

SEN information report

6.1 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, Asperger's Syndrome, 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
- Moderate/severe/profound and multiple learning difficulties

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

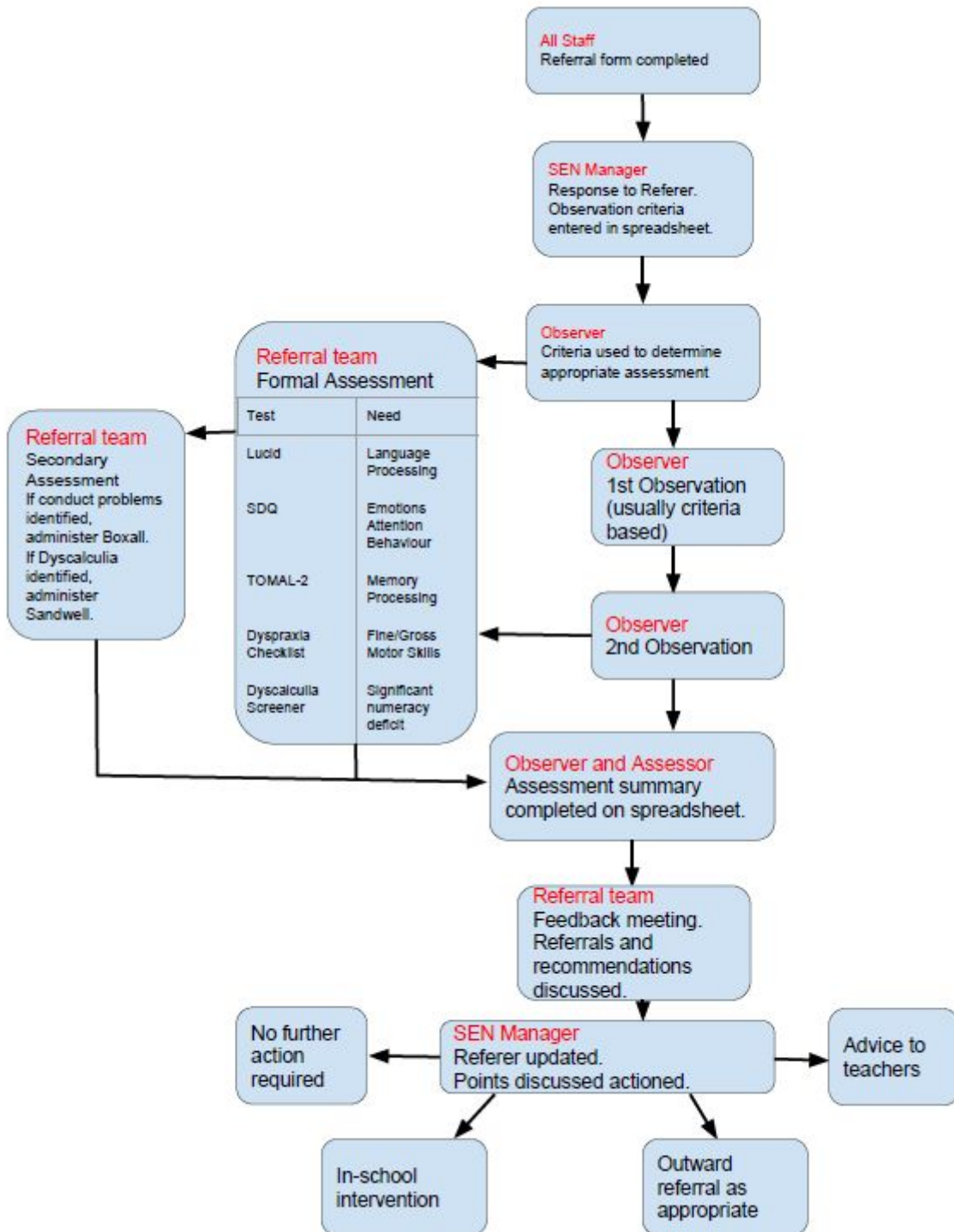
- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

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.

SEND Referral Flow Chart



6.3 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.

6.4 Assessing and reviewing pupils' progress towards outcomes

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

ASSESS. Student aptitude or need is identified by Learning Support Coordinator through transition information, outcome of assessment or statement of concern from carer, teacher, student. 'Barriers to Learning' referrals made at any stage during the year are discussed at MAP meetings.

PLAN. A personalised, educational plan is devised in partnership with parents, the student and key professionals involved with the child.

DO. The plan is implemented for the student and their interventions form part of the SEND Provision Map.

REVIEW. At the end of each AFA cycle (4 times per year), the Learning Support Faculty evaluate the impact of interventions on students' attainment and wellbeing. Evaluation will take into consideration 'quantitative' evidence such as National Curriculum Levels, number of merits/demerits/, attendance etc. and 'qualitative' factors such as confidence questionnaires, reports from staff etc. The findings of the review are communicated to parents and students and may prompt changes and adaptations to the educational plan for that child.

The class or subject teacher will work with the SEN Manager to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- 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.

6.5 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.

6.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Whole School CPD directly linked to the needs of students outlined in the SUCCESS Passports is provided to staff.

6.7 Adaptations to the curriculum and learning environment

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

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

6.8 Additional support for learning

We have 17 teaching assistants who are trained to deliver interventions such as:

Academic Support and Intervention:

General

- Support from Teaching Assistants in lessons
- SEND specific Home-learning clubs and whole school Home-learning clubs
- Additional Studies programme
- Targeted teaching groups in English, Maths and Science
- Access to a laptop computer during lessons
- Exam Access Arrangements – testing and application of arrangements
- Primary and Post 16 transition advice & guidance
- ENRICH – social communication, life skills and PSHE based curriculum
- RISE group – bespoke, targeted, small group teaching for P-level students

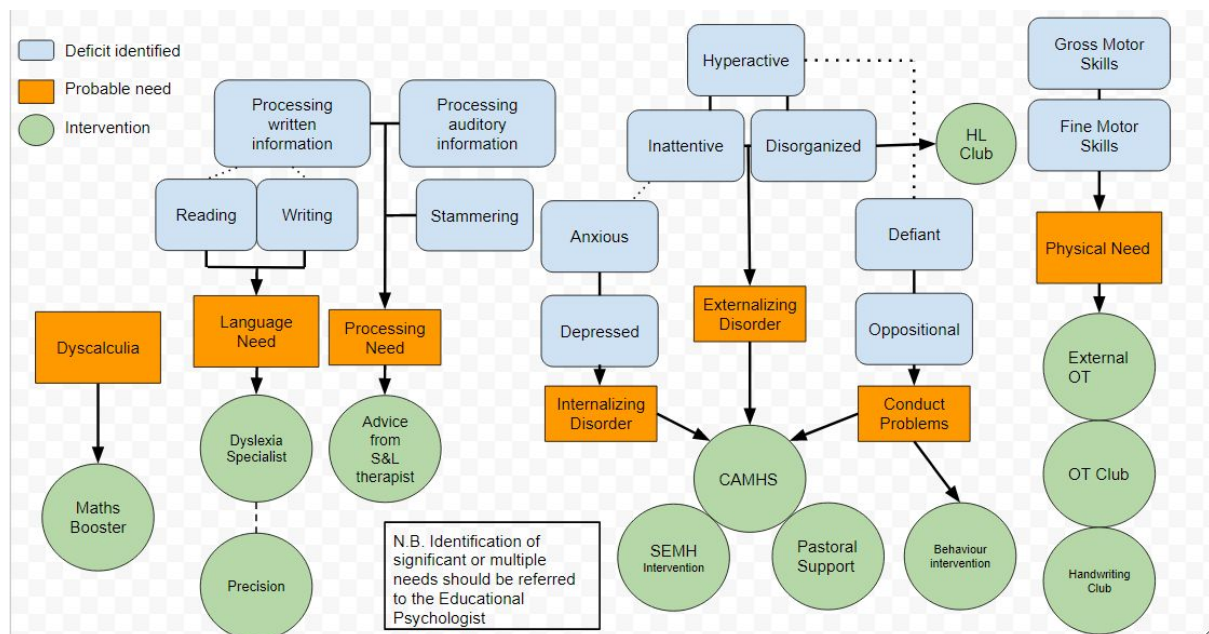
Literacy

- Fresh Start – RML phonics programme (small group)
- Speech and Language Therapy
- Precision teaching
- Reciprocal teaching
- Specialist Dyslexia assessment & tuition

Social, Emotional, Mental Health & Well-being Intervention:

- Counselling
- Behaviour mentoring
- Lunchtime club
- Play therapy
- SEND Enrichment offer –(incl Cooking, Archery, Drama & Craft clubs)
- Social Communication groups
- Primary transition support
- Post 16 transition support

HHS SEND provision Map:



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

- CAMHS
- Speech and Language Communication Service
- Haringey Autism Team
- Haringey Educational Psychology Service
- Occupational Therapy

6.9 Expertise and training of staff

Our Assistant Headteacher Accelerated Progress and SEND (named SENCO) is currently completing the 'National Award for SEN Coordination'. They have worked as an English teacher for 8 years, 4 years of which were as a Faculty Head for Literacy and EAL

They are allocated 15 hours a week to manage SEN provision.

We have a team of 17 teaching assistants (LSAs), including 10 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in:

- Fresh Start
- Reciprocal Teaching
- Dyslexia Strategies
- Social Communication
- Sensory Integration
- Effective LSA support
- Speech and Language
- ADHD support
- ASD support

6.10 Evaluating the effectiveness of SEN provision

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

- Reviewing the impact of interventions in line with school assessment cycles or specific intervention guidance
- Review targets of SEN students with parents at AFA days
- Monitoring by the SEN Manager and Assistant Headteacher Accelerated Progress and SEND (named SENCO)
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

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

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

Some pupils are encouraged to go on our residential trip(s) to Rand Farm and specific external trips linked to sensory integration, social communication and building independence (e.g. trips to V&A, Brighton, Kidzania)

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.

6.12 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 of the school council
- Pupils with SEN are also encouraged to be part of lunch time games club to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

6.13 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Assistant Headteacher Accelerated Progress and SEND (named SENCO) 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

6.14 Contact details for raising concerns

Andrew Lloyd: andrew.lloyd@heartlands.haringey.sch.uk

020 8826 1230 ext: 394

6.15 The local authority local offer

Our local authority's local offer is published here:

<http://www.haringey.gov.uk/children-and-families/local-offer>

7. Monitoring arrangements

This policy and information report will be reviewed by Heartlands Community Trust Governing Body **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

8. Links with other policies and documents

This policy is supported by the following School Policies and Legal Documents:

SEND Policy, SEND Information Report, Inclusion Policy, Heartland's Single Equalities Scheme, Values for Success Policy, Teaching and Learning Handbook & Curriculum Statement, Accessibility Plan

Legislation and guidance informing this policy:

- SEND Code of Practice (2015)
 - Working together to Safeguard Children (2015)
 - The Children and Families Act (2014)
 - Equality Act (2010)
 - Reasonable Adjustments for Disabled Pupils (2012)
 - Supporting Pupils at School with Medical Conditions (2014)
- The Special Educational Needs and Disability Regulations (2014)

Assistant Headteacher Accelerated Progress and SEND (named SENCO)