



Part of T4 Trust

SEN Policy and Information Report

Version Control

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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 pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

3. Legislation and guidance

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 pupils 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 co-ordinators (SENCOs) and the SEN information report

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 pupils 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.

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. – 'Co-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.

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

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 Welfare Leader, 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 pupils with SEN, including those who require specific 1:1 interventions.

The Welfare Leader, Sixth Form Leader, the Head Teacher and associated professionals will:

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils 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 pupils' needs effectively

The Welfare Leader 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 pupils and their parents are informed about options and a smooth transition is planned

The Welfare Leader 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 pupils with SEN up to date

The SEN Governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

The Head Teacher

The Head Teacher will:

- Work with the Welfare Leader, 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

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 pupils 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 pupils' 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 be 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
- 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 pupils 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 pupils 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 Family Engagement Worker. 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 pupils with SEN

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

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. 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 & 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 & 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 pupils' needs are met:

- Differentiating our curriculum to ensure all pupils 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 pupils on a 1:1 basis when they are struggling to access classroom or group based learning activities/experiences.

Teaching assistants will support pupils 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 pupils 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 Family Engagement Worker and a qualified Social Worker. This team is overseen by a member of staff with extensive experience as a Senior 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.

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 pupils with SEN by:

- Reviewing pupils' 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 pupils with statements of SEN or EHC plans
- Holding Seminars focused individual students

7.10 Enabling pupils 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 pupils, including residential, sports and whole day events.

All pupils 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 pupils 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
- Pupils 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, 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 pupils 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 pupils 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 50 places for learners with SEMH

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 pupils with medical conditions
- Complaints Policy