

# Special educational needs (SEN) information report



**Approved by:**

Tuke School Governing  
Body

**Date:** [Date]

**Last reviewed on:**

26.11.2024

**Next review due by:**

March 2027: this document should be updated **annually** and as soon as possible when any of the information in it changes

Tuke School is a secondary School meeting the needs of students aged 11-19 years, with severe, profound and complex needs. A significant number of pupils have complex medical needs. All students have an Education, Health and Care Plan (EHCP) Occasionally the local authority may request that our school admits a student on an assessment placement to support the EHCP process. The published admission number (PAN) is 90. The local authority currently commissions 104 places at Tuke.

### **What types of SEN does the school provide for?**

#### *Students with Severe Learning Difficulties (SLD)*

Students with severe learning difficulties (SLD) have very significant cognitive needs. Learners with SLD may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills. They will need support in all areas of the curriculum. They may also require teaching of self-help, independence and social skills. Many remain dependent on adults for all aspects of their care. Some students may communicate through use of sign and symbols and objects of reference.

- physical disabilities – that limit them in undertaking everyday tasks and often restrict mobility. These pupils have a significant risk of contractures and poor health if not supported effectively through mobility and therapy programmes
- sensory impairments – these students need adaptive teaching that supports their sensory impairment whilst meeting their individual learning need (severe or profound learning difficulty)
- sensory processing difficulties – these students are unable to effectively process certain information. This can lead to inappropriate responses, reactions, or both to sensory information.
- complex health needs, (e.g., epilepsy, respiratory problems, dysphagia and eating and drinking problems)
- ‘coping behaviors’ (to their communication or other difficulties for example) which may present as challenging
- mental health difficulties in addition to their complex needs

#### *Profound and Multiple Learning Difficulties (PMLD)*

Students with PMLD have more than one disability, the most significant of which is a profound intellectual disability. These individuals all have great difficulty communicating, often requiring those who know them well to interpret their responses and intent. They frequently have other, additional, disabling conditions which may include for example:

- physical disabilities – that limit them in undertaking everyday tasks and often restrict mobility. These pupils have a significant risk of contractures and poor health due to their complex health needs they require a highly effective multi-disciplinary approach to curriculum and access to specialist hydrotherapy.
- sensory impairments – these students need adaptive teaching that supports their sensory impairment whilst meeting their individual learning need of profound learning difficulty. They need access to assistive technology to support their learning; switch access, eye gaze, AACs for example.
- sensory processing difficulties – these pupil are unable to effectively process certain information. This can lead to inappropriate responses, reactions, or both to sensory information. They need access to multi-sensory approaches to learning.
- complex health needs, (e.g., epilepsy, respiratory problems, dysphagia and eating and drinking problems). Health and education need
- ‘coping behaviors’ (to their communication or other difficulties for example) which may present as challenging
- mental health difficulties alongside their SEND

### Who will support my child, and what training have they had?

We are committed to high quality professional learning for all staff and have regular training opportunities in addition to a comprehensive induction programme. We have staff trained in:

- Moving and handling
- Keeping Children safe in Education and safer working Practice
- Prevent
- Picture Exchange communication (PECS)
- Team teach (Positive behaviour management)
- First Aid
- Makaton
- Communication and language, including augmentative communication
- Sensory processing
- Zones of regulation
- Sensory diets
- Intensive interaction
- Sensory curriculum
- Lego therapy
- Rebound therapy
- Aquatic Therapy shallow pool rescue award (ATSPRA)
- Reac Write Inc.
- Medical needs and competencies in line with DfE guidance '*Supporting pupils with medical conditions*' This includes epilepsy, asthma, anaphylaxis, medication administration. The complex nursing team also deliver training and assess competency for procedures such as gastro or nasogastric feeding.

Our Head teacher and SENCO is **Heidi Tully**.

We have a team of 12 full time equivalent (FTE) teachers and 54 FTE teaching support staff. Some Teachers have additional qualifications including specialist degrees and National Professional Qualifications (NPQ).

We are also supported by Teachers for HI, VI in addition to an Educational Psychologist.

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of students and to support their families. These include:

- Speech and language therapists
- CENMAC
- Educational psychologists
- Occupational therapists
- Physiotherapist
- GPs or paediatricians
- School nurse
- Child and adolescent mental health services (CAMHS)
- Social services and other local authority (LA)-provided support services

### How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.

As a part of the planning stage of the graduated approach, we will set learning intentions that are smaller steps towards the outcomes in the EHCP that we want to see your child achieve.

We will complete a baseline assessment so we can see how much impact the teaching and interventions has on your child's progress.

We will track your child's progress towards the EHCP outcomes and taught curriculum we set over time and improve our offer as we learn what your child responds to best.

Our monitoring and assessment policy is available on request.

### **How will I be involved in decisions made about my child's education?**

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

We will write and share with you, termly learning intentions to enable your child to make progress.

Annotated photographs and videos to demonstrate learning will be made available to you using the Evidence for learning family app. An annual review of your child's EHCP will be held where progress data will be shared. An end of year report will be provided and shared via Evidence for learning family app. A printed copy of this report can be made available on request.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. You can contact the class teacher via Class Dojo, using the school office email, [office@tuke.southwark.sch.uk](mailto:office@tuke.southwark.sch.uk) or by calling the school on 020 7525 8002 to arrange a further discussion or meeting.

### **How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age and level of competence. We recognise that no 2 students are the same, so we will decide on a case-by-case basis, with your input.

Students are actively involved in evaluating their own learning and we use a variety of strategies based on the needs of the learners, including symbols, iPads and student survey reviews. Every student is supported to complete an "All about me" contribution for their EHCP Review. Where appropriate students join the review meeting so that they can share in the celebration of their achievements. Students are supported with their contribution and staff who know the student well to act as a 'student voice'

### **How will the school adapt its teaching for my child?**

Our core purpose is to collaboratively plan, deliver and celebrate the best possible learning opportunities and achievements for every student within our positive, inclusive community.

Our curriculum offer includes:

Opportunities to practice and consolidate individual student targets which are based upon outcomes in EHCPs, ensuring that these priorities remain at the heart of successful planning and delivery of learning.

Promoting life skills, taught in practical ways including access to indoor, outdoor and community based learning

Communication underpins all areas of the curriculum. The curriculum emphasizes the development of listening and speaking skills and aims to give pupils effective communication strategies thus building their confidence and self-esteem. We ensure that all students are fully included in learning activities by utilising a wide range of communication approaches; spoken communication is supported through the use of signing and visual cues such as photographs and symbols

Integrating advice from other professionals who support the student, for example speech and language therapy specialist teachers for hearing and visual impairments and physiotherapy recommendations

Access to a broad and balanced curriculum that includes daily access to functional literacy and numeracy activities, personal wellbeing, social and cultural through bespoke schemes of work and reinforced through complimentary planned event days.

Access to regular physical activity to promote physical and mental health and well-being including sensory circuits, Movement opportunities via education (MOVE) and access to community facilities such as swimming, bike riding and use of local parks and play areas.

Learning at all levels is designed to be fun, purposeful and relevant to individual needs. Students learn from each other as well as from the adults and we place great emphasis on students recognising, respecting and valuing themselves.

Learners in KS5 access a curriculum where the focus is even more sharply focused on practical life skills transferable within and beyond school. Access to opportunities to develop and extend skills for volunteering and potential supported employment are promoted for students as appropriate to their needs.

Your child's teacher is responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the student works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child. Our school curriculum is personalised to meet the needs of the individual and within lessons approaches and strategies are differentiated accordingly.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as AAC's, touch screens, visual timetables, larger font or symbol size, social stories etc.
- Teaching assistants will support students either individually, in pairs or small groups and work towards fading their support as the student becomes more competent

These interventions are part of our contribution to Tuke School's local offer.

### **How will the school resources be secured for my child?**

Access to specialist equipment and facilities are linked to each student's individual needs, as identified in their EHCP. Specialist equipment such as standing frames and specialist chairs and sourced upon advice from the physiotherapy or occupational therapists are funded by the local authority.

Our school building is designed with students needs in mind and our specialist facilities include:

- Hydrotherapy pool
- Rebound sunken trampoline
- Ceiling track hoisting systems
- Physical exploration space with interactive technology
- Art learning spaces
- Music learning space
- Fully equipped food technology spaces
- Sensory Circuits
- Wheel chair accessible minibuses
- Corridor wall a incorporate a sensory trail
- Lighting changes to accommodate light sensitivities or visual impairment needs

### **How will the school make sure my child is included in activities?**

The schools inclusive practice is of a high quality. We successfully establish strategies that consistently enhance experiences for all students.

All of our taught curriculum, extra-curricular activities and school visits are available to all our students, hence all student are included and participate in educational off site trips to further develop their learning and wider experiences beyond school.

All students are encouraged to take part in special event days such as sports day, school productions, special event days and we plan whatever reasonable adjustments are needed to make sure they can be included and that these opportunities are beneficial to them. .

We work collaboratively with external agencies and specialist providers to ensure that there are no barriers to learning for our students.

Pupil premium funding is used to enhance the schools offer and staff monitor the effectiveness and impact of this work closely.

### **How does the school make sure the admissions process is fair for pupils with SEN or a disability?**

The local Authority has responsibility for providing all supporting documentation when consulting with Tuke School about the appropriateness of a placement for individual students. In considering a placement Tuke School will review all relevant paperwork and make arrangement for the parents and child to visit the school. If it is felt that the school could meet the needs of the child the Head Teacher will inform the local authority and when appropriate, arrange a home visit, where information can be shared. A start date can be agreed in consultation with the local authority. Students who have placements at Tuke have the support of an Education Health Care Plan (EHC). A small number of students may start at Tuke on an assessment placement. This will be a joint agreement between the Local authority, parents and the school. During this time a decision will be made about the appropriateness of an EHCP.

### **How does the school support students with disabilities?**

Tuke School is a purpose built school for students with severe and complex needs. It is an essential part of our philosophy that all of the curriculum and every part of the school building is easily accessible to all. Our school building is fully accessible, all on level with wide corridors and doorways that enable ease of access. Ceiling track hoists are installed in all teaching and personal care areas.

As a Movement Opportunities via Education (MOVE) centre of excellence we promote functional mobility and work with parents and therapy staff to enable students to develop their skills with sitting, standing and walking. Students who require additional support for eating and drinking receive appropriate levels of support from trained staff. Students with medical needs will have an agreed health care plan and identified staff will be trained to be able to support their needs. Supporting students with effective communication is a priority and we have a total communication approach which means that we will incorporate all strategies that are useful and meaningful to aid the students in their communication. We draw on advice and support from speech and language therapist and those staff that have been trained in specific techniques such as Picture Exchange Communication system and eye gaze.

Our school curriculum is designed to meet the needs of students with severe and profound needs, integrating outcomes from EHCPs and the taught curriculum syllabus.

Tuke School accessibility plan is published on our school website.

### **How will the school support my child's mental health, and emotional and social development?**

We strongly believe that promoting the mental health and wellbeing within our school community includes actively celebrating individuality and achievement. To this end, we embed wellbeing into our daily curriculum opportunities. We are committed to working in partnership with our parents and carers to provide the best outcomes for our students.

We acknowledge the complexities of young people with SEND and accept that the stressors associated with this can be complex and real.

Integrating mental health and wellbeing across the whole school community means encouraging all voices to be heard and taking on board a variety of views and feedback.

We are committed to using the five ways to wellbeing which promote opportunities for students and parents to; connect, be active, take notice, keep learning and give to others.

We provide support for students to progress in their emotional and social development in the following ways:

- Students elect a school council representative group each year to have their voice heard and be involved in decision making
- Leisure time clubs to build connection, friendships and encourage social relationships are facilitated daily
- We ensure teaching and learning promotes resilient learners including fun and enjoyment
- We empower students to communicate with staff by giving them communicative tools, space and time.
- We create physical environments that support mental health and wellbeing. These include opportunities and facilities such as immersive environments, sensory dome and 'spa' days.
- We teach students to understand their emotions and express them using 'talking mats', zones of regulation and toolkit activities

We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by sharing school rules and expectations, delivering engaging assemblies to enable students to build positive relationships and friendships. We work sensitively with students to understand their anxieties related to sensory needs and support those who become overwhelmed and display behaviours that challenge towards other whilst supporting the well-being and emotional needs of any students who have been upset or hurt as a result.

Staff training includes:

Senior mental health leads

Mental health first aiders

Mental health champions

### **What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?**

Preparing our students for change is extremely important and we will work with you and other agencies to ensure that transitions are as smooth as possible to avoid interrupting their learning journey.

#### **Between years**

To help students be prepared for a new school year we:

- Plan a handover meeting between the current teacher and the next years teacher
- Schedule opportunities for students to visit their new class base and the incoming teacher to can start to build a rapport with the student
- Inform students, where appropriate, who their incoming teacher will be
- Create social stories to help student understand the changes.

#### **Between schools**

When your child is moving to our school, we will:

- Arrange to visit them in their current school
- Schedule a handover meeting with their current teacher and their incoming teacher
- Arrange transition days, supported by staff who know them well, where your child can come to Tuke, get to know the new school, participate in learning activities and interact with other students in the school
- Arrange a handover health review and ensure that all equipment is identified and moved to our school.

- Provide a social story that includes photographs of the school and their teacher, that you can share with your child

### **Moving to adulthood provisions**

When your child is moving on from Tuke School we will:

- Support you and your child to identify appropriate provision that can meet your child's needs
- Arrange transition links, where familiar staff can support visits and participation in activities
- Liaise with new setting providers to share information that you have consented for us to do
- Compile a Progress File and 'Moving on' document to showcase your child's skills and achievement
- Host a graduation event to mark the student's milestone.

### **What support is in place for looked-after and previously looked-after children with SEN?**

Our Head teacher will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning. Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after students will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

### **What should I do if I have a complaint about my child's SEN support?**

It is our intention to work in partnership with you to achieve the best outcomes for you child. Any concerns can be raised with the school and it will be our priority is to bring about a resolution and/or reconciliation, as informally and quickly as may be reasonably possible.

Complaints about SEN provision in our school should be made to the in the first instance to the headteacher. They will then be referred to the school's complaints policy. The complaints procedure and policy can be found on the school website.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the student themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEND Code of Practice](#).

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Details of Southwark disagreement resolution and medication services can be found:

Website: [www.globalmediation.co.uk](http://www.globalmediation.co.uk)

Phone: 0800 064 4488 or 020 8441 1355

Email: [sen@globalmediation.co.uk](mailto:sen@globalmediation.co.uk)

### **What support is available for me and my family?**

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Southwark local offer. Southwark publishes information about the local offer on their website: <https://localoffer.southwark.gov.uk/>

Our local special educational needs and disabilities information, advice and support Southwark Information Advice and Support Team (Southwark IAS) services are: <https://localoffer.southwark.gov.uk/sias/>

You can contact them:

Telephone; 0207 525 3104

Email: [sias@southwark.gov.uk](mailto:sias@southwark.gov.uk)

Details of local charities, services providing information, advice, support, advocacy and mediation covering a range of areas related to SEND can be found at: <https://localoffer.southwark.gov.uk/information-advice-and-support/>

National charities that offer information and support to families of children with SEN are:

- > [IPSEA](#)
- > [SEND family support](#)
- > [NSPCC](#)
- > [Family Action](#)
- > [Special Needs Jungle](#)

## Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages