



### SEND Information Report

Policy reviewed and updated	19/11/24
Date of next review	19/11/25
This policy will be subject to ongoing review and may be amended prior to the scheduled date of the next review in order to reflect changes in legislation where appropriate	

Dear Parents and Carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our [website](#).

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

### **What types of SEN does the school provide for?**

Our school provides for pupils with the following needs:

<b>Area of need</b>	<b>Condition</b>
<b>Communication and interaction</b>	Autism spectrum disorder (ASD)
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## **Which staff will support my child?**

Our SENCO is Mrs S Ral, [sral@hfschool.org.uk](mailto:sral@hfschool.org.uk)

They have 10 months experience in this role and have worked in other leadership roles within the school for over ten years. They are a qualified teacher. They are working towards achieving their National Award in Special Educational Needs CO Ordination. They are allocated 2 days a week to manage SEN provision.

## **Class/Subject teachers**

All our teachers receive in-house SEN training and are supported by the SENCO to meet the needs of pupils who have SEN. We have regular training sessions from external agencies including our local authority.

## **Teaching assistants (TAs)**

We have a team of 3 TAs, who are trained to deliver SEN provision.

We have 2 teaching assistants who are trained to deliver interventions such as ELSA, EAL, Social Skills and Speech and language support.

## **External agencies and experts**

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

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

## What should I do if I think my child has SEN?

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

Please get in touch with your child's Student Manager or head of Year.

They will pass the message on to our SENCO, Mrs S Ral who will be in touch to discuss your concerns.

You can also contact the SENCO directly. Email: [sral@hfschool.org.uk](mailto:sral@hfschool.org.uk)

We will meet with 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 and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

## How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO and will contact you to discuss the possibility that your child has SEN.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist or an educational psychologist.

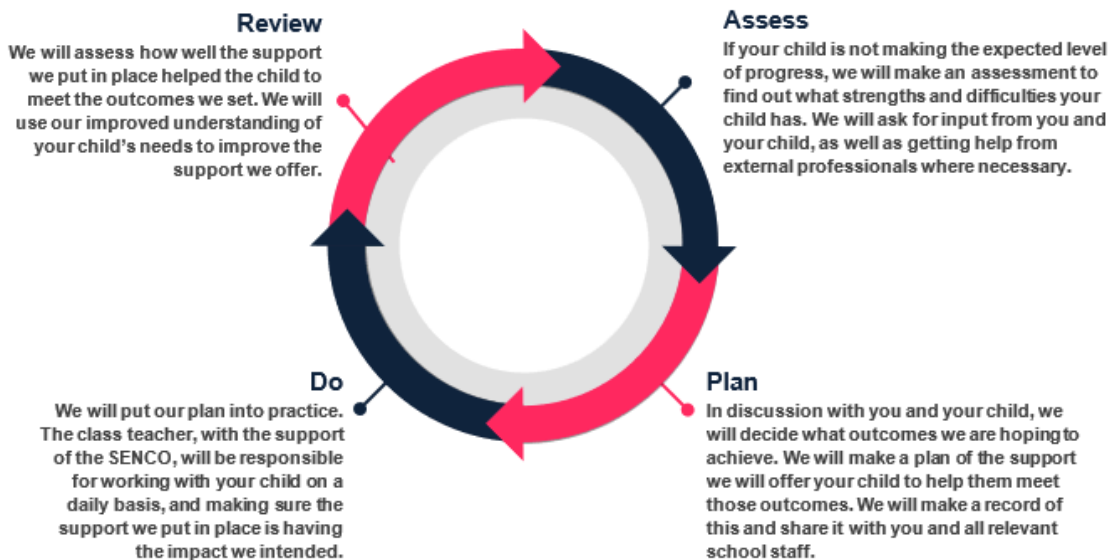
Based on all this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision.

If your child does need SEN support, their name will be added to the school's SEND register monitoring tab and the SENCO will work with you to identify support your child may need.

## How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



## Support for my child

### My child has difficulties with learning and literacy

This can include:

- Reading and spelling
- Learning new information and concepts
- Working with numbers
- Working memory
- Concentration
- Pupils may have conditions such as Specific learning Difficulties, dyslexia, general learning difficulties, AD(H)D, Fragile X, Down Syndrome...
- Pupils may present with difficulties that do not have a specific title

### What can Harefield School offer?

All Pupils at Harefield School can access

- Quality First Teaching with appropriate adaptive teaching practice (including best SEN practice)
- Visual aids to support key vocabulary, concepts and themes
- Access to homework support clubs
- Access to assessment for identification of significant needs
- Dedicated and caring staff who value all Pupils regardless of ability

### **Support for targeted groups of Pupils may include**

- Blocks of 1:1 reading intervention
- Where needed, help from an external agency (e.g. Educational Psychologist)
- Teaching Assistant support in some lessons
- Targeted lunch time clubs for vulnerable Pupils

### **Targeted individual support may include:**

- Where needed, help from an external agency (e.g. Educational Psychologist)
- Subject –specialist teaching assistants in key subjects to provide on-going support
- External agency advice where needed
- Exam Access Arrangements
- Post 16 Transition support

### **My child has sensory and/or physical needs**

This section covers Pupils who have difficulties with:

- Vision
- Hearing
- Gross motor co-ordination
- Fine motor co-ordination
- Self-organisation for daily living
- It includes conditions such as cerebral palsy, physical injury, dyspraxia

### **What does Harefield School offer?**

All Pupils at Harefield School can access

- Quality First Teaching with appropriate adaptive teaching practice (including best SEN practice)
- Visual aids to support key vocabulary, concepts and themes
- Access to homework support clubs
- Access to assessment for identification of significant needs
- Dedicated and caring staff who value all Pupils regardless of ability

### **Support for targeted groups of Pupils may include**

- Medical Care Plans
- Access to assistive technology, i.e. laptop use in class
- Access to Teaching Assistant support

### **Targeted individual support may include**

- 1:1 Outside Agency support from Advisory Teachers
- Access to assistive technology, i.e. laptop use in class
- Exam Access Arrangements

## **My child has difficulties with Communication and Interaction**

This can include:

- Understanding language
- Using language
- Understanding how to communicate socially with other people
- Conditions include: Specific language Disorder, ASD/ASC, Asperger Syndrome. • Stammering – advice given to families about how to access support from outside agencies

## **What can Harefield School offer?**

All Pupils at Harefield School can access

- Quality First Teaching with appropriate adaptive teaching practice (including best SEND practice)
- Visual aids to support key vocabulary, concepts and themes.
- Access to homework support clubs.
- Access to assessment for identification of significant needs
- Dedicated and caring staff who value all Pupils regardless of ability.

## **Support for targeted groups of Pupils may include**

- Assessment and identification of language need and feedback to parents and staff.
- Social Skills groups.
- In-class Teaching Assistant support in some lessons.

## **Targeted individual support may include**

- 1:1 session with the Speech and Language Therapist.
- Exam Access Arrangements.
- Post 16 transition support.

## **My child has difficulties with social, emotional health or mental health**

This section includes all those young people who experience short but significant periods of high anxiety, stress, distress or anger that affect their education.

It also includes young people who have a range of longer-term recognised mental health conditions. For both groups, issues can include:

- Forming and maintaining relationships
- Bereavement
- Attitudes to attainment
- Attendance
- Self-esteem
- Life outside school

## **What can Harefield School offer?**

All Pupils at Harefield School can access

- Quality First Teaching with appropriate adaptive teaching practice (including best SEND practice)
- Access to homework support clubs.
- Access to assessment for identification of significant needs
- Whole school Central Reward System.
- Whole school policy for behaviour management with graduated response.
- Anti-bullying policy Support for targeted groups of Pupils may include
- In-class support in some lessons.

### **Targeted individual support may include**

- Counselling
- Outside agency input (e.g. CAMHS, Educational Psychologist)
- Behaviour support Plan – support for Pupils at risk of permanent exclusion
- Support from school nurse
- Child Looked After Support

### **Between phases**

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

We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.

### **Moving to adulthood**

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

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

What support is available for me and my family?

The Local Offer The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Information on the London Borough of Hillingdon Local offer is available on [www.hillingdon.gov.uk/families](http://www.hillingdon.gov.uk/families)



## **Parents' FAQ**

### **How does your school know if my child needs extra help?**

- If your child is transferring to Harefield School and already has a special educational need, your primary school will inform the SENCO at Harefield School.
- There is planning between the schools and with parents/carers in Year 6 to support the students' move from primary to secondary school.
- On entry, all Year 7 students will be screened using the CATs (Cognitive Ability Tests) and for Reading age we use New Group Reading Test.

### **What should I do if I think my child may have a special educational need or disability? Who can I contact for further information?**

- If you are concerned about your child's abilities, the school will listen to your concerns, discuss them with you and agree on a plan that might only need light monitoring or might require assessment by specialist staff or external agencies.
- You can contact the school by phone or e-mail (please see contact details on the home page of the school website).
- It will be OK to contact the school through a family friend or professional translator if you feel more comfortable using a language other than English.

### **What is an EHCP?**

An EHCP is a legal document that identifies a child's SEN needs and focuses on the support required to meet agreed outcomes. EHCPs also outline the child's health and social care needs, outcomes and support.

### **How will I know if your school is supporting my child? How will I know how my child is doing? How is student progress monitored?**

All students:

- Parent consultation evenings are both opportunities to discuss your child's progress and needs and to find out about support options.
- Parents are always welcome to contact their child's Form Tutor/Head of Year or Student Manager at any time to discuss particular concerns as they arise.

Students with EHCPs:

- Your child will have identified needs and an education plan in place from the time they start at Harefield School.
- Students will have an Annual Review of their progress and needs. This comes in the form of a full written school report in advance of a specially arranged face to face meeting between parents and staff. During this meeting, students, parents and staff have the chance to express their views about the progress being made and the provision they are receiving at school.

### **How will the curriculum be matched to my child's needs? How are the school's resources allocated to these needs?**

- High quality adaptive teaching is delivered by the subject teachers to support access and ensure that all students can experience success and challenge in their learning. Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all
- Teachers also have access to the profiles of students known to have specific needs and they can collaborate with the specialist staff to build adaptations to activities especially for those individual students
- Many lessons benefit from having a teaching assistant in the class who can spot difficulties and help to give instant support

### **Will my child be able to access the school environment?**

The new build was opened in September 2008. There is a lift which gives accessibility to all floors and students who require this facility are issued with lift keys. There is independent wheelchair access to all paved areas around the school.

### **How is progress monitored by the school?**

- Your child's progress is continually monitored by their class teacher. Harefield School issues Data captures throughout the year to monitor your child's progress in all subject areas. You will also be able to meet your child's teachers at parents' evenings and discuss your child's progress.
- Teachers have access to the SEN Register which holds key information about your child.
- Many lessons benefit from having a teaching assistant in the class who can spot difficulties and help to give instant support.

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

- All Teaching Assistants receive regular Continuing Professional Development training and coaching for specific issues
- 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 Psychologist, ASD specialist, School Nurse and the Hearing Advisory and Visual Impairment Teachers.

### **How will you help me in supporting my child's learning at home?**

- Harefield School runs a variety of information evenings, local offer workshops and coffee mornings for parents such as Options Information Evening, SEND Advisory Service and coffee mornings.
- Parents are always welcome to contact their child's support team for ongoing advice.

### **What support will there be for my child's well-being?**

- We are an inclusive School; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children. The Form Tutor has overall responsibility for the pastoral, medical and social care in their class; therefore, this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENCO for further advice and support. Referrals for the school counsellor are made via our pastoral team.

- We have a variety of extra-curricular clubs that all students are invited to join and take part in, including Lego Therapy, drama, football and science clubs for example, to enhance their positive experience at Harefield School.

## **Glossary**

**Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams

**Annual review** – an annual meeting to review the provision in a pupil's EHC plan

**Area of need** – the 4 areas of need describe different types of needs a pupil with SEN 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 pupil'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 (EHC) 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 SEN

**Graduated approach** – an approach to providing SEN 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 that explains what services and support are on offer for pupils with SEN in the local area

**Outcome** – target for improvement for pupils with SEN. 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

**SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN

**SEN support** – special educational provision that meets the needs of pupils with SEN

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