



Part of T4 Trust

# SEN Policy and Information Report

**Version Control**

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Prepared by	Lucy Bowman	September 2019
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## 1. Introduction

Ian Mikardo High School is a special school that strives to meet the complex needs of our students, all of whom have statements of Special Educational Need for Social, Emotional and Mental Health needs. Our students also have a range of further complex and profound needs, and a number of their parents receive the Disability Living Allowance. This rarely relates to physical disability, but the children are eligible because they are recognised as requiring a higher, more intensive degree of care than a child of the same age without difficulties related to SEMH.

The school is inclusive in all its practices, actively promotes equality and takes every opportunity to counter discrimination and harassment. We promote high aspirations and seek to enable our students to develop the living and working skills they will need to lead happy, fulfilling and independent adult lives.

## 2. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN

## 3. Legislation and guidance

We believe this policy should be a working document that is fit for purpose, represents the school ethos, enables consistency and quality across the school and is related to the following legislation:

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
- Children Act 1989
- Data Protection Act 2018
- Education Act 1996
- School Standards and Framework Act 1998
- Education (Special Educational Needs) (Information) Regulations 1999
- Education Act 2002
- Mental Capacity Act 2005
- Education and Inspections Act 2006
- Equality Act 2010
- Education Act 2011
- Special Educational Needs and Disability Regulations 2014
- Special Educational Needs (Local Offer) Regulations 2014

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- Special Educational Needs (Personal Budgets) Regulations 2014
- Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The following documentation is also related to this policy:
- Quality Standards for Special Educational Needs (SEN) Support and Outreach Services (DCSF)
- School Admissions Code (DfE)
- Working Together to Safeguard Children (2018) (DfE)
- Equality Act 2010: Advice for Schools (DfE)
- Reasonable Adjustments for Disabled Students (2012) (Equality and Human Rights Commission)
- Supporting Students at School with Medical Conditions (2014) (DfE)

We are aware that the General Data Protection Regulations (GDPR) has entirely replaced the previous Data Protection Act (DPA) making changes to many existing data protection rules and regulations that schools, academies and other educational establishments adhered to under the DPA. The principal aim of the GDPR is to strengthen and unify the safety and security of all data held within an organisation.

We wish to comply with the Special Educational Needs and Disability Code of Practice: 0 to 25 Years, the Statutory Guidance for Organisations Who Work With and Support Children and Young People with Special Educational Needs and Disabilities and with sections 29, 34, 35, 66, 67, 68, 69 and 100 of the Children and Families Act 2014.

We have a duty to provide appropriate SEN provision for children and young people in order to meet their needs. It is also our duty to 'make reasonable adjustments for disabled children and young people, to support medical conditions and to inform parents and young people if SEN provision is made for them.' We must ensure that under no circumstance will we directly or indirectly discriminate against, harass or victimise disabled children or young people.

We believe it is our responsibility to publish all details of the SEN provision that we have available in the Information Report and to work with the local authority in compiling and reviewing the Local Offer.

We believe that... 'Children have special educational needs if they have a learning difficulty, which calls for special educational provision to be made for them.

Children have a learning difficulty if they: have a significantly greater difficulty in learning than the majority of children of the same age or:: or

Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them

When organising additional support it is very important that we provide children with special educational needs and disabilities (SEND) a broad and balanced curriculum with regular access to all subjects and areas of learning. We believe that children with SEND should not be routinely segregated from their class teachers and peers but included as much as possible within their class.

We believe we provide high quality teaching that is differentiated and personalised and that meets the needs of children and young people. We have high ambitions, set challenging targets, and track the progress of all students.

We will ensure that teachers and teaching assistants (TAs) are prepared for dealing with the challenges and complex difficulties posed by children with SEND by providing structured training on a variety of SEND

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issues. We believe teachers are responsible for children's learning and that teaching assistants will be used effectively to provide the necessary support for children with SEND within the classroom.

We are aware that depending upon their age and understanding we must discuss with students with SEND any decision that might affect them.

It is our intent to provide every child with the best education possible. Our objective in setting out the school's SEND policy is to make everyone aware that we want all students to benefit as fully as possible from the education provided within the school.

We cater for students who experience difficulties in: -

Communication and interaction

Cognition and learning

Social, emotional and mental health difficulties

Sensory and/or physical needs

The school has full provision for students who are disabled.

We strongly endorse both the Equality Act 2010 and the School Admissions Code of Practice by ensuring that all applications to this school from parents of children who have SEND will be considered and treated fairly and in line with current guidance.

We are aware that current statistics clearly show that children with SEN or with a disability have a significantly high risk of being verbally abused or physically assaulted on either a daily or weekly basis by other children as they appear to be an easy target.

We work hard to create and maintain a school environment of positivity where all children are taught to embrace and value difference.

We realise that in many cases that students with SEND do not realise they are being bullied; so therefore we have in place a bullying and awareness programme which shows them how to realise when they are being bullied and how they can deal with it.

We recognise school personnel need to be made aware of what constitutes bullying, how to detect bullying behaviour and to have a greater knowledge of students with SEND.

We have a duty to safeguard children, young people and families from violent extremism. We are aware that there are extremist groups within our country who wish to radicalise vulnerable children and to involve them in terrorism or in activity in support of terrorism. Periodic risk assessments are undertaken to assess the risk of students being drawn into terrorism. School personnel must be aware of the increased risk of online radicalisation and alert to changes in pupil's behaviour. Any concerns will be reported to the Designated Safeguarding Lead.

We are aware that under the 'Counter-Terrorism and Security Act 2015' we have the duty to have 'due regard to the need to prevent people from being drawn into terrorism'. This duty is known as the Prevent duty and we believe it is essential that school personnel are able to identify those who may be vulnerable to radicalisation or being influenced by extremist views, and then to know what to do when they are identified.

We provide a safe environment where we promote students' welfare. Within this environment we work hard to build students' resilience to radicalisation and extremism by promoting fundamental British values and for everyone to understand the risks associated with terrorism. We want students to develop their knowledge and skills in order to challenge extremist views.

We wish to work closely with the School Council and to hear their views and opinions as we acknowledge and support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

We as a school community have a commitment to promote equality. Therefore, an equality impact assessment has been undertaken and we believe this policy is in line with the Equality Act 2010.

We all have a responsibility to ensure equality permeates in to all aspects of school life and that everyone is treated equally irrespective of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation. We want everyone connected with this school to feel safe, secure, valued and of equal worth.

We acknowledge the findings of the Race Disparity Audit that clearly shows how people of different ethnicities are treated across the public services of health, education, employment and the criminal justice system.

The educational section of the audit that covers: differences by region; attainment and economic disadvantage; exclusions and abuse; and destinations, has a significant importance for the strategic planning of this school.

We believe it is essential that this policy clearly identifies and outlines the roles and responsibilities of all those involved in the procedures and arrangements that is connected with this policy

This policy also complies with our funding agreement and articles of association.

## **4. Definitions**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **5. Provision for students with SEN**

### **5.1 Admission**

Admission arrangements are outlined in our Admissions Policy.

### **5.2 Range of Needs**

All students at IMHS have Education & Health Care Plans (EHCP's) specifying Social, Emotional and Mental Health difficulties as the primary need. Ian Mikardo is a specialist provision that recognises that students have individual needs and, as a small school, it is able to provide bespoke education and support for each student. It is central to our practice that each student is treated as an individual in order that the school can meet their complex needs.

The IMHS student populations' needs are varied and complex, inclusive of those with diagnosed conduct disorders, specific speech and language difficulties, Autistic Spectrum Disorder (among others) often compounded by familial and relationship factors that impact on their ability to approach learning and relationships optimally.

On-going support is responsive, flexible and differentiated, extending to key educational decisions such as examinations students are entered and how to support transitions to Sixth Form, College, Apprenticeships, Further Education or Employment. Such choices are always made to serve the individual's best interests.

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### **5.3 Annual Reviews**

Students and parents/carers are routinely involved in all Annual Reviews. If at any point we feel that an Education Health and Care Plan (EHCP) needs to be updated, we initiate review from the school's Educational Psychologist. Should we feel that the school cannot meet the needs of a student, we arrange an Emergency Annual Review, which involves the student's parents/carers, and external professionals involved with the student. We also revisit the EHCP and where necessary provide reports and information Teachers, Social Services, Speech & Language Therapy and the range of allied professionals involved in the care of a particular student. Once we have established the student's needs, we set up a plan to ensure where and how these needs can best be met.

### **5.4 Monitoring & Recording:**

Throughout the school day, staff monitor students' engagement both during formal and informal curriculum sessions. Progress and incidents of concern are logged on the school's Management Information System (SIMS); teachers also keep records of classroom engagement and progress and share information about students' learning and progress with parents/carers through mobile and internet enabled technology. Equally, professionals' input and involvement with the care of our students are included in regular monitoring and recording processes.

Specific interventions, such as engagement with the school Mental Health & Wellbeing Practitioner or Speech & Language sessions are recorded more specifically, with agreed starting, review and completion points indicated as outcome measures for evaluation of the intervention.

Our School Improvement Plan and Self Evaluation Statement are frequently updated.

All practice at Ian Mikardo seeks to support and develop students' emotional, moral and social development and the following policies outline the school's practice with regard to assessing and reviewing the progress of students with Special Educational Needs; teaching and supporting them; and they explain how the school focuses on the strengths and capabilities of individual students and adapts the curriculum and learning environment to meet their needs:

- Learning and Teaching policy
- Curriculum policy
- Assessment, Reporting and Recording Model
- Staff Guidance on Behaviour, Discipline and Anti-Bullying
- Access to educational experience facilitated by external providers
- Scenario based learning activities facilitated in small groups

### **5.5 Mental Health & Wellbeing Practices**

Practice throughout the school promotes good physical health and mental wellbeing. Students are referred to the school's Mental Health & Wellbeing practitioner as needs present. Arrangements are in place to support students who have medical conditions. See Medical Conditions policy.

Staff training is on-going and involves regular seminars delivered by the school's onsite psychotherapeutic team, the school's Speech & Language therapist, Educational Psychologist and visiting professionals as appropriate.

The school was rebuilt in 2011, after consultation with students and their parents/carers, in order to provide facilities and spaces that meet the needs of students with Social, Emotional and Mental Health needs. The physical space in the school has a transparent character, reflecting the ethos and approaches employed at the school in terms of supporting young people and families.

It is central to the school's ethos that students are listened to at all times. This ensures that their needs are paramount as their educational and social support plans are developed. This occurs through restorative conversations, conflict resolution processes, daily tutorial sessions and informal discussions that occur as a consequence of the curriculum design and daily scheduling.



This listening ethos is key to the school's complaints procedure, which provides a system for students and parents/carers to make complaints and is outlined in the Complaints policy and Staff Procedure for Dealing with Complaints. Complaints should initially be referred to the Head Teacher or, in their absence, the Deputy Head Teacher or appropriate member of the school's SLT.

## **5.6 Role of Welfare Dept. – 'Coordinating Wrap Around Care'**

In order to best support the complex needs of our students and their families, the school's Welfare department works extensively with health providers, including Child and Adolescent Mental Health Services, and with Social Services, Housing and other Local Authority support services including a nominated Attendance and Welfare Officer, an Educational Psychologist, Speech & Language Therapist and YOT teams; with local colleges and businesses; and with appropriate voluntary organisations and charities. A number of our students live in boroughs outside Tower Hamlets; we also work with their health and service providers.

Just as we work with each student on a bespoke basis, we treat each parent/carer and extended family member as an individual and work to support their specific needs. Contact details for external support providers are held within the school and made available to each parent as is appropriate. In many cases, the school's Welfare department sets up meetings for parents and accompanies them to ensure that appropriate support is accessed and parents are involved in all decision-making.

It is a fundamental principle that disabled children have the same right as non-disabled children to be protected from harm and Abuse. However in order to ensure that the welfare of disabled children is safeguarded and promoted, it needs to be recognised that additional action is required. This is because disabled children have additional needs related to physical, sensory, cognitive and/or communication requirements and many of the problems they face are caused by negative attitudes, prejudice and unequal access to things necessary for a good quality of life.

Disabled children are likely to have poorer outcomes across a range of indicators including low educational attainment, poorer access to health services, poorer health outcomes and a more focused need to prepare for adulthood. They are more likely to suffer family break up and are significantly over-represented in the populations of Looked After Children.

Where disabled children are looked after they are more likely to be placed in residential care rather than family settings, which in turn increases their vulnerability to Abuse.

Families with disabled children are more likely to experience poverty and children with Special Educational Needs are more likely to be excluded from school, (70% of all permanent exclusions are if pupils with SEN).

Research evidence suggests that disabled children are at increased risk of Abuse and Neglect, and that the presence of multiple disabilities appears to increase the risk of both Abuse and Neglect, yet they are underrepresented in safeguarding systems. Disabled children are more vulnerable to Abuse and Neglect (e.g., due to their reliance on their personal care being delivered by more than 1 adult). Early indicators suggestive of Abuse and Neglect can be more complicated for disabled children.

Whilst the practice guidance does not identify specific groups of disabled children, particular reference is made to children with speech, language and communication needs. This includes those who use non-verbal means of communication as well a wider group of children who have difficulties communicating with others.

The guidance emphasises the critical importance of communication with disabled children including recognising that all children can communicate their views, wishes and feelings if asked in the right way by those who understand their needs and have the skills to listen to them.

Various definitions of disability are used across agencies and professionals. Whatever definition of 'disabled' is used, the key issue is not what the definition is but the impact of Abuse or Neglect on a child's health, development and wellbeing, and consideration of how best to safeguard and promote the child's welfare.

Further information on safeguarding SEND children is available in the non-statutory guidance Safeguarding Disabled Children (2009), but staff should speak with the DSL and SENDCO in the first instance, due to Ian Mikardo being a Special school queries of this nature should be directed to the Attendance and Welfare Coordinator- Hazera Begum.

## 5.7 Curriculum

The curriculum at Ian Mikardo has been developed to raise aspirations and to prepare students for independent living – in terms of academic, practical and social skills - and working in mainstream society.

The curriculum has been designed with a ‘needs focused, skills based’ approach at its core. Teachers are provided with a ‘needs analysis’ detailing the needs of each group from a learning and SEMH perspective, allowing for SEN’s to be met and learning facilitated within this context.

Each term has a theme pertaining to particular element of personal and community experience, including ‘Mental Health & Wellbeing, Community & Diversity, Financial Health & Security, Justice & Law, Environment & Enjoy, Explore & Achieve’. Each term the curriculum includes a focus on a specific learning skill, including; ‘Speaking & Listening Skills, Resilience & Extended Writing, Collaboration & Group Skills, Planning & Problem Solving, Critical Thinking and Creativity. The theme and skills support students with specific learning needs more confidently access learning and is further supported through scenario based learning experiences which allow the students to practice the skills learned in the community setting.

The curriculum Students in Year 11, 12 and 13 are offered work experience tailored to their individual needs, interests and stage of development, with some participating with supported college placements.

The post 16 provision set up in September 2014 enhances this preparation for adulthood and is designed to build up the independence of vulnerable young people who are at risk of becoming NEET.

## 6. Roles and responsibilities

The Trust Board	The Board of Directors of the Trust (including any committee of the board duly appointed by it), who may also be referred to as Trustees
The Executive Headteacher	The teacher in charge of the school who may also be referred to as Head, Executive Head or Principal

**Executive Headteacher** - Aaron Mulhern - Email: [aaron.mulhern@ianmikardo.com](mailto:aaron.mulhern@ianmikardo.com)

**Office Manager** - Muriel Finney - Email: [Muriel.finney@ianmikardo.com](mailto:Muriel.finney@ianmikardo.com)

### **The Trust Safeguarding Lead- T4 trust is:**

Lisa Tharpe – Deputy Head – Trust Safeguarding & Compliance Reporting Lead - Email: [lisa.tharpe@ianmikardo.com](mailto:lisa.tharpe@ianmikardo.com)

### **The Designated Safeguarding Lead is:**

Hazera Begum – Attendance and Welfare Coordinator – Email: [Hazera.begum@ianmikardo.com](mailto:Hazera.begum@ianmikardo.com)

### **The Deputy Safeguarding Officers are:**

Aaron Mulhern – Executive Headteacher - Email: [aaron.mulhern@ianmikardo.com](mailto:aaron.mulhern@ianmikardo.com)

Karen Raftery – Head of Post 16 and Careers - Email: [karen.raftery@ianmikardo.com](mailto:karen.raftery@ianmikardo.com)

Lynn St Phillip-Ross - Teaching, Learning and Welfare Officer - Email: [lynn.st.phillip-ross@ianmikardo.com](mailto:lynn.st.phillip-ross@ianmikardo.com)

Jason Levine – Designated Mental Health Lead – Email: [jason.levine@ianmiakrdo.com](mailto:jason.levine@ianmiakrdo.com)

### **The Safeguarding Leads - Board of Governors for T4 Trust are:**

Helal Ahmed – Local Community Board of Governor for Safeguarding

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Sara Attwood – T4 Trust Board of Governor for Safeguarding

**Local Authority Designated Officer (LADO):**

Melanie Benzie Tel: 020 7364 0677 – Email: [LADO@towerhamlets.gov.uk](mailto:LADO@towerhamlets.gov.uk)

Ian Mikardo High School is a specialist SEMH school – the school does not require a SENCO role due to the specialist assessment, access to professionals and organisations involved with the care of our students.

**The Deputy Head, Sixth Form Lead and Subject Specialists will:**

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school

**Subject Specialists & Teachers will:**

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who require specific 1:1 interventions.

**The Deputy Head, Sixth Form Leader, the Executive Headteacher and associated professionals will:**

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively

**The Deputy Head will:**

- Be the point of contact for external agencies, especially the local authority and its support services.

**The Sixth Form Leader:**

- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned

**The Deputy Head will:**

- Work with the Head Teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all students with up to date

**The Executive Headteacher**

The Executive Headteacher will:

- Work with the Deputy Head, Sixth Form Leader, the School's SLT, associated professionals and the SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

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## **Class Teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the wider staff team and specific professionals to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## **7. SEN Information Report**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

### **7.1 Consulting and Involving Students and Parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive extra SEN support.

### **7.2 Assessing and Reviewing Students' Progress Towards Outcomes**

Prior to beginning at IMHS, each case is the focus of a rigorous and thorough assessment process. This includes a review of historic and current reports related to the student and family, undertaken by the school's psychotherapist and welfare Team. The assessment will include the coordination of specific assessments/reviews from the school Educational Psychologist, Speech & Language Therapist and always includes an academic screening assessment. The initial academic assessment is a screening exercise to ascertain the students 'working at' levels and also serves to flag up any possible barriers to learning or specific difficulties allowing for further assessment and intervention to directed accordingly.

Subject teachers will work with specialist colleagues to support the process of analysis and establishment of the pupil's needs. This will draw on:

- 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

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- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant the assessment will be reviewed regularly

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **7.3 Supporting Students Moving Between Phases and Preparing for Adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and students which information will be shared as part of this.

All students interested in becoming a member of the IMHS community are welcomed for an initial school visit, facilitated and led by staff from the Welfare Dept. and often by the Welfare and Family Support Practitioner. During and following this meeting and tour of the school, information regarding the transition or transfer process are given to and discussed with the student and their families/carers. This will then help to determine progress to the formal stage of assessment.

In particular circumstances, we arrange bespoke supportive packages for individual students who present with more complex needs, or who may have been out of education for a significant period of time. In such instances, the student will be supported through an individual timetable, which will include a blend of on and off-site activities. The student in most cases will be supported by a member of staff, who helps the young person build gradually towards the goal of full and regular interaction as part of the school community. Each individual's profile and context will determine the content and length of the transition/integration process.

At IMHS, we support students making the transition from KS2 by facilitating taster days and furthermore through parent information sessions, often arranged to take place at the same time.

Annual reviews are an integral aspect of supporting IMHS students to transition between Key Stages and indeed between the school and other institutions. This is the formal process whereby an individual's goals and ambitions are identified and then supported with an action plan, often involving input from careers officers and the Sixth Form Lead, as well as other professionals and agencies who can act in support of the student.

### **7.4 Our Approach to Teaching Students with SEN**

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students. See our, Learning and Teaching, Curriculum, Assessment, Reporting and Recording policies for a full picture of T&L approach.

We will also provide the following interventions:

- 1:1 Literacy, Phonics & Numeracy Interventions
- 1:1 Reading Support using the Toe by Toe Reading Intervention
- SP&L Therapy
- Mental Health & Wellbeing sessions
- 1:1, paired or small group 'off-site' learning
- Art and Photography interventions
- Scenario based learning activities
- Dungeons & Dragons Intervention

## 7.5 Adaptations to the Curriculum and Learning Environment

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Using the school building and staff as a learning resource

## 7.6 Additional Support for Learning

We have four teaching assistants who are trained to deliver 'Speech & Language' interventions and who support and facilitate small group interventions of this nature.

Group Tutors and Support Tutors have received training in how to deliver the Toe by Toe Reading intervention and have further benefitted from being trained in how to minimize the impact of Dyslexia for learners with behaviours symptomatic of or with a specific diagnosis.

The school Speech & Language Therapist conducts assessments, directs specific interventions and leads on therapeutic interventions for individuals and groups of students.

Students are supported to access learning through the supportive intervention of the school 'Mental Health & Wellbeing' practitioner, allowing a reflective space from which students can examine the Social and Emotional Aspects of Learning and formulate goals and strategies for over-coming barriers to engagement.

Teaching assistants will support students on a 1:1 basis when they are struggling to access classroom or group-based learning activities/experiences.

Teaching assistants will support students in small groups when included as an aspect of differentiation by the subject leader.

From time to time a Teaching Assistant or member of the welfare Team will support access to learning 'off-site'. This process is usually directed for students who require time to be supported to reflect before reintegrating with the whole school community. Often this work may include access to one or more of the agencies we work with, listed below.

We work with the following agencies to provide support for students with SEN:

- Action Tutoring
- One-Lab Enterprise
- Green Wood Guild
- Bromley-by-Bow Community Centre
- Spotlight
- YOT

## 7.7 Expertise and Training of Staff

Our staff are guided through a yearly CPD cycle with regular, weekly Teaching & Learning Group' sessions dedicated specifically to address and discuss best practice for engaging SEN students. Sessions are frequently supported by Educational Psychology and Speech & Language Therapy colleagues.

Staff at IMHS are also required to engage with weekly group supervision, facilitated by the school's psychotherapist and attend individual sessions on a bi-monthly schedule.

The school psychotherapist provides training and guidance through seminars, which are facilitated in response to emerging needs presented by individual students. Regular seminars are also used to examine and analyse the behavioural dynamics of specific groups of students.

Tutors spend an allocated period each week with the school's Educational Psychologist, receiving guidance on issues pertaining to their tutor group and individuals from an 'EP' perspective.

Staff receive training on 'Conflict Resolution' and 'Restorative Processes' and INSET days are directed as necessary towards emerging needs or priorities identified as part of the SIP.

The Teaching and Support staff are supported by a highly experienced Welfare Team, consisting of an experienced DSL, a Welfare and Family Support Practitioner and a qualified Social Worker. This team is overseen by the Deputy Head (IMHS) - Trust Safeguarding and Compliance Reporting Lead with extensive experience as a Consultant Social Worker and one who has spent over twenty years working with SEMH children and families. They provide Safeguarding training and guidance to teaching staff to ensure that the pastoral perspective is included in communication and teaching delivery. The Welfare Dept. also provide regular training on recording and reporting procedures using SIMS and specific software used for this purpose. On a daily basis, this training and best practice are reinforced through briefings and de-briefings, which support staff and SLT to agree plans and interventions for students as a result of this professional dialogue.

There have been several revisions of KCSIE. Each year the document is reviewed to ensure it is both fit for purpose and to incorporate provision for any emerging and / or worrying trends or changes to terminology. KCSIE clearly states that it is essential for everybody working in a school or college, regardless of their role, to understand their safeguarding responsibilities. All staff are, as a minimum, required to read Part one of the guidance however, those staff not working directly with children may be directed to read a condensed version of Part one which can be found in Annex A. This decision should be made by governance and senior leadership team who will then issue the applicable version.

One of the notable changes to this latest version of KCSIE is the replacement of the term '*peer-on-peer*' abuse with the term '*child-on-child*' abuse throughout the document. The rationale for this is to reinforce the emphasis of KCSIE's focus, that is the welfare and protection of children, and avoid confusion with any association to adult peers working in educational environments. Using the term '*child-on-child*' abuse also keeps the terminology consistent between other supporting HM Government guidance, particularly sexual violence and sexual harassment between children in schools and colleges now merged within KCSIE. As such, all staff should be directed to using this preferred term in practice, particularly when maintaining or contributing to safeguarding records. Governance should also ensure new policies use the term '*child-on-child*' abuse and that all existing policy documentation for the setting is amended to reflect this change in line with KCSIE 2022.

Whilst the vast majority of the content of Part one remains unchanged, when reissuing this section of the document for staff to review, leadership should focus attention on the two key areas of new content as detailed below.

- A new paragraph has been added to the section of Part one which details '*What school and college staff need to know*'. The new paragraph on page 8, (p19) highlights that some children may not know how or feel ready to talk about abuse. This is a really important paragraph to help direct best practice, which states:

*'All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.'*

- Notably, following release of current Office for National Statistics data, Part one has been amended in order to reflect the wider impact of domestic abuse. The indicators of abuse and neglect detailed on page 10, (p26) have been extended, detailing that:

*'Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others.'*

- In addition, the Part one section detailing the list of Safeguarding issues, now includes a new paragraph highlighting Domestic Abuse as an issue. The paragraph, page 14 (p43), focuses our attention on the type of impact victims of domestic abuse might experience, stating:

*'Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.'*

Given the extensive prevalence of domestic abuse within the child protection remit, this statutory amendment and raising of awareness for practice is much welcomed.

Governors and trustees play a key role in ensuring that educational settings are safe places of employment and for children and young people to thrive and learn. All those in a governance role, not just the named governor or trustee, have a duty to ensure safeguarding arrangements are robust. The 2022 version of KCSIE recognises the importance of this collective role and for the first time makes the expectation for them to undertake suitable training explicit. As such, a statutory requirement has been introduced to ensure that training is undertaken by all in a governance role as part of their induction process together with ongoing training. As the document states:

*'This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.'*

In addition, page 24 (p82) of KCSIE 2022 places additional statutory expectations on governance which include an awareness of obligations under:

- The Human Rights Act 1998;
- The Equality Act 2010, (including the Public Sector Equality Duty).

The subsequent paragraphs (p83-93) detail the specific components of these laws which should be understood by all those in a governance role.

Of particular note, (p82) also places a statutory duty for governors and trustees to be aware of their local area multi-agency safeguarding arrangements. Therefore, it is essential that, in addition to any externally sourced training, your specific locality's arrangements are known and understood by all in a governance role.

Clinical Commissioning Groups (CCGs) should now be known as Integrated Care Systems (ICSs) and any references to this multi-agency partner, verbally or in written policy / protocols should be updated to reflect this change.

A new paragraph has been added, Page 33 (p130), which focuses on the preventative educational role of schools and colleges in creating a culture of 'zero tolerance' for sexism, misogyny/ misandry, homophobia, biphobic and sexual violence / harassment, through well planned RSHE delivery. The expected issues for RSHE programmes to cover are listed in this paragraph. There is also a new link to Educate Against Hate, a resource to help staff identify possible radicalisation.

## **7.8 Securing Equipment and Facilities**

All specialist equipment is stored in specific areas for each subject, with access obtained using individual keys, allocated to individual members of staff with responsibility for the subject area.



Medicines are stored in a lockable cupboard in the Welfare Office and accessible only to those staff with access to this area.

The facility is secured by the school's estates manager and by a suitable company in their absence.

## **7.9 Evaluating the Effectiveness of SEN Provision**

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term
- Conducting RAG meetings to assess individual student progress
- Weekly Case Management meetings facilitated by the Educational Psychologist
- Reviewing the impact of interventions after six weeks
- Using parent & pupil questionnaires
- Monitoring by the Speech & Language Therapist and Senior Teaching Staff
- Holding a Six Week Review Meeting for new students
- Holding annual reviews for students with statements of SEN or EHC plans
- Holding Seminars focused individual students

## **7.10 Enabling Students with SEN to Engage in Activities Available to Those in the School Who Do Not Have SEN**

All of our school activities and visits are available to all our students, including residential, sports and whole day events.

All students are encouraged to take part in sports tournaments, special school workshops and any further activities that may be organised throughout the school year or over the break periods.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Ian Mikardo High School was rebuilt in 2011 to a high specification that was designed to facilitate the work needed to meet the complex needs of students with Social, Emotional and Mental Health needs. Wheelchair users have access throughout the school. See the Accessibility policy.

## **7.11 Support for Improving Emotional and Social Development**

We provide support for students to improve their emotional and social development in the following ways:

- Access to highly trained and experienced staff team including a range of practitioners from a variety of professions including Teaching, Social Care, Psychotherapy, Educational Psychology and Speech & Language Therapy.
- Students are guided through restorative and reflective conversations with trained staff in the process of conflict resolution following difficulties with others, including peers and staff
- The school delivers a 'Pastoral Care Curriculum' and daily contact with tutors and support staff
- Access to sessions with a 'Mental Health & Well Being Practitioner
- Students participate with 'student voice' sessions
- Access to a variety of music, photography, salon skills and games interventions
- Scenario based learning activities and regular trips

Please see the 'Behaviour, Discipline and Anti-Bullying' Policy.

## **7.12 Working with Other Agencies**

The school works closely with a range of other agencies, adopting a 'wrap around' approach to providing care and support for our students and their families.

The Welfare Team coordinate interventions and meetings with a range of professional teams including, Social Services, CAMHS, YOT, the School Nurse & Dentist and many more.

Much of this work is undertaken on a planned basis including whole school and individual work and at other times is responsive to emerging need.

The school works closely with CAMHS to advise on progress for those students known to them and to refer students promptly when need is identified.

The school has a dedicated School's Police Officer, who we work with regularly as a preventative and protective intervention for individual students and the school/wider community. The students at IMHS take place with 'Student Panels', a feedback mechanism used by the Metropolitan Police to improve their service to the community and in particular to younger people.

The school works with a range of other community groups, projects and business, incorporating their activities in the form of workshops, events, and work experience or off site learning opportunities.

## **7.13 Complaints about SEN Provision**

Complaints about SEN provision in our school should initially be made to the Form Tutor who may be able to resolve some issues at this level in the first instance.

Complaints may be escalated to a member of SLT at which point you will then be referred to the school's complaints policy. Senior Leaders, Teaching and Welfare staff at IMHS will always endeavor to resolve presenting issues, with a view to arriving at a satisfactory plan for meeting the needs of students and their families/carers.

The parents of students with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## **7.14 Contact Details of Support Services for Parents of Students with SEN**

Along with regular contact with parents/carers, at Ian Mikardo High School we use coffee mornings as an open invitation for parents/carers and the wider support network of friends and relatives to increase access to welfare support and advice. There are themes parents/carers raise and some emerge from what is going on in school each term, this informs the workshops which are booked where outside presenters help parents to understand key issues and have question and answer sessions.

When there are specific issues which come up for a student or family the welfare department explore what the local offer is, through SEN/ parents advice centre/ Early Help (in each student's home borough) and make the relevant referrals to meet their needs.

## **7.15 Contact Details for Raising Concerns**

Refer to the Complaints Policy.

## **7.16 The Local Authority Local Offer**

Our contribution to the local offer is: Ian Mikardo High School is a specialist school providing up to 55 places for learners with SEMH

IMHS – SEN Policy and Information Report Policy

Review Date: **September 2023**

Ian Mikardo work with many local authorities although we are based in the London borough of tower hamlets. The local offer is published on <https://www.localoffertowerhamlets.co.uk/organisations/27642-ian-mikardo-high-school>

## **8. Monitoring Arrangements**

This policy will be reviewed and updated in accordance with the Trust policy review schedule and from time to time may be updated more frequently in response to changes in guidance, legislation or under instruction from the Trust.

## **9. Links with Other Policies and Documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour, Discipline & Anti Bullying
- Equality information and objectives
- Supporting students with medical conditions
- Complaints Policy

**This policy is to be followed in conjunction with the school Child Protection and Safeguarding policy.**