

The University Academy of Engineering South Bank

SEN Information Report and Academy Offer (2016-17)

The University Academy of Engineering South Bank Local Offer

The University Academy of Engineering South Bank – Create Your Future!

The University Academy of Engineering South Bank curriculum places emphasis on hands on real world learning experiences with students learning in a way that makes the connections between all of the learning areas explicit. Our University Challenges, set and evaluated by our business and University partners, are the vehicle for connected learning opportunities for staff and students. This model has been designed to support all learners and draws upon research into highly successful learning. Our class sizes and teacher to student ratios will be flexible to ensure students get the best support they need. Purpose designed ICT will motivate and engage our learners.

Developing Independence

Throughout all of their learning, students are supported to develop independence and to take responsibility for their learning. The opportunities to work with a wide range of University staff and Business and Engineering partners, encourages a greater use of personal learning and thinking skills, self-management, team-working and communication skills.

Please refer to our website <http://www.uaesouthbank.org.uk/learning/learning-overview.html> for further information about our distinctive approach to teaching and learning.

Special Educational Needs at the University Academy of Engineering South Bank

Educational needs at the Academy fall in to 2 main categories:

Students with an EHCP

An Education Health Care Plan (EHCP) is a statutory document and replaces the Statement of Special Educational Needs (SEN). Students at the Academy with SEN statements will transfer to an EHCP over the next 2years. It is likely this will happen at their annual review. An EHCP covers the student from birth to 25 years if the young person remains in education or training. An EHCP looks at the education, health and care needs of a child/young person and focuses on outcomes. It looks at services and support to help the child/young person achieve their outcomes, and provides an opportunity for us all to think more widely and creatively about support.

Special Educational Needs (SEND / School Support)

A student is considered to have School Support he or she has a learning, language, emotional, behavioural or physical difficulty or need, leading to significantly greater difficulty in accessing learning than the majority of students of the same age, for whatever reason, which calls for special or additional educational provision to be made for him or her, it is likely that these students will have previously been known as 'school action' or 'school action plus'.

What is the local offer?

The University Academy of Engineering South Bank Local Offer sets out our provision in one centralised place and explains how we support students on to the next stage of their lives. Our SEND policy* gives more detail about our day to day procedures.

You will find an explanation about the words with an asterisk* in our glossary at the end of this document.

Southwark Local Authority* also publishes a Southwark Local Offer* on its website:

<http://localoffer.southwark.gov.uk>

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This sets out a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEND. It explains the procedures for requesting an assessment for an Education Health Care Plan (EHCP), which is replacing the SEN statement*. You will also find a very wide range of useful information in <http://localoffer.southwark.gov.uk> about:

Where to go for advice and guidance on SEN and Disability matters:

http://www.southwark.gov.uk/info/200226/special_educational_needs/1625/sen_advice_-_22k_-_2010-05-17

[Southwark Information Advice and Support Service \(SIASS\)](#)

[IPSEA \(Independent Parental Special Education Advice\)](#)

[Contact a Family helpline](#)

Southwark's Transition Service

http://www.southwark.gov.uk/info/10122/children_with_disabilities/1637/transition_to_adulthood_-_23k_-_2010-0526

Southwark apprenticeships

<http://www.southwark.gov.uk/info/200432/apprenticeships>

The purpose of our Local Offer

The purpose of our Local Offer is to inform families, parents and carers about:

How we welcome children and young people with special educational needs and/or disabilities; how we support them in all aspects of Academy life and remove barriers to achievement; how we work in close partnership with parent, carers and children.

Keeping our Local Offer under review

We will keep our Local Offer under review by asking families, parents, carers and students what is working well and what they want to improve.

We review our Local Offer annually.

What kind of school is The University Academy of Engineering South Bank?

We are a successful and popular Academy within Southwark, catering for girls and boys aged 11-18. We serve the local community, admitting 150 students into Year 7 each academic year.

Parents and carers of students residing in Southwark make applications for places through the London Borough of Southwark. Students living in other London boroughs should apply through the borough in which they live.

We specialise in STEM subjects: Science, Technology, Engineering and Mathematics whilst placing creativity at the heart of the curriculum. Our students study a broad range of subjects connected by the University Challenges. This ensures that all of our students, including those with SEND, leave the University Academy of Engineering South Bank fully equipped with the skills needed for their future lives.

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What parents and carers of children with SEND tell us

In a recent meetings with families, parents and carers of children with SEND, they told us that they found the Academy to be, “Thoroughly supportive and encouraged by the individual approach”

“I am really pleased the Academy takes the time to explain the system for students with SEND and the reasons for the targets set in my daughter’s PLP”.

“My son is showered, breakfasted and eager to leave home each day in order to get the Academy”.

“I feel that the Academy is listening to my son, so that they can get the best from him. I can really trust the Academy”.

What our students tell us

We talk to our students with SEND regularly. The key messages from our students are that they are enjoying their time at the Academy, making good progress and feel safe. They appreciate their Community and have settled well into Year 7. In classrooms they understand and like the way that teachers share the bigger picture of each module with them so that they know what they will be learning each week and how they will prepare for learning. They tell us that their teachers and Learning Assistants take care to listen to them and their views and feelings.

Admissions

Arrangements for applications for places at The University Academy of Engineering South Bank are made in accordance with the local authority’s co-ordinated admission arrangements. Applications are made on the Common Application Form provided and administered by Southwark local authority.

Our vision and what we think is important at The University Academy of Engineering South Bank

The Trust, Governors and staff of The University Academy of Engineering South Bank are committed to the inclusion of students with Special Educational Needs and Disabilities into the full life of the Academy with equal access to a broad and balanced curriculum.

We will provide the support and personal encouragement our students need to participate and make progress within the curriculum.

We welcome difference and diversity; learning from and about diversity strengthens our community.

We help all of our students to realise their potential and to recognise the basic equality of all people so that they can become responsible global citizens who make a positive contribution to society and become life-long learners.

We value, respect and celebrate the achievements of all students and young people.

We are committed to working in partnership with parents and carers to ensure they are well informed and centrally involved in the life of the Academy.

We will always involve parents and carers and their children in planning and reviewing progress. We know that parents and carers are the first educators of their child; we need their knowledge to plan effectively.

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We know that the earlier we identify special educational needs and provide support, the more successful the students will be.

We will provide expert support and resources for students with SEND to fulfil their potential.

Our starting point is to guarantee a whole school approach to making provision for students with SEND. We make sure that all staff members have the knowledge and skills to support all students with SEND within the Academy.

How we learn with and from London South Bank University and other schools

We are a learning community and work closely with London South Bank University, our sponsor, who provides a comprehensive programme of activities and support to enhance teaching within the Academy. This includes interns working in the Academy, shared teaching, visits to London South Bank University and access to the university's extensive resources, including workshops and laboratories. There is also advice for our students on routes into further and higher education, including support with the higher education entry process from London South Bank University admissions tutors, and contact with London South Bank University students acting as tutors and mentors.

In addition to our links with London South Bank University, we believe that it is important to work with other schools to make sure that our knowledge, expertise and skills on SEND issues are up to date. We also share our best practice with other schools.

We undertake visits to local schools to look at aspects of their practice such as how they support students making slow progress in reading and mathematics and how they train, support and deploy Learning Assistants.

Our SENDCO attends the Local Authority SENDCOS forum and receives regular SEND briefing documents from the Southwark authority, which keeps all schools up to date with national developments and local projects and advices on inclusion.

Communicating the local offer and SEND policy

We have placed this information in our policies and documents area on our website, www.uaesouthbank.org.uk. We have tried to make sure that everything is clear and helpful.

You will also find our SEND Policy and a summary on the website:

<http://www.uaesouthbank.org.uk/aboutus/ourpolicies.html>

You can pick up a summary of our SEND policy from our reception.

We want everyone to be able to read and understand our Local Offer, so we also provide leaflets and summaries on issues such as:

How we identify students with SEND

How we develop Personal Learning Plans

You can collect these from our reception.

If you want to talk to a member of staff we will arrange for a member of staff to meet you and answer your questions.

Let us know if you need an interpreter or British Sign Language* signer and we will do our best to provide this support

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Who to contact for more information

Our Principal is Mr Gary Nelson. Gary.Nelson@uaesouthbank.org.uk

You can contact him via the Administration Officer, Sarah Palmer, on the below email address:
sarah.palmer@uaesouthbank.org.uk

Our SENDCO, who is the first person to contact if you have any questions about our approach to SEND is Ms Sreepriya Bhowmik. Sreepriya.bhowmik@uaesouthbank.org.uk

Our Governor with SEND responsibility is Ms Karen Fowler

The University Academy of Engineering South Bank Local Offer

We present our Local Offer in order to inform parents and carers about twelve important aspects of our SEND provision:

Effective Leadership, Management and Governance*

Developing the skill and expertise of staff

The contribution of specialist services

Identification, assessment and planning - children with SEND

Reviewing children's progress

Inclusive teaching and effective support

Ensuring access to the curriculum

Providing accessible classrooms and specialist resources

Working in partnership with parents and carers

Listening to Children and Young People

Managing transitions – joining and leaving our Academy

Providing support for safety, personal well-being, attendance and health

We think we can say everything important about what we do using these 12 aspects.

1. What school leaders and governors do to make sure that all students feel welcome, feel included and achieve their potential.

Sreepriya Bhowmik has overall responsibility for SEND, she holds an Advanced Diploma in Special Educational Needs and is a member of our Academy leadership team. This means that SEND* (special educational needs and/or disability) issues are regularly discussed and kept under review at senior level.

Sreepriya Bhowmik also has overall responsibility for Inclusion and manages the SEND Team and day to day provision.

Ms Bhowmik keeps a database of children we identify as having a SEN and/or a disability. She works closely with our Leaders of Learning, teachers from all Learning Areas and Learning Assistants to plan the programmes of support for

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individuals and small groups of students with SEND. She liaises with the Assistant Vice Principal about students with Additional SEN* whilst leading on the provision for students with Education Health Care Plans.*

She works with the Principal, governing body and school leaders to ensure that we follow the requirements of the Equality Act* 2010, for example, promoting equality of opportunity for students with disabilities and making reasonable adjustments to ensure full inclusion in the whole curriculum.

The SEND Team at the University Academy of Engineering South Bank includes:

Title	Examples of their work
SENDCO	Leads the SEN team and has responsibility for EHCP students Provides training Coordinates provision Liaises with parents and carers Key contact for specialist teams Effective record keeping
Speech and Language Therapy	The Academy will use a speech and language therapist when this is necessary. The speech and language therapist will provide specialist advice, assessment and intervention for children and young people who have difficulties with any aspect of their communication. They will offer training and support to staff on all aspects of language and communication.
Learning Assistants	Support students with EHCPs in class Run relevant interventions Support students physical needs in and around the Academy
Community Leaders	Attached to the community group Ensuring students settle into the community Monitoring learning targets of students

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We carefully monitor the progress and well-being of children and young people with SEND. The SENDCO keeps a record of the extra support and an evaluation of what impact it has had.

We also regularly evaluate the quality of our provision for students with SEND, including teaching and support. For example senior and middle leaders observe lessons and hold discussions with teachers and Learning Assistants. Books are reviewed to check that all SEND students are making good progress and to identify interventions to enable better progress in learning.

If we think we can improve our provision, we change it; we describe these changes in our School Improvement Plan* and learning area improvement plans.

The Trust and its Governors challenges us to make sure we constantly improve the quality of provision for students with SEND and the outcomes that they achieve.

We have two parent Governors on the governing body and one of their roles is to represent the views and concerns of all parents and carers, including those with students with SEND. We also have a Governor who has responsibility for SEND issues.

This Governor meets with our SENDCO once, makes visits to classrooms looking at learning and teaching and reports termly to the full Governing Body.

We fully involve our Governors when we review and revise our SEND policy.

Frequently Asked Questions

What school leaders and governors do to make sure that all children feel welcome, feel included and achieve their potential.

Q. Who are the key people involved in making decisions about students with SEND?

A. The SENDCO with responsibility for SEND and the SENDCO has responsibility for policy and procedures. Our SENDCO manages the day to day provision and planning and works closely with Learning Assistants. Our team of well-trained Learning Assistants provide much of the support in the classroom.

Q. Who is keeping an eye on my child's progress at The University Academy of Engineering South Bank?

A. All members of staff who teach and support your child, including their Community Leader, will be checking on their progress and will report at the end of every module. The SENDCO is responsible for the progress and attainment of students with an Education Health Care Plan, and draws together information to get a clear picture of each child. The Academy also employs a range of specialist services to support progress as appropriate.

Q. What funding and resources* does the Academy have for my child with SEND?

A. We receive funding at the start of the financial year from Southwark Local Authority for supporting students with SEND at regular intervals throughout the year.

Q. How are the Academy's resources allocated and matched to students' special educational needs?

A. We make sure that we use this funding as effectively as possible. Our SENDCO consults parent and carers, the students and teachers before making a decision about the support programme. We review with parents and carers how well each student is doing and agree changes if we need to.

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Q. If a child has a very high level of need, can the Academy apply for additional funding?

A. When a child has exceptional need for education, health and social care support that cannot be met from resources, assessments or interventions normally available in the Academy, they may need an Educational, Health and Care plan (EHCP). Parent and carers can request an assessment for an Education Health Care Plan. This will involve Health and Social Care teams. You can find more details about this assessment on the Southwark Local Offer website:

<http://localoffer.southwark.gov.uk>

The government has published a useful guide for parents and carers on the new SEND Code of Practice (see page 22 onwards).

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

2. How we develop the skills, knowledge and expertise of school staff

All staff, including Learning Assistants*, have regular training and guidance to meet the needs of our students.

Our SENDCO, working closely with our Principal, has a responsibility to arrange and provide this training.

We make sure that at least two of our Monday staff professional development sessions throughout the year include a SEND focus where we make sure that teachers and Learning Assistants:

have an awareness of the different special educational needs and disabilities in our Academy

are able to plan and teach/support lessons which meet the needs of all students understand

the social and emotional needs of students with SEND

We provide training for all of our Learning Assistants who are working with students with particular SEND, for example, reading, number and communication.

We provide specialist training for teachers and Learning Assistants who support students with complex needs, for example general learning difficulty, hearing impairment and dyslexia.

Every year we do an audit of staff training needs, including knowledge and expertise about different SENDs, to help us prioritise our training and support for staff.

We take part in National Awareness Days, for example, Speech, Language and Communication Needs and Dyslexia.

Our SEND Policy * provides written guidance about the different SEND in our Academy. The Glossary provides a brief explanation of each area of need:

Communication and interaction*

Cognition and learning*

Social, emotional and mental health* difficulties

Sensory and/or physical needs*

We know that children will frequently have a range of needs.

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At the start of the Academy year we provide a whole staff briefing on the procedures set out in our SEND policy – all staff receive and sign a copy. We also provide training for staff new to the school on holding “listening conversations” with parents and carers. Members of our SEND team* attend training sessions run by national and local organisations. Frequently Asked Questions:

-Skills, Knowledge and Expertise of school staff

Q. How will all of my child’s teachers know about my child’s needs?

A. The SENDCO provides teachers with an outline of the strengths and needs of all students with SEND. She also gives guidance and advice on the most successful strategies for supporting them.

Q. How do you make sure that staff members new to the Academy are able to meet my child’s needs?

A. All staff members new to the Academy have an induction programme which includes a meeting with the SENDCO. We provide detailed information about the range of students in their classes, personal support when necessary and detailed guidance on how to provide high quality teaching and support.

Q. Will there be someone in the Academy who has experience and training on my child’s needs as soon as she/he starts?

A. Our SENDCO has a wide ranging skills experience and expertise and is, training the staff to offer appropriate support in many areas of learning and special needs. They also receive support and training from specialist services to make sure that our expertise is up to date. If a child is coming to our Academy with needs requiring new expertise, the SENDCO will liaise with other staff and agencies to make a plan to develop that expertise and provide relevant on-going training.

Q. Will my child with an Education Health and Care Plan have a key worker; what does the key worker do?

A. Yes. We will allocate a key worker* at the start of the school year or when a SEND support programme is put in place. The key worker will coordinate provision and monitor the achievement and well-being of your child.

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3. The contribution that specialist services* and teams make to the progress and well-being of students with SEND

Teaching and support staff work closely with relevant members of specialist services which provide support for our Academy. The services which are working in our Academy this year are:

Specialist Service	Frequency	Examples of what they do
Educational Psychologists*	Regular sessions as appropriate by referral from the SENDCO	Observation of EHCP and non-EHCP students. Advice to staff, parents and carers or carers and students. Support for assessments.
Hearing Impairment Team for Southwark * Visual Impairment Team for Southwark *	By referrals for specific children	Support and advice to parents and carers, students and Academy staff on meeting the needs of students with hearing and/or visual impairment. Staff training.
Occupational Therapists*	By referrals for specific children	Support and advice to parents and carers, children and Academy staff on meeting the needs of young people with physical needs Assessments.
Speech Therapy Service*	Only as required	Assessment and advice to Academy staff and families on speech, language and communication needs
Southwark Information Advice and Support Service (SIASS)	By referral for specific children	Available to support transition of students with physical disability
Southwark Early Help Service	By referral for specific children	Support and advice for Academy staff and families on matters around attendance and punctuality
Child and Adolescent Mental Health Service (CAMHS)	By referral for specific children	Support for the emotional and personal development of children and families* Staff training
Social Services*	As appropriate	Support and advice for Academy staff, students, parent or carers on matters of social care.
Health visitor/school nurse*	By referral for specific children	Advice for students, parent or carers and staff members on matters of health and hygiene. Staff training.

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The glossary at the end of this document explains what each of these teams does.

These services share the responsibility for improving the well-being, inclusion and progress of each student they work with. They provide a range of support including:

working one to one and with small group work with students

providing training for teaching and support staff helping us to

assess needs and plan next steps and review progress

You can find more information about specialist services who work with other schools within Southwark in the Local Authority website.

Here are some examples: Educational psychology

<http://localoffer.southwark.gov.uk/education/specialist-services-offered-by-the-council> Children

Community Occupational Therapy <http://localoffer.southwark.gov.uk/education/specialist-services-offered-by-the-council> Southwark Child & Adolescent Mental Health

Neurodevelopmental Service

<http://localoffer.southwark.gov.uk/health-and-wellbeing/emotional-wellbeing/southwark-child-adolescent-mentalhealth-neurodevelopmental-service>

Frequently Asked Questions

- The contribution that specialist services* and teams make to the progress and well-being of students with SEND **Q.**

Will I be able to meet the specialist who is working with my child?

A. If your child is receiving support from a specialist team, you will be able to meet a member of the team to discuss your child's progress.

Q. How long does a referral take?

A. This depends on the needs of the student and the different services. You can find more details about the specialist services working in Southwark schools at <http://localoffer.southwark.gov.uk/education/specialist-services-offered-by-the-council/>

Q. If my child is referred to a specialist service, how will I know what's going on?

A. We will always involve you in any decisions about whether your child has special educational needs and the best ways to provide support. If your child requires these services we will involve you in the process at every stage.

4. How we identify and assess students with SEND and plan support

Our starting point is to work in partnership with feeder primary schools to ensure a smooth transition for each student. We look closely at the records for all students identified as having a SEND.

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We analyse a wide range of information from primary schools about students' needs, including their progress and standards in literacy and mathematics. This helps us to plan the right kind of support and provision.

In addition we assess our students using some standardised tests* for reading and writing.

We take great care to establish whether lack of progress is because a student has English as an additional language (EAL) (which we consider to be an asset). For example by talking to the student (and parents or carers) in her/his home language.

We also work with specialist services, for example Educational Psychologists and Speech Therapists, who provide expertise in finding out the type and range of the student's needs, for example, in terms of language and communication needs or slow progress in acquiring reading and number skills.

We have a "listening" conversation with parent or carers in modules 1 and 2 to share information and agree a support programme.

This helps us to make decisions about what kind of support will be most successful, for example whether language intervention is more appropriate.

We use the information we have about each student to plan a Personal Learning Programme of support (PLP).

We develop the support programme in partnership with parents, carers and the student, working with the SENDCO and learning area teachers and Community Leaders.

We identify and assess needs throughout a student's time in our Academy through regular and rigorous whole school assessment procedures.

For students coming in to the Year 7, we ask whether parent and carers have any concerns about their children, for example, if they have a disability, special need or medical need. This helps us to plan how we will support their child as soon as she/he starts the Academy.

We follow Southwark's guidance for the identification of SEND

We are committed to personalised planning* and regular assessment and review to make sure that your child makes progress.

You can see more details on how we identify students with SEND in our SEND policy:
<http://www.uaesouthbank.org.uk/about-us/our-policies.html>

You can see the process of transition of SEND students from Primary to Secondary school below in section 11.

Frequently Asked Questions

- How we identify and assess students with SEND and plan support

Q. If I feel that my child has a SEND, who do I contact?

A. Contact your child's Community Leader. They will listen to you concerns and if they cannot help they will put you in touch with the SENDCO. The SENDCO will talk to you about your concerns before there is an agreement that your child has a special educational need and before the school plans a programme of support. The SENDCO will invite you in to meet with a Learning Assistant to put together a student profile to identify the support required for your child.

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Q. How does the school decide that a student has a special educational need and goes on the SEND Database? Are there criteria?

A. Southwark Local Authority* provides clear guidance on this and we follow the Southwark guidance. A key criterion is a lack of progress, taking into account the student's age and individual circumstances. You can talk to the SENDCO about this and get more information in our SEND policy: <http://www.uaesouthbank.org.uk/about-us/our-policies.html>

Q. Will my child have a Personal Learning Plan?

A. The vast majority of students with SEND have a personalised learning plan. When we have assessed your child's needs we will meet with you and agree a plan and short term targets for progress. The objectives will focus on the most important areas of need. If a student's needs become more complex, we will involve specialist teams through a Common Assessment Framework (CAF) process.

Q. I am a carer of a boy in Year 7; he has been looked after (CLA) for three years. I think that he may have special educational needs. Who do I talk to about this?

A. Arrange a meeting with our SENDCO. She will assess his needs and make provision which will help him to make progress. We will also make sure that we work closely with the Academy's designated coordinator for CLA* and with services and link workers to make sure that we "join up" our support.

5. How we review students' progress

It is very important for our Academy that ALL of our students enjoy success and achievement and make good progress in learning.

Learning area teachers assess the progress of all students in their learning areas 6 times a year and provide a report at the end of each module.

The programme will include short term targets and will describe how we will support students to achieve these targets. Every two modules we review how well a student with SEND has progressed and we will invite parent and carers and their child to this meeting. Sometimes we agree new targets and different ways of supporting, for example, a small literacy group with a trained member of staff. We make sure that children and parent and carers always know these targets and the next steps for learning. We report on the progress of all students at the end of each module, including those with SEND, and for many students we may provide more frequent reports. Dependant on their individual needs this could be weekly or even daily verbal reports.

Frequently Asked Questions

How we review students' progress

Q. What should I do if I am worried about how my child is progressing and how often will I be able to discuss my child's progress?

A. Parents and carers of students with an Education Healthcare Plan will be invited to a meeting once a module to discuss their child's progress. If you have concerns and worries during the module about your child then please contact our SENDCO (or your child's Community Leader) and s/he will arrange a meeting to discuss these concerns. We can also respond to particular questions over the phone or by email if you would find this helpful. Students with

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Additional Educational Needs will be invited to a meeting with a Learning Assistant and SENDCO at the beginning of the year to put together a student profile. We will contact you by telephone during the year to update this profile if necessary.

6. How we make sure that teaching and support help students with SEND to learn and make good progress

We know that high quality teaching and skilful support will make a big difference to the progress of students with SEND.

Making sure that this happens in all classrooms is one of the most important things that our Academy leaders, including our SENDCO, do.

We make sure that the guidance and advice of specialist services and experts informs teaching and learning; for example, we can provide training from a Speech and Language Therapist service for all the teachers of a student with speech, language and communication needs.

The SENDCO * works with the Senior Leadership Team, Leaders of Learning, Teachers and Learning Assistants to promote inclusion and provide effective teaching and support for students with SEND in a variety of ways. These include:

providing a student profile that identifies each student's educational needs and how they can be supported in learning sessions

carefully differentiated* (taking account of different needs) planning which ensures that all students are able to make progress

helping and supporting teachers to take full responsibility for all students' learning and progress

using a wide variety of teaching approaches, for example, group and paired work, guiding learning through demonstration and providing lots of visual support materials providing a stimulating, rich and interactive classroom environment

using regular, clear and rigorous assessments that help teachers to track students' progress and identify gaps in their understanding providing additional adult support from well-trained and well supervised Learning Assistants

making available specialist equipment and digital technology to support access and participation in learning, for example white boards, iPads and visualisers*

We help our students to develop their skills as "resilient" learners and to persevere when they find learning challenging. You can read more about how we support good learning in our whole school policy:

Frequently Asked Questions

-How we make sure that teaching and support help students to learn and make good progress **Q.**

What kind of support will you be able to offer my child?

A. This depends on the needs of your child. We can provide a range of specialist one to one and small group support. Where necessary, we arrange members of specialist services to work directly with students or to train staff on specialist programmes.

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Q. Will teachers understand my child's needs?

A. We make sure that all teachers receive a profile of need for all students with SEND: this includes advice on the best way to support each student Q. How can I help my child with learning at home?

A. We will make sure when we meet that you know your child's next steps in learning. We also provide training and guidance for parents and carers and carers on how to help their children at home with reading, writing and number problems.

7. How we make sure that students with SEND enjoy a broad and balanced curriculum

We provide a curriculum that is broad, balanced, motivating and accessible to all students.

We want our exciting curriculum to be one of the many reasons our students love coming to the Academy.

We work hard to ensure that our students with SEND achieve in lots of different ways as well as academic learning, showing leadership and taking on responsibilities.

We have a family dining arrangements at lunchtime to develop social interaction skills, students dine in their community groups to strengthen relationships and interpersonal skills.

We also arrange educational visits and journeys and make sure that all of our students can take part. When necessary we will do a Risk Assessment* and make reasonable adjustments* to plans and arrangements.

(Our Whole Academy strategies* include additional specialist interventions* to accelerate children's progress in areas such as reading, writing and mathematics; we choose these after looking carefully at the research on "What works?")

We all take reasonable steps to include students with SEND in our curriculum, for example:

Providing quiet time out for a student with emotional needs

Providing visual instructions and clear explanations of tasks for students with dyslexia.

We keep interventions under review, for example we measure a reading level at the start of a reading intervention and then assess progress over time. If a child is not making sufficient progress we will consider other forms of support in discussion with you and your child.

Frequently Asked Questions

-How we make sure that students with SEND enjoy a broad and balanced curriculum

Q. What happens if my child is not making progress in reading? Is there any extra support?

A. We provide additional support through one to one and small group support sessions within the classroom (interventions), which we have used many times because we are confident that they are effective. We always consult you when we are planning to do this and we report back on your child's progress.)

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Q. Will my child miss out on important lessons in the classroom if they are taken out for an intervention?

A. We will always try to make sure that a student does not miss important parts of a lesson, for example, with the agreement of the student and parent or carer. We will run some lessons during Enrichment time or rotate the timings each module to ensure full access to the curriculum.

Q. How will my child get involved in extra-curricular activities?

A. The curriculum includes a wide variety of enrichment activities that take place from 4-5pm Tuesdays, Wednesdays and Thursdays and we monitor the attendance of our most vulnerable students at these activities. If a student needs help to get involved we provide that help.

8. How we make sure that our school and classrooms are safe, accessible* and stimulating

We work hard to make sure that our Academy building and all classrooms are safe, stimulating and accessible.

We have an Disability Access Statement with Accessibility Plan* through which we are making improvements to the Academy environment over time, for example we are removing minor barriers to movement around the Academy for our students with limited mobility; we are improving the clarity of signs around the Academy to help children with visual impairment who may join the Academy.

We have adjustable high sinks in our Science and Design and Food rooms and adjustable height tables across the Academy for better disability access. We undertake, with a designated governor, a regular review of the Academy site to ensure that the environment, buildings, playgrounds and classrooms, remains safe and supports effective learning.

Specialist teams, for example Physiotherapists, Occupational Therapists and the Hearing and Visual Impairment Support Service provide guidance, advice and equipment for any student with particular access or support needs.

You can find out more about Occupational Therapy here:

http://www.southwark.gov.uk/info/200385/disabilities_and_sensory_impairment/2413/occupational_therapy_service

...and physiotherapy here:

http://www.southwark.gov.uk/info/200405/learning_disabilities/2461/learning_disabilities_how_to_get_help

We have a range of equipment designed to support the development of students' coordination and motor skills.

We provide specialist equipment including digital technology: for example, iPads and laptop computers to all students

Frequently Asked Questions

-How we make sure that our school and classrooms are safe, accessible* and stimulating

Q. How accessible is the building for my child who uses a wheelchair?

A. We are accessible for wheelchair users and will provide lift key in order to welcome and include a student with limited mobility.

Q. My child has a visual impairment. Will the Academy be able to meet her needs?

<http://localoffer.southwark.gov.uk/education/specialist-services-offered-by-the-council/>

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A. We will improve the visual environment*. For example we will use colour coding within the building to help our students with visual impairment. We also work closely with the Visual Impairment Team to make sure that we provide the right kind of specialist resources needed to access the curriculum. We will also provide visual awareness training for all staff.

Q. What specialist resources and equipment are available for my child?

A. We aim to provide a service that meets your child's needs. For example, if your child requires Occupational Therapy or Physiotherapy, we can arrange for the delivery of this support in our Academy.

9. How we work in partnership with parents and carers.

We know that the active involvement of parent and carers in supporting the education of their child is one of the most important factors in ensuring success and achievement.

We know that parents and carers are the first educators of their child and that we need their knowledge to plan effectively.

We are developing a style of working with parent and carers through a regular listening conversation* which places parents and carers at the heart of decision-making about their child.

We offer meetings with parents and carers of students at least 3 times a year and will always increase this frequency in response to their SEND needs and to review progress and plan the support.

We will always involve parents, carers and students in planning and reviewing progress.

We make every effort to communicate clearly and regularly with parents and carers of students with SEND about:

how we support their children; their

achievements and their well-being; their

participation in the full life of our Academy.

We will also help and advise parents or carers on how to help their children make progress at home, for example in mathematics and reading.

We welcome and value feedback on how well we are working with our parents and carers.

We try to communicate in plain English and have several bi-lingual staff who can offer translation and interpretation services in a variety of languages.

Frequently Asked Questions

How we work in partnership with parents and carers

Q. Who do I talk to in the school if I have questions about my child's SEND?

A. The first person to talk to is your child's Community Leader who will always be happy to meet you, listen to your concerns and discuss how well your child is making progress in day to day lessons; about friendships and personal development. She or he may then put you in touch with the SENDCO.

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Q. How do I raise concerns about my child?

A. If you have questions or concerns about the particular special educational needs of your child, the Academy's SENDCO will listen carefully to your concerns, explain the different ways in which the Academy supports your child and, when possible and appropriate, come to an agreement about changes to provision and/or support.

It will also be possible to meet members of the specialist services who are working with your child; the SENDCO will organise this meeting.

Q. How will you make sure I am involved in planning and reviewing?

A. We review every student's progress each module and we will invite you to come to the Academy to discuss progress with the SENDCO. The SENDCO keeps a careful record of all meetings and an overview of records, provision and the progress of your child. If your child has an Education Health and Care Plan we will help and support you to play a full role in Annual, Transition and Transfer Reviews*. **Q. What can I reasonably expect from the Academy?**

A. We will involve you when we are assessing your child's needs; when we are planning support and when we are reviewing progress. We make sure we tell you what is happening in terms of support for your child and how well she/he is progressing. We keep records of our work with students with SEND which you can look at and contribute to.

Q. Where can I find information about how the Academy works in partnership with parents and carers of children with SEND?

A. You will find information and support in several places, for example:

Our SEND policy on the Academy's website- <http://www.uaesouthbank.org.uk/about-us/our-policies.html>

The SENDCO will arrange to give you information and arrange regular meetings as appropriate.

You will also find lots of information about how different services in Southwark provide help and support to students with SEND and their parents and carers on the Southwark Local Authority web site:

<http://localoffer.southwark.gov.uk/>

Q. How can you help me to help my child at home?

A. The Academy shares the week by week learning each module on the website <http://www.uaesouthbank.org.uk/learning/learning-overview.html>

The SENDCO will explain to you how you can support your child in each area.

Q. Is there a special service in Southwark that supports and advises parents and carers and carers about issues such as statutory assessment and provision?

Yes, it's called the Southwark Information Advice and Support Service (SIASS), and it provides additional advice and support for parents and carers. It is funded by Southwark but is totally independent in terms of giving advice. You will find information on the website: <http://www.southwarkparentpartnership.co.uk>

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Q. My child has an Education Health and Care plan. Who do I contact if I have a concern about her/his progress?

A. As soon as your child starts at the Academy, the SENDCO will give you a list of the key staff who work with your child, including the Key Worker* and Community Leader*.

Q. What if I am unhappy about my child's provision or progress?

A. We always work hard to make sure that our parents and carers and carers are happy with what we provide for their child. However, we will address worries, concerns and complaints as soon as possible through face to face meetings where we will listen carefully to your concerns.

If you feel that we have not been able to address your concerns satisfactorily, we have a complaints policy and procedure that you will find on our website <http://www.uaesouthbank.org.uk/about-us/our-policies.html>

If you would prefer to speak to an independent adviser, you may wish to talk to the Southwark Information Advice and Support Service (SIASS) www.southwarkparentpartnership.co.uk

The SIASS is also able to arrange [mediation](#).

10. How we listen and respond to students and young people with SEND

We know that the only way we really find out if a student is happy, feeling safe and taking part in the full life of our community is for the Academy to be certain that it listens especially those who are most vulnerable.

We make sure that we listen to students in our Academy and respond to what they say in a number of ways, including:

clear policies and systems to support students in expressing any worries or concerns that they have, giving students the right to choose a preferred adult to talk to; talking to students and/or groups of students after lesson observations to understand their experience of the lesson;

inviting students to make personal contributions to their Annual and Transition Review meetings, for example, though a video montage* or power point presentation*; conducting an annual student questionnaire to gather student voice;

encouraging students to respond to feedback given through developmental marking* (making clear the next steps in learning); agreeing with students their individual targets; making sure that our Academy council is inclusive and represents the whole of our community; ensuring that our safeguarding procedures are strong and that all staff are well trained.

Students aged 16 and above with an Education Health and Care plan can ask for support and guidance from Southwark Information Advice and Support Service (SIASS) and/or the Independent Parental Special Education Advice (IPSEA)

Southwark Information Advice and Support Service (SIASS) www.southwarkparentpartnership.co.uk

IPSEA (Independent Parental Special Education Advice) <http://www.ipsea.org.uk>

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Frequently Asked Questions

-How we listen and respond to students and young people with SEND

Q. Who can my child talk to if s/he is worried about something?

A. We make sure that every child has at least one adult with whom they can talk and share any worries or anxieties.

Q. What should I do if my child says that they do not want to come to the Academy?

A. Talk to your child about any worries or concerns they may have. The first point of contact is the Community Leader, who can address any concerns your child has shared or use their relationship with your child to encourage them. The Community Leader will seek appropriate support if the issues are wider.

Q. How will you make sure that my child is safe in The University Academy of Engineering South Bank ?

A. The Academy gate is staffed at the beginning and end of each school day in order to ensure that this is a safe environment for students. Staff members are given regular training on safeguarding issues and e-safety training is also provided for both students and parents and carers. We have a zero-tolerance approach to bullying and we take immediate action as soon as any incidence of bullying is reported to us.

11. How we support students with SEND joining, leaving and making transitions

Our starting point is to work in partnership with feeder* primary schools to ensure a smooth transition for each student. We look closely at the records for all students identified as having a SEND.

We also analyse a wide range of information from primary schools about students' needs, including their progress and standards in literacy and mathematical skills. This helps us to plan the right kind of support and provision.

We meet the parents and carers and the child before they arrive in our Academy and provide special tours of our Academy when they can meet some of their teachers and members of the SEND team.

In addition, we assess our students when they arrive in our Academy using some standardised tests* for reading and writing.

We have a listening conversation with parent or carers in module 1 to share information and agree a support programme.

When a student moves up to the next class, we organise "Hand Over" briefings where the SENDCO provides a wide range of information about students with SEND for subject teachers and support staff. This helps to make sure that the teacher and Learning Assistant (LA) have a clear understanding of the needs of all students.

When a student comes to our Academy in the middle of a year, we plan a range of support, depending on their particular needs. We make sure that all teaching and support staff are aware of her/his needs and the most effective teaching approaches.

We also have a "Buddy" who is another student in the community to help her or him to settle in to the new classes and provide help to find their way around the Academy.

We will provide advice and guidance for students on making the next choices for key stage 4.

We will begin planning for what happens when a student with SEND is to leave the Academy very early, typically in Year 11 or Year 13 at the Transition Review (for students with an EHCP).

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We will provide specialist careers advice and use the careers advice services to make decisions on the best routes for employment, training or Further/Higher Education as the students reach that age.

The following grid sets out our main Transition procedures:

Which Transition	The key focus	Who involved	What we do
Primary to Secondary	Identification and planning support	SENDCO Assistant Vice Principal	Provide induction days Hold transition meetings with parents and carers Make visits to primary schools Attend Year 5 + 6 Annual Reviews
Mid-year admissions	Support for coming to a new Academy, e.g. learning, friendships and well-being	SENDCO Assistant Vice Principal	Meet student and parents or carers Assess needs Go through time table Tour the Academy Give a student a buddy to help settle into the community.
KS3 and KS4	Support for guided curriculum choices	SENDCO Community Leaders	Give Support and guidance in marking curriculum choices. Start transition planning for students with EHCPs
KS 4 and KS5	Transition to Level 3, Further Education, Higher Education or training Preparation for adult life Employment Independent living Participation in society	SENDCO Careers guidance Assistant Vice Principal Further Education learning support	We seek and record the views, wishes and feelings of the student Review support and guidance for best choices Careers Guidance Write Transition plan for EHCP students Review Training options and Apprenticeships

The Southwark Local Offer section entitled Preparing for Adult life contains a wide range of useful information, for example on:

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Traineeships

[Southwark Information Advice and Support Service \(SIASS\)](#)

www.southwarkparentpartnership.co.uk

Frequently Asked Questions

How we support students with SEND joining our school and leaving our school – and making transitions

Q. What happens when my child is moving on to secondary school?

A. For students with an Education Health and Care plan (or SEN statement) the Primary school will invite parents or carers and the Secondary school SENDCO to take part in the Review in Year 5 and 6.

Some primary schools then provide extra escorted and supported visits to the secondary school and agree extra support for each child depending on her or his needs.

This often involves a “Buddy” arrangement whereby an elder child makes friends with the new student and helps her/him through the 2 modules. .

Q. What changes about my child’s teaching and support when he moves to secondary school?

A. The primary SENDCO will make sure that the secondary school is fully aware of their needs and will explain what was most effective and successful for them in the primary phases of education. The Secondary school will then plan a programme of support suitable for the secondary curriculum. They will have many more teachers in different subjects and will be moving around the building to different classrooms.

Q. How do I find out about who the new point of contact will be in the new school?

A. Request a meeting with the SENDCO as soon as possible after your child starts Secondary school. The SENDCO holds all the records on students with SEND and s/he will let you know who the Key Worker will be for your child.

Q. What support will there be for my child, who has an EHCP and learning difficulties, when they move on to Further Education? Who is going to help?

A. We start planning for adult life before the end of Year 11. We will provide careers advice and guidance on what help and support they can expect if they wish to move on to a college. Colleges must (it is a legal duty) inform parents or carers and students about what support and help they will provide. Your child can also get help and guidance and face-to-face support from Southwark services.

Such as [Southwark Information Advice and Support Service \(SIASS\)](#) for further details visit the website:
www.southwarkparentpartnership.co.uk

Q. Do Further Education Colleges also have their Local Offer?

A. Yes. These should be available by the end of September 2014.

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12. How we support students' health and general well-being, including their safety, attendance and positive behaviour

The Academy takes the personal development and well-being of students very seriously.

We know that students are unlikely to flourish unless they are developing positive relationships, feel safe and are adopting healthy life styles.

We also know that some students with SEND are particularly vulnerable when it comes to making and keeping friendships.

We address many of these issues in our pastoral curriculum.

We encourage students to develop confidence and resilience* through day to day teaching.

We promote positive learning behaviours as part of our philosophy of learning, for example through collaborative learning and our ethical behaviour for learning policy. You can read more about our approach to behaviour in our policy: <http://www.uaesouthbank.org.uk/about-us/our-policies.html>.

We have a zero tolerance for bullying.

We talk about all aspects of bullying in assemblies and lessons. We have very little bullying in our Academy but, when it does occur, we work with the students involved to make sure that it does not happen again.

We have a whole Academy policy on anti-bullying: <http://www.uaesouthbank.org.uk/about-us/our-policies.html>

We provide expert help for any child who is experiencing any difficulties with behaviour or relationships from well-trained staff: for example the learning assistants*, the community leader * or a member of the SEND team.

When a student returns to the Academy after a fixed-term exclusion, we meet the parents and carers and students together and agree a support plan to help her or him settle back into the Academy and make good progress in learning.

We have a family dining system where all students dine together with their Community Learning Assistant to ensure that all students socialise together, learn how to share and develop the social skills of eating and talking together at a table. We encourage and support students with SEND to take on whole school responsibilities, for example:

meeting and greeting special guests to the Academy;

LRC duties; showing around candidates for jobs at

the Academy.

The Academy is committed to ensuring that students with medical conditions are appropriately supported at the Academy so that they can:

play a full and active role in Academy life

access and enjoy the same opportunities at the Academy as any other student, including educational visits and physical education remain healthy and safe

achieve their academic potential

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The Academy supports students with medical needs so that they can participate in all aspects of Academy life, including educational trips.

If a student has a medical need they will have a Health Care Plan which is compiled in consultation with parents or carers under the guidance of the school nurse. The plan is discussed with all staff who are involved with the student.

All staff receive regular medical training delivered by the Academy nurse.

Where necessary and in agreement with parents or carers, medicines are administered at the Academy but only with signed parental/carer consent and with medicines in the original packaging.

Our SENDCO has overall responsibility for Health and Safety concerns across the school.

Students with serious medical needs have an Individual Health Care Plan which sets out:

The medical condition and resulting needs, for example medication and treatment or environmental issues;

Support for educational and emotional needs;

Who provides support: their role and training and who needs to be aware;

Arrangements for working with parent or carers;

Long term absence from the Academy; Support

on Academy trips and journeys;

Emergency procedures.

When a student with medical needs is absent long term from the Academy we make sure we keep her or him in touch with learning and friendships.

We support all students to attend the Academy regularly, for example through providing an enjoyable and stimulating curriculum and through home support where this is needed.

Our policy on attendance describes why and how we promote high attendance for all our students. See <http://www.uaesouthbank.org.uk/about-us/our-policies.html>

We provide specialist support and up to date training for staff members on safeguarding, keeping students safe, meeting students' medical needs and meeting their emotional needs.

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Frequently Asked Questions

-How we support students' health and general well-being, including their safety, attendance and positive behaviour

Q. How can I get hold of these policies?

A. All of our policies are on the school website <http://www.uaesouthbank.org.uk/about-us/our-policies.html>. You can also collect paper copies from reception. Staff members will always take the time to discuss these policies with you.

Q. Who will watch out for my child at break and lunch times to make sure they are safe and well?

A. We have Learning Assistants and teachers supervising family dining, games and activities. A very important part of their role is to keep a close eye on everything that is happening at lunch and break times and intervene if any student is feeling stressed or sad. Senior members of staff are always highly visible at these times and make sure that break and lunch times are safe and enjoyable for all students.

Q. My child has medical needs and requires support for Personal Care. How does the Academy organise this?

A. We have a number of staff members who have received accreditation within First Aid procedures. The student will be allocated a key worker/learning assistant who will provide for their personal care and inform staff of these arrangements.

Q. How will we know if we are successful?

We constantly monitor important evidence for success; we take action where we are not successful.

These are the facts and data we look at to make sure we are meeting the needs of students with SEND:

Their academic standards and good progress

Their behaviour – for example, few exclusions

Attendance – high and/or improving

Their involvement in activities, educational visits and enrichment classes

Taking responsibility – involved in Academy life

Destinations and smooth transitions – e.g. feedback from other schools

Parent and carer views – positive feedback

Parental and carer complaints – few and resolved

We also want to understand the experience of students with SEND so we are looking at the best ways to do this, to enquire about:

Students' sense of inclusion

Positive attitudes to self, peers and the Academy

Their personal resilience and confidence as learners

Confidence and trust in the Academy by parents and carers

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GLOSSARY

WHAT WORDS AND PHRASES MEAN

Word	What this means
Disability Access Statement with Accessibility Plan	
Additional SEN	
Augmentive and alternative communication	Methods of communication that can help people who are unable to use verbal speech to communicate – often using technology.
Autistic Spectrum Disorder	Autism is a complex neurodevelopmental disorder. Autism is marked by multiple symptoms.
British Sign Language (BSL)	A visual means of communicating using gestures, facial expression, and body language. Sign Language is used mainly by people who are Deaf or have hearing impairments. The most common form of Sign Language is BSL.
Early Help Service	Integrated support to children, young people and their families to offer practical advice, support and direct case work to prevent issues escalating and requiring statutory intervention.
Hearing Support Service for Southwark	Southwark service of specialists who give advice, support and monitor children with hearing impairment.
Southwark Local Authority	A local authority is an organisation that is officially responsible for all the public services and facilities in a particular area. E.g. Southwark Council.
Southwark Local Offer	Local authorities are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.
Visual Impairment Service for Southwark	Southwark service of specialists who give advice, support and monitor children with a visual impairment. .

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CAMHS Team – Child and Adolescent Mental Health Service	Supporting the emotional and personal development of students.
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Word	What this means
Carer	Someone who provides unpaid support to a child or person who could not manage without help because of age, physical or mental illness, addiction or disability. Some carers are paid through the use of a Direct Payment or personal budget.
Code of Practice	A guide to local education authorities and schools about the help which can be given to children with special educational needs. Local authorities and schools must have regard to the Code of Practice when dealing with a child with special educational needs.
Cognition and Learning	Characterised by difficulties in thinking, attention and concentration skills. e.g. dyslexia, learning difficulties.
Commissioning	Commissioning is the process of selecting and securing services to produce an individually tailored package of support.
Communication and Interaction	Characterised by difficulties in being able to understand and/or express yourself. Can also be difficulties in interacting with other people. E.g. Autism, speech and language difficulties.
Differentiated	Adapted and changed for children based on differing levels of need and ability.
Disability	You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.
Disclosure and Barring Service Check (DBS)	The government check that all people working with children are safe to do so.

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Educational Health Care Plan (EHCP)	Education, Health and Care Plan. A single Education, Health and Care Plan, to be used from birth to 25 years of age that will replace a
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Word	What this means
	Statement of Special Educational Needs or SEN Statement.
Educational Psychologist	A professional who supports, monitors and thinks with the school, assesses and identifies children's needs.
English as an Additional Language (EAL)	Someone whose first language at home is that other than English.
Equality Act	
Funding and resources	
Governing Body	Each school has a governing body which comprises members of the local community, parents and carers, teachers, staff and representatives of the Local Education Authority. They are required by law to meet at least once a term but can meet more frequently in order to discuss specific matters.
Health Visitor/School Nurse	Health professional, who monitors, supports and gives advice to families and schools on all aspects of children's well-being and health needs.
Key worker	The person assigned to be the day to day contact point for a child with an education health care plan. They are tasked with supporting the coordination of the day to day delivery of support for the child and supporting the SENDCO to ensure needs are being met.
Learning Assistants	Additional adults who support the learning process as well as social, emotional and physical needs of children.

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Local Offer	From the 1st September 2014 all local authorities must publish information on what it expects to be available in its own area for children and young people with special educational needs and disabilities (SEND) aged 0-25 years, and outside of its area for the children and young people for whom it is responsible. This is what is known as the Local Offer.
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Word	What this means
Southwark Information Advice and Support Service (SIASS) Mediation	This is a statutory service commissioned by local authorities which is designed to help settle disagreements between parents and carers or young people and local authorities over EHC needs assessments and plans and which parents and carers and young people can use before deciding whether to appeal to the First-Tier Tribunal about decisions on assessment or the special educational element of a plan. Mediation can cover any one or all three elements of an EHC plan and must be offered to the parent or young person when the final plan is issued, but they are not able to appeal to the Tribunal about the health and social care aspects of the plan.
Occupational Therapists	Professionals from the Health Service who identify, assess, support, monitor, offer advice to children, schools, families for children with functional, motor or sensory needs.
SEND Policy	Policy setting out the Academy's ethos, approach and ways of working with SEN students.
SEND Register	List of children with Special Educational Needs, so that the school staff members continually hold them in mind.
SEND Statement	A Statement of Special Educational Needs outlines what your child's special educational needs are and the help that will be given by their education placement.

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Sensory and/or physical needs	Characterised by impairment in some aspect of physical functioning or difficulty in sensory processing compared to 'normal' sensory profile. e.g. hearing impaired, vision impaired, sensory impairment, cerebral palsy.
SEND	Special Educational Needs and Disability
SENDSCO	Special Educational Needs and Disability Coordinator. The teacher responsible for children with special educational needs in schools. Area SENDCOs are responsible for children under five.

Word	What this means
Social, emotional and mental health difficulties	Characterised by problems with regulation of emotion. e.g. ADHD.
Speech and Language Therapy Service	Professionals from the Health Service who identify, assess, support, monitor, offer advice to children, schools, families for children with communication, social and language needs.
Staff Handbook	Document given to all new staff informing of all the processes and procedures in school and signposting to relevant school policies.
Sunshine House	Service bringing CAMHs services into school. Delivered by Child Psychotherapists who carry out individual, parent, and group therapy.