SEND Information Report for Parents and Carers
February 2019

This report provides an overview of how Hayes School is currently supporting students who have Special Educational Needs and/or Disabilities

Staff who have specific responsibility for Special Educational Needs include:-

Assistant Principal – Carol Wotton
Head of Special Educational Needs and Student Support – Geraldine Breen
Deputy SENCO (Catch Up focus) – Paula Aliwell
Teacher in Charge Specialist Language Provision (SpALD) shared between two teachers – Loren Thom and Bea Gardner

1. Identification of students with Special Educational Needs

Within every cohort of students, it is expected that rates of progress and attainment may vary over time. Within this context, the vast majority of students will have their learning needs addressed within the classroom through high quality teaching (Quality First Teaching). A smaller number of students may at some point in their school career require provision to be made for them that is different and/or additional to the provision that is made for all students. This is known as special educational provision.

Student data indicating the following requires scrutiny and may require special educational provision to be made for individual or groups of students:

- Significantly slower progress than others starting from the same baseline
- Slower rate of progress than demonstrated previously by the student
- Evidence that the attainment gap between the student and his/her peers is not being closed
- The attainment gap between the student and his/her peers is widening.

Sources of relevant data include:

- In-year review data concerning attainment and progress
- Attendance data, behavioural/social observations and effort grades
- Data provided through screening assessments undertaken in Hayes
- Data provided by previous schools, through National Testing, and Teacher Assessment
- Reports provided by external agencies such as CAMHS, Health and Therapy Providers, Educational Psychologists
- Information and reports provided by parents about their child
- Student self-assessment and reports.

Hayes uses the Bromley Banded Funding Guide and adheres to the thresholds described when making decisions about identification, provision and resources for students who have special educational needs.

2. The approach to teaching students with SEN

The Graduated Approach at Hayes School identifies, supports, and monitors pupils requiring SEND support. This happens at transition in Year 7 and subsequently takes place according to the graduated approach of Assess, Plan, Do and Review outlined in the Code of Practice 2014. Quality First Teaching is an approach underpinning the aspiration that all teachers at Hayes School are teachers of students with SEND. To meet the needs of all learners, a differentiated approach is adopted. All features of teaching and learning can be differentiated by instruction, task, resources, response, environment and support.
3. How many students at Hayes are subject to an Education, Health and Care Plan?

The following data shows that since the implementation of the revised Code of Practice in 2015, the number of EHCPS have reduced at Hayes. This reflects the expectation that the vast majority of Special Educational Needs will be met by schools without an Education, Health and Care Plan being maintained for students.

<table>
<thead>
<tr>
<th>Year</th>
<th>EHCPs Mainstream Classes</th>
<th>EHCPs Speech and Language Provision (SpALD)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>2018-19</td>
<td>20</td>
<td>25</td>
<td>45</td>
</tr>
<tr>
<td>2017-18</td>
<td>26</td>
<td>25</td>
<td>51</td>
</tr>
<tr>
<td>2016-17</td>
<td>29</td>
<td>26</td>
<td>55</td>
</tr>
<tr>
<td>2015-16</td>
<td>45</td>
<td>25</td>
<td>70</td>
</tr>
<tr>
<td>2014-15</td>
<td>49</td>
<td>23</td>
<td>72</td>
</tr>
<tr>
<td>2013-14</td>
<td>48</td>
<td>18</td>
<td>66</td>
</tr>
<tr>
<td>2012-13</td>
<td>51</td>
<td>13</td>
<td>64</td>
</tr>
<tr>
<td>2011-12</td>
<td>44</td>
<td>8</td>
<td>52</td>
</tr>
</tbody>
</table>

Hayes has a statutory duty to allocate Notional SEN funding included in the core budget to make provision for any student who has special educational needs, including those who have an Education, Health and Care Plan.

Education, Health and Care Plans are intended for those students who demonstrate the most severe and complex special educational needs. Statutory Assessments would most usually be undertaken for those students who are likely to require an Education, Health and Care Plan with High Needs resourcing (i.e top up funding over £6000), as those students who do not meet the criteria for High Needs (top up) funding will have their needs addressed through the notional SEN funding.

All students in the specialist Speech and Language Provision (SpALD) at Hayes are subject to an EHCP with High Needs.

4. What range of Special Educational Needs does Hayes currently provide for?

The updated categories of need set out in the Code of Practice for Special Educational Needs and Disability 2015 are listed below. The student population at Hayes includes students who present with the following. Hayes does not have specialist knowledge or skills in all of the areas listed, but best endeavours are made to ensure that every student is able to access the curriculum and to make progress:-

**Cognition and Learning**
- Generalised (sometimes complex) learning difficulties
- Specific Learning difficulties including Dyslexia and Dyspraxia
- Processing difficulties
- Developmental delay

**Communication and Interaction**
- Speech, Language and Communication Needs (SLCN) – focus of SpALD provision
- Autism Spectrum Condition/Disorder
- Pathological Demand Avoidance syndrome
- Attention Deficit Disorder and Attention Deficit and Hyperactivity Disorder
**Sensory and Physical**
Physical disability/Health Needs
- Cerebral Palsy
- Hearing impairment
- Visual Impairment
- Hypermobility

**Social Emotional and Mental Health**
Severe anxiety, OCD, depression
Social and Behavioural Difficulties
Selective mutism
Gender identity

Most students demonstrate more than one of the above needs concurrently.

### Profile of EHC Plans (Types of SEND)

<table>
<thead>
<tr>
<th>Year Group</th>
<th>Cognition and learning</th>
<th>Communication and Interaction</th>
<th>Emotional Social and Mental Health</th>
<th>Sensory Impairment/Physical</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>8</td>
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<tr>
<td>8</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>7</strong></td>
<td><strong>10</strong></td>
<td><strong>25</strong></td>
<td><strong>3</strong></td>
<td><strong>45</strong></td>
</tr>
</tbody>
</table>

_NB. SpALD Numbers Given Separately Under Communication and Interaction_

### Profile of SEND Support (K) - without EHC Plan

<table>
<thead>
<tr>
<th>Year group</th>
<th>Cognition and learning</th>
<th>Communication and Interaction</th>
<th>Emotional Social and Mental Health</th>
<th>Sensory/Physical</th>
<th>SEND Support Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>7</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>12</td>
</tr>
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<td>8</td>
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<td>23</td>
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<tr>
<td>9</td>
<td>4</td>
<td>12</td>
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<td>19</td>
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<tr>
<td>10</td>
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<td>6</td>
<td>2</td>
<td>7</td>
<td>16</td>
</tr>
<tr>
<td>11</td>
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<td>3</td>
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<td>0</td>
<td>9</td>
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<tr>
<td>12</td>
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<td>8</td>
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<tr>
<td>13</td>
<td>4</td>
<td>3</td>
<td>0</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>37</strong></td>
<td><strong>35</strong></td>
<td><strong>12</strong></td>
<td><strong>12</strong></td>
<td><strong>96</strong></td>
</tr>
</tbody>
</table>
5. **What provision is made for students who have special educational needs:**

- Quality First Teaching practice is the first and most important layer of special educational needs provision.
- Differentiation and personalised curriculum offers are made for students as appropriate.
- Accreditation routes are tailored for SEND students to ensure that every student is able to make progress from their starting point, and to experience success. This includes access to Entry Level accreditation.
- Reasonable adjustments to address individual needs.
- In-class support with a focus on encouraging and facilitating independence.
- Teaching to address Specific Literacy Difficulties.
- A learning support curriculum to build core skills.
- Withdrawal for identified students to support development of literacy and language skills.
- Social skills groups.
- Art club to encourage student confidence and provide a means for individual expression.
- Lunchtime football to develop team skills, confidence and communication.
- Limited Sensory provision to address the high sensory needs of some ASD students.
- Highly personalised approaches for those students who have the most significant barriers to learning.
- Collaboration with teachers of Year 10/11 students and delivery of subject specific small group booster work in preparation for exams.
- 1:1 work with Speech and Language Therapists/Teaching Assistants.
- Reverse inclusion for identified students within the specialist classes for students who have a severe speech and language disorder.

6. **Accessibility**

Please see the Accessibility Policy on our school website for further details.

The school will liaise with students, parents/carers, primary school and any advisors regarding the admission of disabled students as part of our transition arrangements.

Regarding matters pertaining to SEND, the school provides:

- Access to all curriculum areas of the school
- Accessible toilet and changing facilities
- Lifts for access to a number of areas of the school
- The school will consider the classroom seating arrangements or accommodation arrangements according to the individual needs of students
- Where it is reasonably practical, Hayes School will ensure access to off-site activities organised by the school.

We endeavour to ensure that all aspects of the curriculum are accessible to all. Whilst undertaking our statutory duties we also apply the reasonable adjustment duty so that reasonable steps are taken to ensure that every student is included in every aspect of school life. Risk assessments are made for every school trip or event taking place inside school and external to the school setting. The school liaises with parents, the school nurse and any outside agencies regarding the specific needs of our students where appropriate.

7. **Support for Social and Emotional Development**

As part of our whole-school approach, all staff take an active role in the well-being and mental health of our students and we have active involvement from all aspects of our community. Our Active (PHSE) programme has focus areas such as: communicating effectively; how to cope with peer pressure; how to manage a budget; and raising issues relating to mental health. Each year group adopts a slightly different approach, depending on their age, ensuring the materials provided for discussion are age appropriate.

Social development is also supported via Hayes School’s pastoral arrangements and its offer of emotional and wellbeing support. Social skills programmes, lunchtime and break time provision within our Student Support Department also take place to support students.
8. Arrangements for consulting young people with SEN and parents of children with SEN

Hayes School creates a number of opportunities for parents of children with SEND to become engaged in the education and development of their children. These include:

- Opportunity for parents to meet the SEND team at transition.
- SEND staff available at Information evenings and Parents evenings to talk about the provision being offered.
- Direct referrals or meetings with SENCO.
- Annual Review Meetings
- Designated staff members are appointed to some students – these act as a liaison between parent and school.

We have recently introduced a termly parent forum for parents of students with special educational needs.

9. Bromley Local Offer

The link below will link to the Bromley Local Offer where a great deal of information can be found about Bromley wide information and provision for Special Educational Needs:

https://bromley.mylifeportal.co.uk/localoffer/

10. Partnerships with external agencies

The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- The Social Communications Difficulties Adviser
- Bromley Child and Adolescent Mental Health Teams
- Bromley Wellbeing (School Counsellor) • Bromley Educational Psychology Service
- Bromley Core Panel Referral Service
- Speech and Language Therapists
- Occupational and Physiotherapy Teams
- Bromley Specialist Disability Team
- Specialist Medical Care Teams at relevant hospitals (who work with individual students)
- Bromley Home Tuition Service
- Bromley Respite provisions
- Bromley SEND Advisor
- Bromley Children’s’ Project
- Bromley Parent Voice - www.bromleyparentvoice.org.uk
- Other individuals or teams available to support learning for students in our care

11. Support Services for parents of students with SEN

The Information, Advice and Support Service (IASS) offers free, impartial information, advice and support in confidence for

- Children and young people with special educational needs or disabilities age 0 to 25
- Parents and carers of children and young people with special educational needs and disabilities (SEND)
- All Bromley residents (regardless of SEND) around transitions from pre-school to primary school and onto secondary school

Email: iass@bromley.gov.uk
Telephone: 020 8461 7630
Address: 6th Floor, Central Library, High Street, Bromley, BR1 1EX
Other organisations offering advice, information and support include:

- Parent Voice
- Bromley Children Project
- Bromley Mencap
- Burgess Autistic Trust
- Dyslexia Association
- IPSEA

12. The Targets and Outcomes for Year 11 Students with Special Educational Needs 2017-18

**Target Setting**
Challenging Fisher Family Trust (FFT) benchmarks representing progress from key stage 2 to 4 in line with the top 5-10% of schools nationally are set for all students including those with Special Educational Needs.

**Progress**
In 2018 the Year 11 cohort of students with a statement or EHC plan comprised 9 students including 5 from the specialist Speech and Language provision. Students followed personalised pathways to support their learning needs and progression to post-16 provision (as such many were unable to access double weighted English and Maths GSCE qualifications that affect progress 8 scores).

**Progress 8**

**All students:**
- Hayes School +0.06
- National Benchmark -0.02

**SEN with Statement or EHC plan**
- Hayes School -1.27
  (National Benchmark to be added when confirmed)

**SEN Support**
- Hayes School +0.17
  (National Benchmark to be added when confirmed)

**Non SEN**
- Hayes School +0.11
- National Benchmark +0.07

For the 11 SEND students who had 10 entries for Progress 8 their P8 score was **+0.51** (from 4 Matrix)

Value Added (VA) against FFT Targets for SEND students was -1.1
The Value added for non-SEND students was -1.6.
In summary, SEND students were on average one grade from meeting challenging FFT targets in the examinations and qualifications they entered. In the tailored curriculum for SEND students they made good progress.

**Attainment**

**English and Maths GCSE** – 18 SEND students were entered were entered for GCSE Maths and English and 10 students attained a Grade 4 (standard pass) or better (55%)

**English** – 18 SEND students were entered for GCSE English and 3 attained a Grade 4 (standard pass) 17 % and 9 attained a grade 5 (good pass) or better 50%. 5 Students were entered for iGCSE English (not eligible for Progress 8 measure) all 5 students attained an E grade (all 5 had FFT 10 targets of an E grade)
**Maths** – 20 SEND students were entered for GCSE Maths and 3 attained a Grade 4 (standard pass) 15% and 7 attained a grade 5 (good pass) or above 35%. 4 students were entered for a Maths Whole Numbers qualification (not eligible for Progress 8 measure); 3 of these students attained a Pass grade (75%).

**Science** – 15 SEND students were entered for Double Award GCSE Science. 4 attained 1 Grade 4 (standard Pass) for Science and 9 attained 2 Grade 4 (standard Pass) or above for Science. 1 student was entered for Triple Science GCSE. The student attained 3 Grade 5 (good pass). 8 Students were entered for Entry Level Science (not eligible for Progress 8 measure). 7 students attained a Level 3 pass.

English Baccalaureate (Maths, English, Science, Modern Foreign Language, History or Geography – 4 SEND students were entered for the full Ebacc suite of subjects. 2 Students attained a standard pass in the Ebacc.

**Attendance**
This table shows the attendance rate of SEND students against non-SEND students in the Year 2017-18:

<table>
<thead>
<tr>
<th>SEND Students</th>
<th>94.41% average attendance</th>
<th>3.85% average authorised absence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Non-SEND Students</td>
<td>95.52% average attendance</td>
<td>3.47% average authorised absence</td>
</tr>
</tbody>
</table>

Regular school attendance provides consistent access to learning opportunities for students. Securing high and improved attendance for SEND students is a priority for the school.

**13. Arrangements for supporting students moving between phases of education and preparing for adulthood**

Information, advice and guidance is provided to all students in the school through our ACTIVE programme, including careers education. When moving from Key Stage 3 to 4 (at the end of Year 9), parents and students discuss appropriate option choices with their current teachers. SEND students and parents have the opportunity to meet exclusively with staff to ensure all pathways are fully explored before choices are finalised.

Our Careers Leader and Careers Advisor provide additional support and guidance on transition to the next phase of education and careers appointments are available on request. Parents and carers of students with an Education, Health and Care Plan will be invited to a careers appointment with our careers advisor and their child.

All students transitioned to post 16 education, employment or training in 2017. Official NEET (Not in Education, Employment or Training) figures are not yet available for 2018.

**14. How is progress monitored?**

- Weekly SEND/Inclusion meeting to monitor the wellbeing of identified students
- Data analysis following In-Year Reviews.
- Monitoring of student participation and engagement in lessons (direct observation) and Teacher/Teaching Assistant feedback.
- Monitoring attendance of SEND students.
15. How are the school’s resources deployed?

i. Human Resources:
The Special Educational Needs provision at Hayes is comprised of the Student Support Department, plus the specialist Speech and Language Provision (SpALD).

There are 10 Teaching Assistants who work for five days per week for 25 hours per week or more, plus a further 7 who work part time hours equating to 4 FTE.

There is one full time administrative officer.

Staff who have specific responsibility for Special Educational Needs include:-

Assistant Principal
Head of Special Educational Needs and Student Support
Deputy SENCO (Catch Up focus)
Teacher in Charge Specialist Language Provision (SpALD) shared between two teachers

ii. Equipment, adaptations and reasonable adjustments

- Physical adaptations have been made inside and outside the school to facilitate access for physically disabled and visually impaired students around the site
- Ground floor rooms have been timetabled for students who experience difficulties with physical access
- Reasonable adjustments including permission to leave lessons early in order to avoid crowds, and disapplication from certain subjects (e.g. PE/Drama/Music) for students on the autistic spectrum who may experience significant anxiety in such lessons.

16. What Training and Development Takes Place?

Teachers and teaching assistants have been provided with training and information in the following areas during 2018-19:

i. Training
- September 2018 Training for all staff on Safeguarding, including information on Social Emotional and Mental Health Special Educational Needs
- All teachers have been trained in selecting and applying Quality First Teaching strategies for students with identified learning needs
- Specific ELKLAN training delivered to the two Acting Teachers in Charge of the specialist language provision, and the SEN teacher Spring term 2019
- The Maths Departmental Teaching Assistant is completing a maths degree, and is closely mentored within the Maths Department, with access to subject specialist training
- Teaching Assistants are being trained on a specific approach to social emotional and communication approaches for students who have learning difficulties

ii. Provision of Information
- In September 2018 the Individual Needs Register was issued to all staff.
17. Wider Curriculum

Students who have Special Educational Needs and Disabilities are encouraged to participate in the extra-curricular clubs and opportunities that are available to all students. We actively support and encourage students with SEN to engage in activities available to those in the school who do not have SEN.

In addition, students who have special educational needs and disabilities are able to access Student Support provision before school, after school and during Lunch and Break times. After school subject support is offered in English, Science, Maths and other GCSE options subjects. Teaching Assistants work with identified SEND students on a 1:1 or small group basis. This arrangement allows for intervention to be delivered at a pace that is right for students who have a slow speed of processing, as well of those who have specific or generalised learning difficulties.

18. Concerns and complaints

We value feedback on how we can improve our provision for an individual student and for all students in the school, parents and carers. Concerns will, in most cases, be raised with the member of staff directly or can be raised with one of the staff members with specific responsibility for Special Educational Needs. This should generally enable a concern to be resolved at the earliest possible stage and avoid any need for it to escalate into a formal complaint, in which case it should be addressed to the Principal.

All state-funded schools are required to have a procedure to deal with complaints and to publish details of their procedure. The Impact Multi Academy Trust Complaints Policy is published and available to parents/carers on the school and trust website. The Trustees and Governing Body will make efforts to ensure that anyone who wishes to make a complaint, including a complaint in relation to children and young people with SEN, whether they have EHC plans or not, is treated fairly, given the chance to state their case, provided with a written response (including the rationale for any decisions) and informed of their appeal rights.

19. When was the SEN policy reviewed and when will it be reviewed next?

The SEN Policy has been reviewed in February 2019 and will be reviewed annually i.e February 2020 or earlier, if required.