

Special Educational Needs and Disabilities (SEND) Policy

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Date of Next Review:	Autumn 2026
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Responsible Committee:	Full Governing Body

This aim of this policy, in line with the Haileybury Turnford Equality Policy and Accessibility Policy, is to promote and ensure the successful inclusion of students with Special Educational Needs and Disabilities (SEND). The policy includes changes to the support and services of children as outlined in the Children and Families Act 2014 and the Special Educational Needs and Disabilities Code of Practice 2015.

Haileybury Turnford is an inclusive learning community that values the abilities and achievements of all of its students and is committed to providing each student with the best possible environment for learning. We acknowledge that some students may have difficulties with their learning at some time during their school life and every student will be helped to try to overcome these.

The SEND Code of Practice

The Code of Practice offers guidance designed to help schools make provision for students with special educational needs (SEN) following the Identification and Assessment of Special Educational Needs. The following pages set out the model and provision that Haileybury Turnford will provide in line with the SEND Code of Practice 2015 which can be found below;

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Aims of the Special Educational Needs and Disability (SEND) Policy

In line with Hertfordshire County Council's Local Offer, Haileybury Turnford has a graduated approach to SEN and aims to provide all students with strategies for dealing with their needs in a supportive environment. We aim to:

- Ensure that all students, whatever their special educational needs and disability, receive appropriate educational provision through a broad and balanced curriculum that is relevant and adapted, and that demonstrates progression in learning
- Ensure high aspirations for all students
- Deliver high quality teaching and an adapted curriculum
- Enable each student to experience success and fulfil their potential
- Ensure that students with SEND have equal opportunities to take part, as far as it is appropriate, in all aspects of the school's provision
- Identify, assess, record and regularly review students' progress and needs
- Involve parents/carers in planning and supporting all stages of their child's development where appropriate
- Provide all students with strategies for dealing with their needs in a supportive environment, and give them meaningful access to the curriculum

Special Educational Needs and Disabilities

A child has special educational needs (SEN) if she or he has learning difficulties that calls for special educational provision to be made. A child has learning difficulties if she or he:

- Has a significantly greater difficulty in learning than the majority of children of the same age
- Has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools within the Local Authority

A student has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. Some students with a disability do not necessarily have a special educational need. An 'Accessibility Plan' is in place to increase the extent to which disabled people can participate in the curriculum and improve the environment, this is available to view on the website.

Students must not be regarded as having a learning difficulty solely because they speak English as an Additional Language (EAL).

Identification and Assessment

At Haileybury Turnford we adopt a whole school approach to SEND policy and practice. Students identified as having SEN will be, as far as possible, fully integrated into mainstream classes. Every effort will be made to ensure that all students have full access to the Curriculum and are integrated into all aspects of the school.

If a student is known to have SEN when they arrive at Haileybury Turnford the following takes place:

- Careful liaison with their previous school to ensure that the transition process is effective, and the individual's needs are met when they enter Haileybury Turnford. This includes attending Education Health Care Plan review meetings where relevant/possible.
- The Special Educational Needs Coordinator along with Year Achievement Coordinators, Subject Leaders and class teachers, monitors their progress carefully.
- Joint working with the student and the parent/carers to develop joint learning approaches
- Staff receive regular training to ensure every child's need is met.

Haileybury Turnford's principle of inclusiveness means that all teachers are well equipped to deliver high quality teaching to students with SEN. Teaching students with SEN is a whole-school responsibility requiring a whole school response. Other students may be identified as having SEN at any time through the SENCO, class teachers and pastoral team working closely together. Early identification of students with SEN is a priority; the school will use appropriate screening and assessment tools, and ascertain student progress through:

- Year 6 Key Stage 2 SATs
- Records from previous schools
- Joint working with the Student and Parent/Carer
- On-going assessment by class teachers and the pastoral team
- Reports and lesson observations by SENCO
- Standardised screening and assessment tools
- Reading and spelling assessments to evaluate effectiveness of provision
- Evidence obtained by teacher observation and assessment
- Student performance in the curriculum judged against level/grade descriptors
- External exam results

Categorisation of Need

The SEND Code of Practice 2015 describes the four broad areas of need that your child could be identified as having:

1. Communication and Interaction: e.g. speech and language difficulties and autistic spectrum disorder
2. Cognition and Learning: e.g. specific learning difficulties
3. Social, Emotional & Mental Health Difficulties: e.g. ADHD, Anxiety
4. Sensory &/or Physical Needs: e.g. hearing, visual or physical disability

Our Graduated Response

Action relating to SEN support will follow the four stages of the Graduated Response - 'Assess, Plan, Do, Review'.

After assessment, if a school decides to provide a student with SEN support, parents/carers will be informed formally. We will liaise with parents and carers regularly to discuss interventions, support and their child's progress so that we can continue to adapt and provide support that will continue to help the student to achieve.

SEN Provision

All children and young people at Haileybury Turnford with SEND have access to a broad and balanced curriculum through inclusive high-quality teaching/support that meets their needs. The main methods of provision made by Haileybury Turnford are:

- Full-time education in classes, with additional help and support from the class teacher through an adapted curriculum
- In-class support from Link Workers/Learning Support Assistants where available
- High-quality teaching and high aspirations
- Support with reading/literacy during morning registration period
- Personalised 'Pen Portraits' which include individual strategies
- Support from a range of external professionals
- Mentoring from our Assistant Year Achievement Coordinators
- Access to clubs and activities within The Flexible Learning Centre
- A homework club for students with SEN in The Flexible Learning Centre with support from Link Workers
- An allocated Link Worker from The Flexible Learning Centre

Please note this is not an exhaustive list.

Additional support outside of Haileybury Turnford

External Support Services play an important role in supporting the school to identify, assess and make provision for students with SEN, including:

- Educational Psychologists (EP)
- Child and Mental Health Service (CAMHS)
- Speech and Language Therapists
- Occupational Therapists
- Rivers ESC, The Phoenix Centre
- Ask SALI, SEND SAS
- DSPL4: DSPL4 Managers, SEND Lead, Post-16 Transition Co-ordinator
- HABS

To ensure effective collaboration when identifying needs and making provision for our most vulnerable students, professionals' meetings, which involve representation from all appropriate external agencies, are arranged.

Education, Health and Care Plan (EHCP)

EHCPs are for students with complex, life-long and sustained needs. EHC plans can remain in place to support children and young people up to the age of 25.

All Year 9 & Year 11 transition reviews will include outcomes to reflect preparation for adulthood. Haileybury Turnford will work with the Local Authority SEN officer to try to ensure high quality plans are in place and parents/carers and students continue to be fully supported.

Requests for Education, Health and Care Needs Assessments

For a student who is not making adequate progress, despite SEN support and in agreement with the parent/carer. A request that the Local Authority make a statutory assessment can be made by any service supporting the young person or by the parent/carer. Planning, monitoring and review processes will continue as before while waiting for the outcome of the request.

Supporting Students at school with Medical Conditions

The school recognises that students at school with medical conditions should be properly supported so that they have full access to education including school trips and Physical Education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Students may also have special educational needs and may have an EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Please see the Supporting Students with Medical Conditions Policy and Accessibility Policy or the SEND Code of Practice for further guidance and information.

Admission Arrangements

Students at 'SEN Support' are considered for admission to the school on exactly the same basis as for students without SEN.

Students with an Education, Health & Care Plan (EHCP) will be accepted, following a consultation process, unless the school is unable to meet the identified needs. Please note that students who have an EHCP are allocated school places through a separate process and the application will be handled by your EHC Coordinator at Hertfordshire County Council.

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

Parents/carers are encouraged to visit the school prior to deciding about choice of school to learn about our educational ethos in general and to visit our Flexible Learning Centre (learning support) at our annual Open Evening in the Autumn term. School Tours are also available during the school day, for a period, after the Open Evening.

Transition for Students with SEND

The Flex/SEND Coordinator liaises with SENCOs and Haileybury Turnford's Year 7 Year Achievement Coordinator to gather information about students with SEND. In addition to the usual transition arrangements for Year 6 students, our Flexible Learning Centre team organise a pre-transition day morning session so that students with SEND and their parents/carers can meet The Flex Team and hear about the support we offer.

Partnership with Parents/Carers

The school firmly believes in developing a strong partnership with parents/carers that enables students with Special Educational Needs and Disabilities (SEND) to achieve their potential. The school recognises that parent/carers have a unique overview of their child's needs and how to support them, and that gives them a key role in the partnership.

The role of the Special Educational Needs Coordinator (SENCO)

- To ensure adherence to the principles and procedures outlined in the Code of Practice
- Overseeing the day to day operation of this policy
- To ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements
- To manage the Flex/SEND Coordinator

- Oversight of the provision for students with SEN
- Liaising and giving advice to staff who support SEND students
- Contributing to the in-service training of staff
- Liaising with parents/carers
- Liaising with external agencies, Health and Social Services and YCH Services for Young People
- Analysing school performance data and deducing trends and issues that feed into improved provision for student achievement
- Ensuring that robust procedures are in place to monitor, review and evaluate learning outcomes and the quality of provision in the department

The SENCO is Mrs M Goodes, Senior Vice Principal – Designated Safeguarding Lead & SENCO

The role of the Flex/SEND Coordinator

- Oversight of The Flexible Learning Centre (learning support)
- To work closely with the SENCO to effectively plan and deliver Haileybury Turnford's SEN provision
- Liaising with parents/carers
- Liaising with external agencies
- To manage Link Workers and Learning Support Assistants
- To timetable Link Worker support
- Coordination of the provision for students with SEN
- To organise a range of assessments to determine possible needs
- To work with the Specialist Assessor & SENCO to provide access arrangements for student examinations

The Flex/SEND Coordinator is Mrs J Mitchell.

The role of Link Workers/Learning Support Assistants

- To provide support in class
- To run Breakfast, Lunch and Homework Clubs
- To provide support in exams and tests as appropriate, e.g. as a reader or scribe
- To run 1:1/small group interventions, e.g. Literacy interventions, social skills groups etc.
- Link Workers act as a key worker for students with SEND

The Role of the Governing Body

The Governing Body's responsibilities to students with SEND include:

- Ensuring that the admissions criteria will not discriminate against students with SEND
- Ensuring that provision of a high standard teaching/support is made for students with SEND
- Ensuring that students with SEND have the opportunity to be involved in school activities
- Having regard for the SEND Code of Practice when carrying out these responsibilities
- Being fully involved in developing and subsequently reviewing SEND policy

The SEND Governor is Dr Laura Pugsley.

Professional Development

There is an ongoing professional development programme throughout the school year. The SENCO and the Flex/SEND Coordinator collaborate with the Teaching & Learning lead to ensure that SEND is a high priority on the professional development programme via whole school INSET days and during Faculty Time as required.

SEND Policy Review

Haileybury Turnford considers the SEND policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice annually.

Hertfordshire Local Offer

Hertfordshire has developed a 'local offer' for young people and families of children with SEND.

The Hertfordshire Local Offer provides clear, comprehensive and accessible information about the support and opportunities that are available for all children and young people with SEND and their families (not just those who have an EHCP).

More information on the Hertfordshire Local Offer can be found at:

<https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx>

In addition, at Haileybury Turnford our **SEN Information Report** provides parents/carers with all the information they need regarding our SEN provision. This can be found on our website.

Arrangements for Complaints

Should students or parents/carers be unhappy with any aspect of SEN provision they should discuss the problem with a class teacher/form tutor in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school. In the event of a formal complaint, parents should follow the procedure in the school's complaints policy which can be found on the website.

Storing and Managing Information

Documents may be stored as electronic images or paper documents. Paper documents are kept in secure, lockable, fireproof cabinets. Access to electronically stored information is restricted to those members of staff who require access via the software security system. General documents and records are retained until the young person reaches the age of 25 (as recommended by Information and Records Management Society document, "Records Management Toolkit for Schools" 2016). At the end of the retention period, documents are securely disposed of via a specialist contractor. Some records may be passed on to other educational establishments at key transition points or if a student relocates to another school.