

## **SEND Information Report for Parents and Carers Updated February 2024**

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

Assistant Principal with oversight of SEND – Paula Aliwell

SENCO and Head of Student Support Department – Paula Aliwell

Assistant SENCO – Grace Cannell

Head of 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 from 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 individuals or groups of students:

- Significantly slower progress than others starting from the same baseline
- Evidence that the attainment gap between the student and their peers is not being closed
- The attainment gap between the student and their 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
- Feedback gathered through the Hayes Triage process
- Student self-assessment and reports.

Hayes follows the graduated approach detailed in the SEND Code of Practice (2015) and adheres to the thresholds described when making decisions about identification, provision and resources for students who have special educational needs. Where students present with a potential need for additional support, Hayes implements a Triage system to identify barriers to learning and to provide appropriate input using an Assess-Plan-Do-Review approach.

### **2. The approach to teaching students with SEN**

The Graduated Approach at Hayes School identifies, supports, and monitors pupils requiring SEND support. In the majority of cases, additional needs will be evident upon transition to Year 7, and we work with primary schools to ensure that appropriate provision is made. The SEND Code of Practice (2015) outlines that 'every teacher is a teacher of SEN' and that for the vast majority of students, needs will be met through universal provision. Quality First Teaching is an approach underpinning the expectation 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.

It is key that teachers are aware of all students who have additional needs, and Hayes includes students who do not meet the thresholds for SEN Provision within our Individual Needs Register to ensure that teachers have the knowledge and insight to meet student needs through Quality First Teaching.

### 3. How many students at Hayes are subject to an Education, Health and Care Plan?

In line with a national picture of sustained escalation of need over the last few years, Hayes has seen an increasing number of students with an Educational Health and Care Plan, as reflected in the table below.

Year	EHCPs Mainstream Classes	EHCPs Speech and Language Provision (SpALD)	Total
2023-24	58	22	80
2022-23	56	21	77
2021-22	35	21	57
2020-21	25	21	46

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 categories of need set out in the SEND Code of Practice (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, drawing on the latest research and information available: -

#### Cognition and Learning

Generalised learning difficulties

Specific Learning difficulties including Dyslexia, Dyscalculia and Dyspraxia

Processing difficulties

Developmental delay

#### Communication and Interaction

Speech, Language and Communication Needs (SLCN)

Receptive and expressive language difficulties / Developmental Language Disorder (DLD)focus of SpecialistAdditionally Resourced Provision (SpALD)

Autism Spectrum Condition/Disorder (ASC/ASD)

Social communication difficulties

#### Sensory and Physical

Physical disability/Health Needs  
 Cerebral Palsy  
 Hearing impairment  
 Visual impairment  
 Hypermobility

**Social Emotional and Mental Health**

Severe anxiety, OCD, depression  
 Emotional regulation  
 Attention Deficit Disorder (ADD) and Attention Deficit and Hyperactivity Disorder (ADHD)

Students often demonstrate more than one of the above needs concurrently.

**Profile of SEND at Hayes School Spring 2024**

Please be aware that it is usual for students to demonstrate more than a single area of need. Many students demonstrate overlapping/comorbid needs e.g. Autism together with Learning Difficulties. The data below reflects the primary special educational needs/disabilities of Hayes students.

**Mainstream Classes Education, Health and Care Plans: ALL High Needs**

Students	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
<b>Boys</b>	4	8	9	8	2	1	3	<b>35</b>
<b>Girls</b>	7	5	2	3	3	0	2	<b>22</b>
<b>Total</b>	<b>11</b>	<b>13</b>	<b>11</b>	<b>11</b>	<b>5</b>	<b>1</b>	<b>5</b>	<b>57</b>

**Mainstream Classes – Funded Inclusion Plan (FIP) – Needs**

Students	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13	Total
<b>Boys</b>	0	0	0	0	0	0	0	<b>0</b>
<b>Girls</b>	0	0	0	0	0	0	0	<b>0</b>
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>

**Speech and Language ARP (SpALD): All EHC Plans are High Needs**

	Y7	Y8	Y9	Y10	Y11	Total
<b>Boys</b>	2	2	3	3	3	<b>13</b>
<b>Girls</b>	2	3	2	2	0	<b>9</b>
<b>Total</b>	<b>4</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>3</b>	<b>22</b>

Total Number of EHCPs 2023-24: 58 + 22 = 80  
 Total Number of EHCPs 2022-23: 56 + 21 = 77  
 Total Number of EHCPs 2021-22: 35 + 22 = 57  
 Total Number of EHCPs 2020-21: 25 + 21 = 46

**Profile of EHC Plans/PRA (Types of SEND)**

### SpALD Numbers Given Separately Under Communication and Interaction

Year Group	Cognition and Learning	Communication and Interaction		Social, Emotional and Mental Health	Sensory Impairment/ Physical	Total
		M/S	SpALD			
<b>7</b>	5	3	4	2	1	<b>15</b>
<b>8</b>	3	4	5	5	1	<b>18</b>
<b>9</b>	4	5	5	1	1	<b>16</b>
<b>10</b>	4	4	5	2	1	<b>16</b>
<b>11</b>	3	1	3	1	0	<b>8</b>
<b>12</b>	0	0	0	1	0	<b>1</b>
<b>13</b>	0	4	0	0	1	<b>5</b>
<b>Total</b>	<b>19</b>	<b>21</b>	<b>22</b>	<b>12</b>	<b>5</b>	<b>79</b>

### Profile of SEND Support K without EHC Plan

Year Group	Cognition and Learning	Communication and Interaction	Social, Emotional and Mental Health	Sensory/ Physical	SEND Support Totals
<b>7</b>	18	3	4	0	<b>25</b>
<b>8</b>	14	3	4	3	<b>24</b>
<b>9</b>	14	5	7	0	<b>26</b>
<b>10</b>	13	5	11	0	<b>29</b>
<b>11</b>	16	4	11	2	<b>33</b>
<b>12</b>	2	0	4	1	<b>7</b>
<b>13</b>	0	0	2	0	<b>2</b>
<b>TOTAL</b>	<b>77</b>	<b>20</b>	<b>43</b>	<b>6</b>	<b>146</b>

## 5. What provision is made for students who have special educational needs

- Quality First Teaching practice is the first and most important strand of special educational needs provision.
- Differentiation and personalised curriculum offers are made for students as appropriate and as part of our existing offer.

- 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.
- Reasonable adjustments to address individual needs.
- In-class support (for students with an EHCP) with a focus on encouraging and facilitating independence.
- A learning support curriculum in Year 7 and Year 8 to build core skills.
- Withdrawal for identified students to support development of literacy, numeracy and language skills
- Social skills intervention groups.
- A range of clubs including Art club, Lego Club, Stitch and Chat and Eco Garden to encourage student confidence and provide a means for individual expression.
- Lunchtime football to develop team skills, confidence and communication.
- Highly personalised approaches for those students who have the most significant barriers to learning.
- 1:1 work with Speech and Language Therapists/Teaching Assistants (for students where this is specified in their EHCP)

## **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 and ramps 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, including flexibility in timetabling to allow ground floor provision where this is possible
- 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/carers, 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 recognise their role in promoting and supporting the emotional well-being of our students and ensuring their active involvement in all aspects of our school and wider community. Our Active (PSHE/RSE) 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 with additional needs.

## **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:

- Regular contact with form tutor
- Parents' Evenings
- SEND Parent forums and information evenings
- SEND staff availability at Parents' Evenings
- Regular updates on SEND provision, both in and beyond school, through the school newsletter
- Feedback sought from students and parents around student wellbeing and impact of provision
- Parental involvement in the Triage process
- Direct referrals or meetings with SENCO.
- Annual Review Meetings
- Designated staff members are appointed to some students – these act as a liaison between parents/carers and the school.

## **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://www.bromley.gov.uk/children-young-adults-disabilities-learning-needs/bromley-local-offer>

## **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:

- Bromley Special Educational Needs Advisory Team (SENDAT)
- Bromley Inclusion Support Advisory Team (ISAT)
- Bromley Complex Needs Team
- Bromley Child and Adolescent Mental Health Teams
- Bromley Y (School Counsellor)
- Bromley Educational Psychology Service
- Gateway Referral Service
- Speech and Language Therapists
- Occupational Therapy
- Bromley Community Paediatric Team
- Bromley Personal Education Service
- Early Help, including Bromley Children's Project
- Bromley SENCO Forum
- 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](mailto: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](#)

[CASPA](#)

[Bromley Dyslexia Association \(Dyslexia Wise\)](#)

[British Dyslexia Association](#)

[IPSEA](#)

[NASEN](#)

## 12. The Targets and Outcomes for Year 11 Students with Special Educational Needs 2022-23

### 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 2022-23 the Year 11 cohort of students with an EHC plan comprised 8 students including 4 from the specialist Speech and Language provision. There were 16 SEND Support K students, without an EHC plan. Some EHCP 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 GCSE qualifications that affect progress 8 scores. This group of students was also less likely to follow an EBACC pathway than other groups. There is no comparative National Average data available for this set of results.

### SEND Breakdown of results – 2023 Actual Outcomes

Group	Progress 8	Attainment 8	9-4 E+M %	9-5 E+M %	EBacc Standard %	EBacc Strong %
SEN – E	-0.82	18.69	0	0	0	0
SEN – K	-0.26	40.28	60	40	16	12
SEN – E (SpaLD)	0.09	12.25	0	0	0	0
All SEN	-0.37	35.05	45.5	30.3	12.1	9.1
No SEN	0.25	56.78	87.4	66.2	60.4	41.1

### Attendance

This table shows the attendance rate of SEND students (yrs 7-11) against non-SEND students in the academic year 2022-2023:

SEND Students Yr 7-11	86.95 % average attendance
Non-SEND Students Yr 7-11	93.82 % average attendance

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 (PSHE) 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, as well as receiving tailored support and advice from the SEN department.

All students transitioned to post 16 education, employment or training in 2023.

### **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.
- Annual reviews.

### **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 23 Teaching Assistants in the department who work a combination of full and part time hours. There are three teachers who work within the SpALD provision.

There is one full time SEN administrative officer.

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

- Assistant Principal/SENCO (Head of Student Support Department)
- Assistant SENCO
- 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 relating to SEND since 2022:

### **i. Training 2022-2023**

- All teachers have been trained in selecting and applying Quality First Teaching strategies for students with identified learning needs
- We have run whole staff training on Creating an Inclusive Classroom
- We provided whole staff training on supporting autistic students, with a focus on anxiety. This was delivered by Senior SEN Advisory Teachers from Bromley Local Authority.
- The Department has local 'Champions' in ASC, Speech and Language and Dyslexia, who receive regular training and disseminate this to TA and Teacher colleagues.
- We have provided a series of SEN Hub sessions, where teachers have had the opportunity to discuss the needs of individual students and seek advice on strategies to support them.
- We have provided regular Behaviour Hub sessions, where teachers have been able to seek advice and strategies from the Bromley Behaviour Outreach Team in order to support the needs of students with social, emotional and mental health needs.
- A number of teachers and Teaching Assistants have attended elective training sessions in school on Understanding and Supporting Students with Speech and Language Disorder.
- Our Literacy Teaching Assistant has attended update training for Catch Up Literacy intervention.
- Our Teaching Assistants have attended a wide range of training courses, including: Emotion Management for Autistic Children and Adolescents; Good Autism Practice (Bromley SEN Advisory Trust); NASEN: Teaching Assistants and supporting SEND; Autism: Gender and Sexuality; Zones of Regulation; Supporting Students with Hearing Impairment; Supporting Students with Visual Impairment This training is disseminated across the SEN department and to teachers, as appropriate.
- One Teaching Assistant is currently undertaking ELSA training
- The SENCO regularly attends Bromley SENCO Forums.
- The SENCO attended a course on Evaluate My School, a tool to measure the quality of SEN provision across school
- The SENCO and Deputy Head are involved in a Challenge Partners SEND Developmental Peer Review

### **ii. Provision of Information**

- In September 2023 the Individual Needs Register was issued to all staff. This was reissued in January 2024 with updated information.

## **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 SEND to engage in activities available to those in the school who do not have SEND.

In addition, students who have special educational needs and disabilities are able to access Student Support provision before school, after school (Homework Club) and during break and lunch times. After school subject support is offered in English, Science, Maths and other GCSE options subjects as part of our ordinarily available provision. 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. Any formal complaints 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. Contact Details**

All enquiries regarding SEND at Hayes School should be directed in the first instance to our SEND Administrator, by email at [postmaster@hayes.bromley.sch.uk](mailto:postmaster@hayes.bromley.sch.uk) or tel: 0208 462 2767.

SENCO: Mrs Paula Aliwell [PJA@hayes.bromley.sch.uk](mailto:PJA@hayes.bromley.sch.uk)

Assistant SENCO: Mrs Grace Leng [GHL@hayes.bromley.sch.uk](mailto:GHL@hayes.bromley.sch.uk)

## **20. When was the SEN policy reviewed and when will it be reviewed next?**

The SEN Policy has been reviewed in January 2024 and will be reviewed annually i.e. January 2025 or earlier, if required.