

PADDINGTON ACADEMY

SEN Information Report

2024-25

SEN Information Report	
Assistant Principal Inclusion: Lydia Stoddart Head of Inclusion: Rebecca Wood SENDCo: Lydia Stoddart	SEN Governor: Riam Muayad
Contact: 02074793940	
Local Offer Westminster Local Offer RBKC	
SEN Policy	
Number of students with an EHCP: 39 Number of students receiving SEN support: 197	
<p>Who can I talk to about my child’s Special Educational Needs or Disability? Who is in charge of SEND at the school?</p> <p>If you have any questions about your child’s SEN needs, you can contact their Head of Year or the Head of Inclusion (Deputy SENDCo) or the Assistant Principal for Inclusion (SENDCo).</p>	
<p>How does the school identify and assess students with Special Educational Needs?</p> <p>The Academy identifies students with SEND in a number of ways:</p> <ul style="list-style-type: none"> • Transition information from Primary School • Meetings with parents, students and any relevant agencies working with the child/family • KS2 SATS results, baseline tests for reading, literacy and ability and aptitude for learning in Yrs. 7&8 • Concerns raised by parents, teachers, the pastoral teams <p>Once students have been identified the Inclusion team will carry out further observations, involve parents and the student, and put appropriate strategies in place. If required, a Learning Profile is drawn up outlining the students’ needs and the strategies for teachers to use. These are distributed to all of the teachers of that student. Where needed the school may involve outside agencies or seek further professional advice.</p>	
<p>What provision is available to support students with Special Educational Needs?</p>	

As an inclusive school we believe in high quality teaching for all, with appropriate, highly tailored differentiation in place to meet students’ needs.

All students identified as SEND are placed on our SEND Register which outlines their cognitive, communication, social, emotional, physical and sensory needs and strategies for teachers and other staff. All teaching and non-teaching staff have access to our comprehensive SEND Register which is a live shared document with links to strategies / EHCPS / Learning Profiles / relevant information and provision in place.

As well as this we also have:

- A team of graduate and non-graduate Teaching Assistants
- School nurse
- CP Officer who also supports students’ welfare
- Student Counsellors
- Two accredited ELSAs
- Educational Psychology Service -Statutory Provision paid for by Bi-Borough Services with additional time bought in by the Academy
- Speech and Language Therapy for students with an EHCP (provided by NHS and paid for by the Local Authority)
- Speech and Language Therapy for students without an EHCP (provided by NHS and paid for by the Academy)
- We work closely with the Bi-Borough’s Visual Impairment, Hearing Impairment and Autism Outreach teams
- A range of intervention groups for students to support with needs identified- these include:
 - Key work
 - Targeted groups on exam stress, study skills and friendship skills run by MIND
 - Reading Recovery programmes for phonics and comprehension
 - Small group teaching for Core subjects: English, Maths and Science
 - Future Men – boys’ mentoring

How do you adapt the curriculum and learning environment for those who have SEN?

- All teachers at Paddington Academy adapt their teaching to meet the diverse range of pupils’ needs and providing ‘Highly tailored learning activities that meet the needs of each student’ is one of our priorities as a school. Lessons are planned with a focus on students’ needs. Differentiation is skilled; this is something we expect to see in all lessons.
- Teachers use the graduated approach and are given a range of strategies that can be used for this when planning.
- Additional adults in the classroom are used resourcefully and effectively to help groups and individual students make progress and develop independent learning skills.
- Where students have visual or hearing impairments these are taken into consideration and appropriate aids are used.
- We have wheelchair access and specialised lifts and lifts for students who have physical disabilities which affect their mobility.
- Silent Transitions allow for a safe a calm environment as students move around our building.

What training and development is there for staff supporting students with SEND?

Teachers are trained to support students with SEND through the following:

- Advice and support from the Inclusion and Pastoral teams regarding individual students.
- All teachers have a bank of strategies for each of the SEND categories to meet student needs.
- Weekly SEND Updates and Learning Profiles of the week in Staff Briefings.
- Learning walk feedback
- Support and guidance with the centralised, comprehensive SEND register.
- Collaboration in designing Learning Profiles which explain the student’s needs, recommend strategies and identify targets.

- INSET for all staff on adapting the curriculum to meet student needs, run by the Teaching & Learning teams.
- INSET for all new and trainee staff on SEND, run by the Assistant Principal for Inclusion and Head of Inclusion.
- Specialist INSET sessions by relevant professionals or agencies working with our students with SEND.
- All teachers are expected to identify how they support students with SEND in their planning.
- In addition to this ‘Spotlight on the Child’ INSETs are run by the Assistant Principal for Inclusion and Head of Inclusion, where we may also invite the relevant professionals working with some of our higher need students.

How will I know my child is doing well and how will you help me support my child’s learning?

Your child’s progress is continually monitored.

Your child’s progress is assessed formally twice a year, and a standardised test score given for each subject. Test scores along with your child’s attitude to learning and homework in each subject is also reported on. Reports are issued twice a year and discussed at Parents’ Evenings/Mornings.

What opportunities will there be for me to discuss my child’s progress?

We have two Parent teacher meetings a year which will allow you to discuss how well your child is doing and to discuss any support needed in each subject.

We also hold additional Parents’ Evening for Yr 7 in the Autumn Term and for Yr 11 after their Mock exams.

Additionally, any parent can request an appointment to discuss their child’s progress with a member of the Pastoral/Inclusion team.

What support will there be for my child’s overall well-being, emotional and social development?

All staff at Paddington Academy value the happiness and well-being of young people and understand the impact this has on progress, attainment and personal development. We have an experienced pastoral team, and offer personalised interventions for students.

The Head of Year is responsible for the overall progress and well-being of students in his/her year group. Each Year group is also supported by a Student Support Mentor. Form Tutors also monitor their students’ progress and well-being through daily interactions and observations.

Students are also supported by key workers, a Counsellor, a School Nurse, CAMHS workers, two ELSAs, a teaching assistant mentor and a member of staff who oversees students’ welfare, including medical needs. This team of professionals work closely together, and their support is matched to the needs of individual students.

How will my child be able to communicate and contribute their views?

All students on the SEND register are assigned to a teaching assistant mentor who checks in with them informally and formally at least fortnightly, in order to monitor and discuss their successes, concerns, and any barriers in the way of progress and well-being. Their mentor also supports the students in regular target setting.

Students also contribute their views to their learning profile – a one-page document outlining their needs and strategies for Academy staff to meet these needs.

Each year group has a student council and the Junior Leadership Team has representatives from each year group in each of the four Houses.

What other agencies work in partnership with the school to improve progress and support my child with Special Educational Needs?

The Inclusion team and Pastoral team work closely with any external agencies that we believe to be relevant to our students’ needs at any given time, some of the external agencies we currently work closely with are:

- Westminster Deaf and Hearing-Impaired Outreach service
- Westminster Autism Outreach Service
- Westminster Visual Impairment Outreach service
- Westminster Occupational therapy
- Westminster Early Help
- Westminster Educational Psychology Service
- NHS Speech and Language Therapy Service
- Westminster Education Centre
- Social Services – including locality teams, and social workers
- LAC – Virtual School
- CAMHS
- Future Men
- MIND

How are students supported in making a positive transition to their next school or phase of education?

We understand that transitions can be challenging for students with SEND.

- All Year 6 students are interviewed by a member of SLT, and Year 6 students with EHCPs are interviewed by the Assistant Principal for Inclusion or the Head of Inclusion.
- There is a Year 6 Induction Day and a Parents’ evening in the summer term prior to Year 6 joining the Academy.
- We also run additional transition mornings for students with EHCPs and students who are vulnerable in the summer term.
- Year 7 also have a three-day Induction in September.
- The Inclusion team meets with SENDCos of our feeder primary schools, and visits all students with EHCPs in the Summer term at their Primary school, attending Year 6 Annual Reviews where possible.
- In Year 9 all students are interviewed, by members of the Senior Leadership Team, with their parents when choosing their KS4 options in order to ensure they are on a suitable Pathway that matches their needs.
- In Years 10 and 11 students with SEND are interviewed by our Careers team and supported and guided in choosing Post 16 Pathways.
- We work closely with the schools and colleges/Local Authority to ensure relevant information is received/passed on in order for a smooth transition to take place.

How will my child be included in activities outside the classroom, including school trips?

As an academy we are committed to offering all our students as many opportunities as we can. All students are included in trips and we provide the necessary support to suit individual students’ needs.

A risk assessment is carried out prior to any off-site activity to ensure everyone’s health and safety. In the unlikely event that a student cannot join in with any activity we will provide activities that cover the same curriculum areas in school.

How is the school accessible to students with Special Educational Needs or Disabilities?

- All areas of the building are accessible to those with physical disabilities – ramps at the entrance, lifts to reach each floor of the building.

- Entrance to the building is through external doorways with wheelchair access.
- Classrooms are accessed by corridors from which there is also wheelchair access or via specialised lifts.
- There are disabled toilets on each corridor.
- There are disabled parking bays leading to automatic wheelchair accessible doors.
- We have made sure that there are good lighting and safety arrangements (for example, markings on steps) for all visually impaired students.
- Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (carpeting, blinds, quiet areas).
- Students requiring equipment due to impairment will be assessed in order to gain the support that they require.

Please see our Accessibility Plan – which is available on the school website.

How are the Academy's resources allocated and matched to children's SEN needs?

- The Academy receives funding from the Education Funding Agency (EFA) and the local authority. This includes funding to support the learning of students with SEND.
- The Principal, in consultation with the School's Governors, decides how this funding for SEND should be spent, based on the needs of the students in the school.
- The Principal, Assistant Principal Inclusion and Head of Inclusion evaluate the effectiveness of the Academy's current intervention and provision yearly. This evaluation informs their development plan, objectives, and actions for the year, which may include additional or alternative interventions, staff training and equipment needs.
- This process is reviewed regularly to ensure the best possible intervention is provided to those students who require additional support to learn.
- We ensure that all children who have special educational needs have their needs met to the best of the Academy's ability with the funding available. The children who have high level and complex needs are given the most support.

What is the Local Offer? Where can I get information on the Local Authority's Local Offer?

A **Local Offer** gives children and young people with special educational needs or disabilities, and their families, information about what support services the local authority think will be available in their local area.

You can find more information on the Bi-Borough Local Offer here:

WCC: <https://fisd.westminster.gov.uk/kb5/westminster/fis/localoffer.page?localofferchannel=0>

RBKC: <https://www.rbkc.gov.uk/kb5/rbkc/fis/localoffer.page?localofferchannel=0>

Who can I contact for any further information?

Parent and Carer Forums:

WCC link: <https://www.wppg.org.uk/>

RBKC link: <https://www.fulloflifekc.com/>

SEND Information, Advice and Support Service: iass@westminster.gov.uk

WCC link: <http://www.westminsteriass.co.uk/>

RBKC link: <https://www.fulloflifekc.com/iass-send>

What support is there for behaviour, avoiding exclusion and increasing attendance?

As an academy, we hold all our students to very high standards and we enforce them strictly. We believe that this is the way to help students develop habits over time which will allow them to be successful. We are patient in accepting that this can take time, but our response is not that we lower our standards or expectations. Instead, we ensure that the correct support is in place to enable students to meet our standards. We make reasonable adjustment depending on the need of the student, which may include the use of devices to aid concentration, such as a fiddle toy, a movement break in lesson directed by the teacher or ensuring that specific strategies are known, understood and implemented.

Exclusion is used as a disciplinary measure and, in the majority of cases, it serves its purpose in preventing further poor behaviour. We try to avoid exclusion by being very clear about our instructions and consistent in our implementation of school rules so that students always know what is expected of them. We use key work as a strategy to provide ongoing support. We deliver key messages to students and parents about why high attendance is important at every opportunity and celebrate it too. We have systems for students to catch-up when they have missed a day of school and we have attendance panel meetings with parents to address any issues relating to attendance.

How can I raise concerns if I need to and with whom?

If you have any questions or concerns, please discuss these with the Head of Inclusion or Principal. If you do not feel that your concern has been dealt with appropriately and you wish to make a formal complaint, please follow the school's Complaints Procedure which can be found on the school's website.