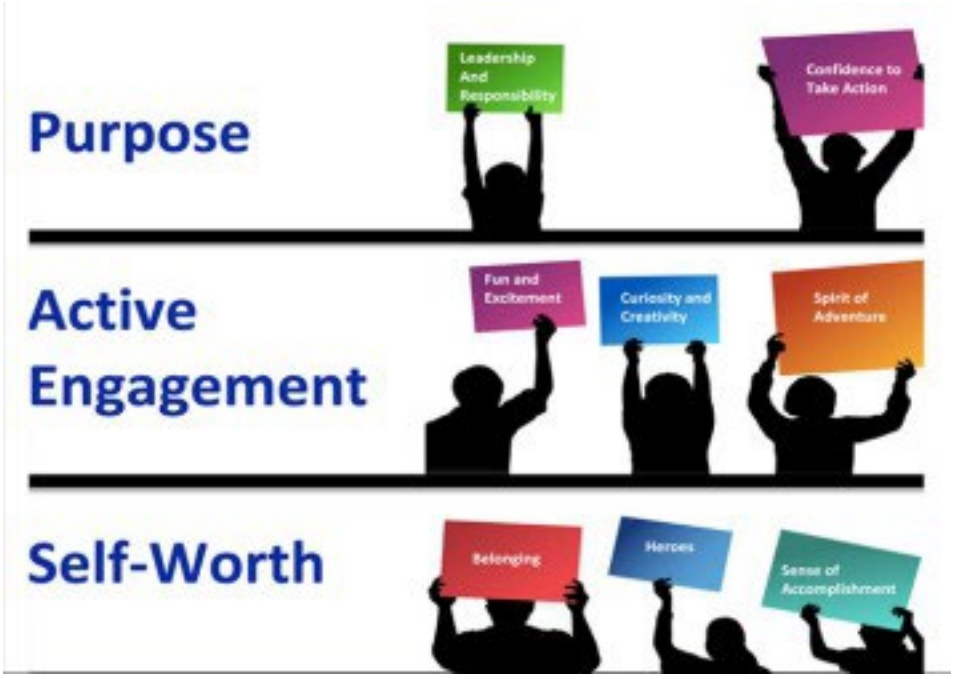
Space Studio West London
an Aspirations Academy

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SEND local offer 2026-27



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The information in this report is accurate now but we regularly review and make necessary changes to the provision we offer. We aim to keep this information as up to date as possible.

Space Studio West London

Space Studio West London (SSWL) is a year 10 entry studio school and sixth form, which shares a site with Rivers Academy West London. SSWL opened as a brand new studio school in September 2015.

Our Aims

We believe that each student has individual and unique needs. However, some students require more support than others. If these students are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a significant proportion of students will have special educational needs at some time in their SSWL career. Many of these students may require help throughout their time at SSWL, whilst others may need a little extra support for a short period to help overcome more temporary needs. We aim to provide all students with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to learning and a high-quality educational experience.

In particular, we aim:

- To enable every student to experience success
- To promote individual confidence and a positive attitude
- To ensure that all students, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- To give students with SEN equal opportunities to take part in all aspects of SSWL's provision, as far as is appropriate
- To identify, assess, record, and regularly review students' progress and needs
- To involve parents/carers in planning and supporting at all stages of their child's development
- To work collaboratively with parents, other professionals and support services as needed
- To ensure that the responsibility held by all staff and governors for SEN is implemented and maintained

How does Space Studio West London know if children need extra help and what should I do if I think my child may have Special Educational Needs?

Due to being a year 10 entry Studio School, the SEND identification process is largely completed during primary and initial secondary education, therefore students arrive at SSWL with suggested

provision from their previous schools. However, we maintain a monitoring process involving class teachers and pastoral support to continue to identify any areas of development with students that could be linked to SEND.

We have monitoring in place that tracks the progress our learners make in all areas of the curriculum. We use data and other forms of assessment to identify additional needs and celebrate achievement. All of our staff are vigilant at supporting and raising any concerns. Due to the student population being largely smaller than that of a mainstream academy, we find identification of slow progress and concerns relatively easily as class sizes are smaller.

We monitor children's personal, social and emotional development. Where behaviour is causing a concern, the underlying cause is always considered. If staff have concerns, they will share these with parents and discuss any necessary additional support in addition to the Wave 1 Quality First Teaching received by all children. We have additional 'personal coaches' along with form tutors who monitor and support students with such needs.

If parents/carers have any concerns, they are firstly encouraged to speak to the school office who will inform the appropriate member of staff to discuss further. This information will be passed onto the SENCO and the SENCO will be involved in the assessment of the child's needs and will oversee provision of support. If you are applying for a school place or considering which school to send your child to, it is paramount that you discuss your concerns with our Vice Principal and SENCO fully at the time of application. If we do not have all the information about your child, we cannot guarantee that we can meet their needs and this may cause a delay in ensuring they are placed in the right setting. If your child has medical needs then please speak to our office.

Additional and different assessment tools will be used when children are making less than expected progress, which is categorised as progress which is:

- Significantly slower than that of their peers starting from the same baseline.
- Slower than previous rates of progress (over a period of more than one term).
- Failing to close a significant attainment gap between the child and their peers.
- Widening the attainment gap between the child and their peers.

We also work with a wide range of outside agencies to support our assessments. Observations and information gathering also form part of this assessment.

Following these discussions and assessments, decisions are made as to the most appropriate steps to take in order to support the learner in line with the school's graduated approach to meeting needs. Targets arising are added to ISP (Individual Support Plan) following the schools ASSESS-PLAN-DO REVIEW cycle, ensuring that the needs of every child are met.

What kind of Special Education Needs provision is there at Space Studio West London?

We are an inclusive school that fully complies with the requirements outlined in the Special Education Needs Code of Practice 2015. Our school's SEND policy is available on the website;

http://www.spacestudiowestlondon.org/uploads/document/2_89_sswl-send-policy.pdf

This details our philosophy in relation to SEND. Although we do not have funded specialist SEND provision or a unit on site to support children with complex Special Educational Needs, we do have experience of delivering provision for children with a wide range of additional needs in all of the following areas:

- Cognition and Learning
- Communication and Interaction
- Autistic Spectrum Condition (ASC)
- Social, Emotional and Mental Health
- Sensory and Physical SEN support can take many forms.

This could include:

- An Individual Support Plan for your child.
- Extra help from a teacher or personal coach.
- Making or adapting materials and equipment.
- A teacher or personal coach working with the child in a small group.
- Numeracy and Literacy Interventions and support with Learning Support Assistants. • Speech and Language Therapy.
- Occupational Therapy.
- Supporting a child with physical or personal care difficulties, such as eating, getting around school safely.

SEND provision is planned and overseen by the class teacher with the support of the SENCO. All provision has a clear time limited cycle of Assess/Plan/Do/Review. Specific members of staff have been trained in a range of intervention programs. The school works closely with its sister Academies and other schools sharing training opportunities. Training is carefully planned to ensure it best meets the additional needs of the children in school.

How will both you and I know how my child is doing and how you will help me to support my child's learning?

Our governors play an active role in monitoring the quality of our special educational needs provision, as does the Principal, Senior Leadership Team, Student Support Manager and SENCO.

Progress is continually monitored by class teachers, who carry out a wide range of assessment, through both formal assessment and on-going observations and assessment for learning carried out in class. Formal assessments are carried out every half term and results shared with parents.

Regular observations of SEND learners are carried out by the Principal and SENCO. Data tracking of provision is used to analyse and review achievement and to plan new learning opportunities. Learner

feedback is part of our established learning culture. This includes informing families of next steps and what they can do to help support their child's learning. We regularly share progress feedback with all our learners and their families. There are regular parent meetings throughout the year on top of our school Review Days where all parents are invited to attend the school and meet with their child's teachers to discuss progress. In addition, we have a number of opportunities where parents/carers can meet with staff to discuss learner progress; these include meetings with agencies to review progress against targets. At such meetings (and through other means) we clearly share what can be done by families at home to support the learning at school. Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place. We will hold Annual Reviews for children who have EHCPs, although Emergency Reviews can be held if deemed necessary. When there is outside agency involvement, meetings will take place to plan and review this specialised support. We operate an open-door policy so parents can approach teachers regularly for information about their child's development.

How can I be involved in the school?

We regularly involve parents and families in discussions about their child's learning. This can be through formal meetings such as parent consultation evenings, Review Days, meetings with outside agencies and less formal methods such as conversations over the phone or via email. We always welcome feedback and we take every opportunity to strengthen this dialogue.

How is the decision made about what type and how much support my child will receive?

Quality First inclusive teaching (Wave 1) is clearly defined in our setting and we expect all staff to deliver this. Children's progress is continuously monitored through rigorous data tracking. Should additional support be required, this is undertaken after consultation with the relevant staff, the learner and their families. When necessary, we liaise and seek support from outside agencies and professionals. Following these discussions the most appropriate type of support is put in place. All interventions are monitored for impact on a half termly basis and adapted or changed if they are not effective. The SENCO and Vice Principal both oversee all additional support and regularly share updates with regards to SEND with all staff in the school. The Principal, SLT and SENCO, regularly assesses the impact of any additional support and resources and reports on progress to staff and governors.

How will my children's progress against outcomes be assessed?

During the assess, plan, do and review cycle we look at the shorter-term targets and actions required to support a learner towards meeting their outcomes. We make clear on the ISP (Individual Support Plan) what the school will do to support progress and ensure the learner, teacher and family know what is needed. School staff support parents and make recommendations on how families engage with their child's learning and all-round development. Teachers and office staff work closely with parents to support the learner.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

Induction is important to us and we invest time in welcoming our learners in a way that makes them feel a part of our setting with a full induction week for year 10 and 12. We have a robust induction program in place for welcoming new learners to our setting; with tours of the school, 'meet the teacher' carousel workshops, educational visits and team work activities with companies like the Army.

We aim to develop good relationships with any feeder settings as well as settings children/young people move onto. We ensure there is SENCO to SENCO liaison between schools to ensure relevant information is passed on and full documentation and records are assessed and filed to be accessed as necessary to support your child and take over working partnerships with the appropriate external agencies.

What is Space Studio West London's approach to teaching children with SEND?

We have a Special Educational Needs and Disabilities policy in place which the staff follow. Our aims are to remove barriers to learning so that all children can have access to and regularly experience success. Quality first teaching takes place in all classrooms, we have high expectations of all learners and provide opportunities for all to achieve. We endeavour to make all learning environments stimulating and inspiring for all learners. We ensure that all classrooms use visuals to support learners. Class work is adapted to suit the needs of all learners. We provide a positive environment for learning.

All interventions we put in place are research informed and evidence based and are measured to monitor impact against expected rates of progress. Where we feel something isn't working, we are quick to respond and find alternatives through dialogue with the learner and their families. All our additional support programs are overseen by the SENCO and Vice Principal. When planning and reviewing provision for SEND learners we follow the: assess, plan, do and review process ensuring we can best meet the needs of SEND learners.

Involved in our curriculum as a Studio School we have Independent Study and Core Project sessions. This allows students direct access to various teachers to support their work. This also allows time for subject teachers, SENCO and personal coaches to find time with individual students who require support without removing them from their lessons, thus maintaining the highest form of inclusion.

How will the curriculum be matched to my child's needs?

Differentiation is embedded in our curriculum and practice and lessons can be differentiated up to five ways. Teachers also meet children's needs through effective questioning and appropriate adaptations to the learning environment. Our curriculum is designed to build on previous knowledge and develop skills and understanding. Lessons have clear learning objectives which are shared with the children. There are high levels of pupil engagement and involvement in their learning.

All our teachers are clear on the expectations of Wave 1 provision and this is monitored regularly by the Leadership Team. Children receive personal feedback with next steps for their learning. Children also benefit by having access to materials to support their learning, activities to build their confidence and specialist equipment for some specific educational needs.

As a science and aerospace specialist studio school, students apply with a keen interest in these specialist subjects, thus providing a basis for engagement of enthusiasm and personal interest. We cater for all EBACC subjects with students able to select either History or Geography from the Humanities. Students also study English Language and Literature, Mathematics, Biology, Chemistry and Physics as well as have BTEC Engineering available at GCSE and ALEVEL specifications in our specialist teaching space. Students with SEND that may affect practical studies will be supported by the SENCO and Personal Coaches to ensure they have access to the equipment available in a safe and inclusive environment. Teachers are able to support students outside of lesson time, when slow progress in any subject is identified.

How accessible is the school environment?

The school building is on two levels, the second floor is accessible via a lift found at the front of the building. We have multiple disabled accessible toilets on each floor. Teaching spaces are accessible for all and can be adapted if necessary.

What specialist services and expertise are available at or accessed by the school?

We have a number of established relationships with professionals in Health and Social Care. All external partners we work with are vetted in terms of safeguarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service. We have access to a range of services should a student need them such as:

- Speech and Language Therapy
- Educational Psychology
- Learning and Language Support
- Physiotherapy
- Physical and Sensory Support Service
- Occupational Therapy
- Behaviour Support Service
- Educational Welfare Officer Service
- Advice and support from the school nurse
- Counseling services
- Advice and support from Child and Adolescent Mental Health Service (CAMHS)

Before the school makes a referral to any specialist service, we will always gain a parent/carer's permission.

What training have staff supporting children and young people with SEND had and what training will they have?

Our Special Needs Co-Ordinator (SENCO) is a qualified teacher. Our SENCO has completed the National SENCO Accreditation through Kingston University. Specific members of staff have been trained in a range of intervention programs. During staff meetings, our staff are updated on matters pertaining to Special Educational Needs and Disability. The school's leadership team have provided lots of training on effective questioning and feedback, guided writing and teaching reading to the support staff team. This is an ongoing process as we identify specific needs of students and areas of training that will benefit staff and students. We are supported by the district SENCO team within the West London District of the Aspirations Academies Trust.

How are the school's resources allocated and matched to children's Special Educational Needs or Disabilities?

Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. Through rigorous quality assurance we ensure we maintain high standards and deliver high quality provision. We seek to ensure a value for money service, so all interventions are costed and evaluated regularly and changes are made as necessary.

Our budget is allocated according to our Provision Management system. We review the needs and the progress of the children half termly so that we can ensure the correct provision is in place and that it is effective.

A costed provision map is provided on an individual basis for any student with Special Educational Needs and Disabilities.

How will my child be included in activities outside the classroom including school trips?

Our Inclusion Policy promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom. We make reasonable adjustments so that learners can join in with activities regardless of their needs. Where there are concerns of safety and access, further thought and consideration is put in place to ensure needs are met; where applicable parents/carers are consulted and involved in planning. Pre-visits and risk assessments are carried out and we always ensure that the correct ratios are met. Registers are taken for all school activities and we monitor the engagement of learners across the school.

What support will there be for my child's overall well-being?

All pupils are valued and all achievements are celebrated as part of the ethos at SSWL. We hold pupil well-being as the most important contributor to success and all children are able to achieve their best within their personal limits. All our staff are regularly trained to provide a high standard of pastoral support. Relevant staff are trained to support medical needs (when appropriate) and we have a medical policy in place, ensuring that all children who have medical needs have an up-to-date medical plan in place. Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions

is fully understood and in place by all staff. We provide additional support for children to improve social skills and emotional resilience through individual and group support.

We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. We have access (through referral) to a range of agencies such as
CAMHS and the Hounslow Counselling and Mediation Service.

Spiritual, Moral and Social education is taught regularly and this work is further embedded through our RE teaching and within our school ethos.
We have buddy systems in place for children new to the school and a playground friend system. We offer trained peer support during playtimes to provide quality play support.

What do I do if I am concerned about SEND provision for my child?

In the first instance, parents/carers are encouraged to talk to their child's class teacher. If the matter cannot be resolved at this stage, then the SENCO or Student Support Manager may become involved.

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Further information and support can be obtained from a range of professional services such as the GP, Hounslow Family Information Service, Health Visitor and CAMHS, as well as the Hounslow Local Offer website:

http://fsd.hounslow.gov.uk/kb5/hounslow/fsd/localoffer.page?localofferchannel=0

Alternatively, please call London Borough of Hounslow 020 8583 3626

Hounslow HelpingHandz Network, the parent partnership service, is a free independent and confidential service that supports parents of children with special needs. You can contact them www.hounslow.gov.uk/helpinghandz or call 020 8583 3626

Contact details:

Natasha Valentova (SENCO) nvalentova@spacestudiowestlondon.org

The SENCO and class teachers can be contacted through the school office on 02036968140.

Admissions to the school are handled by Hounslow Borough School admissions team please see the admission section of this site for more details.