

## **SEND information report**

All schools must have a published SEN Information Report as set out in section 6.79 of the SEND Code of Practice 0 – 25 (2014). This report sets out the details of provision at The London Nautical School and is updated in line with school changes. The purpose of the report is to inform families of support available and processes. This report should be read in conjunction with the school's SEND policy and Lambeth Local Offer.

### **What are the kinds of special educational needs provided for at The London Nautical School?**

- Cognition and Learning: Dyslexia; literacy; numeracy
- Speech, Language and Communication Needs: Autism; receptive and expressive language (impairment / delay); social communication
- SEMH: Difficulties with attention, including ADHD & ADD; emotional disorders e.g. ODD
- Physical & Sensory: Dyspraxia; visual and hearing impairments; sensory sensitivities; medical conditions

### **How does The London Nautical School identify and assess SEND?**

Staff know students can have SEND at different stages and varying levels of their school career. Information is gathered via different methods throughout Key Stages 3, 4 & 5:

- the enrolment process from previous schools and families
- test results that provide standardised scores in reading and spelling, end of key stage data and results
- observations shared by parents and staff
- reports and recommendations from external agencies

### **How can families contact the SENDCo?**

Email: [erobertson@lins.org.uk](mailto:erobertson@lins.org.uk)

Phone: 0207 928 6801

### **What are the arrangements for consulting families of children with SEND and involving them in their child's education?**

Families are contacted to discuss any additional support required. Any modifications to a student's timetable or curriculum are agreed in conjunction with families' wishes and student's preferences. Written consent from families is sought for involvement from external agencies.

### **What are the arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review?**

All students on the SEND register (EHCP & SEN Support) have both their student profile and targets / outcomes as per their individual support plan for each intervention reviewed termly. Families of

students with EHCPs are involved in the annual review of the EHCP. Students may attend either all or part of meetings about their progress, in agreement with their family.

### **What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood?**

The SENDCo, Head of Year and Deputy Headteacher for Curriculum discuss Key Stage 4 pathways with families of Year 9 students. Each year we arrange trips to colleges for students requiring support with vocational pathways and hold transition meetings for students with EHCPs. We encourage all children and young people to fulfil their potential and ambitions whether this is higher education, employment or training. We recognise preparation for adulthood includes independent living and participation in society hence there is equal recognition and support for the development of students' social, emotional and communication skills throughout Key Stages 3 and 4.

### **What is The London Nautical School's approach to teaching children and young people with SEND?**

Teachers are responsible for the academic, social and emotional development of all students, including those with SEND. All staff are responsible for the safety and wellbeing of all students. The SEND teams provide additional support. All staff are expected to know students' individual needs and difficulties, as identified via the SEND register. High quality teaching and pastoral support systems are informed by understanding of the wide range of needs across the school. Staff make reasonable adjustments for disabilities and difficulties.

### **What adaptations are made to the curriculum and the learning environment of children and young people with SEND?**

The school has a fully inclusive ethos. The LNS learning philosophy, curriculum and behaviour policy recognises the wide range of learning profiles and needs across our community. Students with SEND are supported via the consistent implementation of school procedures, differentiation via high quality teaching and knowledge of their individual difficulties. Further adaptations include consideration of seating plans, use of learning aids and trialling strategies such as 'Time Out', the Support Framework Approach and use of iPads. The Autism Resource Base which includes a Sensory Room and the 'Loft' are designated safe spaces staffed throughout the day, separate to the Learning Support Centre (internal exclusion room) and N301 (referral room).

### **What expertise and training of staff is provided to support children and young people with SEND?**

- INSET delivered by SENDCo, Head of Autism Resource Base & Speech and Language Therapist
- Whole school literacy and behaviour training
- National College training modules
- Lexia training for support staff
- Information on individual student's needs and recommended strategies via SEND register, SIMS and student profiles
- Weekly bulletin

### **How does The London Nautical School secure specialist expertise?**

A Speech and Language therapist works three days a week at the school. We buy in 16 sessions of Educational Psychology (maximum allocation) per year from Lambeth EP service. Referrals can be made to other specialist agencies including CAMHS, Transport, CENMAC and Occupational Therapy.

### **How is the effectiveness of the provision made for children and young people at The London Nautical School evaluated?**

Intervention programmes are reviewed termly and adjustments made according to progress.

### **How are children and young people with SEND enabled to engage in activities available with children and young people in the school who do not have SEND?**

All children and young people have an entitlement to engage fully in all areas of school life. The Autism Resource Base and Learning Support Area ("Loft") are open from 8am-4pm to support student's preparation for Period 1, attendance at Breakfast Club, homework and extracurricular activities. Learning Support Assistants are timetabled as required to support all assemblies, trips, extra-curricular activities, assessments and unstructured times. The school was open daily throughout the lockdowns to facilitate all students' access to remote learning. This provision has been replicated on strike days this year.

### **What support is there for improving emotional and social development including extra pastoral support for listening to the views of children and young people with SEND and measures to prevent bullying?**

All students are encouraged to share their feelings and views via the school's pastoral provision which includes mentoring, counselling, Art Therapy and email [tellus@lins.org.uk](mailto:tellus@lins.org.uk). A Higher Level Teaching Assistant for SEMH is a qualified ELSA. All known incidents are investigated and support provided for students with known literacy or communication difficulties.

### **How does the school involve bodies (including health and social care bodies, council support services and voluntary sector organisations), in meeting children and young people's SEND needs and supporting their families?**

The school supports families' applications for Disability Living Allowance and referrals for NHS assessments e.g. CAMHS, paediatrician, etc. The school takes advantage of opportunities to work with voluntary local groups e.g. Coin Street Garden.

### **What consideration is given to how children and young people with SEND and LAC status access the curriculum?**

The Designated Safeguarding Lead and Deputy DSL liaise closely with the SENDCo about the individual needs of LAC students and teachers across the curriculum.