

SEND POLICY



Haydon School

**SPECIAL EDUCATIONAL NEEDS &
DISABILITY POLICY**

SEND POLICY

The following policy for Learning Support has been compiled with regard to the DfE Special Educational Needs and Disability Code of Practice: 0-25 years 2014 and Haydon School Policy and Mission Statement as outlined in the staff handbook. It should be considered a working document and should be reviewed at least annually so that it can reflect current practice and be adapted in accordance with future requirements.

Haydon School Mission Statement

Our students will experience a broad curriculum to become the next generation of innovative thinkers and leaders. Our students will be exceptional learners, achieving success through their perseverance to make excellent progress. Our students will develop resilience to overcome challenges and inspire others. Our students will be treated with respect and kindness and they will be considerate of others in the community. Our students will leave Haydon prepared to enter the best universities or jobs. We want our students to be ready for the next steps in their lives and be proud to have been part of Haydon School.

As a fully inclusive school, with a pupil-centred approach at the heart of all planning, there is an awareness and responsibility towards the needs and progress of all students with special educational needs and/or disability, and that attainment, both academically and emotionally, continues to improve.

This policy should be read in conjunction with the following policies: **Inclusion Policy, Behaviour Policy, Access Arrangements Policy, Dyslexia Policy 2014, Equal Opportunities Policy (Equality Act 2010), Gifted and Talented Policy, Teaching Assistant Policy, Accessibility Plans, Medical Policy (supporting pupils at school with medical conditions).**

Definition

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

- 1.1 A child or young person of compulsory school age, or a young person (over 16), has a learning difficulty or disability if they:
 - a) Have a significantly greater difficulty in learning than the majority of others of the same age.
 - b) Have a disability which either prevents or hinders the child or young person from making use of educational facilities provided for others of the same age in the school.
- 1.2 Special Educational provisions means:
 - Educational provision which is *additional* to, or *different from*, the educational provision made generally for children of their age in school.
- 1.3 Special Educational Provision may be triggered when students fail to achieve adequate progress, despite having had access to a differentiated programme. Parents and staff

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will be informed that the child or young person has special educational needs and appropriate provision identified to meet the student's individual need(s) will be made.

1.4 Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in Literacy or Numeracy.
- Presenting persistent emotional and/or behavioural difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

1.5 A student may present with SEND difficulties or disabilities in one or more of the following categories:

Cognition and Learning difficulties - a child or young person's general level of academic attainment will be significantly below that of his/her peers. S/he will have moderate to significant difficulty acquiring basic literacy and numeracy skills, and may present a range of the following difficulties: processing language, memory or reasoning skills; organising and co-ordinating spoken and written English; sequencing and organisational skills; problem solving and developing concepts; understanding ideas, concepts and experiences; use of technical vocabulary and abstract ideas.

Specific Learning Difficulties (SpLD) e.g. Dyslexia or Dyspraxia - a child or young person may have difficulties in reading, writing, spelling or numeracy which are not typical of his/her general level of performance.

Speech, Language and Communication Needs (ADS) – a child or young person may have moderate to significant difficulties acquiring, comprehending and using language; acquiring literacy skills; articulation; using different means of communication confidently, appropriately and competently for a range of purposes, organising and co-ordinating oral and written language including formal or informal, social situations.

Social, Emotional and Mental Health – children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.

Sensory Impairments – a child or young person may have severe, profound or permanent hearing or visual impairment through to lesser levels of loss which may only be temporary. This will require aids to hearing or sight, flexible seating arrangements, appropriate seating, and adaptations to the physical environment to the school.

Physical Disabilities - These might result from an illness or injury, which might have short or long-term consequences, or from a congenital condition. Some children or young people with

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physical disabilities may also have sensory impairments, neurological problems and learning difficulties.

Medical Conditions - which have an impact on the child or young person's academic attainment and may give rise to emotional and behavioural difficulties. These might include: congenital heart disease, epilepsy seizures, asthma, cystic fibrosis, haemophilia, sickle cell anaemia, diabetes, renal failure, eczema, rheumatoid disorders and leukaemia or childhood cancers. A medical diagnosis or disability does not necessarily imply SEND. It may not be necessary for a child or young person with a particular diagnosis or medical condition to need any form of additional educational provision. If the medical condition is managed properly, then it will not hinder their access to education. It is the educational needs rather than a medical diagnosis that must be considered.

Slow progress and low attainment do not necessarily mean that a student has SEN and should not automatically lead to a student being recorded as having SEN. However they may be an indicator.

2. PRIORITIES FOR SEND PROVISION

1. To enable all students to have access to a broad, balanced, stimulating and challenging curriculum that embraces the National Curriculum, recognising that some children or young people will require special educational provision to ensure that they are given equal access to such a curriculum.
2. To increase awareness and sensitivity about the needs of children and young people requiring learning support at both ends of the ability spectrum so that all children and young people receive access to educational experiences of the highest quality and are helped to fulfil their potential.
3. To develop the provision for students with significant learning difficulties, as well as those identified as being very able, are seen as an aspect of provision for **all** students, and should be part of the ideal of striving towards equal opportunities for all students.
4. To recognise and provide for individual differences and to maintain high standards and expectations for all students.
5. To promote high quality teaching of children and young people with special educational needs so that teachers take responsibility and are accountable for the provision of an appropriately personalised and differentiated curriculum content creating an effective learning environment within the classroom.
6. To promote an ethos where all students are valued and which celebrate diversity of experience, interests and achievement. Such an ethos will encourage positive attitudes and relationships between all students and will recognise and reward individual effort and achievement.
7. To encourage the greatest possible degree of partnership between parents, students and school to secure effective identification, assessment and provision.
8. To provide opportunities for all students to develop independence, social skills and interpersonal relationships.

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9. To develop closer liaison between Learning Support staff and subject departments.
10. To provide staff with advice and support so that they can ensure that learning opportunities and resources are matched to the particular needs and abilities of individuals.
11. To encourage and ensure that TAs are used effectively and efficiently with teaching staff.
12. To implement effective procedures for monitoring the progress of students who require learning support.
13. To ensure that the whole school Learning Support policy is reflected in departmental policies and is implemented, monitored and evaluated.
14. To ensure that adequate and suitable rooming is provided for the teaching of small groups and individuals, and for the mentoring and administrative work which is undertaken by Learning Support staff.

3. ROLES AND RESPONSIBILITIES

- 3.1 Provision for students with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for students with SEND in their class, and to be aware that these needs may be present in different learning situations. All staff are responsible and accountable for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.
- 3.2 The **governing body**, in co-operation with the Headteacher, has a legal responsibility for determining the policy and provision for students with special educational needs – it maintains a general overview and has appointed a representative (the SEND Governor) who takes a particular interest in this aspect of the school.
- 3.3 Governors must ensure that:
 - the necessary provision is made for any student with SEND
 - all staff are aware of the need to identify and provide for students with SEND
 - students with SEND join in school activities alongside other students, so far as is reasonably practical and compatible with their needs and the efficient education of other students
 - they report to parents on the implementation of the school's SEND policy through the Governor's Annual Report to parents
 - they have regard to the requirements of the DfE Special Educational Needs and Disability Code of Practice: 0 to 25 years 2014
 - they are fully informed about SEND issues, so that they can play a major part in school self-review
- 3.4 Governors play a major part in school self-review. In relation to special educational needs, members of the governing body will ensure that:

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- they are involved in the department and monitoring of the school's SEND policy, and that the school as a whole will also be involved in its development
- SEND provision is an integral part of the School Development Plan
- the quality of SEND provision is regularly monitored

3.5 The Headteacher has responsibility for:

- the management of all aspects of the school's work, including provision for students with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the Special Educational Needs Co-ordinator
- the deployment of all special educational needs personnel within the school

The Headteacher also has overall responsibility for monitoring and reporting to the governors about the implementation of the school's SEND policy and the effects of inclusion policies on the school as a whole.

3.6 The Special Educational Needs Co-ordinator (SENCO), Mrs J Evans, is responsible for:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for students with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify students with special educational needs
- supporting class teachers in devising strategies and advising on appropriate resources and materials for use with students with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents/carers of students with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents/carers
- maintaining the school's SEND records
- assisting in the monitoring and evaluation of progress of students with SEND through the use of existing school assessment information.
- contributing to the in-service training of staff
- managing TAs
- liaising with the SENCOs in receiving schools and/or other high schools, to help provide a smooth transition from on school to the other

3.7 Class teachers are responsible for:

- maximising the progress of SEND students within the classroom and for providing an appropriately differentiated curriculum to meet individual students' needs. They can draw on the SENCO for advice on assessment and strategies to support inclusion
- making themselves aware of the schools' SEND Policy and procedures for identification, monitoring and supporting students with SEND
- giving feedback to parents/carers of students with SEND

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3.8 Teaching Assistants (TAs):

- work as part of a team with the SENCO and the teachers, supporting students' individual needs, and helping with the inclusion of students with SEND within the classroom
- play an important role in working collaboratively with them to ensure that information from students' profiles are used effectively, and in monitoring progress
- contribute to review meetings and help students with SEND to gain access to a broad and balanced curriculum
- are fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for students with SEND
- use the school's procedures for giving feedback to teachers about students' responses to tasks and strategies.

3.9 Heads of Faculties are responsible for:

- monitoring teaching and learning approaches, particularly the use of differentiation and implementation of targets
- taking appropriate action when children or young people with difficulties are identified, such as modification of the curriculum
- considering the complete ability range when making faculty decisions

3.10 The Assistant Headteacher is responsible for:

- Acting as the designated teacher for students who are in care

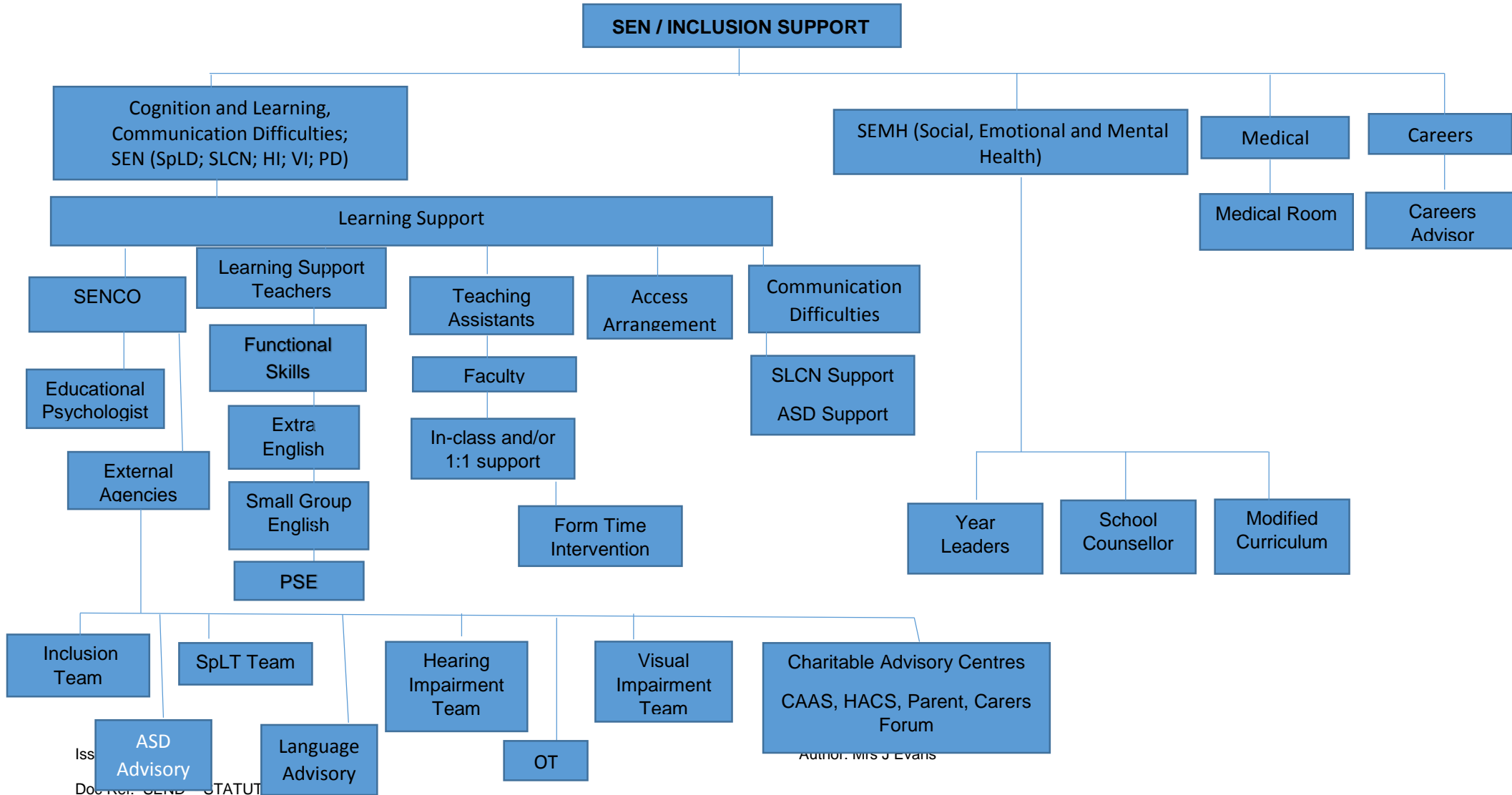
4. MANAGING PROVISION

At Haydon School:

- Sharing of expertise is welcomed and encouraged.
- Special Educational Needs is a part of the school development plan.
- The SENCO meets formally with TAs every week to review progress.
- The SENCO ensures that regular meetings are held, normally twice a year, to review students' progress and provision.
- There is informal contact between all staff to monitor individual students and to discuss concerns.
- Students are always involved in discussions about their targets and provision.
- The SENCO ensures that the following information is easily accessible to all staff:
 - the school's SEND policy
 - the SEND list
 - an overview of SEND provision
 - the school's internal arrangements for SEND, including a clear description of the responsibilities of all staff
 - information is readily available on the school's daily operating system (only to staff). This includes: access to students profiles; assessments; SEND list; the SEND Handbook; resources; good practice guides; progress database; EHCP's of SEND, feedback from Annual Review meetings is disseminated to relevant staff.

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SEN PROVISION DIAGRAM



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Author: Mrs J Evans

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5. ADMISSION ARRANGEMENTS

5.1 Haydon School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All students are welcome, including those with special educational needs, in accordance with the Local Authority (LA) admissions policy. If a parent/carer wishes to have mainstream provision for a child or young person with an EHCP, the LA must provide a place unless this is incompatible with the efficient education of others, and there are no reasonable steps that can be taken to prevent the incompatibility. Entry to the Sixth Form is based on individual course requirements but the students' special educational needs are taken into account.

5.2 Haydon School aims to fully integrate all students in the school and enable them to take part in all areas of the curriculum where possible. This includes education within the classroom, physical education lessons, participation in extra-curricular clubs and on school trips. Although the school is multi-level and the buildings have up to three floors, ramps and lifts are in place to ensure that the school is accessible to students with physical disabilities.

6. PROVISION FOR LEARNING SUPPORT**6.1 Special Educational Needs**

The Learning Support Department at Haydon aims to provide a secure and happy environment in which children and young people can develop their basic skills and access the curriculum, including the National Curriculum. The department plays an important role in building students' confidence and raising self-esteem.

6.2 Allocation of Resources

All schools in Hillingdon receive funding for students with SEND in three main ways:

- the base budget which covers teaching and curriculum expenses, as well as the cost of the SENCO
- the delegated SEND budget that funds the additional support required for students at K SEND Support (agreed Local Authority formula)
- specific funds that are allocated to students with EHC Plans

The Headteacher, SENCO and the governors of the school regularly monitor the needs of students with SEND. Resources are allocated according to need. The resources available include ancillary help, teacher time and materials, and these are dependent on the school's SEND budget. Any money allocated as a result of statutory assessment is spent according to the terms outlined in the resulting EHCP of SEND. The school has a continuing commitment to purchase appropriate resources for students with SEND.

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6.3 Identification of Children and Young People with Special Educational Needs

Haydon has adopted a systematic graduated approach to the identification and assessment of students requiring learning support, and will draw on the assistance of external agencies where necessary. This approach is based on that outlined in the DfE Special Educational Needs and disability Code of Practice: 0 to 25 years 2014. Our aim is to have an identification process that is ongoing and flexible.

Identification starts prior to a child or young person commencing Haydon when the child or young person is still at primary school.

- SEND records are transferred following Hillingdon procedures
- there are opportunities for all new students to visit Haydon School
- students with SEND are given additional visits, so that they will become more confident in the new situation
- the school SENCO also, wherever possible, visits students who have an EHCP of Special Educational Needs at their primary schools

Once at Haydon the assessment of skills and achievements of students will involve the collection of information from a variety of sources which includes:

- Primary School records
- Cognitive Ability Tests (CATs), New Group Reading Test (NGRT) and Vernon Spelling Test.
- Subject Baseline Tests
- National Curriculum attainment levels in core subjects
- School-based, across year assessments/tests/examinations.
- Teacher observation/nomination.
- Graduated Approach as outlined in the Code of Practice.

See Model of Support 9.3

6.4 Monitoring and Reviewing

The process of students requiring learning support and management of the SEND list, can be monitored through:

- Termly reports.
- Students Passports. (Sharing specialist information and pupils learning needs with staff and also target setting based on progress).
- Annual Reviews (in the case of EHCP students).
- Regular book-check by Heads of Department or Year Leader for making code and indication of differentiation in lesson content.
- Graduated Approach i.e. where students are identified as having learning difficulties (includes SEMH – Social Emotional and Mental Health).
- Student tracking.
- Quality Assurance Process.

See Model of Support 9.3

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6.5 Supporting Students with Literacy Difficulties in Learning Support

On entry to Haydon School in Year 7, students will undertake a series of screening tests e.g. CATs and NERT tests. Students who are identified as being well behind their peer group in ability are offered a curriculum appropriate to their need. Students who enter Haydon School at other times of the year will be given literacy screening tests. All staff are expected to raise concerns regarding learning needs of students who have or have not been identified as having SEND. Staff concerns are investigated and advice and/or additional support given.

Students who have been identified with specific difficulties in more than one area of literacy may receive the following support from the Learning Support Department. This will place the student on the school's SEND list and parents/carers will be notified of this by letter.

6.5.1 Small Group English

Target Group: Yr7

For those students who enter Haydon with English assessment levels well below their peers, and whose screening data has corroborated cognitive difficulties, a letter will be sent to parents/carers to invite their children or young person to join *Small Group English*. Students will follow a time-limited intense, structured programme to boost the fundamental skills needed to read competently. The students' progress is monitored after 7 weeks and students move back to mainstream English when ready. Some students will continue to follow the reading programme in addition to an adapted National Curriculum based English scheme of work.

6.5.2. Step up - Extra English

Target Group: Yr7-8

Students with the most significant literacy difficulties may also be offered targeted support via Extra English lessons. A letter will be sent to parents/carers informing them of this offer. This would mean they will drop their modern foreign language. This provision follows a structured curriculum from Years 7 & 8 to support all aspects of basic literacy following the AQA Step Up to English curriculum, completing Step Up silver level award wherever possible. It aims to promote a sense of security and confidence in using literacy effectively across the wider curriculum and later in the work force.

6.5.3 1:1 English

Target Group Yr7-11

For students who still present significant literacy challenges, in addition to the above support, may also require 1:1 tuition from our SEND Teachers in Learning Support on specific literacy aspects. Parents will be notified by letter of this support from the Learning Support Department.

6.5.4 Functional Skills

Target Group: Yr9-11

Some students with a history of need will be offered a modified curriculum at KS4. Such students will be invited to take the Functional Skills Option. This enables students to

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study the Step up Gold curriculum in Year 9 and to study Functional Skills Literacy (Levels 1 and 2) and Functional Skills Numeracy (Levels 1 and 2) in Years 10 & 11. This qualification develops knowledge of standard English as required in the work place. Achieving a pass at Level 2 allows access to Level 3 further education courses.

6.5.5 Specific Targeted Interventions

At any stage student assessment may indicate a need for a specific short-term targeted intervention, such as:

Cognitive Needs

- Sound Linkage – an integrated programme for overcoming reading difficulties.
- Handwriting Group.
- Reading Boxes
- Lexia

Communication Needs

- Social Skills Group
- Socials Skills 1:1
- ASD sensory support
- Speech, Language, Communication needs support

Parents will be notified by letter of this support from the Learning Support Department.

Across the Key Stages pupils are identified for small group work to improve their self-esteem and social skills. The department supports the running of Peer Mentoring Lunch Club, run every day, for pupils who are emotionally vulnerable and need support with friendships. There is also a Learning Support Homework Club every morning, and before and after school, through the Learning Support Department and through Year Offices.

6.4.6 Social, Emotional and Mental Health Difficulties

The school has a range of Inclusion Provisions – Student Support (Counsellors) and access to an adapted curriculum deemed necessary based on their social, emotional and mental health difficulties. These support students with social, emotional and mental health difficulties. This is accessed via referrals within school. Actions are taken to explore the underlying causes of such difficulties and external agencies are involved where necessary.

6.4.7. Mental Health Needs

Haydon School actively considers the mental health needs of all their students in the creation and management of the students' curriculum. Staff are alert to the possibilities of mental illness and follow procedures to inform the Year Team. Mental Health difficulties do not mean a student has SEND unless the impact of such ill health is preventing access to the curriculum and results in long term gaps in their learning.

We have clear systems and processes to help staff identify children and young people with possible mental health problems.

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7. EXAM ACCESS ARRANGEMENTS

7.1 Access Arrangements are adjustments made in public examinations and controlled conditions course work for students with a specific need. Access Arrangements are to ensure that students with particular requirements can demonstrate their skills, knowledge and understanding in examinations, for example, by providing large print papers for students with visual impairments. Students may have certain requirements for a number of reasons, including:

- A permanent (long-term) disability or medical condition.
- A temporary (short-term) disability or medical condition.
- An illness, other indisposition or unforeseen incident at the time of the assessment.

7.2 There are numerous Access Arrangements and students may be given one or more of these according to need. The process for granting an access arrangement and the evidence required may vary according to the examination. The evidence of need must be of a substantial and long-term disability (as defined in the Equality Act 2010). It takes the form of an up to date report compiled by Haydon's Specialist Assessment teachers or appropriately qualified medical/health practitioner/therapist. In compliance with JCQ regulations this report must be up to date and to have been carried out during or after year 9. The criteria for granting Access Arrangements in examinations are rigorous and guidance from the Joint Council for Qualifications (JCQ) is followed. Access Arrangements are only given to students with verifiable, provable evidence gathered from a variety of sources including:

- A history of need and provision.
- Haydon assessment data.
- Teacher and support assistant observations.
- Assessments and diagnostic report from an educational psychologist employed by the school or a student's LA.
- Assessments and diagnostic report from a specialist assessment teacher employed by the school.
- An EHCP of Special Educational Needs.
- A diagnostic report from medics such as a student's hospital consultant, occupational therapist, or other registered medical professional.
- A combination of the above; depending on the access arrangement and the reason for applying for it; as a multidisciplinary approach can be needed for a diversity of needs.
- Once students have been identified as receiving an Access Arrangement, all staff will be made aware and will monitor the students' need.

Please refer to the full Access Arrangements Policy for further details.

8. STAFF TRAINING

The school is committed to training teaching and support staff on a range of special educational needs throughout the year through Inset Days. CPD/Twilight sessions and New Teacher/Student Teacher sessions. Training is delivered by a range of visiting speakers and SEND professionals e.g. Educational Psychologist, Speech and Language Therapist,

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Hillingdon Language Advisory Teacher, Autistic Spectrum Disorder Teacher, Hearing Impairment Team, Visual Impairment Team etc.

9. SPECIAL EDUCATIONAL NEEDS – Code of Practice and Statements/EHCP's

9.1 Haydon School's Categorisation of Need in Line with SEND Reforms 2014

K2 - Learning Plus

In addition to 'Quality First Teaching' the student is in receipt of a short-term intervention to support an identified learning need. Internal specialist advice may have been sought or provided from a previous setting. This code is also used to alert staff to a diagnosis e.g. ASD. Provision of support may not always be necessary but the student may remain at K2 for monitoring purposes.

K – Complex/Severe (this will come up on SIMS as SEND Support)

In addition to 'Quality First Teaching' the student has been in receipt of a number of cycles of intervention and more than one agency has been involved.

E – In receipt of an Education and Health Care Plan (EHCP)

9.2 Educational, Health and Care Plans

An EHC Plan is a document which details a young person's special educational needs. In essence, it outlines the provision which the LA considers necessary to meet the special educational needs of the child or young person, the objectives which the special educational provision should aim to meet, and the arrangements to be made for monitoring progress in meeting those objectives in order to achieve the student's and parent/carers desired outcomes.

Educational Health Plans are mainly issued for students with complex and multiple needs or severe medical conditions.

9.2.1 Additional Provision

If a student has an EHC Plan the school takes into account the provision outlined. Staff will be deployed efficiently and effectively so that students are given the maximum support available. Recent research has shown that the most effective TA support promotes greater teacher interaction. An over reliance on TA support can lead to isolation from peers, lower levels of independence in learning and slower academic progress.

When students are withdrawn from lessons, careful consideration is given to the effects of this. The student's wishes and those of his/her parents will also be taken into account. Any withdrawal will aim to cause the minimum of disruption for student and subject teachers.

Parents of a child or young person with an EHC Plan will be consulted with as to the additional support that will be provided and should contact the SENCO if they have any concerns or wish to discuss the matter further.

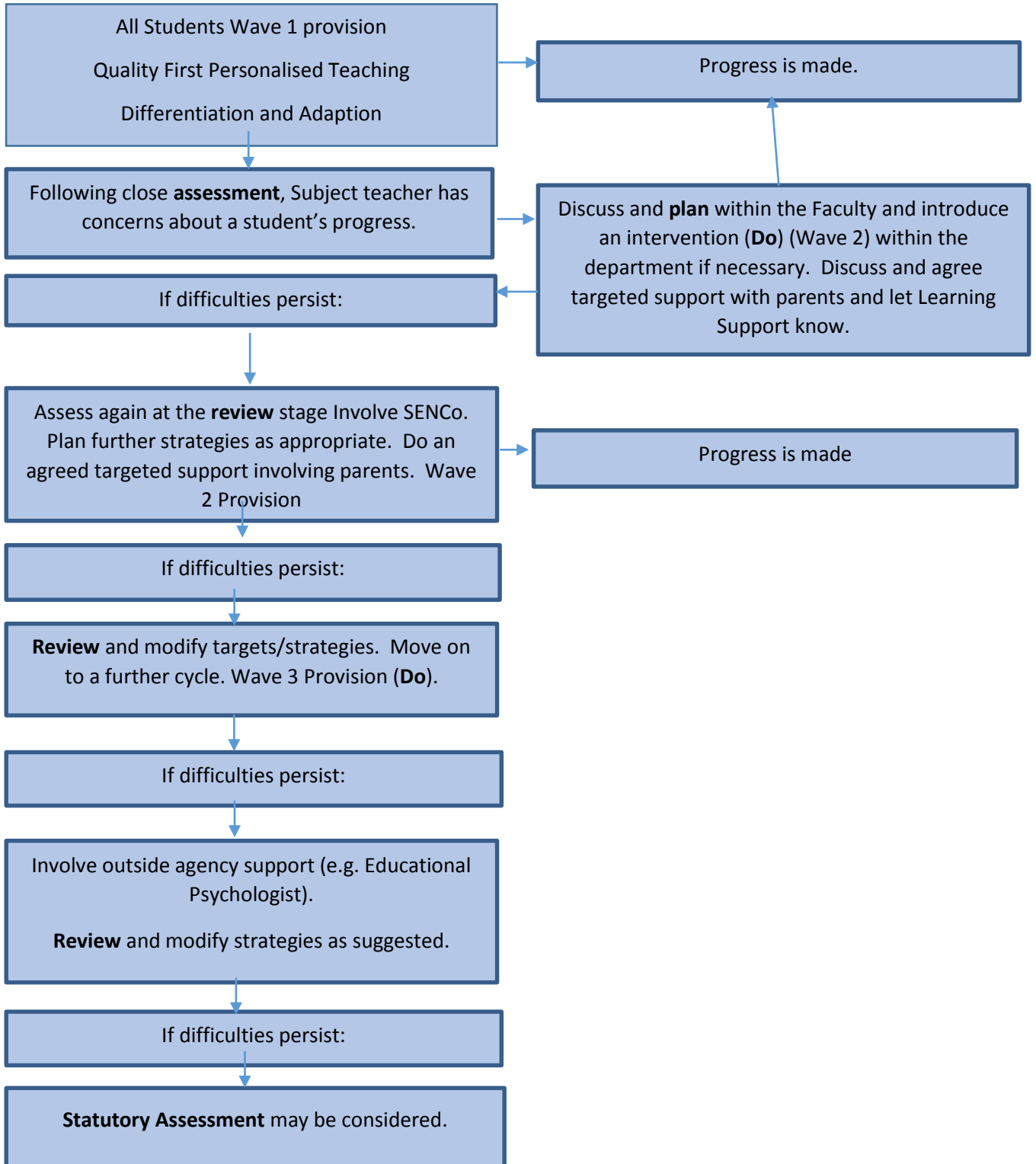
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9.2.2 Annual Reviews

Annual Reviews are held each year to discuss the student's progress and to review the ECH Plan. Parents and students are invited to the reviews as are the child or young person's Form Tutor, Specialist Teachers, Year Leader Staff, and other appropriate professional who are involved with the student. The reviews are held in the Learning Support suite. Parents can request interim reviews as necessary.

9.3 Model of Support

A Model of Support at Haydon School – Cyclical Stages of Intervention (Graduated Approach)



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10. PARTNERSHIP WITH PARENTS/CARERS

- 10.1 The staff at Haydon School will continue to forge home/school links and encourage parents/carers to be partners in the education process. Parents/carers are involved from the outset and encouraged to discuss any concerns with class teachers and Year Leaders as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.
- 10.2 Parents/carers will receive accurate information when they meet with teachers, so that they have a full picture of their son or daughter's skills and abilities, at whatever level, as well as their behaviour and effort at school. They are consulted before outside agencies are involved and are included as far as possible in strategies instigated. Parents/carers have the right to access any records of their son or daughter's progress and are encouraged to contribute to these records.
- 10.3 Parent/carer consultation meetings are held for each Year Group, but parents/carers are welcome to visit the school or arrange meetings at other times to discuss any aspect of their son or daughter/s progress with the subject teacher, Year Leader or SENCO. We are happy to make arrangements, wherever possible, for interpreters to be present for parents/carers with a first language other than English.
- 10.4 A guide to SEND provision in Hillingdon (Local Offer) is via this link: <http://search3.openobjects.com/kb5/hillingdon/fsd/localoffer.page>
The school's SEND Information Report is available via this link: <http://www.haydonschool.com/104/learning-support-send?search=learning> support
Parent/carers are welcome to request any of these publications.

11. STUDENT VOICE

- 11.1 All students will be involved in making decisions where possible right from the start. The ways in which students are encouraged to participate reflect their evolving maturity. Participation in education is a process that will necessitate all students being given the opportunity to make choices and to understand that their views matter. Confident young people, who know that their opinions will be valued and who can practice making choices, will be more secure and effective learners during the school years.
- 11.2 At Haydon School, we encourage students to participate their learning by:
- Contributing to reviews and targets (formally or informally).
 - Talking to teaching assistants and teachers about their learning.
 - Group and individual reward systems.
 - Contribute to information sharing through Student Passports.

12. LINKS WITH OTHER AGENCIES, ORGANISATIONS AND SUPPORT SERVICES

- 12.1 Mrs J Evans, the SENCO, will call upon a range of external agencies to get advice and support for students. The main agencies are listed below:
- Educational Psychologist.
 - Hillingdon Borough Special Needs Officer.

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- Harrow Borough Special Needs Officer.
- Speech and Language Therapy Services (NHS).
- SEND Learning Support Services – Language and Communication and ASD.
- SEND Learning Support Services – Advisory Team for Visual Impairment.
- SEND Learning Support Services – Advisory Team for Hearing Impairment.
- Occupational Health Services
- CAMHS
- Principal School Improvement Officer – Inclusion.
- Careers Advisor.

13. MONITORING/REVIEW OF POLICY

The success criterion to evaluate this policy is simply whether pupils with SEND are receiving and accessing the highest possible standard of education at Haydon School. In particular we use the following:

- Rigorous monitoring of the SEND list to ensure that all pupils have their full entitlement of support.
- Tracking of pupil progress through Progress Monitoring Data, to ensure expected progress is made.
- Analysis of exam results: % pupils with SEND achieving GCSE predictions.
- Requesting pupil views/parental satisfaction at review meetings.
- Analysis of progress made in Maths and English from KS2 – KS3 – KS4.
- Monitoring of exclusions.
- Monitoring movement on SEND list.
- Departmental monitoring e.g. differentiated classwork/homework, classroom observations etc.

14. ARRANGEMENTS FOR COMPLAINTS

Should students or parent/carers be unhappy with any aspect of provision they should, in the first instance, discuss this with the SENCO, who will try to resolve the situation. If the issue is not resolved to satisfaction then the school Complaints Policy should be followed.

SENDIASS (previously known as The Parent Partnership Service) is available to offer advice - <http://directory.hillingdon.gov.uk/kb5/hillingdon/fsd/service.page?id=eMkbn0H-YB8>.

15. LEARNING SUPPORT DEPARTMENT AT HAYDON SCHOOL

SENCo (Special Educational Needs Co-ordinator) - Mrs Judith Evans B.A. (Hons), P.G.C.E., R.S.A. Cert Spld, SEND National Award.

Keyworker and Administrator – Miss Alison Casey DipHe (Open) Criminology and Psychological Studies, Information, Advice and Guidance

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Second in Charge of Learning Support – Ms Katie Stark B.A. (Hons) History, Post Graduate Certificate Professional Studies in Education, Difficulties in Literacy Development, AMBDA Level 7 Spld. Certificate

HLTA – SEN Specialist Assessor and Co-ordinator – Mrs Mirella Verbena – O.C.R. Dip. Spld. Level 5, OCT Diploma Spld. Level 5, Certificate in Psychometric Testing, Assessment and Access Arrangements Level 7

HLTA – Mrs Tatiana Chan – TA Timetables, Biochemistry Degree, Dip in Teaching
HLTA – Communication and Student Passport Lead – Mrs Heather Sivills – BA (Hons) Fine Art, Level 3 ELKLAN

TA – Mrs Ramni Gajree
TA – Mrs Judit Judge
TA – Mrs Kamal Kohli
TA – Mrs Deborah Robertson
TA – Miss Sarai Penney
TA – Mrs Anita Pearson
TA – Mrs Jane Thoupos
TA – Ms Olympia Togia
TA - Miss Alicia Matton
TA – John Doherty

Named Governors

Mrs Janet Keal (Safeguarding), Ms Angela Dennie and Mrs Nandita Bardhanray (contact via J Porter PA to the Headteacher on – jporter2@lgflmail.org)

SEND POLICY

History

Date	Issue	Status	Comments
Jan 2015	1	New	New Policy. To Student committee 14.01.15 Approved – To FGB 06.02.15 - Accepted
March 2016	1	Updated	To Student committee 17.05.16. Approved – To FGB for ratification 05.07.16 Approved
May 2017	2	Updated	To Student committee 24.05.17 Approved – to FGB for ratification 06.07.17 Approved
January 2018	2	Update	Staff/Governors updated as per student committee minutes 17.01.18
November 2018	3	Update	To Student Committee 05.11.18 approved. To FGB 10.12.18 for ratification. Approved.