

SEN Information Report

Royal Liberty School

We believe that all pupils should have an equal opportunity to participate and thrive in all aspects of school life.

Approved by:

Katherine Larner

Date: September 2026

Reviewed annually

SEN information report

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

We have a SEND Unit (currently with 24 places) for students with communication and interaction needs.

Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Currently we use the following screening software:-

- Year 7-9 Secondary Language Link (to assess receptive language skills)
- Year 7-10 Literacy Assessment Online (to assess reading ability)

Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns

- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.



Relevant staff will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- Teacher assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views

- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

The Royal Liberty School takes part in person centered reviews at the request of primary schools for SEND students transitioning between Year 6 and 7. These reviews take place in the summer term of Year 6. The Royal Liberty School also offers several induction opportunities to support students transitioning between primary and secondary, including dedicated SEND Transition Morning for identified SEND students. There is also a full induction day where all new students attend for a taster day. We can also accommodate extra school visits for students who may need more support transitioning between primary and secondary.

For those students transitioning from KS4 to college we provide targeted careers advice from Prospects, which can be attended with the support of a member of the SEND department. There are also college taster days organised by the school. Royal Liberty also make students and parents aware of any additional careers/college evenings made available by the borough and local colleges.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Our school's vision is that we believe that all pupils should have an equal opportunity to participate and thrive in all aspects of school life. High-quality adaptive teaching is our first step in responding to pupils who have SEN. This will be adapted for individual pupils and is at the heart of our teaching and learning policy.

We can also provide the following interventions:

❖ Cognition and Learning

• Mediated Learning Support Approach (MeLSA)

- Literacy
 - Read, Write, Inc.
 - Rapid Plus
 - Colourful Semantics
 - Grammar support
 - Step Up to English- this is a qualification for specific students in Year 11. They are invited to take part.
- Numeracy
 - Numeracy precision teaching
 - Touch typing
 - Access to a chromebook

❖ Speech and Language

- Secondary Language Link intervention programmes

- 1:1 intervention with an LSA for students with the highest need based upon current Speech and Language Therapy Reports
- Social stories/comic strip conversations
- ❖ Social and Emotional
 - ELSA
 - Social groups
- ❖ Physical
 - Fine Motor Skills
 - Handwriting

These interventions will be offered to students who need additional support above and beyond what is available as part of quality-first teaching. All interventions are short term and will be monitored termly to see if they need to be continued.

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

We have a team of learning support assistants who are trained to deliver interventions (1:1 and small group) and provide hover support to identified students in class.

We work with the following agencies to provide support for pupils with SEN:

- Specialist advisory teachers from the Havering Education Support Service, including the areas of Speech, Language and Communication, SEMH and Visual Impairment
- Educational Psychologists
- CAMHS

Our Team

Ms Lerner- Our SENCO has 9 years' experience in this role and has worked as a teacher at Royal Liberty since 2008. She has completed the National Award for SENCOs. She has also completed the CPT3A Award, meaning that she is a qualified psychometric test user who provides evidence for applying for exam access arrangements.

Ms Broom- Teacher of SEND. Ms Broom is a primary trained teacher who teaches in our SEND Unit for students with communication and interaction needs.

Ms Inayat- Teacher of SEND. Ms Inayat has trained as a primary school teacher. She teaches in our SEND Unit for students with communication and interaction needs.

Ms Jobson- Teacher of SEND. Ms Jobson is a secondary trained DT and catering teacher and has a passion for SEND teaching. She teaches in our SEND Unit for students with communication and interaction needs.

Learning Support Assistants

Our Learning Support Assistants all have different strengths, allowing for a range of different interventions and support to be provided.

Ms Floyd- ELSA

Ms Rejek- MeLSA

Ms Sak-Patel- Read, Write Inc coordinator

Ms Ellett- classroom support (training to become an ELSA)

Ms Port- classroom support (training to become an MeLSA)

Ms Radford- literacy and classroom support

Ms Smith- classroom support

Mr Lockheart- classroom support

Mr Barbaro- classroom support

Ms Lennon-Reeve- classroom support

Mr Khan- classroom support

Ms Waithera- classroom support

Ms Dennis- SEND Unit support

Ms Akhter- SEND Unit Support/ ELSA

Ms Day- SEND Unit Support (training to become a MeLSA)

Ms Allen- SEND Unit support

Mr Nwosu- SEND Unit support

SEND Administration

Ms Stewart is the school's SEND Admin Support Assistant.

In the last academic year, staff have received training on adaptive teaching, neurodiversity, SEMH training, specialist EP supervision.

Securing equipment and facilities

Where a specialist piece of equipment is needed for a specific student, Royal Liberty works closely with the Local Authority to provide the relevant equipment. Students are also supported with Assistive Technology through CeNMAC.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires

- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

The school will make reasonable adjustments to try and ensure that all of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability where a reasonable adjustment can be made.

- Each school aims to meet the needs of any student whom the parent wishes to register at the school as long as a place is available (this does not apply to a student with an EHCP student with an EHCP) and the admission criteria are fulfilled. This includes students with disabilities who we anticipate might attend. The currently agreed admissions policy of the SFAET makes no distinction with regard to students who have SEND. No student can be refused admission solely on the grounds that s/he has SEND except where the student is the subject of an Education, Health and Care Plan under the Children and Families Act 2014 and the Local Authority has indicated that the provision required is incompatible with that available at the school.
- The schools' Disability Equality Scheme Policy and Accessibility Plan outlines how access to the curriculum and physical environment for SEND students is enabled.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part extra-curricular activities
- We have 2 LSAs who is trained as ELSAs
- Strong working partnership between the SEND and Pastoral Teams
- Pupils with SEN are also encouraged to be part of Buddies club to promote teamwork/building friendships
- We have a SEND Unit for students with communication and interaction needs. They are taught in three small class with a primary trained teacher. There are also additional adults (LSAs). As part of their provision there is a strong focus on emotional literacy.

We have a zero tolerance approach to bullying.

Working with other agencies

We have established links with a wide range of specialist services. All external professionals have relevant qualifications in their field of expertise and have safeguarding training. We have links with the following agencies/professionals:

- Counselling Services
- Educational Psychologists
- Specialist advisory teachers from the Havering Learning Support Service, including the areas of Speech, Language and Communication, and Visual Impairment
- Child and Adolescent Mental Health Service (CAMHS)
- Occupational Therapy Service
- Prospects (careers/college advice)
- CENMAC
- SENDIASS (www.havering.gov.uk/pips)

Where appropriate, the SENCo also liaises with health professionals from local services and hospitals in London in order to support the medical needs of our students.

Complaints about SEN provision

Complaints about SEN provision in our school should be made to the headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

Contact details of support services for parents of pupils with SEN

The LA has made arrangements to provide free impartial confidential information, advice and support service offering assistance to children and young people aged 0-25 with SEND and parents/carers of children with SEND.

Case officers are fully qualified and trained to support parents/carers with their queries. SENDIASS can be contacted on 01708 433885 or by visiting www.haverling.gov.uk/sendiaass.

Parents will be informed of the availability of this service, which includes access to an independent parent supporter when an EHCP has been requested. The school also works with voluntary organisations which can act as advocates for parents/carers seeking support through the EHCP process.

Contact details for raising concerns

If you have any concerns regarding SEND please contact the SENCo, Katherine Larner at klarner@royalliberty.co.uk

The local authority local offer

Our local authority's local offer is published here: www.haverling.gov.uk/directory