

Haileybury Turnford

SEN Information Report 2022-2023

1. Who are the best people to talk to in Haileybury Turnford about my child's difficulties with learning/Special Educational Needs and/or Disabilities?

The subject teacher is responsible for;

- Checking on the progress of your child and identifying, planning and delivering an adapted curriculum to students with SEND in class as appropriate.
- Personalised teaching and learning for students with SEND as appropriate.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the students they teach with any SEND.

The SENCO is responsible for;

- Developing and reviewing the school's SEND Policy.
- Co-ordinating support for children with special educational needs or disabilities (SEND)
 - Ensuring that you are;
 - involved in supporting your child's learning,
 - kept informed about the support your child is getting,
 - involved in reviewing how they are progressing.
- Liaising with other professionals who may be coming in to school to help support your child's learning, e.g. Speech and Language, Therapists, Educational Psychologists.
- Ensuring that the school's SEND Profile is kept updated (a system for ensuring that all the SEND needs of students in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help students with SEND in the school to achieve the best progress possible.

SENCO@haileyburyturnford.com

Mrs J Mitchell, Flex (Flexible Learning Centre)/SEND Co-ordinator
Mrs M Goodes, Vice Principal – Designated Safeguarding Lead & SENCO

2. *What are the different types of support available for children with SEND in our school?*

We are a mainstream secondary school providing support for students with SEND for whom mainstream education is appropriate.

Subject teacher input, via excellent targeted classroom teaching (High Quality Teaching)

For your child this means;

- Teachers have the highest possible expectations for your child and all students in their class.
- If a Link Worker (LW)/Learning Support Assistant (LSA) is in the lesson, their support is targeted to ensure that learning is moved on.
- Your child is fully involved in learning in class.
- Strategies which may be suggested by the SENCO or other professionals working with your child are in place to support your child to learn.

Specific group work provision

- This could include, but is not limited to: reading comprehension, numeracy, spelling, emotional wellbeing, social skills development or physical exercise programmes to develop gross and fine motor skills.
- It could be run by a teacher or support staff.

Specialist professionals

- You may be asked to give permission for your child to be referred to a specialist professional, e.g. Speech & Language Therapist. This will help the school and you to understand your child's needs better and so support them more effectively.

The specialist professional may work directly with your child. They may make recommendations for support at home and/or in school.

Specified Individual support - Education, Health and Care Plan (EHCP)

This type of support is for children whose learning needs are severe, complex and lifelong. Students learn in mainstream classes.

- The EHCP will outline the outcomes expected and may state the support your child will receive from the LA, how the support should be used, and what strategies must be put in place. It will also have long and short-term goals for your child. An additional adult may occasionally be used to support your child with whole class learning, run individual or small group programmes.

3. How can I let the school know I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's subject teacher, form tutor or the Year Achievement Co-ordinators initially.
- If you have concerns that your child has an unmet special educational need after this, contact the Flex (Flexible Learning Centre)/SEND Co-ordinator.

4. How will the school let me know if they have any concerns about my child's learning in school?

If your child is identified as not making progress, the school may set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have
- plan any additional support your child may receive
- discuss with you any referrals to outside professionals to support your child's learning

This might take place at a parents' evening or at a planned meeting.

5. How is extra support allocated to children and how do they move between the different levels?

- The school budget, received from Hertfordshire LA, includes money for supporting children with SEND.
- The Principal decides on the budget allocation for special educational needs and disabilities in consultation with the school governors, on the basis of needs in the school.
- The SENCO and the Flex (Flexible Learning Centre)/SEND Co-ordinator and Year Achievement Co-ordinators (as appropriate) discuss all the information they have about SEND in the school in relation to the allocation of resources, including:
 - the students getting extra support already
 - the students needing extra support
 - the students who have been identified as not making as much progress as would be expected

All resources/training and support are reviewed regularly and changes made as needed.

6. Who are the people other than teachers providing services to children with SEND in this school?

- Flex/SEND Co-ordinator, Link Workers (LWs), Learning Support Assistants (LSAs), SEN Administrator
- Year Achievement Co-ordinators (YACs), Assistant Year Achievement Co-ordinators (AYACs)
- Student Services
- School Counsellor
- Qualified First Aiders
- Additional Speech and Language Therapy input as appropriate
- Occupational Therapy input as appropriate to need
- Educational Psychologist input as needed
- SEND Specialist Advisory Service (SENDSAS)
- Educational Psychology Service (EPS)
- Speech & Language Therapists
- CAMHS
- Sensory & Physical Impairment Team
- Services for Young People
- HABS

7. How are the teachers in school helped to work with children with SEND and what training do they have?

- The SENCO's role is to support the subject teacher in planning for children with SEND.
- All students' needs are detailed on our database (SIMS & Provision Map) as appropriate, and all students have 'Pen Portraits' which aid teaching, planning and adapting the curriculum.
- The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as ASD and speech and language difficulties.
- Individual teachers and support staff attend training courses both internally and externally that are relevant to the needs of specific students.

8. How will the teaching be adapted for my child with SEND?

"All teachers are teachers of SEND". At Haileybury Turnford, our teachers are well equipped to deliver high quality, inclusive teaching to students with SEND. The SEND Code of Practice 2015, states that "High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN". At Haileybury Turnford:

- Subject teachers plan lessons according to the specific needs of all groups of students in their class and will ensure that your child's needs are met.
- Teachers adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- Teachers and other adults in the classroom work together to give targeted support needed according to your child's needs.

9. How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her subject teachers and Year Achievement Co-ordinator, as well as the Flex/SEND Coordinator.
- His/her progress is reviewed at regular intervals and formally once a term.
- Students at SEN Support will be reviewed every term, you will be informed of any changes to support or SEN status.
- The progress of children with an EHCP is formally reviewed at an annual review with all adults involved with the child's education.
- The SENCO, via the Flex/SEND Co-ordinator, will also check that your child is making good progress within any 1:1 sessions or group work that they participate in.
- All extra provision provided by the Flex team is evaluated for impact and effectiveness by the Flex/SEND Coordinator and next steps considered.

10. What support do we have for you as a parent of child with SEND?

- The Year Achievement Co-ordinator and subject teachers are available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. If you have further concerns, you may wish to speak to an appropriate member of the school's leadership team.
- The SENCO/Flex/SEND Co-ordinator is available by appointment to meet with you to discuss your child's progress or any concerns/worries you may have.
- AYACs and LWs/LSAs are available by appointment to discuss issues as appropriate to their roles in school.
- All information from outside professionals will be discussed with you directly, or where this is not possible, in a report.
- Homework will be adjusted by the class teacher as needed to your child's individual needs.
- A home/school contact book may be used to support communication with you, where this has been agreed to be useful for you and your child.
- Parents are informed and actively encouraged to support shared goals at home.
- Parents' evenings will also give you information about how your child is progressing.
- Year Group/Key Stage Information Evenings will give you curriculum information and ways that you can support your child at home.
- SEND Parent/Carer Forum meetings.
- Access to SENDIASS and other parent support groups.

11. What support is there for my child's overall wellbeing?

- We are an inclusive school; we welcome and celebrate diversity. We believe that developing high self-esteem is crucial to the well-being of young people. We have a caring, understanding pastoral team looking after our students.
- The Year Achievement Co-ordinator has overall responsibility for the pastoral and social welfare of every child in their year group.
- The form tutor has responsibility for every child in their class therefore they would be the parents' first point of contact.
- The school has qualified Mental Health First Aiders and employs a School Counsellor.
- If further support is required staff will liaise with the appropriate member of staff and/or the senior leadership team for further advice and support, this may involve working alongside outside agencies such as Health and Social Care, and/or specialist educational services.

12. How does the school manage the administration of medicines?

- The school has a policy regarding the administration and managing of medicines on the school site.
- Parents need to contact Medical if medication is recommended by Health professionals to be taken during the school day.
- On a day to day basis Medical generally oversees the administration of any medicines.
- Your child may have a Health Care Plan in place.
- As a staff we have regular training and updates on conditions and medication affecting individual children so that staff are able to manage medical situations.

13. How is Haileybury Turnford accessible to students with SEND?

- The ground floor buildings are accessible to children with physical disability via ramps.
- There are lifts providing access to all classrooms on the 1st floor.
- There are disabled parking bays in the car park.
- There are disabled toilets in the new Humanities building, main building, Art & DT, Music and Flex.
- Teaching resources and equipment used are accessible to all students regardless of their needs.
- After school and extra-curricular provision is accessible to all children including those with SEND.
- All students have an equal opportunity to go on school trips. If needed, extra support is provided.

14. How will we support your child when they are joining or leaving this school? OR moving on to another class/year?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. If you would like to apply for a place at Haileybury Turnford please follow the link to the Local Authority information page on admissions

<https://www.hertfordshire.gov.uk/services/schools-and-education/school-admissions/secondary-and-upper-schools/secondary-and-upper-school-places.aspx>

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes/years in school:

- Information will be passed on to the new subject teachers in advance. All relevant information will be shared.

Transition from KS2 to KS3:

- The Year Achievement Co-ordinator Year 7 and/or the Flex/SEND Co-ordinator will visit your child's primary school:
- If your child has an EHCP they will be invited to spend a morning with Flex staff getting to know the school. Some students may need more visits and we will arrange this.

We have high aspirations for all of our students and give a range of guidance to ensure that students choose the correct study pathways.

Transition from KS3 to KS4:

- The Year Achievement Co-ordinator Learning Year 9, the Senior Leadership Team and members of the Flex team will meet with students to discuss and give guidance for option choices.
- There is an Options Evening for all parents to inform them about options and courses available.
- Your child's subject teacher will discuss options with you at Year 9 parents' evening.
- Option choices can also be discussed at meetings with Flex staff from Year 9.
- Impartial information, advice and guidance is available through YCH Services for Young People.

Transition from KS4 to KS5/college:

- Students in Year 11 have a Taster Day for KS5 subjects.
- There is career guidance available to aid choice.
- Discussions about different pathways are held at Annual Review meetings for those with an EHCP.
- If your child has an EHCP they will meet 1:1 with YCH Services for Young People for further guidance.
- Impartial information, advice and guidance is available through YCH Services for Young People.

Transition from KS5 to further study/employment:

- The Head of Sixth Form and the Sixth Form team give advice and guidance about the different pathways available.
- Where appropriate a representative from the LA/DSPL4 may be invited to speak to parents about the help available to students with SEND at University.
- Impartial information, advice and guidance is available through YCH Services for Young People.

15. How will my child be able to contribute their views?

- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through termly Link Worker meetings/discussions with our students with SEN, this information is incorporated into Pen Portraits.
- Students on SEN Support or who have EHCPs discuss the aims and targets of intervention programmes with a member of the Flex team.
- We also seek student's opinions about support in class, Lunch Club provision and Homework Club.
- We have an open-door policy in the Flexible Learning Centre and students can speak with a staff member before school, break/lunch time or after school.

16. What support is there for behaviour, avoiding exclusion and increasing attendance?

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and students.
- Reasonable adjustments are made for students with SEND as appropriate.
- If a student has behavioural difficulties a Pastoral Support Plan (PSP) may be written alongside the student and parents to identify the specific issues, put relevant support in place and set targets.
- After any behaviour incident we expect the student to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the student needs to do differently next time to change and improve their behaviour.
- Attendance of every student is monitored on a daily basis by the Attendance Officer. Lateness and absence are recorded and reported to the pastoral team.
- Staff are on duty in the playgrounds, communal areas and corridors, they are there to help students who may need an adult to aid negotiations between students.
- Students may spend time in their pastoral area at school where they are helped to reflect on their behaviour and make better choices.
- Some students may work with the Pastoral team and/or the Flex team to better understand their behaviour and make improvements.
- Students may be referred to CAMHS or other external agencies for agreed intervention.

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

- All students are included in all parts of the school curriculum and we aim for all students to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

18. How the school's resources are allocated and matched to children's SEND needs?

- We ensure that all students who have special educational needs have their needs met to the best of the school's ability with the funds available.
- We have a team of LWs & LSAs who are funded from the SEND budget who support in class and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis. The children who have the most, high level and complex needs are given the most support.

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

- Specialist Assessor is employed to assess students for access arrangements.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: educational psychologists, specialist services for HI/VI/ASD; Health including – GPs, CAMHS, school nurses, clinical psychologists, paediatricians, speech & language therapists, physiotherapists, occupational therapists, Social Services and social workers.

20. What training has the staff supporting children with SEND had or is currently having?

There is an ongoing professional development programme throughout the school year.

- The SENCO has achieved the NASENCO qualification.
- Staff, new to the Flex team, undertake an induction programme which includes training webinars from NASEN/Whole School SEND.
- All staff undergo Safeguarding and Prevent refresher training annually. Level 3 training is provided every 3 years.

Whole School:

2021-2022: Autism, ADHD, Persistent Literacy Difficulties, An Introduction to Makaton

2020-2021: Whole School Approach to SEND, Inclusive High-Quality Teaching Strategies, Effective Deployment of Support Staff, Working Memory & Metacognition

2019: AET Tier 1 > whole school. AET Tier 3 > SENCO.

Members of the Flex team have accessed the following training as appropriate to their roles:

- Special Access Arrangements
- Emotional Literacy Support Assistant (ELSA)
- ELKLAN Speech & Language
- Makaton Level 1
- Mental Health First Aid
- Being an Effective TA by Rachel Cosgrove
- Place2Be: Mental Health Champion
- Lego Therapy Interventions
- Supporting Students with Autism in mainstream education, including: Girls with Autism, Reasonable Adjustments, Anxiety & Autism

21. What if I need to complain?

Parents have the following rights of redress, should the school, governors or LA fail in its duty to provide, or if the parent disagrees with a decision or feels that there is discriminatory practice:

- The school's or LA's complaints procedure.
- The disagreement resolution service (for disagreements between parents/YP and the LA or parents/YP and the educational provider).
- Complaints to OFSTED (about whole SEN provision rather than in relation to individual children and where the complaints procedure has not resolved the complaint).
- An appeal to the SEND First-Tier Tribunal about EHC assessments/plans and/or disability discrimination. This must follow mediation, unless it is a complaint over the naming of a school placement.
- A complaint to the LA Ombudsman (for complaints against LAs if not resolved through the LA complaints procedure).
- Complaint to the Secretary of State (against schools or LAs).

22. Information about Support Services

In accordance with the SEND Code of Practice 2015, Hertfordshire has developed a 'local offer' for young people and families of children with SEND. It provides clear, comprehensive and accessible information about the support and opportunities that are available. More information can be found at [The Hertfordshire Local Offer](#) and [Services for parents, carers and families \(hertfordshire.gov.uk\)](#).