitored and impact is reviewed by the staff delivering the intervention alongside the SENDCo and external professional (Speech and Language Therapy, Educational Psychology etc.....) involve with the students.</p> <ul style="list-style-type: none"> • That the EHCPS reviews are held on schedule and paperwork submitted to the LA in appropriate time frames and all stakeholders participated. <p><i>A Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education, we would prefer that questions regarding your child's learning and progress are directed to the SENDCO.</i></p> <p><u>Boy's School</u> SENDCO is Mrs Tomkins Email address: lTomkins@woolwichpolyboys.co.uk or on 020 8310 7000 , Learning Support Department.</p> <p>The Local Academy Committee member is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND Policy • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school • Making sure that the necessary support is made for any child who attends the school who has SEND and/or disabilities. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school. <p>The School Local Academy Committee member with special responsibility for SEND is Mrs Elemtu in the Boys School and TBC in Woolwich Polytechnic School for Girls.</p> |
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B. HOW COULD MY CHILD GET HELP IN SCHOOL? :

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service.

| | Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEND and/or disabilities input) children will be at when receiving this input. | What would this mean for your child? | Who can get this kind of support? |
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| What are the different types of support available for children with SEND and /or disabilities in this school? | Class teacher input via good/outstanding classroom teaching. | <ul style="list-style-type: none"> • The teacher will have the highest possible expectations for your child and all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. • Putting in place specific strategies (which may be suggested by the SENDCO or staff from outside agencies) to enable your child to access the learning task. | All children in school receive this. |
| | Specific small group work. This group may be | <ul style="list-style-type: none"> • Your child’s subject teacher will have carefully checked on your child’s progress and will have decided that your child has a gap in their | Any child who has specific gaps in their |

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| | <ul style="list-style-type: none"> • Delivered in the Learning Support Department • Delivered by SEND teacher, (most often) a Learning Support Assistant or a Learning Mentor with additional training. <p>These are often called Intervention groups by schools.</p> | <p>understanding/learning and needs some extra support to close the gap between your child and their peers.</p> <ul style="list-style-type: none"> • He/ She will plan group sessions for your child with targets to help your child to make more progress. • A Learning Support Assistant/Learning Mentor/ teacher (or outside professional (like a Speech and Language Therapist)) will run these small group sessions using the teacher’s plans, or a recommended programme. | <p>understanding of a subject/area of learning.</p> <p>Some of the children accessing intervention groups may be on the SEND Support Register, which means they have been identified as needing some additional support in school, after putting strategies in place in class</p> |
| | <p>Specialist groups run by outside agencies e.g. Speech and Language therapy Or ASD Outreach</p> <p>AND/OR Individual support for your child, as a guide of around 20 hours and below in school</p> <p><i>Stage of SEND Support</i>, which means they have been identified by the class teacher/SENDCO as needing some extra specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) | <ul style="list-style-type: none"> • If your child has been identified as needing more specialist input instead of or in addition to good and outstanding classroom teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. • Before referrals are made you will be asked to come to a meeting to discuss your child’s progress and help plan possible ways forward. • If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and yourself understand your child’s particular needs better. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: | <p>Children with specific barriers to learning that cannot be overcome through whole class good/outstanding teaching and intervention groups.</p> |

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| | <ul style="list-style-type: none"> • Outside agencies such as the Speech and Language therapy (SALT) Service or the Educational Psychologist (EP). | <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better ○ Support to set targets which will include their specific professional expertise ○ Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or Sensory circuit ○ A group or individual work with an outside professional • The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place. | |
| | <p>Specified Individual support for your child of, as a guide, 20 hours or more, in school.</p> <p><i>This is provided via an Education, Health and Care Plan (EHCP) or if your child has had this type of support for some time, may be provided by a Statement of Special Educational Needs.</i> This means your child will have been identified by the class teacher/SENDCO as needing a particularly high level of individual and small group teaching (as a guide, 20 hours or more, in school), which cannot be provided from the resources already delegated to the school.</p> | <ul style="list-style-type: none"> • The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process and you can find more details about this in the Local Authority (LA) based Local Offer, on the Royal Greenwich web site: www.royalgreenwich.gov.uk • Your child's school/setting will have been putting together a profile of your child's aspirations and needs over time, and you will have been involved in Team around the Child (TAC) meetings as part of this process. The school will then meet with you and other professionals involved, and decide if it would be helpful to apply for a statutory assessment, and agree any additional information and evidence that should be included from you, other involved professional and them. • After the school have SENDt in the request to the Local Authority (with a lot of information | <p>Children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong • Need, as a guide, 20 hours or more, in school. |

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| | <p>Usually, if your child requires this high level of support they may also need specialist support in school from a professional outside the school. This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) Service, the Educational Psychologist (EP), Occupational therapy service, Physiotherapy and/or CAMHS. | <p>about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will look at the advice submitted and ask you and any other professionals involved with your child to write a report outlining your child's needs, if this is not already included, or information is missing. If they do not think your child needs this, they will ask the school to continue with the support at SEND Support.</p> <ul style="list-style-type: none"> • After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong as a guide, they need 21 hours of support, or more, in school to make good progress. If this is the case they will write an EHC plan. If this is not the case, they will ask the school to continue with the support at SEND Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible. • The EHC Plan (if your child still has one) will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child. • The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. | |
| <p>How will we support your child with identified special needs starting at school?</p> | <ul style="list-style-type: none"> • We will first invite you to visit the school with your child to have a look around and speak to staff • If other professionals are involved, a team around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts. • You will be given the opportunity to attend review meetings and assist with target setting for your child | | |

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| | <ul style="list-style-type: none"> • Additional orientation days are organised for small groups of students |
| How can I let the school know I am concerned about my child's progress in school? | <ul style="list-style-type: none"> • If you have concerns about your child's progress you should speak to your child's subject teacher/key worker/Head of Year initially. • If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENDCO, Assistant Head Teacher for Inclusion or Head of School. • If you are still not happy you can speak to the school SEND Local Academy Committee member with special responsibility for SEND. |
| How will the school let me know if they have any concerns about my child's learning in school? | <ul style="list-style-type: none"> • When a teacher or a parent has raised concerns about your child's progress, and targeted teaching has not met the child's needs, the teacher will raise this with the SENDCO. • At Woolwich Poly weekly meetings between subject key stage leaders and a SENDior staff member in the school to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected. • If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you. • If your child is still not making expected progress the school will discuss with you <ul style="list-style-type: none"> ○ Any concerns you may have ○ Discuss with you any further interventions or referrals to outside professionals to support your child's learning ○ To discuss how we could work together, to support your child at home/school. |
| How do we ensure that the views of your child (and other children with SEND in the school) are used to plan for them and for SEND within our school? | <p>This could include things like :</p> <ul style="list-style-type: none"> • Meetings with SENDCO • Student One Page Profile • School Council • Student questionnaire |
| How is extra support allocated to children and how do they move between the different levels? | <ul style="list-style-type: none"> • The school budget, received from Greenwich LA, includes money for supporting children with SEND. • The Head Teacher decides on the budget for Special Educational Needs in consultation with the school Local Academy Committee members, on the basis of the needs of the children currently in the school. • All resources/training and support are reviewed regularly and changes made as needed. |

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| <p>Who are the other people providing services to children with SEND in this school?</p> | <p>A. Directly funded by the school</p> | <ul style="list-style-type: none"> • Counselling • Additional Speech and Language Therapy input to provide a higher level of service to the school • Additional Educational Psychology input to provide a higher level of service to the school • CAMHS Family Therapist |
| | <p>B. Paid for centrally by the Local Authority but delivered in school</p> | <ul style="list-style-type: none"> • Autism Outreach Service • Educational Psychology Service • Sensory Service for children with visual or hearing needs • Parent Partnership Service (SENDIASS) to support families through the SEND processes and procedures • Professional training for school staff to deliver medical interventions |
| | <p>C. Provided and paid for by the Health Service (Oxleas NHS Trust) but delivered in school</p> | <ul style="list-style-type: none"> • School Nurse |
| <p>How are the adults in school helped to work with children with a SEND and what training do they have?</p> | <ul style="list-style-type: none"> • The SENDCO's job is to support the subject teacher in planning for children with SEND. • Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND. • Individual Learning Support teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service and Sensory service or medical /health training to support staff in implementing care plans. • Induction programme • Ongoing refresher insets • Minibite sessions for ECTs <p>Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENDCO.</p> | |

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| <p>How will the teaching be adapted for my child with learning needs (SEND/ and or disabilities)</p> | <ul style="list-style-type: none"> • Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible. • Specific resources and strategies will be used to support your child individually and in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child’s learning needs and increase your child’s access to what is on offer. |
| <p>How will we measure the progress of your child in school? And how will I know about this?</p> | <ul style="list-style-type: none"> • Your child’s progress is continually monitored by his/her class teacher. • His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing, numeracy and science as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour. • The progress of children with an EHC Plan/ Statement of SEND is formally reviewed at an Annual Review with all adults involved with the child’s education. • For children with an EHCP Plan, the school evaluates the effectiveness of support through a yearly Provision Review and individual student support and intervention will be assessed on the principle of Plan, Do, Assess, Review (e.g in a form of Individual Educational Plan (IEP) or Individual provision Maps). • The SENDCO will also check that your child is making good progress at each data drop • A range of ways will be used to keep you informed, which may include: <ul style="list-style-type: none"> ○ Contact Diary ○ Letters/certificates sent home ○ Additional meetings as required ○ Reports |
| <p>How will we make arrangements to ensure that the social emotional needs of your child are met in school?</p> | <ul style="list-style-type: none"> • PSHE Lessons • Pastoral support available • Counselling and Well Being Support Services • Learning Mentors Well Being interventions (e.g. Mentoring, Emotional Literacy, Social skills, Zones Of regulations....) |
| <p>How is our school made accessible for students with SEND?</p> | <ul style="list-style-type: none"> • The SEND support document put together by the LA <p>http://www.royalgreenwich.gov.uk/downloads/file/2275/support_and_guidance_for_children_and_young_people_with_SEND_or_disabilities_in_mainstream_settings</p> |

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| <p>How does our school make special arrangements for looked after Children (LAC) this has changed to they are now called Children in Our Care with SEND?</p> | <ul style="list-style-type: none"> • We consult with the virtual school - Head Teacher and SENDCO as appropriate for personalised support as required. We also liaise with the allocated social worker, to ensure all agencies are working collaboratively to develop an appropriate support package (PEP/EHCP/Statement) for each child. • We review the child's needs and progress regularly, for example before entering the school to ensure a smooth transition from their previous setting and then at regular intervals. • For Children in Our Care with SEND needs, the school evaluates the effectiveness of support through a termly Provision Review during their PEP; and individual student support and intervention will be assessed on the principle of Plan, Do, Assess, Review (e.g in a form of Individual Educational Plan (IEP) or Individual provision Maps). • We ensure Pupil Premium Plus is being used to effectively enable the child to meet their outcomes <p>WPSfB - The Pastoral Team operate a weekly lunchtime club and occasional outings and residential events for Looked After Children</p> <ul style="list-style-type: none"> • The Designated Officer for LAC (Ms J Lumbis, Assistant Head Teacher for Pastoral) works to ensure provision is enabling LAC with SEND to make good progress. <p>WPSfG - The SEND Team will provide a Learning Mentor or a Learning Support member of staff to have daily wellbeing check and weekly 1:1 session to ensure we support Children in Our Care.</p> <ul style="list-style-type: none"> • The Designated Officer for Children in Our Care (Ms E Smith, Assistant Head Teacher for Pastoral) works to ensure provision is enabling Children in Our Care with SEND to make good progress. |
| <p>How have we made this school physically accessible to children with SEND?</p> | <ul style="list-style-type: none"> • The school is accessible to children with physical disability via ramps and a lift. • We ensure that equipment used is accessible to all children regardless of their needs. • Disabled toilet facilities and toilet passes for students with medical issues |
| <p>How will we support your child when they are leaving this school? OR moving on to another class?</p> | <p>We recognise that 'moving on' can be difficult for a child with SEND/and or disabilities and take steps to ensure that any transition is as smooth as possible.</p> <ul style="list-style-type: none"> • If your child is moving to another school: <ul style="list-style-type: none"> ○ We will contact the new school's SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child. ○ We will make sure that all records about your child are passed on as soon as possible. • In Year 6 |

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| | <ul style="list-style-type: none"> ○ The SENDCO will attend the Primary Transition Day to discuss the specific needs of your child with the SENDCO of their secondary school, and the specialist session for students with an ASD, as appropriate. ○ Where possible your child will visit their new school on several occasions and in some cases staff from the new school will visit your child in this school. ○ The SENDCO will attend your child's Annual Review meeting |
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| SCHOOL BASED DATA/INFORMATION: 2023/24 | |
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| EHC plans in September 2022 | WPSfB - 34 - 16 DSP |
| How many students did we have on the SEND Support Register? | WPSfB - 350 |
| Designated special provision | 16 |
| What training did staff at both schools have in SEND over the year 2022 | <ul style="list-style-type: none"> ● Ongoing Professional development - Individually, whole school and in the Learning Support Department ● LSA Induction Programme for new SEND staff ● ASD: Strategies on how to support pupils with ASD in the mainstream classroom. Delivered by ASD Outreach Service to LS staff ● VI; How to support pupils with Visual Impairment in the mainstream classroom. Delivered by the Visual Impairment Service to LS staff ● Dyslexia - Understanding pupils with a Specific Learning Difficulty and how to support them. In house INSET to LS staff ● Top Ten Tips: Effective strategies to support SEND pupils. ALL STAFF and Beginner Teachers ● Safeguarding updates |

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GLOSSARY OF TERMS

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| K | SEND Support |
| SEND | Special Educational Needs and Disabilities |
| SEND Code of Practice | The legal document that sets out the requirements for SEND |
| EHC plan | Education, Health, Care Plan |
| SEND | Special Educational Needs and or disabilities |
| SALT | Speech and Language Therapist |
| CAMHS | Child & Adolescent Mental Health Service |
| EP | Educational Psychologist |
| SENDCO | Special Educational Needs and Disabilities Coordinator |
| ASD | Autistic Spectrum Disorder |