

Special Educational Needs and Disabilities (SEND) Information Report

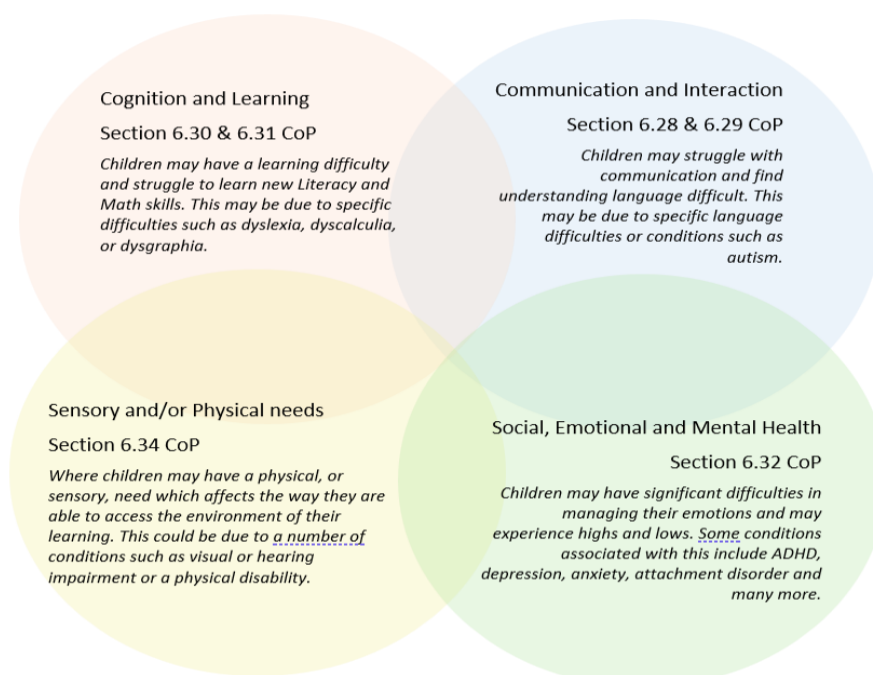
The aim of this Information Report is to explain how we implement our SEND policy.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood.

If there are any terms we have used in this information report that you are unsure of, you can look them up in the glossary at the end of the report. For the purpose of this report all schools and colleges in The Trust are referred to as 'schools' and all pupils and students are referred to as 'pupils.'

1. What types of SEND does the school provide for?

Our school provides for children with the following needs (as outlined in the SEND Code of Practice 2015):



More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

2. Which staff will support my child, and what are their key responsibilities?



All staff are considered responsible for supporting the needs of children with SEND.

Our Special Educational Needs Co-ordinator, or SENCO

There are 2 Lead SEN Officers (SENCO).

Gill Bennett – Primary phase

Karl Lawrence – Secondary phase

Class/subject teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of children who have SEN. The staff also take advantage of external training providers.

Teaching Partners (TPs)/ Teaching and Learning Assistants (TLAs)

In primary there are teaching partners

In secondary there are teaching and learning assistants

External agencies

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

- Child and adolescent mental health services (CAMHS)
- Attendance officers
- Educational psychologists
- GPs or paediatricians
- Advisory teachers
- Occupational therapists
- Therapeutic practitioners
- Behaviour coaches
- Safeguarding services
- SEN Officers

- Health professionals
- SEND Inclusion Advisors
- Specialist Teacher Service
- Speech and language therapists
- Voluntary sector organisations, such as Hayes Hospice

3. What should I do if I think my child has SEND?

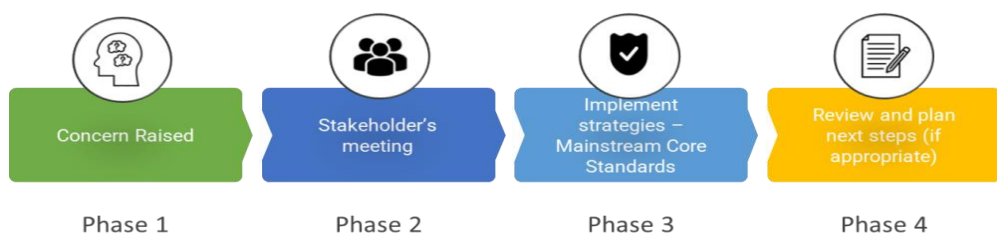


If you think your child might have SEND, raise your concern with the school so that the SENCO is aware.	Phase 1
We will meet or call you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child. We will make a note of what's been discussed and add this to your child's record.	Phase 2
We will implement the agreed strategies and monitor these over an agreed period of time. This will initiate the 'Graduated Approach' where support will be continually reviewed.	Phase 3
If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.	Phase 4

4. What happens if the school identifies a need?

The same process is followed if a concern is raised by the school. The school uses an array of methods to ensure that we identify needs:

- cognitive ability tests when children start;
- half termly tracking;
- checklists for common conditions;
- reading tests, screens and standardised tests such as WRAT or CTOPP;
- concerns raised by stakeholders such as teachers.



All staff are responsible for the monitoring of all children who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially.

If the teacher notices that a child is having difficulties, they try to find out if the child has any gaps in their learning. If they can find a gap, the school will adapt lessons accordingly. Children who don't have SEND usually make progress quickly once the gap in their learning has been filled.

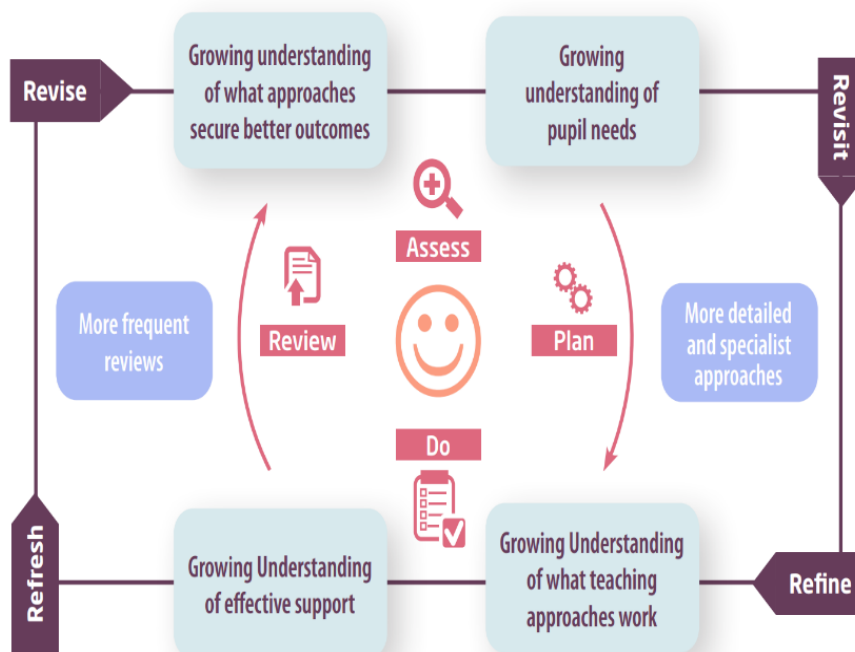
If the child is still finding it difficult to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEND, and the school will follow the graduated approach (see previous page).

5. How does the school identify and help children with low attendance who have SEN?

1. We monitor these at weekly meetings
2. We contact home and try to establish a reintegration plan
3. We meet with the child and parents to see what the barriers are
4. We work with the local authority to see if other input can help
5. Where necessary look to assess the child and make adaptations.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEND needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan to help your child.
Do	We will put our plan into practise. The class teacher will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the adaptations and plans we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

6. How will I be involved in decisions made about my child's education?

We will provide termly opportunities to discuss progress with your child's teachers. During the meeting staff will:

- Set clear outcomes for your child's progress;
- Review progress towards those outcomes;

- Discuss how to help your child make that progress;
- Identify what we will do, what we will ask you to do, and what we will ask your child to do.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and individual needs. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input. 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;
- Complete a survey.

8. How will the school adapt its teaching for my child?

High-quality teaching and ordinarily available provision is our first step in responding to your child's needs.

These adaptations may include:

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



- Adapting our resources and staffing;



- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc;



- Teaching assistants or support staff will support children appropriately depending on their presentation of need;



- Scaffolding lesson materials;

- Interventions (small group work).

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their IEP targets each term;
- Reviewing the impact of interventions after 6-8 weeks;
- Using child questionnaires;
- Using provision maps to measure progress;
- Holding an annual review (if they have an education, health and care (EHC) plan).



10. How will the school ensure my child has appropriate resources?

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning;
- Adaptations to in class support;
- Further training for our staff;
- External specialist expertise.

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

11. How will the school make sure my child is included in activities alongside children who don't have SEND?



All of our extra-curricular activities and school visits are available to all our children, including our before and after-school clubs.

All children are encouraged to go on our school trips, workshops, assemblies, clubs and practicals.

No child is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12. How does the school make sure the admissions process is fair for children with SEN or a disability?



- We match a child's needs to the provision that we have available to make sure we can meet their needs.
- When a child has an EHC plan (EHCP) we follow the process according to the Code of Practice to make sure we can meet the child's needs.

13. How does the school support children with disabilities?



The Equality Act 2010 states that you are classed as disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

We use provision maps to show what we can offer children who have additional needs. These broadly follow the 4 areas of need: Communication, Cognition and Learning, Social Emotional Mental Health.

14. How will the school support my child's mental health and emotional and social development?

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

- Children with SEND are encouraged to be part of the school council;
- We make use of Rowensbrook services to help children with their mental health. This provides counselling, coaching, training and mentoring where needed;
- We work with the NHS team for school mental health;
- We make sure staff are trained about mental health;
- We have a regular staff meetings to monitor children's mental health;
- Our approach to bullying is outlined in our Anti Bullying Policy.

15. What support is in place for looked-after and previously looked-after children with SEND?



We make sure that all teachers understand how a looked-after or previously looked-after child's circumstances and their SEND might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after children will also have a personal education plan (PEP). We will make sure that the PEP and any SEND support plans or EHC plans are consistent and complement one another.

16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

Between years

To help children with SEND be prepared for a new school year we:



- Ask both the current teacher and the next year's teacher to attend final meeting of the year when the child's SEND is discussed;
- Schedule lessons with the incoming teacher towards the end of the summer term.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between phases (for primary schools)

The SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEND support.

Children will be prepared for the transition by:

- Practising with a secondary school timetable;
- Learning how to get organised independently;
- Plugging any gaps in knowledge.



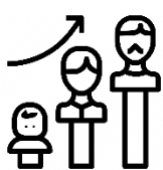
Between phases (for secondary schools)

The SENCO of the primary school meets with our SENCO to discuss the needs of the incoming children near the end of the summer term.

We arrange meetings with the parents, guardians and carers of incoming children to discuss how we can best welcome their child into our community.

We set up new children with a buddy from the year above to help them get settled in and make friends.

Onto adulthood (for secondary schools)



We provide all our children with appropriate advice on paths into work or further education.

We work with the child to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

17. What support is available for me and my family?

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

Local charities that offer information and support to families of children with SEND are available on Hillingdon's [SEND HELLO](#) page for special needs. This includes details of SENDIAS National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

18. What support is available for children with EAL?

Local charities offer information and support to families of children with SEND and EAL. These organisations are available on Hillingdon's [SEND HELLO](#) page for special needs. This includes details of SENDIAS.

19. What should I do if I have a complaint about my child's SEND support?

Complaints about SEND provision in our school should be made to the SENCO or direct to the school/college. Our response will then follow our Complaints Policy.

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

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

If you feel that our school 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.

20. Supporting documents

- *Safeguarding and Child protection Policy*
- *Behaviour and Relationships Policy*
- *Accessibility Plan*
- *Managing Student Attendance Policy*
- *SEND Policy*
- *SEN & Disabilities Code Of Practice 2015*



21. Glossary

Access arrangements – special arrangements to allow children with SEND to access assessments or exams.

Annual review – an annual meeting to review the provision in a child's EHC plan.

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services.

Differentiation – when teachers adapt how they teach in response to a child's needs.

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND.

Graduated approach – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil.

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind.

Local offer – information provided by the local authority which explains what services and support are on offer for children with SEND in the local area.

Outcome – target for improvement for children with SEND. These targets don't necessarily have to be related to academic attainment.

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability.

SENCO – the special educational needs co-ordinator.

SEN – special educational needs.

SEND – special educational needs and disabilities.

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND.

SEND information report – a report that schools must publish on their website, that explains how the school supports children with SEND.

SEND support – special educational provision which meets the needs of children with SEND.

Transition – when a pupil moves between years, phases, schools or institutions or life stages.