



**The Charter School**  
East Dulwich

# SEND Information Report

## September 2022

## Contents

<b>1. Introduction</b>	<b>3</b>
<b>2. How we assess and identify students with SEND</b>	<b>3</b>
<b>3. How we support students with SEND</b>	<b>4</b>
<b>4. Why Charter?</b>	<b>5</b>
<b>5. Working with parents and students</b>	<b>5</b>
<b>6. How we monitor progress and keep you involved</b>	<b>6</b>
<b>7. Education, Health and Care Plans (EHCPs)</b>	<b>6</b>
<b>8. Local Offer</b>	<b>7</b>
<b>9. How we manage complaints about SEND provision</b>	<b>7</b>

## 1. Introduction

The Charter School East Dulwich is a 7-form entry mainstream secondary school and sixth form with approximately 1220 students. Our lessons are led by a teacher with average class sizes of between 24 and 28 students.

To enable students with SEND to fully participate in school life, through a 3-tiered approach to SEN support (See SEN Provision section), we make all reasonable adjustments possible to support a range of special educational needs and disabilities (SEND) in the classroom and school across the 4 broad areas of need:

- Cognition and Learning
- Communication and Interactions
- Social, emotional and mental health
- Sensory and Physical

### **Cognition and Learning (C&L):**

Difficulties might include challenges with reading and spelling, learning new information and concepts, working with numbers, working memory and concentration. Such difficulties might include 'Specific Learning Difficulties' (i.e. dyslexia, dysgraphia) and moderate learning difficulties.

### **Communication and interaction (C&I):**

Difficulties might include understanding or using language and communicating socially with others. This might include conditions or disorders such as: Specific language impairment, autism and speech sound disorders/delay.

### **Social, Emotional and Mental Health (SEMH):**

Difficulties might include experiencing anxiety, stress, distress or anger that have an impact on accessing education.

### **Sensory and/or physical (S/P):**

This might include sensory processing difficulties affecting movement and co-ordination, physical disabilities, sensory sensitivities and sensory impairment (i.e. Hearing Impairment)

It is common for students to have SEND difficulties that span two or more of these areas. If this is the case, SEN support is designed to best support your child's need using the resources available.

## 2. How we assess and identify students with SEND

For your child to access the best possible support, it is important that SEND difficulties are identified early through appropriate methods of assessment. At The Charter School East Dulwich, dependent on a student's specific areas of need, assessment can take place in many ways:

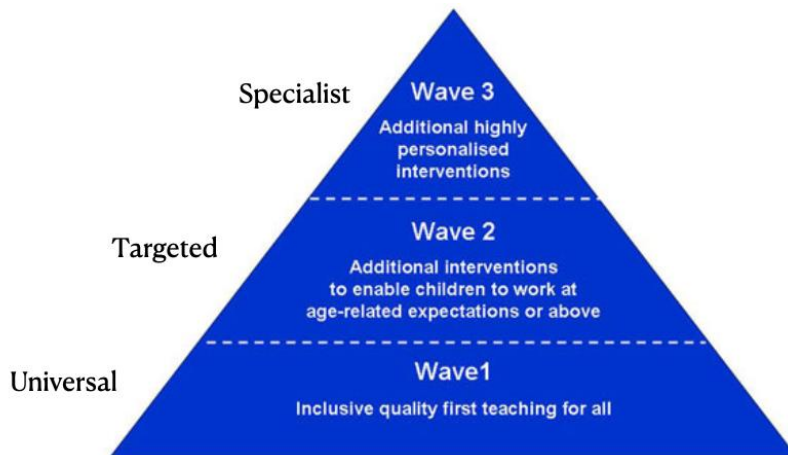
- observations
- student/parent/teacher questionnaires
- Screening
- Standardised testing
- Referral to external/partnership services

Assessments can involve the parents, the student, a range of staff members or external/partnership professionals including community health services, speech and language therapy (SaLT), Educational Psychology (EP), Occupational Therapy (OT) and specialist teachers for sensory impairments.

Assessments, and screening activities are always developmentally appropriate for individual students. We work closely with families to agree on assessment methods.

### 3. How we support students with SEND

At the Charter School East Dulwich, we have a 3-tiered approach to SEND support across the school. Depending on students' strengths and difficulties, support will look different for individuals.



#### **Wave 1 – Universal Support**

To a great extent, good teaching for students with SEND is good teaching for all. Our first priority at The Charter School East Dulwich is to ensure the highest standard of inclusive teaching possible for all students. This forms Wave 1, the of our 3-tiered SEND offer.

This level of support will involve a range of evidence-informed strategies including:

1. Flexible grouping of students,
2. Supporting students to develop independent thinking and learning strategies,
3. Clear and precise instruction and explanation,
4. Effective use of technology
5. 'Scaffolding' of work to allow students greater access to learning. Learning activities in school are differentiated or personalised for individual students' needs in order to access the curriculum.

#### **Wave 2 – Targeted Support**

For students who require a slightly more personalised approach to specific areas of learning, in addition to the Wave 1 strategies, students will have access to more targeted, group-based, interventions. These sessions, run by teaching assistants or teachers include support for difficulties across the 4 broad areas of need such as:

- speech and language
- specific literacy and mathematical skills
- social skills
- physical and sensory development
- emotional literacy

Wave 2 support aims to support students make accelerated progress against their individual targets and to be working at the age-expected level. The impact of these targeted support strategies is evaluated on a termly basis.

### **Wave 3 – Specialist Support**

For a small number of students, a highly personalised and individualised approach to learning is required, using recommendations from external professionals such as a speech and language therapist (SaLT), Educational Psychologist (EP) or therapists or specialists from other services. This type of support will vary hugely between individuals dependent on strengths and difficulties. Students who might benefit from Wave 3 support will most often have or require an Education, Health and Care Plan (EHCP) in order for the school to provide the level of specialist support required.

All support across the school is monitored and evaluated every term. This is to ensure that the support in place is meeting the needs of individual students.

### **4. Why Charter?**

At The Charter School East Dulwich, we pride ourselves on providing high quality SEND support for our students through our tiered approach. Through working with the Local Authority and as a network of schools across The Charter Schools Educational Trust, we aim to provide the best possible support for students with a wide range of difficulties across the 4 broad areas of need.

In line with other mainstream secondary schools the access the school has to individualised/specialised support is limited, such as teaching assistant support and access to external professionals including Educational Psychologists and Speech and Language Therapists. Thus all referrals to specialist support are done on a student-by-student basis. If you have any questions about the type of support your child may need and what might be available, please contact:

September & October 2022 - [ccampbell@chartereastdulwich.org.uk](mailto:ccampbell@chartereastdulwich.org.uk)

1<sup>st</sup> November 2022 onwards – [abarlow@chartereastdulwich.org.uk](mailto:abarlow@chartereastdulwich.org.uk)

#### **Accessibility:**

For students who have physical disabilities and require special/specific equipment to support mobility, please see our accessibility policy.

### **5. Working with parents and students**

As parents/carers and students, you have vital and unique knowledge of your child's or your own strengths, difficulties, interests, likes and dislikes. At The Charter School East Dulwich, we believe that you should be fully involved in every step of the SEND process, from initial identification right through to making decisions about support in place in school. We call this SEND process the Assess, Plan, Do, Review (APDR) or Graduated Approach. Communication between school and parents should be two-directional and the information below outlines what you can expect.

#### **Assess**

Assessment of needs or difficulties is the first step and may be initiated by the school, parents or health and care professionals (i.e., GP/social worker).

School initiated– If your child's teachers or head of year has concerns, they will first of all, speak to you to ask for your thoughts and input. They may speak also to the School's inclusion and SEND teams for tips and advice.

Parent initiated – If you have concerns about your child’s learning and/or development, in the first instance, speak to your child’s Year Leader or subject teachers. They will be able to give you feedback on how your child is doing in school and you can develop a support plan for your child. Your concerns will be shared with the SEND team to monitor progress and consider any further next steps.

Health and Care Professional Initiated – If a concern is raised by a health or care professional, they will usually communicate only with you, the parents, rather than the school. It is really important that you share as much information about concerns raised or relevant diagnoses your child might have so we can put the right support in place. Please inform the SENCo, Amy Barlow ([Abarlow@charterEastdulwich.org.uk](mailto:Abarlow@charterEastdulwich.org.uk)), if this is the case. [ccampbell@chartereastdulwich.org.uk](mailto:ccampbell@chartereastdulwich.org.uk) (maternity leave cover)

### Further Assessment

For some students, the type of assessment may be more specific including formal screening in school for specific needs or require referral to a qualified professional such as an educational psychologist, speech and language therapist or paediatrician. You would always be contacted to ask for your consent and contributions towards a referral being made.

### **Plan, Do & Review**

If your child has special educational needs, you and your child (where appropriate) will be invited on a termly basis to review and co-produce your child’s learning objectives. This is an opportunity to meet your child’s Form tutor, Head of Year or SENCo to discuss what is going well, and, sometimes, what’s not going so well and what support could be provided in the coming term.

## **6. How we monitor progress and keep you involved**

Progress and attainment is monitored on a termly basis. This monitoring is an important step to ensure students remain on track to meeting their individual objectives.

In addition to the information shared in the section above, progress reports on how your child is doing might take place in different ways:

### **Achievement Meetings**

These meetings take place annually. These are a perfect opportunity to meet your child’s teachers, discuss progress against objectives and to shape the planned support for your child. Meetings directly with the SENCo can be requested by sending an email to the contact details in the section above.

### **School Report:**

After each assessment cycle, you will be sent a school report. This will include your child’s assessment information.

## **7. Education, Health and Care Plans (EHCPs)**

For some students, our universal and targeted level of support (Waves 1 and 2), are not enough to enable them to learn most effectively. For students with more complex or significant needs, a more personalised and specialist approach might be required. In many cases, a student might require an Education, Health and Care Plan (EHCP). This is a legal document that describes a student’s special educational needs, the support they require and intended outcomes for the appropriate key stage. The support in these plans must be provided by the local authority, meaning that an EHCP can give a student extra educational support as well giving parents more choice about which school their child can attend.

An EHCP can only be issued after a student has gone through the EHC needs assessment. This can be applied for by school or by parents.

For more information about EHCPs, what they are and how to request one, visit the sites below or contact the SENCo (contact details above) <https://www.ipsea.org.uk/pages/category/education-health-and-care-plans>

<https://localoffer.southwark.gov.uk/education-health-and-care-plan/>

## **8. Local Offer**

A local offer refers to activities, services, events or support that are available to parents of students with special educational needs. As part of the Charter Schools Educational Trust, we are proud of our own 'TCSET Local Offer', open to families in our communities and schools. We also signpost families to the 'Southwark Local Offer'.

### **TCSET Local offer**

At The Charter Schools Educational Trust, our local offer is made up of:

- **Parent SEND workshops** - These run throughout the year and are interactive sessions where families in the communities are encouraged to attend to learn about and share ideas on the broad array of special educational needs. The schedule for these sessions will be published on the school website and emails. For more information or requests for specific workshops, contact Will Cannock ([wcannock@tcset.org.uk](mailto:wcannock@tcset.org.uk))
- **Parent support** – We have a team of SEND leaders who are always on hand to offer support and guidance. Contact the SENCo (details above) or [wcannock@tcset.org.uk](mailto:wcannock@tcset.org.uk) (Trust SEND Lead) to organise a call or meeting.
- **Clubs and Activities** – we have an array of after school clubs that students with SEND are encouraged to participate in. Please be in contact if you are interested for your child to take part and we will discuss the support that might be necessary.
- **Specialist Advice** – we work with a network of experts and professionals across the broad areas of need. We can help you find the advice you need from experts in the field.

### **Southwark Local Offer**

To learn about the Southwark Local Offer follow this link: <https://localoffer.southwark.gov.uk/>

### **Southwark Information, Advice and Support Team**

The Southwark Information Advice and Support team (SIAS) is a service which offers impartial advice to parents and young people. SIAS provide parents, students and young people with the information and support necessary.

SIAS was established to ensure that parents, carers of students and young people aged 0 to 25 years old with Special Educational Needs and Disabilities (SEND) have access to information, advice and guidance to allow them to make informed decisions about their education and 16 plus choices. For more information, visit: <https://www.southwark.gov.uk/schools-and-education/information-for-parents/southwark-information-advice-and-support-team-sias>

## **9. How we manage complaints about SEND provision**

If you are concerned about any aspects of SEND provision in school, you should contact the SENCo, class teacher or head of year in the first instance. If a complaint cannot be resolved, parents will then be referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if it is believed that the school has discriminated against their students. Parents 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

This information report will be reviewed by The SENCo and the Assistant Head of Inclusion every year. It will also be updated if any changes to the information are made during the year. It will be considered and approved by the governing board.