



Local Offer

Special Educational Needs and Disabilities

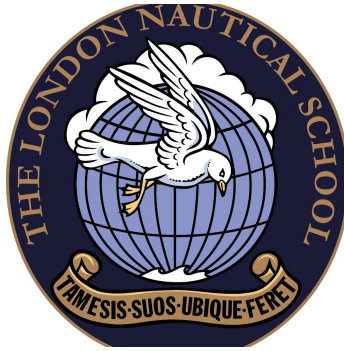
2020 - 2021

Leading

Navigating

Succeeding

Date:	
Date adopted:	
Chair of governor's signature	
Review date:	



Nautical ethos of mutual respect, hard work, self-discipline and care for others leading to learning to become a self-disciplined leader

Achievement: learn and achieve beyond my expectations within an internationally-enriched and expansive curriculum, using world-class technology, with people who care

Understanding of me as an individual: staff who know me by name and help make my experience of school rich and happy

Teaching that inspires me, that challenges me, that gives me a lifelong love of learning

Interact with our local community and develop strong partnerships between it, school and home.

Care and value my education and to be challenged, engaged and excited about learning

Aspire to make a difference through our academic, moral and social formation

Learn and prepare for life beyond school and learn to respect the world around us displaying tolerance and an open attitude of mind.

School Profile

Type of School: Secondary

Pupils on roll: 678

Number of students with an Education, Health & Care Plan: 34

Students within the Designated Special Provision (DSP) for Autism: 16

Number of students SEN Support: 110

Number of students on the Special Educational Needs and Disabilities register: 144

School category: Foundation

Age Range: 11 – 18

Gender of pupils: All boys 11-16, Mixed 16-18

Appropriate authority: Governing body

Chair of governors: Archibald Smith

School Address: 61 Stamford Street, Waterloo, SE1 9NA

Telephone number: 0207 928 6801

Fax number: 020 7261 9408

Email address: admin@nautical.lambeth.sch.uk

This document outlines provision available at the London Nautical School and how the school implements the SEND Code of Practice 2014.

For further information about SEND mainstream provision please contact Emily Robertson (SENDCO) via email.

erobertson@lns.org.uk

For information about the ASC Base provision please contact Natasha O’Gorman (Head of ASC Base) via email

nogorman@lns.org.uk

Who are the best people at the school to speak with regarding my son's learning and/or special educational needs/ disabilities?

Ms Emily Robertson (SENDCO)

Responsibilities

- Overall management related to those students who have SEND, implementation of the school's SEND policy (in line with SEN Code of Practice, 2014)
- Coordination of support for students with SEND across the school day, including lessons, pastoral time, extra-curricular activities and unstructured times
- Communication with parents/carers regarding your child's progress, needs and support
- Liaison with external agencies to help support your child learning e.g. Speech and Language Therapist, Educational Psychologist, School Nurse, Occupational Therapist, CAMHS
- Review of your child's progress each term to inform support plan
- Maintenance of the school's SEND register, Individual Support Plans and other records, annual reviews of EHCPs
- Providing specialist support and training for teachers and support staff
- Requesting additional resources from the Local Authority to further support your child where appropriate, e.g. top-up funding, application for statutory assessment (process for an EHCP)

Ms Natasha O'Gorman (Assistant SENDCO, Manager of Autism Resource Base)

Responsibilities

- Responsible for the day to day running of the ASC resource base
- Deputising for the SENDCO
- Line management of ASC Resource Base staff
- Planning, coordinating and evaluating the support for pupils with EHCPs specifying placement in LNS ASC Base
- Liaison with parents and external agencies involved in support for pupils with EHCPs (ASC Base)
- Providing specialist support and training in autism for teachers and support staff

Ms Indrid Isidore & Ms Tara Allen (Higher Level Teaching Assistants), Ms Pauline Murphy (Inclusion Officer)

Responsibilities

- Delivering structured 1:1 or small group intervention programmes to help your son make progress in their area of difficulty (literacy, numeracy, SEMH, SLCN, transition between key stages)

- Consulting with the SENDCO about appropriate support provisions linked to specific areas of need
- Supporting the SENDCO in the writing of Individual Support Plans and visiting primary schools
- Supporting the SENDCO in reviewing your child's progress each term
- Providing specialist support for teachers and support staff
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
- Inducting and supporting Learning Support Assistants (LSAs) with their duties
- Supporting the SENDCO with the day-to-day running of the Learning Support Areas

Mr Michael Schofield (Head Teacher)

Responsibilities relating to SEND

- Ensuring LNS meets all statutory obligations and guidelines
- Inclusive ethos of school (policies and practice)
- Line management of SENDCO
- Briefing the School Governors

(LNS SEND Governor)

Responsibilities

- Checking SEND policies, procedures and provision meet the needs of the pupils
- Monitoring the school's SEN funding
- Regular visits to the school

The Head and SEND Governor can be contacted via the Head's PA, Ms Sarah Lillis

Emily Robertson erobertson@lns.org.uk

Natasha O'Gorman nogorman@lns.org.uk

Ms Sarah Lillis slillis@lns.org.uk

How can my child get the help and support he/she needs at LNS?

Types of support provided also showing the stage of the Code of Practice	What are the different types of support available for pupils at LNS?	Which pupils?
<p>WAVE 1</p> <p>Subject teacher input via high quality teaching</p>	<ul style="list-style-type: none"> • The teacher will know your child’s needs and abilities. The teachers will have the highest possible expectations for your child. • All teaching is based on building on what your child already knows, can do and can understand. • Teaching includes strategies to engage all pupils in learning, for example choice of learning activity, adapted resources, use of learning aids, seating plan. 	<p>All pupils receive this.</p>
<p>WAVE 2</p> <p>The teacher and/or the SENDCO, on the basis of evidence, conclude a pupil needs additional, short-term targeted support</p>	<ul style="list-style-type: none"> • Through regular monitoring of pupils’ progress and needs your child has been identified as requiring additional support with a particular skill or topic. • Teachers and support staff will incorporate specific strategies in working with your child (as recommended by subject teachers or SEND department). • Parents/carers will be informed of any concerns and actions. There may be strategies for parents/carers to implement at home. • Any suspected SEND is investigated with parents/carers involvement. Referrals to external agencies require written consent from parents. 	<p>Any pupil with known or suspected SEND who has specific gaps in their understanding of a subject/area of learning.</p>
<p>SEN Support WAVE 3</p> <p>Regular targeted support is required (e.g shared access to a Learning Support Assistant and/or intervention programmes 1:1 or small group)</p> <p>A personalised SEND Support Plan</p>	<ul style="list-style-type: none"> • Examples of a tailored intervention programmes could include literacy, numeracy, speech, language and communication. • Programmes may also be delivered or overseen by external agencies already involved in supporting your child, for example Occupational Therapist, Speech and Language Therapist, Educational Psychologist, Sensory Services or CAMHS. • Intervention programmes will be delivered either by a Learning Support Assistant or an external agency already involved in your child’s learning. • Parents/carers are notified of any intervention programmes and involved in the planning and termly review of these. • Intervention programmes may take place via withdrawal from the lesson, registration or before/after school. • Recommendation from specialists may include changing the way the pupil is supported in class, specific targets, intervention 	<p>Any pupil with known or suspected SEND, showing signs of continuing underachievement.</p>

	<p>programme and referrals for further assessment (see Wave 4). These will be implemented as far as possible.</p> <ul style="list-style-type: none"> Your child will have a personalised Individual Support Plan detailing their needs, provision and recommended strategies. This will be updated termly and shared with relevant staff. 	
<p>SEN Support WAVE 4</p> <p>Investigation of underachievement for undiagnosed SEND or more guidance with known SEND</p> <p>Allocation of LSA Key Worker for a higher level of monitoring and communication with home</p> <p>A personalised SEND Support Plan</p>	<p>The SENDCO will investigate concerns of continuing underachievement. This will likely involve a referral to the appropriate external agency (with written consent from parents/carers).</p> <p>The agency will work in consultation with yourselves and your child. This process usually involves</p> <ul style="list-style-type: none"> - Observation of your child learning in a couple of different lessons - Discussion of difficulties and current support with the SENDCO - Appropriate assessment(s) - Meeting parents/carers - A report of their finding and recommendations for further action <p>If required, the external agency will continue to work with yourselves and your son to support him and school staff.</p> <p>Parents/carers will receive a copy of both the referral and reports.</p> <p>LNS access to external agencies: Educational Psychology Service; CAMHS; Speech and language service; Hearing impairment service; Occupational therapy; Autism outreach; Park Campus in Lambeth and SILS in Southwark</p>	<p>Pupils not making expected progress despite targeted support (Wave 3).</p>

<p>WAVE 5</p> <p>Support provided through an EHCP.</p> <p>An EHCP is required for pupils who require a level of tailored, additional support which cannot be provided from resources already delegated to the school. An EHCP is a legal document updated annually which describes the pupil's needs and stipulates the provision the school must deliver.</p> <p>Usually, provision involves a high level of support from Learning Support Assistants, modifications to the pupil's timetable, staff training, support from external agencies and regular communication with home.</p> <p>LSA Key Worker and SEN Support Plan</p>	<ul style="list-style-type: none"> ● If your child requires an increased level of support beyond Wave 4 to fulfil their potential, you or the SENDCO (or your child if over 16) can request the Local Authority conduct a statutory assessment for an EHCP. This is a legal process. For full details see Lambeth Local Offer www.younglambeth.org ● This process is done in full partnership with you and your child. The request submitted requires detailed evidence of provision and progress and an assessment from an Educational Psychologist. A panel at the Local Authority will decide whether your child's needs are sufficient to require statutory assessment. ● If the decision of the panel is to proceed with statutory assessment any professionals involved with supporting your child from education, health and social care agencies will be required to submit further evidence regarding needs, provision and recommendations. You and your child's views regarding your experience of education to date, current needs, required provision and desired outcomes must be included. The EHCP will be drafted by the LA and school with your contribution. Parents/carers and the pupil will be given a copy to approve before the plan is finalised. The school will then be consulted as to whether we can meet the pupil's needs with the additional funding provided. ● If the LA panel concludes your child does not need an EHCP the school will be instructed to continue with SEN Support provision. Decisions can be appealed according to the wishes of the parents/carers and pupils. ● Pupils arriving at LNS with EHCPs in place will receive the provision stipulated in Section F of the EHCP. This will be regularly reviewed and updated according to progress, in conjunction with the family. ● Pupils with EHCPs naming the ASC Resource Base will receive support as per school website guidance. 	<p>Pupils not making expected progress despite targeted support (Wave 4).</p>
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How will you support my child with identified SEND starting at the school?

- If your child has been allocated a place in our school by the local authority and they have a SEND, please contact us as soon as you receive the offer.
- We will invite you to visit the school with your child in advance of starting to help with transition.
- If other professionals are involved, a team around the child (TAC) meeting will be held to discuss your child's needs and recommended strategies to ensure appropriate support is in place from the start.
- LNS staff will visit your child's placement (prior to joining LNS) where possible.

- Following a settling in period, there will be opportunities for a meeting to review progress.
- Staff regularly review your child's progress in school and will communicate at least termly with parents/carers about any additional support.

How can I let the school know I am concerned about my child's progress in school?

- If you have any concerns regarding your child's learning and progress at school you should contact your child's tutor or class teacher.
- If you have further concerns after this communication you should contact your child's Head of Year or SENDCO.

Year group	Head of Year	Email address
7	Ms Kate Critchley	kcritchley@Ins.org.uk
8	Mr Charlie Simpson	csimpson@Ins.org.uk
9	Mr Joe Powell	jpowell@Ins.org.uk
10	Mr Ryan Cripps	rcripps@Ins.org.uk
11	Mr James Bradstreet	jbradstreet@Ins.org.uk
12 & 13	Ms Krista Grant	kgrant@Ins.org.uk

How will the school let me know if there are concerns about my child's learning in school?

- Parents/carers will be contacted by relevant curriculum or pastoral staff about individual incidents or concerns within single subjects. Where there are multiple concerns the SENDCO or Head of Year will contact you to arrange a meeting to discuss the difficulties and agree a plan of action.
- The teacher will discuss your child's progress with you at our termly parental reviews where you will be informed of their progress and any additional support being given.
- Schools also have regular meetings between each subject teacher, subject leads and a senior staff member in the school to ensure all students are making good progress. This is another way your child may be identified as not making as much progress as expected.
- Any concerns and planned support will be communicated to parents/carers and reviewed with all concerned.

Who are the other people providing services to pupils with SEND in this school?

<p>A. Directly funded by the school</p>	<ul style="list-style-type: none"> ● Small Y11 English and PE classes ● Learning mentors ● Counselling & ELSA ● Additional Speech and Language Therapy input to provide a higher level of service to the school ● Additional Educational Psychology input to provide a higher level of service to the school ● 1:1 or small group intervention programmes ● LSAs and HLTAs ● Careers guidance
<p>B. Paid for centrally by the Local Authority but delivered in school</p>	<ul style="list-style-type: none"> ● Autism Outreach Service ● Educational Psychology Service ● Sensory Service for students with visual or hearing needs ● STEPS (Assessment, advice and resources for students with literacy or numeracy difficulties including Dyslexia) ● Speech and Language Therapy (provided by Health but paid for by the Local Authority). ● Occupational Therapy ● Professional training for school staff to deliver medical interventions ● Parent Partnership Service, to support families through the SEN processes and procedures. These agencies are known by different names according to borough, Lambeth is LIASS.
<p>C. Provided and paid for by the Health Service</p>	<ul style="list-style-type: none"> ● School Nurse
<p>D. Voluntary agencies</p>	<ul style="list-style-type: none"> ● National Autistic Society ● MENCAP ● Southwark and Lambeth Dyslexia Association <p>The contact details for the support services can be found on the school website www.ins.org.uk and on the Lambeth Local Offer website www.younglambeth.org</p> <ul style="list-style-type: none"> ● The Lambeth Local Offer Web site contains full information of the services available to children, young people and their families under the Lambeth Local Offer.

How are the adults in school helped to work with pupils with SEND and what training do they have?

- The SEND team brief staff about the SEND of individual pupils. The expectation is all pupils will be involved in all activities across the school; staff work collaboratively to overcome any barriers.
- The School Development Plan and the staff appraisal process includes identified training needs for all staff to improve the teaching and learning of all pupils. Staff INSET is provided to develop colleagues' understanding and planning.
- All teaching and Inclusion colleagues have access to all Individual Support Plans.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific students.

How will the teaching be adapted for your child with SEND?

- Subject teachers plan lessons according to the specific needs of all groups of students in their class; tasks are adapted to enable your child to access their learning as independently as possible.
- Trained LSAs provide additional support.
- Specific resources and strategies will be used to support your child individually, and in groups and in the classroom so that they can learn most effectively, and where necessary to be included in the full life of the school.

How will we measure the progress of your child in school? And how will I know about this?

- The school holds a twice-yearly screening test for the whole school, which assesses our student's reading and spelling ages in comparison to their chronological age. The results of these assessments are then analysed and any students that are significantly below their chronological age will receive individualised literacy support.
- Pupils progress is regularly monitored and reviewed formally every term. Parents receive termly grades indicating attainment, progress, effort and behaviour.
- If your child is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- Every year pupils with EHCPs have an annual review where the pupil's provision and progress is formally reviewed for the Local Authority. Parents/carers and the pupil are invited to this meeting and the EHCP is formally updated. At the end of each key stage pupils with EHCPs the focus of the annual review is transition and involves support from the school's Careers Advisor.
- Parents of pupils with Individual Support plans are contacted at the end of each term to review progress and plan provision for next term.

What support do we have for you as a parent of a child with SEND?

- Regular communication between home and school is encouraged to ensure joined up support for your child’s development.
- The SENDCO and LSA Key Workers will answer any queries from parents/carers about support for their child.
- The SEND team will arrange meetings between you and colleagues, including external agencies working with your child, on request.

GLOSSARY OF TERMS	
Individual Support Plan	A plan explaining the needs of the pupil with targets in relation to the support that they receive
EHCP	Education, Health and Care Plan
SEN Support	Students without an EHCP who require additional, targeted support
SEN Code of Practice	The legal document that sets out the requirements for SEN
SEND	Special Educational Needs and Disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service to support young people’s mental health.
EP	Educational Psychologist
SENDCO	Special Educational Needs & Disabilities Coordinator
SEMH	Social, Emotional and Mental Health
ASC	Autistic Spectrum Condition