



SEND Information Report

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Statutory Policy	Yes
Review Cycle	Annually
Last Review	June 2025
Next review	June 2026

Date of Review	Section/Subheading	Details of changes
June 2025	3. What is the graduated approach to SEND provision and how do we implement it at SNS?	Changing of the term <i>SEND Register</i> to <i>Inclusion Register</i>
	6. How will teachers be made aware of a young people's support needs	Not all young people on the SEND Register will have a Pupil Passport in place: this section now explains the graduated response to need in line with Hackney Education's <i>Right Support, Right Time</i> framework Changing of the term <i>SEND Register</i> to <i>Inclusion Register</i>



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1. What is our SEND community like at Stoke Newington School (SNS)?

Our school community has a wide range of Special Educational Needs and Disabilities (SEND), falling under four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and / or physical needs

We recognise that young people often have needs across more than one area and that their needs may change over time.

2. How do we identify young people with SEND and how do we assess their needs?

Most, but not all, of our young people with SEND will have had their support needs and access requirements identified in primary school and we need to ensure that we support them as effectively as possible when they move to secondary school. We meet with local primary schools, external professionals and families to prepare carefully to welcome new members into our community. We make sure we understand the barriers that can make it harder for some young people to feel included. These barriers can be:

- physical
- in the way people think
- in the way people communicate

When a young person has an EHCP, the local authority will send the plan to the school so we can read through all the information and share if we can meet all the young person's support needs and access requirements. We don't want anyone to feel left out. That is why we talk openly and honestly about the way the school works.

When the young person, family, local authority and SNS agree they will join our school community, we make sure we have all the information we need to welcome and support them. We put young people at the centre of our plans and the decisions we make that affect them.

We run a Summer School at the start of the summer holidays to get to know the needs of our SEND cohort before they begin in Y7 and to give them the opportunity to become accustomed to the school environment and to meet the staff who will be working with them.

In the case of young people who join our school community mid-year, we identify support needs by speaking to the young person and their family, their last school, and any other professionals they have worked with and ask them to share any information that will help us welcome and support them.

When young people join our school, we ask them to take cognitive ability tests (CAT tests) and we assess their reading age. These tests help us understand what each young person is good at, where they might need more support and how we can plan to create a learning environment that all our young people can use.

We also identify SEND through feedback shared by classroom teachers, assessment data and through our Student Support Network meetings.

3. What is the graduated approach to SEND provision and how do we implement it at SNS?



Most of our young people's support needs are met through what we call evidence-based excellence. Evidence based excellence is 'good teaching' that understands, plans for and supports the needs of every young person in the classroom. Some young people may need a short booster or subject catch-up intervention. These are not SEND or Inclusion interventions, and young people participating in them do not need to be on our Inclusion Register – this is a list of young people the Inclusion Team works with and supports. If we think that a young person should be added to our Inclusion Register, we share this with them and their family and explain this decision and what it means. We follow the graduated approach to supporting needs and make sure we regularly assess needs, plan support and put this into practice, and review our support to decide if it is still needed or should change.

To help us look out for barriers and plan changes so that everyone is included by creating a learning environment that all our young people can use, we:

- look at teacher's assessments and experience of a young person
- a young person's previous progress and attainment and behaviour
- each young person's development in comparison to their peers and national data
- the views and experience of families
- young person's own views
- advice from external support services like Speech & Language Therapy Services, Educational Psychology Services and CAMHS, if appropriate

We regularly review our support by:

- reviewing all young people's progress termly
- reviewing the impact of interventions after a set number of weeks
- using student voice
- observing our teachers and their lessons and sharing feedback to make sure we have Quality First Teaching for all young people
- observing our Learning Support Assistant (LSA) support and sharing feedback
- using provision maps which explain what support a young person has in place to measure progress towards outcomes
- holding Annual Reviews for students with EHC plans
- holding Progress Review days
- Student Support Network meetings

4. What is Quality First Teaching and how do we ensure we have the expertise to implement it?

Teachers are responsible and accountable for the attainment, progress and development of the young people in their class, including when young people access support from LSAs. Quality First Teaching, is the first step in understanding, planning for and supporting the needs of every young person. We understand that additional intervention and support cannot compensate for a lack of good quality teaching.

We place value on staff development at all levels. We try to really hear, understand and respond to what our community members are telling us and we think carefully about the way we do things and we learn from the results. We look out for barriers and when we find them we try to use knowledge and experience to speak up and make change happen. We do this by:

- working together to make sure that the curriculum is adapted so it is appropriate and engaging to all our young people
- planning regular training on adapting lessons to support the needs of all young people



- carrying out drop-ins of our lessons by the SENCo, subject leads, Heads of Year and members of our Senior Leadership Team and sharing feedback so we can reflect on and develop our teaching
- the SENCo having the National SENCO qualification
- LSAs receiving regular training from the SENCo, Speech and Language Therapists, Educational Psychologists and other professionals we work with
- The SENCo receives regular advice and training from specialist agencies and the SENCO forum and this is shared with staff where appropriate

5. What reasonable adjustments might we make for SEND students at Stoke Newington School?

We might make the following adaptations to ensure young people's needs are met:

- adapting our curriculum to ensure all young people can access it
- adapting our resources and staffing
- using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- adapting our teaching, for example, giving some young people more time to think about information and respond, pre-teaching key vocabulary, and reading instructions out loud
- asking for advice from outside agencies such as CAMHS, Educational Psychologists, Visual and Hearing impairment specialist teachers

6. How will teachers be made aware of a young people's support needs?

Young people on the Inclusion Register who access support which is additional to and/ or different from their peers have a Pupil Passport that we share with all staff on SIMS and ClassCharts software. The Pupil Passport includes information from professional's reports, EHCPs, families, primary school SEND files and the young person and staff will be made aware of any changes to a young person's needs and support.

In some cases, a staff share meeting will happen so staff can attend a session with a member of the Inclusion department to support them in understanding a young person's needs and strategies to support them.

7. What support is in place for young people with SEND at Stoke Newington School?

Area of Need	Intervention
Cognition and Learning	Study skills Literacy booster groups Touch typing Handwriting Maths booster groups Educational Psychologist
Social, Emotional and Mental Health	Impact (key stage 3 provision) Higher Level Teaching Assistant intervention (key stage 4) Zones of Regulation D-fuse (conflict resolution) Mentoring Counselling CAMHS Young Hackney
Communication and interaction	Talk about (ASD intervention)



	Social stories (ASD tool) Word Aware (Vocabulary programme) Small group vocabulary teaching SMILE therapy (Speech and Language therapy)
Physical/Sensory needs	Input from: The visual impairment team The hearing impairment team Occupational Therapist

External Agencies we work with include:

- WAMHS (Wellbeing and Mental Health in Schools)
- Children's Social Care
- Young Hackney – pastoral, behaviour support, engagement and emotional support
- Educational Welfare Officer (EWO)
- Occupational Therapy
- School Nurse
- Physiotherapy
- Speech and Language Therapy Service
- Specialist Teaching Service
- ASpace Counselling Service
- The Hackney Re-engagement Unit
- Hackney Ark
- Hackney Educational Psychology Services

The above provisions are reviewed regularly by the SENCo to assess whether they are contributing significantly to student progress and offer value for money. The SENCo is responsible for maintaining an individual provision map for each student with SEND. Provision Maps clearly outlines the support put in place, which is additional to or different from what is offered through the school's mainstream curriculum. They explain how any additional funding is used.

8. How are the school's resources allocated and matched to young people's SEND?

EHCP funding is solely used to provide the provision outlined in section F of the young person's EHCP.

This budget is allocated each financial year by the local authority. The money is used to provide the provision and resources described in the table above dependent on a young person's needs.

Please note the school does not get additional funding for every young person with SEND, only those with EHC plans. What is known as the *notional budget* is not ring-fenced in any way and is not linked to any individual. It goes into the school's central budget, which will cover the following:

- specialist assessments
- input from external agencies such as specialist teachers from Hackney Education
- specialist learning tools, materials or equipment
- additional adult support
- Access Arrangements: testing and administration
- resourcing and training for Quality First Teaching



9. How will we ensure our young people with SEND access the appropriate resources to support their needs?

We work closely with Occupational Therapy and SEND Business to make sure we have the resources our young people need. These resources might be explained in their EHCP or we might need to ask for additional funding from the local authority to have them in place. We work closely with the Specialist Teacher for Assistive Technology when assessing the needs for specific equipment in this area.

10. How do we support young people with physical disabilities and medical needs?

No young person is ever excluded from taking part in activities such as PE or school trips, because of their SEND and we look out for barriers and when we find them we try to make changes so that everyone is included.

All young people with medical needs will have a Health Care Plan created with the School Nurse, young person, medical professionals and families. All staff are informed about students on the medical register.

Relevant staff have received diabetes, EpiPen, asthma and seizure training.

We have a School Nurse on site full time.

11. How do we support young people with SEND during public examinations?

Where there are concerns that a young person's needs may affect their ability to access exams or complete assessments, the SENCo and Access Arrangements Team might carry out specific assessments which meet the criteria set by the Joint Council for Qualifications to determine if they qualify for Access Arrangements during their public examinations. Please note that there needs to be evidence of the young person's normal way of working and parental concerns or private reports are not sufficient evidence of need. Please see our Access Arrangements Policy for more details.

12. Complaints about SEND provision

Complaints about SEND provision in our school should be raised with the Head of Inclusion/SENCo in the first instance so we can work together to resolve concerns and plan support. If a family is not satisfied with the School's response they will then be referred to the school's complaints policy.

The parents of young people with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that the 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

13. How do we work in partnership with families?

Stoke Newington School works in partnership with our young people and their families and we understand that everyone's views are important.

We have high aspirations for all our students, including those with SEND. We work for our young people and we need to be able to explain our decisions to them. We put young people at the centre



of our plans and the decisions we make that affect them. We recognise that young people are entitled to the same quality and level of information, advice and support as their families. Young people's views, opinions, wishes and feelings are always considered.

For young people who have an EHCP we make sure they can share their opinions and thoughts before any Annual Review meetings and young people are invited to attend them. We aim to provide as much information and support as necessary to help young people achieve the best possible outcomes, preparing them effectively for adulthood.

We hold half-termly forums to give SEND updates and to meet the families of any young people on the SEND register.

14. The Local Authority Local Offer

Please find the link to the Hackney Local Offer which outlines services available to parents of children with SEND: [Documents Library | Hackney Local Offer](#)

The [Hackney SEND Information Advice and Guidance Service \(SENDIAGS\)](#) offers independent support and advice to parents. They can be reached on 0207 275 6036 or email sendiags@hackney.gov.uk

15. Contact details for raising concerns

At the first instance, raise your concern with your child's allocated Key Worker or the Head of Inclusion/SENCo. If you feel your issue has not been addressed properly, please follow the School's complaints procedure.

If your issue is a pastoral issue, for example to do with bullying or detentions, please address the Head of Year in the first instance.