

Morpeth SEN Report 2024-5

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What types of SEN does the school provide for?

Morpeth School is an inclusive school and caters for pupils with needs across the four broad areas of need. This includes:

Communication and interaction

- Autism spectrum condition
- Speech and language difficulties

Cognition and learning

- Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
- Moderate learning difficulties
- Severe learning difficulties

Social, emotional and mental health

- Attention deficit hyperactive disorder (ADHD)
- Attention deficit disorder (ADD)

Sensory and/or physical

- Hearing impairments
- Visual impairment
- Multi-sensory impairment
- Physical impairment

How will the school know if my child needs SEND support?

Morpeth uses a range of formal and informal assessments to identify pupils with additional needs. As an inclusive school, identification of SEND starts in the classroom. Teaching staff are trained in supporting pupils with additional needs using adaptive teaching practices. Where pupils make less than expected levels of progress where teachers have attempted to meet need based on adaptive teaching approaches, teachers work together with the SEND team to identify what the specific areas of need are, the barriers to progress and where appropriate, what additional intervention is required. Further investigation of needs may include:

Informal assessments such as:

- Focused observations e.g. speech and language needs
- Book looks
- Teacher and parent feedback

Formal methods of assessment to identify needs include:

- Use of CATS screening at the start of Year 7
- Reading age assessments
- Phonics screening
- Psychometric assessment
- Referral to external agencies such as CAMHS, Phoenix, ASDAS, Educational Psychologist, Speech and Language Therapist

The SENDCO will ask for your opinion and speak to your child to get their input as well. Where external experts such as a speech and language therapist, an educational psychologist, or a paediatrician is required, parents' permission is always sought.

How will the school resources be secured for my child?

Once the needs of a child are identified, a support plan is put in place which identifies the need, aims of the intervention/support, and appropriate intervention.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

Additional support is carefully monitored and reviewed following an 'assess-plan-do-review' cycle.

Where the cost of the required provision exceeds £6000, an Education Health Care Plan may be sought by the school from the borough; this is known as an Educational Health Care Needs Assessment (EHCNA).

How will I be included in my child's education?

Morpeth is driven by strong relationships centred around our pastoral coaching model. All pupils at the school have a designated coach who oversees their academic and pastoral needs, meeting with pupils in small groups three times per week and gaining valuable pupil voice in their school experience. Parents are invited to two Meet the Coach days per year in which the coach shares successes and areas for development with parents, in addition to an annual parents evening with subject teachers. In addition, we communicate with parents at annual reviews, coffee mornings, phone calls and letters home. For those with EHCPs, we work together with parents and the pupil, to identify outcomes which are relevant to the young person's aspirations and identify the steps that we can put in place as a school to support your child to reach their goals.

How will my child be involved in decision making?

The level of involvement will depend on your child's age, and level of understanding. We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting.

What type of additional support do pupils receive?

Morpeth provides a range of in-class and out-of-class support, depending on the individual's needs. The effectiveness of support will be monitored, reviewed and amended as appropriate to ensure progress of the young person. Interventions include:

Cognition and Learning Needs

- Entry Level courses for core subjects (English, Science and Maths)
- Literacy intervention groups for example, Read write Inc. (RWI)
- Numeracy groups

- Transition groups
- Exam revision and planning support
- Subject-specific interventions
- Exam access arrangements
- Specialist work experience and careers guidance (for those with an EHCP)
- Direct and indirect support from the Educational Psychology service
- Working with a teaching assistant to accommodate the individual needs of the young person.

Communication and Interaction needs

- ASDAN/Life skills teaching
- Direct and indirect support from the Speech and Language Therapist
- Targeted Speech and Language interventions delivered by Higher Level Teaching Assistants
- Phoenix outreach programme.

Social, Emotional and Mental Health Difficulties

- Support from Emotional Literacy Support trained staff (ELSA)
- 1:1 and group mentoring
- Access to counsellors (Place2Be practitioners)
- Tower Hamlets Wellbeing Service interventions (guided CBT-based self-help)
- Social stories
- Phoenix Outreach (specialist support for pupils with autism spectrum disorder)
- Liaison with CAMHS

Sensory and Physical Needs

- Full wheelchair accessibility to ground floor and lifts in all buildings of the school.
- Disabled toilets and changing facilities
- Modifications of materials for young people with visual impairment (including Braille)
- Ancillary equipment for students with a disability
- Personal care provided by qualified staff
- Regular training from physiotherapists and occupational therapists to support individual's needs
- Inclusive sports clubs
- Sensory Room (known as 'the Pod')

These interventions are part of our contribution to the Tower Hamlets' local offer.

How will my child be enabled to engage in activities available with children and young people in the school who do not have SEN?

All our year 7 and 8 pupils are taught in the mainstream classes with non-SEN pupils. To facilitate inclusion and understanding, each Year 7 class has a class teaching assistant (TA). In Year 8, a class TA is present in the majority of lessons, with the focus being on pupils developing independence as they move towards KS4.

We offer a large range of lunch and afterschool activities for pupils which are open to all. In addition, we have daily lunch and break time clubs within our inclusion corridor where both SEN and non-SEN pupils can play games supervised with familiar staff. For those with physical disability, we have a twice-weekly outdoor lunch games session; these are open and attended by both SEN and non-SEN pupils and provide a safe space for disabled pupils to join in group activities outside. This is staffed by TAs and safe games and play is encouraged. All students are included in school trips and relevant vigorous detailed risk assessments are carried out three weeks before. Parents are informed in advance of a school trip and are expected to leave emergency contact numbers with the school and provide any important information, such as medical conditions in advance.

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

We recognise that transitions can be challenging for children and young people with SEND, and we take proactive steps to ensure these are as smooth and well-supported as possible.

Transitioning Between Schools

When a pupil with SEND moves between schools, our SENDCO contacts the SENDCO at the receiving school to ensure that all relevant documentation, including support plans and assessments, is shared. The pupil's school file is transferred securely to support continuity of provision and planning in the new setting.

Transition from Year 6 to Year 7

For pupils joining Morpeth School in Year 7, the SENDCO works closely with primary school SENDCOs to identify those who may require additional support. Where possible, a member of the Morpeth SEND team attends Year 6 Annual Reviews for pupils with an Education, Health and Care Plan (EHCP) to build a clear understanding of their needs.

To support a smooth transition, pupils with an EHCP are invited to attend four additional transition sessions in June and July. These sessions allow pupils to familiarise themselves with the school site, meet key staff members, and begin developing relationships with peers and adults.

Using information shared by primary schools, Morpeth creates a *Pupil Passport* for each child with identified additional needs. These passports outline the pupil's strengths, areas of need, and effective teaching strategies. They are shared with all teaching staff to support inclusive practice from the outset.

Each Year 7 class is supported by a dedicated teaching assistant (TA), who builds relationships with all pupils in the class. This provides continuity and reassurance as pupils adapt from having a single class teacher in primary school to multiple subject teachers in secondary. Where needed, TAs provide additional support, such as visual timetables and assistance with navigating the school site.

Transition between Year Groups

Pupil Passports are reviewed and updated at least annually, or more frequently when needs change or new strategies are identified. Updates are shared promptly with staff. During INSET days, teachers have time to read and reflect on pupil information and engage in *pupil-focused teach-meets* to discuss individual needs and share effective approaches.

To further support transition, Morpeth operates a *rollover* model, where pupils move up to their next year group in June, before the summer break. This early transition allows pupils to meet their new teachers, begin their new timetables, and build familiarity before the long summer holiday. If changes in TA support are planned, rollover provides a phased introduction to new adults working with the pupil.

Preparation for Adulthood

All pupils at Morpeth receive appropriate advice and guidance on routes into further education, training, or employment. For pupils with SEND, this support is personalised and can include targeted *Preparation for Adulthood (PfA)* sessions and bespoke SEND careers guidance.

We work collaboratively with pupils and their families to help them achieve their long-term goals, whether in higher education, employment, independent living, or active participation in the community.

How will the school adapt its teaching for my child?

Your child's teachers are 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 adapt how we teach to suit the way the student works best, working on a case-by-case basis to make sure the adaptations we make are meaningful to your child. These adaptations include:

Differentiating our curriculum to make sure all students are able to access it, for example, by grouping, 1- to-1 work, adapting the teaching style or content of the lesson. For KS4 pupils there are specialist SEN Pathways to study towards Entry Level Maths, English and Science and a range of ELC Level 1 courses such as ASDAN and Level 1 Food and Cookery.

Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Adapting our resources and staffing for example printing off materials rather than reading from the board, using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, allocating teaching assistants to support students.

How will my child be supported with their wellbeing and social and emotional development?

At Morpeth, we prioritise pupil wellbeing as central to effective learning. In addition to the wide range of clubs and provisions available to all pupils, we have a range of more formalised support such as qualified ELSAs (Emotional Literacy Support Assistants), mentoring, Place2Be counsellors, and the

Tower Hamlets Wellbeing Service. Staff are trained to notice early signs of distress, and we work closely with families to put early help in place when needed. In addition, for pupils who are unable to access the mainstream CPSHE programme which are delivered through a series of drop-down days, we provide smaller group sessions covering the same topics throughout the year at a more accessible level.

How does the school evaluate its SEN provision?

The effectiveness of SEN provision is evaluated through regular reviews of pupil progress, intervention impact analysis, learning walks, book looks, and feedback from pupils, parents, and staff. The SENCO provides regular updates to senior leaders and governors on SEND outcomes, and provision is adapted accordingly. Annual SEN reviews ensure that interventions remain effective and tailored to individual needs.

Who will work with my child?

All our pupils are taught by mainstream teachers who have regular training based on best teaching practices for all as well as training focused on specific areas of need. In addition, teachers may attend specific training to support individual pupils where the requirements are unique to the individual pupil. For pupils with SEND, additional support may also be received by members of the SEN Team. This includes:

- Our special educational needs co-ordinator, or SENDCO, Heather Birtwistle, hbirtwistle@morpeth.towerhamlets.sch.uk
- Our deputy SENCOs, Towhid Hamid and Sophie Shaw, thamid@morpeth.towerhamlets.sch.uk, sshaw@morpeth.towerhamlets.sch.uk
- Our specialist SEN teacher, Diane Pennant, dpennant@morpeth.towerhamlets.sch.uk
- Heads of House - Ruth Mason (Mendoza House), Jon Signore (Chapman House), Zaynab Khanom (Pankhurst House), Lizzie Gunning (Tull House) and Lucia Manville (Jalal House)
- Behaviour Leads

In addition we have Higher Level Teaching assistants who are trained to deliver SEND provision focussing on: Year 7 and 8s, Transition, Literacy, Numeracy, ASC, Speech and Language, SEMH. We have a further team of TAs who support pupils in class.

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

- Speech and language therapists
- Educational psychologists
- Occupational therapists GPs
- Specialist advisory teacher for disabilities
- Specialist teachers for Sensory Impairments
- School nurses
- Child and adolescent mental health services (CAMHS)
- Tower Hamlets Behaviour and Attendance Support Team
- Tower Hamlets Education Wellbeing Practitioners Education welfare officers
- Social services
- Osmani Trust
- Tower Hamlets SEN section
- and other LA-provided support services Voluntary sector organisations

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

We are fully committed to supporting the progress and well-being of all pupils with special educational needs, including those who are looked-after or previously looked-after. These pupils may face additional challenges, and we ensure that they receive targeted support to help them thrive both academically and emotionally.

In addition to the support available to all pupils with SEND, looked-after pupils benefit from:

- **1:1 Academic Coaching** in English and Maths, tailored to their specific needs and delivered by trained staff to help close any learning gaps and build confidence in key subjects.

- **Regular Review and Planning** through Personal Education Plan (PEP) meetings. Members of the SEND team attend and contribute to these meetings, which are coordinated by the Virtual School, to ensure that each child's SEN support is fully aligned with their wider care and education plan.
- **Close Multi-Agency Working**, including collaboration with social workers, carers, Virtual School officers, and any other relevant professionals, to provide a consistent and joined-up approach to support.
- **Priority Access to Interventions**, such as therapeutic mentoring, pastoral support, and enrichment opportunities, where these are identified as beneficial in PEP meetings or SEN reviews.
- **Additional Transition Planning**, particularly when moving between settings or year groups, to ensure that changes are carefully managed with continuity of support.

Previously looked-after children also receive enhanced support, with their needs considered through ongoing SEN monitoring and the involvement of our Designated Teacher for looked-after and previously looked-after children. Their progress is reviewed regularly, and targeted interventions are put in place when needed.

This collaborative approach helps ensure that both looked-after and previously looked-after pupils with SEN can access a stable, supportive, and aspirational educational experience.

Local Offer

Morpeth School's SEND Information Report is part of the wider Tower Hamlets Local Offer, which outlines the services and support available to families of children and young people with SEND. More information about the Local Offer can be found at: <https://www.localoffertowerhamlets.co.uk>

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

Complaints about SEND provision in our school should be made via the school's complaints policy: <https://www.morpethschool.org.uk/224/complaints> .

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 SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, 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.

What support is available for me and my family?

At Morpeth, we are committed to working in partnership with families. If you have concerns or questions about your child's special educational needs, or if you are finding things difficult at home, please do not hesitate to get in touch. We are here to support you and your family.

Local Support

To find out more about the services and support available in your area, you can visit the Tower Hamlets Local Offer website, which provides up-to-date information on education, health and social care services for children and young people with SEND:

<https://www.localoffertowerhamlets.co.uk/>

SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service)

SENDIASS offers independent, free and confidential advice and support to parents, carers, and young people with SEND. They can support you with:

- Understanding the SEND process
- Education, Health and Care Plans (EHCPs)
- Mediation and appeals
- Communication with the school or local authority

Email: TowerHamlets&City.SENDIASS@towerhamlets.gov.uk

National Support Organisations

There are also several national organisations that provide guidance, resources, and emotional support to families of children with SEND:

- **IPSEA (Independent Provider of Special Education Advice)**
Free legal advice and resources on SEND law.
www.ipsea.org.uk
- **SEND Family Support**
A national organisation offering practical advice, peer support, and advocacy.
www.sendfamilies.org
- **NSPCC**
Offers a wide range of support around safeguarding and emotional well-being for children and families.
www.nspcc.org.uk
- **Family Action**
Provides support for parents and carers, including counselling, financial advice, and parenting programmes.
www.family-action.org.uk
- **Special Needs Jungle**
A parent-led website offering news, blogs, and practical advice on navigating the SEND system.
www.specialneedsjungle.com