

# Haileybury Turnford

Ambition · Pride · Success

## **SEN Information Report 2025-2026**

**Mrs M Goodes, Senior Vice Principal – Designated Safeguarding Lead & SENCO**  
**Mrs J Mitchell, Flex/SEND Co-ordinator**

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Our SEN (Special Educational Needs) Information Report outlines the provision and support available for students with special educational needs at Haileybury Turnford. It is designed to give you a clear picture of how we identify, support, and work alongside children with special educational needs and their families. We are committed to fostering an inclusive learning environment where the needs of all students are met with high expectations, appropriate support, and equal access to a broad and balanced curriculum.

### **How does the school know if the children/young people need extra help?**

At Haileybury Turnford (HT) we regularly assess students' needs and progress:

- Transition information from primary schools
- Staff observations, referrals and feedback
- Communication with external agencies
- Regular monitoring of student achievement and attitude to learning with Year Achievement Co-ordinators

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
- 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.

### **What should I do if I think my child may have special educational needs?**

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 Mrs Mitchell, Flex/SEND Co-ordinator.

### **How will the school support my child?**

#### **Pastoral Structure at HT**

##### **Tutor**

In each year group, students are divided into mixed ability forms, who are looked after by a tutor. It is the role of the tutors to get to know individual members of their tutor group and to consult with other staff about their child welfare as well as academic progress and behaviour.



## **Class Teacher**

The class teacher plays a central role in supporting all students, including those with special educational needs. Class teachers are responsible for ensuring that:

- **High Expectations** are set for every student, recognising and valuing each child's strengths and potential.
- **High-quality, inclusive teaching** is delivered in the classroom, providing a learning environment where all students can access the curriculum and make progress.
- **Ordinarily available provision** is in place. This includes a range of strategies and adaptations that are routinely used to support students' learning and wellbeing, ensuring that individual needs are met as part of everyday classroom practice.

The class teacher works in partnership with the SENCO, support staff, and parents/carers to monitor progress, adapt teaching approaches, and ensure that the right support is in place for each child.

## **Year Achievement Co-ordinator and Assistant Year Achievement Co-ordinator**

Each year group has their own Year Achievement Coordinator and Assistant, they are responsible for overseeing your child's welfare, academic progress and behaviour.

## **SEND Support at HT - The Flexible Learning Centre ('Flex')**

### **SENCO**

Mrs Goodes, our Senior Vice Principal, is the SENCO, she has strategic oversight of SEND at HT.

### **Flex/SEND Co-ordinator**

Mrs Mitchell is the Flex/SEND Co-ordinator and manages the SEND department on a day-to-day basis, she is the main point of contact at HT.

- Manages the Flex staff of Link workers and Learning Support Assistants
- Regular meetings with Year Achievement Co-ordinators to review and monitor student progress, behaviours and attitudes to learning.
- Co-ordinates a timetable of in-class support
- Co-ordinates exams access arrangements with the External Assessor and the Exams Access Arrangements Assistant in line with JCQ regulations.
- Ensures that there is a SEND Profile of your child via a 'Pen Portrait', which is kept updated and made available to all staff
- Co-ordinates intervention support work for targeted students

### **Link Workers**

- There is an allocated Link Worker (key worker) for each year group, to support the students with SEN
- Link Workers regularly meet with the students for an 'All About Me' conversation, to find out how they feel about school and how they think they can be best supported
- Students are also able to access their Link Workers before school and during break and lunch times
- Link Workers also support in-class in their year group and provide interventions across the whole school
- Link Workers also provide a Flex Breakfast Club and a Flex Homework Club

### **Learning Support Assistants**

- Learning Support Assistants (LSA) provide in-class support across the whole school

### **Flex/SEND Administrator**

- Co-ordinates Annual Review meetings
- Supports students visiting the Flex Centre during the school day
- Provides administrative support to the team

### **Exams Access Arrangements Assistant**

- Co-ordinates the administration of the exams access arrangements process.

### **SEND Governor**

Dr Pugsley is our SEND Link Governor.

### **How will I know how my child is doing?**

- At HT, we believe that assessment lies at the heart of excellent teaching, empowering students to reach their targets and achieve success. Assessment supports the students' learning and improves attainment through effective feedback showing the student how further progress can be made.
- Progress Updates are sent home to parents. Progress Updates are sent home after each assessment point for all year groups.
- There are Key to Success Meetings for each year group at the start of the academic year. Each year group also have a Parents' Evening for teachers to give further face-to-face feedback (two Parents' Evenings in Year 11). The Flex/SEND Co-ordinator is always available at Parents' Evenings.
- In addition, at HT we use an online system known as Class Charts. You will be able to use Class Charts to keep track of your child's behaviour, access their assigned homework and view announcements from the school.
- Annual Reviews for students with an Education, Health and Care Plan.
- Regular contact with Link Workers.

### **How will the school's approach to teaching and learning be matched to my child's needs?**

Our teachers are well equipped to deliver high-quality, inclusive teaching and to provide the ordinarily available provision that supports students with SEND in the classroom. 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."*

- High-quality teaching and high aspirations
- Full-time education in classes, with additional help and support from the class teacher through an adapted curriculum
- Teachers are provided with a personalised 'Pen Portrait' of your child, outlining their needs and providing individual strategies
- Subject teachers plan lessons according to the specific needs of students in their class to ensure that your child's needs are met.
- Teachers adapt the curriculum to support the needs of your child where necessary.
- Specific resources and strategies may be used to support your child individually and in groups.
- Teachers and other adults in the classroom work together to give the targeted support needed according to your child's needs.

### **SEN Provision at HT**

The main methods of SEN provision made by Haileybury Turnford are:

- In-class support from Link Workers/Learning Support Assistants where available.
- Small groups of students receive additional support with literacy, numeracy and social, emotional and mental health needs during the school day.
- A Link Worker for all on the SEN Register.
- Support from a range of external professionals.

- Mentoring from our Assistant Year Achievement Coordinators.
- Access to clubs and activities within The Flexible Learning Centre, such as breakfast & lunch clubs.
- A homework club for students with SEN in The Flexible Learning Centre with support from Link Workers
- Exam Access Arrangements

Please note this is not an exhaustive list, SEN provision is personalised following a cycle of 'assess, plan, do, review' known as the graduated approach.

### **What support will there be for my child's overall wellbeing?**

We have a whole school approach to mental health and wellbeing at Haileybury Turnford. Our aim is to provide a safe, secure, and inclusive learning environment by providing social and emotional support programmes, as well as support for students with additional needs.

Haileybury Turnford supports mental health and wellbeing at a whole school level by having high and achievable behaviour expectations for student learning and behaviour and by placing a strong emphasis on supportive teacher-student relationships and peer-to-peer relationships.

Our assemblies and Personal & Social Development (PSD) lessons provide opportunities to raise the profile and raise awareness of how important mental health is. Throughout planned Tutor and PSD sessions, we cover the promotion of good mental health and resilience.

As a school our Wellbeing offer includes: Mental Health First Aiders, School Counsellors, Young Carers Group and MCR Pathways Mentoring

The Year Achievement Coordinator has overall responsibility for the pastoral and social welfare of children in their year group.

Mrs Goodes is the Mental Health Lead.

### **What training have the staff supporting children and young people with SEND, had or are having?**

- The SENCO achieved the NASENCO qualification in 2021.
- All staff undergo Safeguarding and Prevent refresher training annually. Level 3 training is provided every 3 years.

There is an ongoing professional development programme throughout the school year, training has included:

- Adaptive Practice
- Emotion Coaching (2026)
- Trauma Informed Practice
- Selective Mutism
- Pathological Demand Avoidance
- Autism
- ADHD
- Whole School Approach to SEND: Inclusive High-Quality Teaching Strategies
- Effective Deployment of Support Staff

In addition, members of the Flex team have accessed the following training as appropriate to their roles:

- Exam Access Arrangements
- Emotional Literacy Support Assistant (ELSA)
- Mediated Learning Support Approach (MeLSA)

- 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, Social Stories
- Selective Mutism

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

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

### **How will you help me to support my child's learning?**

Key to Success parent/carer information events are held annually at the start of the academic year, these provide important information about how your child will be supported throughout the year and will give key advice guidance and signposting for parents and carers. These meetings also offer families an opportunity to meet with key pastoral and teaching members of staff and opportunities are shared about how the school can support your child's learning both inside and outside of school.

### **How does the school enable constructive partnership working with families?**

Parent Forum meetings are held throughout the year.

Pastoral Teams meet with parents and carers at the start of the year and regularly communicate with parents via Class Charts. The Pastoral Teams provide a termly Newsletter to all parents/carers highlighting the successes and achievements of the year group. Parents and Carers are provided with the contact details of the Pastoral Team for their child at the start of the academic year and have an opportunity to meet with their child's Tutor, Year Achievement Coordinator and Assistant Principal.

Students with SEN have an allocated Link Worker within the Flex team, this includes regular contact and liaison with parents/carers.

### **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.

All students are encouraged to attend clubs and co-curricular activities.

### **How accessible is the school environment?**

Our school is committed to ensuring that the environment is accessible to all students. Our Accessibility Plan, which is reviewed annually by our Governing Body, sets out how we will continue to improve access to the physical environment and the curriculum.

We have Lift access to all learning environments and have accessible toilet facilities available. Classrooms are arranged to allow ease of movement and accessibility to view teaching materials. Teachers adapt the curriculum to ensure that learning is accessible to all students.

Reasonable adjustments are made on an individual basis.

### **Who can I contact for further information?**

Mrs M Goodes, Senior Vice Principal – Designated Safeguarding Lead & SENCO  
Mrs J Mitchell, Flex/SEND Co-ordinator

[SENCO@haileyburyturnford.com](mailto:SENCO@haileyburyturnford.com)

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

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 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.

Transition from KS2 to KS3:

- The Year Achievement Co-ordinator Year 7 and/or the Flex/SEND Co-ordinator will contact your child's primary school.
- All Year 6 students attend a 'Transition Day' in July.
- Students identified as requiring support with transition will be invited to spend a morning with Flex staff, prior to Transition Day, getting to know the school. Some students may need more visits.

Transition from KS3 to KS4:

- The Year Achievement Co-ordinator Year 9, member of the Senior Leadership Team and 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.
- Impartial information, advice and guidance is available through Services for Young People (SfYP).

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 SfYP for further guidance.
- Impartial information, advice and guidance is available through SfYP.

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.

### **How are the school's resources allocated and matched to children's special educational needs?**

The school budget, received from Hertfordshire LA, includes money for supporting children with SEND; this is distributed to fund interventions, resources and support staff (such as staff in the Flex team, school

counsellors, etc.) where appropriate. High Needs Funding is received for some students with an Education, Health and Care Plan to provide the support specified on their plan.

### **How are decisions made about the range of support my child will receive?**

The Flex/SEND Co-ordinator, relevant staff, external agencies, parent/carers and students (where applicable) will discuss support required to meet various needs. Support will be put in place in line with the Education Endowment Fund recommendations and recognised good practice. Parents/carers are kept informed about decisions to provide extra support to their child.

### **Where can I find out about the local authority's Local Offer of services and provision for children and young people with SEND?**

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 \(hertfordshire.gov.uk\)](#).

### **What if I need to complain?**

If your complaint is about the way the School has been delivering the provision set out in Section F of your child's Education, Health and Care Plan (EHCP), you may complain further to the Local Authority that maintains your child's EHCP. If the EHCP is maintained by Hertfordshire County Council, you may complain further by setting out the detail of your complaint and sending it to:

Customer Service Team – Complaints  
Postal Point: CHO118  
Resources Department  
County Hall  
Hertford  
SG13 8DF  
Email: [cs.complaints@hertfordshire.gov.uk](mailto:cs.complaints@hertfordshire.gov.uk)

Complainants who remain dissatisfied following further investigation of their Special Educational Needs provision complaint by the Local Authority may complain to the Secretary of State who may decide to conduct an additional investigation.