

HENDON SCHOOL



Learning Together Across the World

Special Education Needs and Disability Policy

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Trustee Committee:	Student Welfare Committee
School Staff Responsible:	SENDCo
Nominated Trustee:	Chair of Student Welfare Committee
Policy Held:	School Policy File

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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Hendon School believes that all pupils have the ability to achieve, both academically, socially, emotionally and physically, and that together with parents/carers and other professionals we can work effectively together to ensure pupils are able to develop to their full potential. Every teacher is a teacher of every child or young person, including those with SEND.

Hendon is a mixed comprehensive secondary academy converter. We have pupils with a wide variety of SEND needs. In addition to this, Hendon School has two resourced provisions: HARP (Hendon Autistic Spectrum Provision) and PDS (Provision for Deaf Students). All the pupils are fully integrated in the school community.

Admissions to HARP and the PDS are completed through a separate admissions process. Students can only be considered for a resourced provision if they have an EHCP. Students are only supported by these provisions if the provision is named on their EHCP.

2. Legislation and guidance

This policy complies with the statutory requirement laid out in the [Special Educational Needs and Disability \(SEND\) Code of Practice 0-25 years \(2014\)](#) and the following legislation:

- the Equality Act (2010)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- Children's and Families Act 2014
- Teachers Standards 2012
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEN information report
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out Trustees' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

3. Definitions and 4 areas of need

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The areas of need:

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behavior, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>
Speech, language and communication	<p>Pupil with these needs have difficulties pronouncing sounds accurately.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • Speech impediment • Stammers • Difficulties with voice such as loss or hoarseness

4. Roles and responsibilities

At Hendon school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

4.1 The SENDCO

The SENDCO will:

- Work with the headteacher and SEND Trustee to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND Trustee

The SEND Trustee will:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Provide access to a broad and balanced curriculum
- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Record accurately and keep up to date the provision made for pupils with SEND
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Headteacher

The headteacher will:

- Work with the SENCDO and SEND Trustee to determine the strategic development of the SEND policy and provision in the school
- Work with the SENCO and school Trustees to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil
- Ensuring they follow this SEND Policy

5. SEN information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional intervention and 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 and multiple learning difficulties

5.2 Identifying pupils with SEND 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

Further measures of pupil progress include:

- Communication and social interaction
- Well-being

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Where a concern regarding a young person's progress has been raised, a School Based Assessment will take place. This will include:

- the views and the wishes of the pupil and their parents
- the young person needs in the areas of literacy, numeracy and memory.
- Previous data gathered for the young person

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 required.

5.3 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 will 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 will be given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

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

The subject teacher or relevant staff member will work with the SENDCO 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.

5.5 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.

Key Stage 2-3

When transitioning to secondary school, we:

- Visit the primary schools to gather SEND information for the young person
- Interview the young person and parents
- Invite the young person to an additional/ or several additional induction days

Key Stage 4

When a pupil chooses to leave the school at the end of Key Stage 4 to attend another provision, we

- work with the young person and family to identify appropriate placements and courses
- Support in the arrangement and attendance of taster days

Key Stage 4-5

When a pupil chooses to stay at Hendon we support them:

- With their application and appropriate course choices
- By discussing the support arrangements with the student and teachers to ensure that the pupil is able to access the curriculum

Post 18

We support the pupil in their applications for future learning, we also offer appointments with the school career advisor.

5.6 Our approach to teaching pupils with SEND

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 SEND. This will be differentiated for individual pupils.

We will also provide the following interventions when a pupil is identified as requiring further support:

Cognition and Learning

- Literacy interventions including:
 - Paired Reading
 - Guided Reading
 - Writing Intervention
 - Vocabulary Builder
 - Computer based learning: IDL (Indirect Dyslexia Learning)
 - Access Arrangements
- Curriculum Support in place of language for those who require additional literacy and numeracy support

Communication and Interaction / Social, Emotional and Mental Health

- Friendship Groups
- Storyboarding

- Lunch/break time support
- Speech and Language Therapy

If there are still concerns, pupils may be referred to an outside agency (please refer to 5.8)

5.7 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, 1:1 work, teaching style and content of the lesson
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables and larger font
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary and reading instructions aloud.
- The majority of our classes are fitted with Soundfield to support our students with hearing impairments.
- We have a nurture group (REACH) for our students who are unable to access mainstream learning

This policy should be read in conjunction with the Accessibility Policy.

5.8 Additional support for learning

Teaching assistants will support pupils in line with their banding and where a need is identified.

Teaching assistants will support pupils in small groups to offer additional literacy, numeracy and social skill interventions (please refer to 5.6). Teaching Assistants will also support Access Arrangements where a need has been identified.

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

- Barnet SEN Children Services
- Special Educational Needs and Disability Information Advice and Support Service (SENDIASS)
- Children and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy Service
- Local Health Care Trusts
- Social Services
- Targeted Youth Service
- Counseling Services
- Educational Psychology
- Occupational Therapy
- SEND support services: Autism Advisory Service, Hearing Impairment Team and the Visual Impairment Team
- Virtual School
- Other relevant services

5.9 Expertise and training of staff

The SENDCO has completed the National Award for SEND Co-ordination.

Training on a variety of SEND topics is provided during each academic through:

- Daily SEND briefings for the SEND team.
- Morning Briefings for all staff
- Weekly CPD sessions for all staff
- Inset Days

Opportunities are available to access training from relevant external agencies/providers.

5.10 Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their goals each term
- Regularly reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC plans

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

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

All pupils are encouraged to go on our residential trip(s)

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.12 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 SEND are encouraged to be full members of the school community
- Pupils with SEND are also encouraged to attend lunch time clubs including the SEND lunchtime group to promote teamwork/building friendships etc.
- Pupils are also referred to emotional and social interventions where a need is identified (please refer to 5.6)

We have a zero-tolerance approach to bullying.

5.13 Working with other agencies

We work with a range of external agencies to support students with SEND (please refer to 5.8).

5.14 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCO 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

5.15 Contact details of support services for parents of pupils with SEND

Barnet's Information, Advice and Support (IAS) Service provides parents and carers of children and young people aged 0-25, with special educational needs (SEN) or a disability with free, confidential and impartial information, advice and support.

Address:

Barnet SEND Information, Advice and Support Service

North London Business Park (NLBP)

Oakleigh Road South

Telephone: 0208 359 7637

Email address: SENDIASS@barnet.gov.uk

5.16 Contact details for raising concerns

If you are unhappy with any aspect of your child's education or well-being, please contact one of the following:

- Subject related – class teacher
- Well-being/pastoral – Head of Year

If you feel that the issue has not been resolved, or if you still have concerns regarding their progress, please contact the SENDCO. If you are still dissatisfied, please contact the Headteacher.

SENDCO – Symrhunn Pitsailis pitsialiss@hendonschool.co.uk

Deputy Headteacher – Tamieka Sooknanan sooknanant@hendonschool.co.uk

When a problem is not resolved informally, you can ask for a copy of the school's complaints procedure.

5.17 The local authority local offer

Our local authority's local offer is published here: <https://www.barnetlocaloffer.org.uk/>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Attendance policy
- Behaviour
- Complaints policy
- Equality information and objectives
- Supporting pupils with medical conditions
- Safeguarding