

SEND Information Evening

Understanding SEND support and provision at Fortismere
for Parents/Carers

Wednesday 17th October 2024

Transforming lives through education

Purpose of the session

- To give parents/carers an overview of SEND provision at Fortismere.
- To clarify SEND expectations in a mainstream secondary setting.
- To begin a dialogue between SEND Parents/Carers and the LINC department

LINC Team

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**Mr Fari
SENDCo**



**Ms Nankervis
Deputy SENDCo**



**Ms Grilo
SEND Manager**



Ilia Siaka



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3 Higher Level Teaching Assistants



Lorraine Hudson



**Iriesha Dee
LINC Administrator**

6 Learning Support Assistants

Learning Inclusion@Fortismere

- Strategic oversight of SEND, AEN EAL and Vulnerable Learners
- Working with staff – developing High Quality Teaching and delivering training and Continuous Professional Development
- Whole School SEND strategy and reviewing provision in line with SEND Code of Practice (DfE, 2015)
- Data tracking and monitoring progress of SEND K and E, with curriculum and pastoral leads
- Working with external agencies

How do teachers work with the SENCO

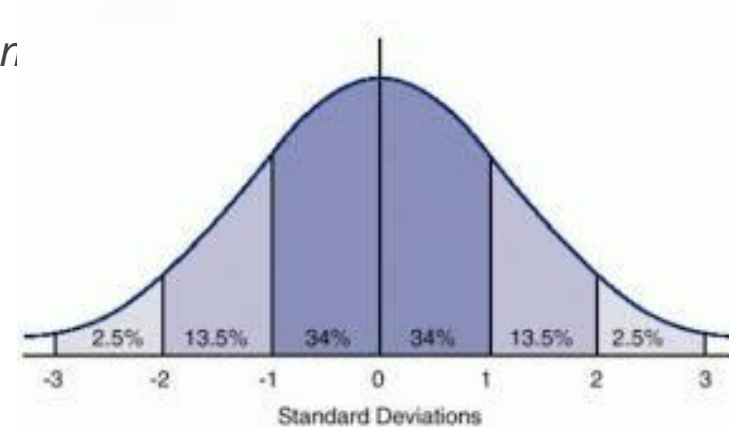
- The SENCO will support teachers in delivering SEND provision, but their role is largely strategic.
- They are not responsible for teaching pupils with SEND, or for deciding on specific teaching strategies for pupils with SEN, though they'll offer advice on how to do these things.

SEND Code of Practice in a mainstream secondary school

- Teachers are responsible for the progress and development of every pupil in their class, including those who get extra support from teaching assistants or specialist staff.
- The first step in supporting all pupils, including those with SEND, is high-quality teaching, differentiated for individual pupils.
- Some pupils may need additional help to access the curriculum or make expected progress. These pupils may have SEN.
- There is a focus on inclusive practice and removing barriers to learning.
- The graduated approach of 'Assess-Plan-Do-Review' is core to providing appropriate provision

Definitions of SEND

- **A school age child has a learning difficulty or disability if they have a *significantly great difficulty in learning* than their same age peers.**
- **A child has a disability if they have a physical or mental impairment, and *the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.***
- **The disability prevents or hinders the child from making use of educational facilities of a kind generally provide for others of the same age.**



Less than expected progress

Less than expected progress is characterised by progress which:

- Is systematically slower than that of their peers starting from the same baseline
- Fails to match or better the student's previous rate of progress
- Fails to close the attainment gap between the student and their peers
- Widens that attainment gap between different subjects for the student

With the right SEND provision, students with SEND should make expected progress.

Not every pupil making slower progress has SEN

- Some pupils may make slower progress for a reason unrelated to SEN, such as a gap in their learning, engagement with the subject.
- Teachers should regularly assess the progress of all pupils and work with the SENCO to identify whether a pupil has SEN.

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Being a detective

Specific behaviour

- Following only part of an instruction.
- Finding mental maths distressing!

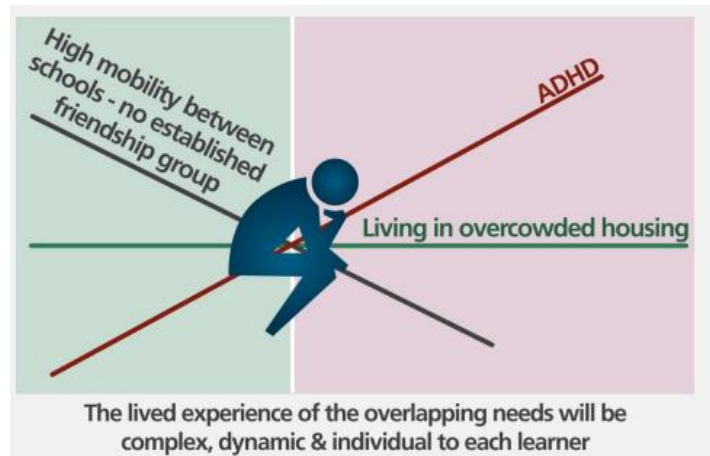
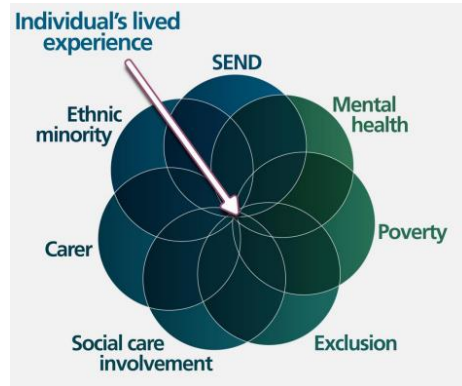
Underlying reasons

Working Memory affects:

- Recalling information
- Recalling words
- Holding on to information
- Processing new information

Executive function affects:

- Organisation
- Planning
- Focusing
- Thinking flexibly



The SEND Code of Practice's Areas of Needs

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1. Communication and interaction

- Autism Spectrum condition (ASC), SLCN, SpLD (Dyslexia,, Dyscalculia)

2. Cognition and learning

- Moderate Learning Difficulty, Severe Learning Difficulty, Specific Learning Difficulty,

3. Social, emotional and mental health

- ADHD, ASC, Self-harm, eating disorders, substance abuse, depression

4. Sensory and/or physical

- Hearing Impairment, Visual Impairment, Multiple Sensory Impairment, Dyspraxia (DCD)

Most Comment Needs at Fortismere

- **Dyslexia**
- **Social, emotion and Mental health and ADHD**
- **Autism**
- **Communication difficulties**
- **Examination Access Arrangements (for working memory, processing speed, executive functioning)**

OFSTED 2022

- “Leaders have put an ambitious curriculum in place. Their expectations for pupils’ achievement are high, including for pupils with special educational needs and/or disabilities (SEND). Pupils work hard and do well in public examinations.”
- “Leaders ensure that all pupils, including disadvantaged pupils and those with SEND, access the school’s broad curriculum in Years 7 to 9.”
- “In the sixth form, teachers routinely encourage students to become independent learners. Teachers focus on students’ individual needs and engage them in their learning. This means that students in the sixth form develop detailed knowledge and skills over time.”
- “Leaders identify pupils with SEND and share useful strategies with staff to help teachers to meet pupils’ individual needs. In most classes, teachers use tailored adaptations effectively to help pupils with SEND to keep up with their peers.”

Outstanding Progress Figures

SEND students perform exceptional well at Fortismere with Progress 8 figures consistently positive and amongst the best in the local authority.



What is SEND Provision?

SEND provision is that which is *something additional to or different from* that which is provided for the majority of students.

It includes *the differentiated approaches and learning arrangements* normally provided as part of high quality teaching.

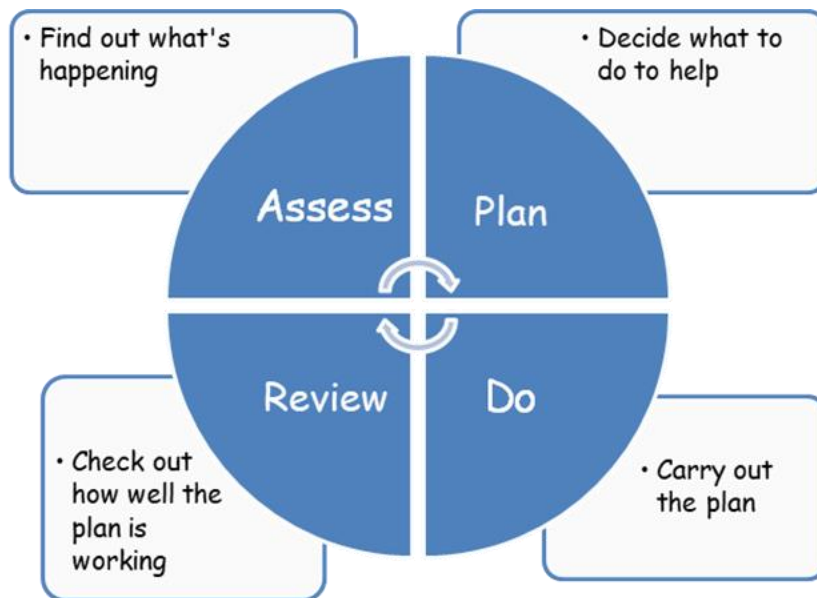
It includes *reasonable adjustments* being made to ensure access to the curriculum, extra-curricular activities, facilities, resources and information.

Level of support



- (Universal Offer/QFT)** Inclusive, High-Quality Teaching for all.
- (Targeted support and Interventions)** Additional, time limited, tailored group interventions and/or planned support programmes.
- (Individual support)** Increasing individualised programmes of support that are different from or additional to what is ordinarily.

Graduated Approach



SEND Responsibilities - All teachers must...

- Know where SEND students are in their learning and development
- Listen to the views and insights of the child and the parents to inform planning for provision
- Have high expectations and ambitions with everyone learning the same
- Assess regularly and track progress towards meeting targets
- Keep records of additional/different provision and monitor their impact
- Plan and review SEND support, in partnership with student, parent carer and LINC
- Seek advice and guidance, timely, as and when necessary

Linc will ensure that:

staff are aware of the students who have additional or special educational needs (AEN/SEND) and are actively engaged in supporting them as effectively as possible.

Student Passports

SEND Referrals

TAC Meetings

**Regular email
updates**

Key workers

**Class List and
seating plans**

**Specific Advice
and Guidance**

**'Open Door'
Approach**

**Clear tracking and
monitoring systems**

Linc will ensure that:

staff work within the guidance provided in the SEN Code of Practice 2015 as well as contemporary theory and research literature.

support and advice is provided for all staff working with the children who have special educational needs.

CPD sessions

**Consistent
Approach**

**Inclusion information
available centrally**

**Resources and strategies
shared**

**High focus on Quality
First Teaching**

**SEND Staff
Handbook**

**Graduated
approach**

**Robust student files
and records**

Linc will ensure that:

appropriate provision is made to try to overcome barriers to learning for all students which impact on progress and achievement.

Regular communication with all stakeholders ensure that support is appropriate and effective with the child at the centre.

Data tracking

Inclusion panels

**Work with HoD
and HoY**

Target Setting

Specialists visit

**Regular email
updates**

**Review
Meetings**

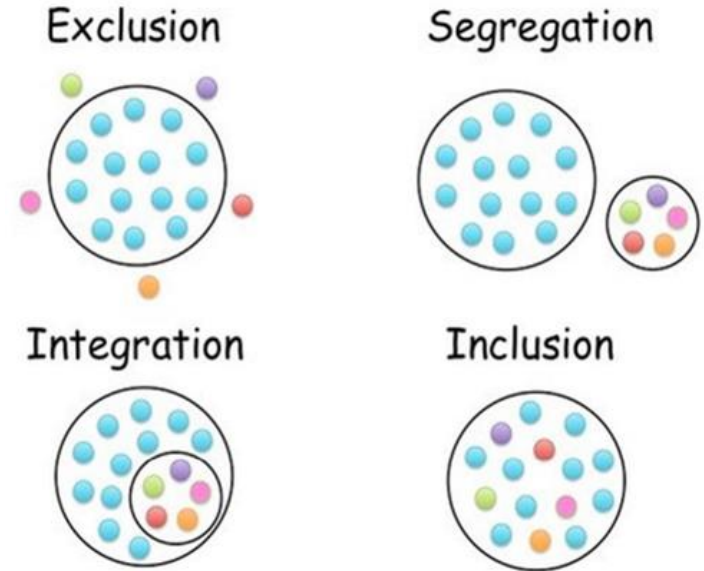
**Haringey Local
offer**

Universal offer

ADAPTING CURRICULUM

Teaching and learning at Fortismere will always be directed by an inclusive culture of high expectations which **inspire, motivate and challenge students of all backgrounds, abilities and dispositions.**

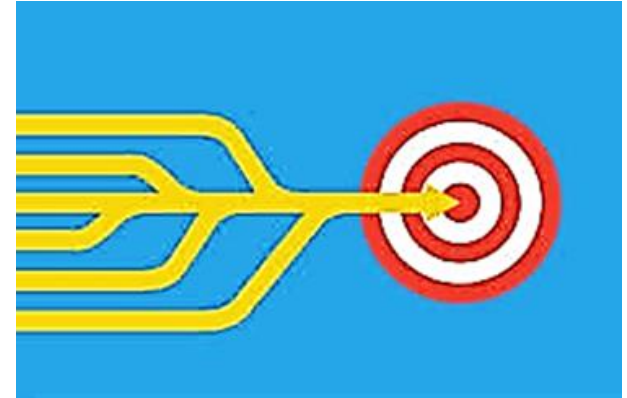
We will adapt our curriculum to ensure that **all students are supported appropriately to access and make progress through the same ambitious curriculum.**



What is adaptive teaching?

Changing how (*not what!*) you teach according to the students' individual needs and strengths.

- Know when and how to adjust/adapt appropriately
- Have a secure understanding of how factors can inhibit students' ability to learn and how best to overcome these
- Be able to use and evaluate distinctive teaching approaches to engage and support students



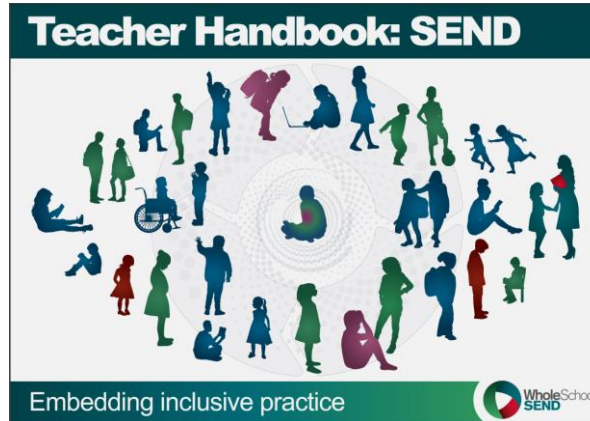
Key points to keep in mind

- ❖ Consideration of learners with SEND who find learning difficult must be core to planning and teaching, not peripheral. **Inclusivity should be by design not as an after-thought.**
- ❖ **“Teaching to the top” while providing scaffolds to those who need additional** initial support, not teaching 30 separate lessons.
- ❖ Crucially, **additional support offered in the guise of scaffolding should be reduced over time** so that all students can become increasingly independent.
- ❖ Do not expect less of some students than we do of others – in other words, do not dumb down or reduce the curriculum on offer. **Avoid capping opportunities and aspirations.**
- ❖ Barriers to learning present an opportunity to develop new ways of working, rather than a ‘problem with the learner’. **A complex learner presents a progressional opportunity to learn!**

Examples of adapting the curriculum

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- Fortismere's SEND Handbook
- Haringey's Guidance for SEND Support
- NASEN's Teacher Handbook: SEND



Targeted provision

Targeted SEND TEACHING

Interventions delivered in LINC

- **Literacy and Numeracy support lessons**
- **Dyslexia support – small group lessons**
- **Handwriting**
- **Speech and language/ Communication skills**
- **Social Skills**
- **Revision and organisation skills**
- **Zones of Regulation**
- **IDL and Lexia**
- **Place2be**



TA TEAM

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- In-class TA support
- 1:1 social skills and homework support
- Small group Autism social skills support (Lego therapy)
- Handwriting group
- Work with speech and language therapist – smiLE, emotional regulation, higher language group
- ReadingWise
- Further reading interventions e.g That Reading Thing



EXTRA CURRICULAR

Lunch club

Homework club

TTRS – Touch, type, read and spell

Animation club

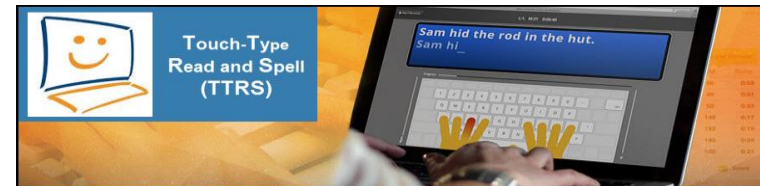
LIBRARY SUPPORT

Working with the library – Chapter 2, 1:1 reading

Using reading data from Renaissance and Star Reader to inform interventions and support

Books to support reluctant or developing readers

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ACCESS ARRANGEMENTS

JCQ calendar and regulations

Screening tests and applications

- Extra time
- Laptop
- Separate room
- Rest breaks
- Scribe
- Reader
- Modified exam paper



Next Steps

- More SEND Parent/Carer meetings and Events
- Parent/Carer survey -

Useful Websites for additional SEND advice and guidance

<https://www.bridgerenewaltrust.org.uk/haringey-send-parent-carer-forum>

<https://www.haringey.gov.uk/children-and-families/local-offer>

<https://markfield.org.uk/sendiaass-2/>