



Woolwich Polytechnic
School for Boys



SEND INFORMATION REPORT: 2024/25

WOOLWICH POLYTECHNIC SCHOOL FOR BOYS

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Type of school	Mainstream
Woolwich Polytechnic School for Boys	<p>Mainstream Boys Secondary School with a DSP</p> <p>DSP- Designated special provision for boys with a diagnosis of Moderate Learning Difficulties and ASD.</p>

All Greenwich maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs/ and or disabilities and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen.

This should be looked at together with:

1) The Royal Borough of Greenwich Local Offer for children and young people with SEND, which can be accessed via the following link:

https://www.royalgreenwich.gov.uk/info/200236/children_with_additional_needs/1671/about_the_local_offer

A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:

School based information	People	Summary of responsibilities
What type of SEND do we provide for?	Class/subject teacher	<p>Woolwich Poly School for Boys is a mainstream school which is committed to the whole school inclusion of students with special educational needs and/ or disabilities, (SEND)The kinds of special educational needs for which provision is made at the school are:</p> <ul style="list-style-type: none"> • Communication and interaction. • Cognition and learning. • Social, emotional, and mental health difficulties.

		<ul style="list-style-type: none"> • Sensory and/or physical needs. <p>In addition to this the school has a Designated Specialist Provision (DSP). Admission to this provision is for young people with an EHCP, via Greenwich SEN Department.</p> <p>We believe that it is essential for all students to have their needs met and abilities challenged. The school's Special Education Needs and Disabilities Coordinator (SENCo) works closely with Senior Leaders, the heads of year groups and their pastoral teams, the heads of subjects, subject teachers, and outside agencies to build an ongoing, holistic understanding of our pupils and their needs. The SENCo is supported in this by a dedicated team of administrators, learning support assistants (LSA's) and higher-level teaching assistants (HLTAs). Together, all school staff work hard to ensure that the curriculum and pastoral needs of students with SEND are met.</p>
How does Woolwich Poly Boys know when a student has a special educational need?		<p>"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her." (SEND CoP: 2014: Pg15)</p> <p>Woolwich Poly Boys follows the Graduated Process recommendations outlines in the SEND Code of Practice, (CoP)</p> <p>We can identify when a young person has a SEND using the following methods:</p> <ul style="list-style-type: none"> • Information from primary school, including Key Stage 2 (KS2) SATs; • Information received from parents; • information received from external agencies eg. Educational Psychologists (EP)/Occupational Therapists (OT); • Assessment data highlighting underachievement which leads to investigation; • Any concerns from parents/carers/students; • The SEND Early Identification of Need referral form; • Observations in response to staff concerns; • Specialised additional testing if required, for example reading tests/comprehension tests and/or writing speeds; • SEND Coordinator (SENCO) referral to external agencies for assessment e.g., for formal diagnosis of autism/attention deficit hyperactivity disorder (ADHD)/dyslexia/dyspraxia.

<p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)? And how can I talk to them about my child if I need to?</p>	<p>Class/subject teacher</p>	<p>He/ She is responsible for:</p> <ul style="list-style-type: none"> • Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted, alongside scaffolding to meet your child's individual needs. • Checking on the progress of your child and identifying, planning, and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc..) and discussing amendments with the SENCO as necessary. • Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
	<p>The Special Educational Needs Co-Ordinator (SENCO)</p>	<p>The SENCO is responsible for:</p> <ul style="list-style-type: none"> • Coordinating all the support for children with special educational needs (SEND) and or disabilities and developing the school's SEND Policy to make sure all children get a consistent, high-quality response to meeting their needs in school. • Identify students through various assessments including prior KS2 assessments, CAT4, SATs, and reading tests. This data is used in conjunction with staff observations and data captures of the student. This data is regularly reviewed when a student is on the SEND register and responded to accordingly. • Ensuring that you are: <ul style="list-style-type: none"> • involved in supporting your child's learning • kept informed about the support your child is getting • involved in reviewing how they are doing • part of planning ahead for them. • Liaising with all the other people who may come to school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc. • Updating the school's SEND Register (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood). • To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND and/or disabilities in the school) to achieve their potential.

		<ul style="list-style-type: none"> • Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school. • Students are supported in a variety of ways both inside and out of the classroom including in class support, small group work and large group work. This support is provided by a number of different professionals within the school including Learning Support Assistants (LSAs), Higher Level Teaching Assistants (HLTAs) and key workers.
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	<p>Learning Support Assistant (LSA) may be allocated to some pupils with SEND and or disabilities)</p> <p>The Head Teacher Mr Lawrence</p> <p>Deputy Head for Inclusion Mrs. Scott</p> <p>SENCO</p> <p>SEND Local Academy Committee member</p>	<p>These interventions are monitored, and impact is reviewed by the staff delivering the intervention alongside the SENCO and external professionals (Speech and Language Therapy, Educational Psychology etc) involved with the students.</p> <ul style="list-style-type: none"> • EHCP annual reviews are held on schedule and paperwork submitted to the LA in appropriate time frames and all stakeholders participate. <p>A Learning Support Assistant (LSA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a valuable role in your child's education, we would prefer that questions regarding your child's learning and progress are directed to the SENCO.</p> <p style="text-align: right;"><u>Boy's School</u> SENCO is Mrs Kallend</p> <p style="text-align: right;">Email address: kkallend@woolwichpolyboys.co.uk or on 020 8310 7000, Learning Support Department.</p> <p>The Local Academy Committee member is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND Policy • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school • Ensure that necessary support is given to any child who attends the school with SEND and/or disabilities. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school. <p style="text-align: right;">The School Local Academy Committee member with special responsibility for SEND is Miss Emma Copeman.</p>
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B. HOW COULD MY CHILD GET HELP IN SCHOOL?:

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service.

	Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEND and/or disabilities input) children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for children with SEND and /or disabilities in this school?	Class teacher input via good/outstanding classroom teaching.	<ul style="list-style-type: none"> • At Woolwich Poly Boys all teachers are teachers of SEND. • The teacher will have the highest possible expectations for your child and all pupils in their class. • Staff are aware of the needs of all students in their classes. Information is regularly updated in the SEND Register. • All teaching is based on building on what your child already knows, can do, and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. • Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task. 	All children in school receive this.
	Specific small group work. This group may be	<ul style="list-style-type: none"> • Your child's subject teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra 	Any child who has specific gaps in their

		<p>support to close the gap between your child and their peers.</p> <ul style="list-style-type: none"> Where appropriate students are assessed for exam dispensation for their GCSE's and A levels. 	
	<p>Delivered in the Learning Support Department either by Learning Support Assistant or SENCO. These are often called Intervention groups by schools.</p> <p>Specific nurture and intervention group for year 7 and year 8 students based on the lowest reading ages and CATs schools in the school to support with literacy, numeracy and social skills.</p>	<ul style="list-style-type: none"> He/ She will plan group sessions for your child with targets to help your child to make more progress. A Learning Support Assistant/Teacher (or outside professional, for example a Speech and Language Therapist) will run these small group sessions using the teacher's plans, or a recommended programme. <ul style="list-style-type: none"> Students receive 16 periods of support which includes: 6 periods of numeracy, 6 periods of literacy and 4 periods of social skills. Students receive structured support in a small class setting with LSAs to develop independence and to close the gap in core areas of learning. Brain breaks are provided every 30 minutes to reduce cognitive overload. Assessments are adapted and whole school standardised to judge progress for students and outcomes. 	<p>Understanding of a subject/area of learning.</p> <p>Some of the children accessing intervention groups may be on the SEND Register, which means they have been identified as needing some additional support in school, after putting strategies in place in class</p> <p>Any students that has low reading ages, numeracy and literacy outcomes</p>

		<ul style="list-style-type: none"> •LEAP - Ladder for Educational attainment for Pupils is the name of this specific intervention and nurture group, which allows the free movement of students in and out, depending on student progress. 	
	Specialist groups run by outside agencies e.g. Speech and Language therapy or ASD Outreach	<ul style="list-style-type: none"> • If your child has been identified as needing more specialist input instead of or in addition to good and outstanding classroom teaching and intervention groups, referrals will be made to outside agencies to advise and support the school in enabling your child to make progress. • Before referrals are made you will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward. • If it is agreed that the support of an outside agency is a way forward, you will be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist, ASD Outreach, Sensory Outreach Service or Educational Psychologist. This will help the school and you to understand your child's particular needs better. • The specialist professional will work with your child to understand their needs and make recommendations, which may include: 	Children with specific barriers to learning cannot be overcome through whole class good/outstanding teaching and intervention groups.

		<ul style="list-style-type: none"> • Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better. • Support to set targets which will include their specific professional expertise. • Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. a social skills group or Sensory circuit. • A group or individual work with an outside professional. <p>The school may suggest that your child needs some agreed individual support or group support in school. They will tell you how the support will be used and what strategies will be put in place.</p>	
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	<p>Specified individual support for your child. This is provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCO as needing a particularly high level of individual and small group teaching which cannot be provided from the resources already delegated to the school.</p> <p>Usually, if your child requires this high level of support, they may also need specialist support in school from a professional outside the school. This may be from: Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) Outside agencies such as the Speech and Language therapy (SALT) Service, the Educational Psychologist (EP), Occupational therapy service, Physiotherapy and/or CAMHS.</p>	<ul style="list-style-type: none"> • The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process, and you can find more details about this in the Local Authority (LA) based Local Offer, on the Royal Greenwich web site: https://www.royalgreenwich.gov.uk/info/200236/children_with_additional_needs/1671/about_the_local_offer • Your child's school/setting will have been putting together a profile of your child's aspirations and needs over time. The school will then meet with you and other professionals involved and decide if it would be helpful to apply for a statutory assessment and agree to any additional information and evidence that should be included from you and other professionals involved. • After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), the Local Authority will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will look at the advice submitted and ask you and any other professionals involved with your child to write a report outlining your child's needs, if this is not already included, or information is missing. If they do not think your child needs this, they will ask the school to continue with the support at SEND Support level. • After the reports have all been submitted, the Local Authority will decide if your child's needs cannot be met SEND Support level, they will initiate a statutory assessment. If this is not the case, they will ask the school to 	<p>Children whose learning needs are:</p> <ul style="list-style-type: none"> • Severe, complex and lifelong special educational need.
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		<p>continue with the support at SEND Support level and set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.</p> <ul style="list-style-type: none"> • The EHCP (if your child requires one) will outline the provisions the student requires either as individual or in small groups which must be put in place by the school. It will also include long and short-term outcomes for your child which are reviewed at the annual review. • The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child. 	
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<p>How will we support your child with identified special needs starting at school?</p>	<ul style="list-style-type: none"> • We will first invite you to visit the school with your child to have a look around and speak to relevant staff where available. • If other professionals are involved a meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts. • You will be given the opportunity to attend meetings and assist with setting targets for your child. • Additional transition days may be organised for small groups of students. • SENCO will visit as many primary schools as possible gathering information from all professionals currently supporting your child. This information is collated and shared with all relevant staff prior to your child starting so we are fully aware of your child's needs prior to them starting Woolwich Poly Boys. • Where necessary a revised support programme is put in place to support the transition from Primary to Secondary.
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<p>How can I let the school know I am concerned about my child's progress in school?</p>	<ul style="list-style-type: none"> • If you have concerns about your child's progress, you should speak to your child's subject teacher/key worker/Head of Year initially. • If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCO, Assistant Head Teacher for Inclusion or Head of School. • If you are still not happy you can speak to the school SEND Local Academy Committee member with special responsibility for SEND.
<p>How will the school let me know if they have any concerns about my child's learning in school?</p>	<ul style="list-style-type: none"> • When a teacher or a parent has raised concerns about your child's progress, and quality first teaching has not met the child's needs, the teacher will raise this with the SENCO. • At Woolwich Poly Boys weekly meetings between subject key stage leaders and a senior staff member in the school are held to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected. • If your child is then identified as not making progress, the school will decide whether to monitor this or provide an appropriate intervention. We will inform you what the intervention is and when it will take place. • If, after this intervention your child is still not making expected progress, the school will discuss with you <ul style="list-style-type: none"> ○ Any concerns you may have ○ Discuss with you any further interventions or referrals to outside professionals to support your child's learning ○ How we could work together, to support your child at home/school.
<p>How do we ensure that the views of your child (and other children with SEND in the school) are used to plan for them and for SEND within our school?</p>	<p>This could include:</p> <ul style="list-style-type: none"> • Meetings with SENCO • Student One Page Profile • School Council • Student questionnaire
<p>How is extra support allocated to children and how do they move between the different levels?</p>	<ul style="list-style-type: none"> • The school budget, received from Greenwich LA, includes money for supporting children with SEND. • The Head Teacher decides on the budget for Special Educational Needs in consultation with the school Local Academy Committee members, based on the children's needs. • All resources/training and support are reviewed regularly and changes made as needed.#

Who are the other people providing services to children with SEND in this school?	A. Directly funded by the school	<ul style="list-style-type: none"> • Counselling • Additional Speech and Language Therapy input to provide a higher level of service to the school • Educational Psychology input to provide a higher level of service to the school
	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> • Autism Outreach Service • Sensory Service for children with visual or hearing needs • Parent Partnership Service (SENDIASS) to support families through the SEND processes and procedures • Professional training for school staff to deliver medical interventions
	C. Provided and paid for by the Health Service (Oxleas NHS Trust) but delivered in school	<ul style="list-style-type: none"> • School Nurse

How are the adults in school helped to work with children with a SEND and what training do they have?	<ul style="list-style-type: none"> • The SENCO holds the NASCO Qualification. • The SENCO's job is to support the subject teacher in planning for children with SEND. • Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND. • Individual Learning Support teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the ASD Outreach service, Speech and Language therapists, EP service and Sensory service or medical /health training to support staff in implementing care plans. • Comprehensive new staff Induction programme • Ongoing refresher insets • Minibite sessions for ECTs <p>Training takes place regularly. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENCO.</p>
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<p>How will the teaching be adapted for my child with learning needs (SEND/ and or disabilities)</p>	<ul style="list-style-type: none"> • Class Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that learning tasks are adjusted to enable your child to access their learning as independently as possible. • Specific resources and strategies will be used to support your child individually and in groups. These personalised strategies can be <ul style="list-style-type: none"> • found on the SEND register which all staff have access to and is updated regularly using information from professional reports alongside strategies identified by the student themselves. • The school use Quality First Teaching in their strategies and implement inclusive teaching in all classroom settings. These strategies include: <ul style="list-style-type: none"> • explicit teaching through chunking, WAGOLL modelling (What a Good One Looks Like), using clear concise language. • Adaptive teaching through sentence starters, writing frames, scaffolding, modelling through (I do, You do, We do). • Retrieval strategies such as PolyPop quiz (low stake retrieval quiz), retrieval homework based around revision, retrieval based Do Nows and quick checks. • Appropriate cognitive load strategies such as chunking and building blocks in stages. • Planning and teaching will be adapted daily if needed to meet your child's learning needs and increase your child's access to what is on offer.
<p>How will we measure the progress of your child in school? And how will I know about this?</p>	<ul style="list-style-type: none"> • Your child's progress is continually monitored by his/her class teacher. • His/her progress is reviewed formally every term and is shared with parents via the school reporting system. Additional information such as attendance, engagement in learning and behaviour is also included in these reports. • The progress of children with an EHCP is formally reviewed at an Annual Review where all adults involved with the child's education are invited to attend or where this is not possible reports are provided. <ul style="list-style-type: none"> ○ For children with an EHCP Plan, the school evaluates the effectiveness of support through a termly Provision Review and individual student support and intervention will be assessed on the principle of Assess, Plan, Do, Review as detailed in the SEN Code of Practice. ○ MCAS ○ Letters/certificates sent home ○ Additional meetings as required ○ Reports

<p>How will we arrange to ensure that your child's social and emotional needs are met in school?</p>	<ul style="list-style-type: none"> • Personal Development Lessons and PSHEE/British Values built into whole curriculum • Pastoral support available • Counselling and Well Being Support Services • Well-Being interventions (e.g. Mentoring, Emotional Literacy, Social skills, Zones Of Regulations) • Enrichment, including clubs, interventions and trips • Raising Attainment and Progress meetings • Pastoral meetings
<p>How is our school made accessible for students with SEND?</p>	<ul style="list-style-type: none"> • The SEND support advice put together by the LA <p>https://greenwichcommunitydirectory.org.uk/children-young-people-additional-needs</p>
<p>How does our school make special arrangements for Children in Our Care with SEND?</p>	<ul style="list-style-type: none"> • We consult with the virtual school - Head Teacher and SENCO as appropriate for personalised support as required. We also liaise with the allocated social worker, to ensure all agencies are working collaboratively to develop an appropriate support package (PEP and EHCP) for each child. • We review the child's needs and progress regularly, for example before entering the school to ensure a smooth transition from their previous setting and then at regular intervals. • For Children in Our Care with SEND needs, the school evaluates the effectiveness of support through a termly Provision Review during their PEP; and individual student support and intervention will be assessed on the principle of Assess, Plan, Do, Review. • We ensure Pupil Premium is being used to effectively to enable the child to meet their outcomes. • The Designated Officer for CIOC (Ms S Kouame, Assistant Head Teacher and DSL) works to ensure provision is enabling CIOC with SEND to make good progress.

<p>How have we made this school physically accessible to children with SEND?</p>	<ul style="list-style-type: none"> • The school is accessible to children with physical disabilities via ramps and a lifts. • We ensure that the equipment used is accessible to all children regardless of their needs. • Disabled toilet facilities and toilet passes for students with medical issues.
<p>How will we support your child when they are leaving this school? OR transitioning on to another class?</p>	<ul style="list-style-type: none"> • We recognise that transition can be difficult for a child with SEND/and or disabilities and take steps to ensure that any transition is as smooth as possible. • If your child is moving to another school: <ul style="list-style-type: none"> ○ We will contact the new school's SENCO and ensure they know about any special arrangements or support that needs to be made for your child. ○ We will make sure that all records about your child are passed on as soon as possible. • In Year 6 <ul style="list-style-type: none"> ○ The SENCO will attend the Primary Transition Day to discuss the specific needs of your child with the SENCo of their primary school and the specialist session for students with an ASD as appropriate. ○ Where possible your child will visit their new school on several occasions and in some cases the SENCO will visit the new school, speak directly with the class teacher and SENCO and will visit your child in their primary school classroom. ○ The SENCO will attend your child's Year 6 annual review at their primary school. • Transition Key Stage 3 to 4. <ul style="list-style-type: none"> ○ Students in Year 9 select their GCSE Options. ○ All students will be provided with option information and guidance on how to choose appropriate 14-16 courses. ○ A staff member from Learning Support will meet with students who may require additional support and guidance around what options to take and what courses are suitable for them. • Transition Post 16 <ul style="list-style-type: none"> ○ All students have career advice. ○ During the Year 11 Annual review SENCO advises students and their family to apply for an appropriate Post 16 placement. Where an application hasn't been made SENCO arranges an additional visit to appropriate Post 16 placements. ○ The SENCO liaises with the Local Authority to ensure a smooth transfer process for students with an EHCP.

SCHOOL BASED DATA/INFORMATION: 2024/25	
EHC plans in September 2024	50
How many students did we have on the SEND Support Register?	325
Designated special provision	14
What training will staff have in SEND over the year 2024/2025.	<ul style="list-style-type: none"> • Ongoing Professional development - Individually, whole school and in the Learning Support Department • LSA Induction Programme for new SEND staff • ASD: Strategies on how to support pupils with ASD in the mainstream classroom. Delivered by ASD Outreach Service. Whole School. • VI; How to support pupils with Visual Impairment in the mainstream classroom. Delivered by the Visual Impairment Service. • Speech and Language; delivered by the speech and language therapy service. How to support students in mainstream classes. Whole School • EP service; supporting students with attention and listening difficulties and diagnosed ADHD in mainstream classes. Whole School. • Top Ten Tips: Effective strategies to support SEND pupils. ALL STAFF and Beginner Teachers. • Reminders and sharing information during weekly whole staff meetings. • Safeguarding updates

GLOSSARY OF TERMS	
K	SEND Support
SEND	Special Educational Needs and Disabilities
SEND Code of Practice	The legal document that sets out the requirements for SEND

EHCP	Education, Health, Care Plan
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs and Disabilities Coordinator
ASD	Autistic Spectrum Disorder