



Special Educational Needs & Disabilities Information Report for Parents and Carers 2025-2026

Contents

Introduction.....	1
Speech and Language (SpaLD) Additional Resourced Provision.....	2
Who do I contact?	2
Areas of need	3
How do we identify and communicate SEND at Hayes?.....	3
What provision is made for students with SEND?	4
Monitoring progress	5
School Environment and Accessibility.....	5
Parent and Student Voice.....	5
Staff training.....	6
Support with transition	6
Exam Access Arrangements.....	6
Complaints	7
Contact Details.....	7
Appendix 1: Support Services/ Useful Information for Parents.....	8
Appendix 2: Glossary of terms used.....	9

Introduction

All Bromley Schools are committed to and adopt a similar approach to meeting the needs of all pupils including those with special educational needs. There is a shared expectation that all students, regardless of their specific needs, should be offered inclusive teaching enabling them to make the best possible progress in school, and to know they are a valued member of the school community.

Hayes is an inclusive, mainstream, comprehensive school with a commitment to enabling all of our students to reach their potential, both academically and more broadly, including those with special educational needs or disability. Education is a shared responsibility and we aim to work in partnership with parents and other professionals. This report provides an overview of how Hayes School is currently supporting students who have Special Educational Needs and/or Disabilities (SEND). The report is updated

and reviewed each year by key stakeholders: the SENCO, a working party of parents and students, the Senior Leadership Team and the governing body.

Speech and Language (SpaLD) Additional Resourced Provision

Hayes School has a specialist provision for students with speech and language disorder. Students are taught within small groups, by specialist teachers, for 50% of the curriculum. For the remaining 50%, students are fully integrated into the mainstream school and all students are expected to be able to manage in a very large school and within mainstream classes. There are 25 places for students from years 7-11, with a maximum of 5 per year group. Admissions are made directly to Bromley and are agreed in collaboration with the school at a panel meeting administered by the Local Authority. All students must have an EHCP, with a primary need of Developmental Language Disorder. We are unable to accept students with behavioural challenges to the SpaLD.

Who do I contact?

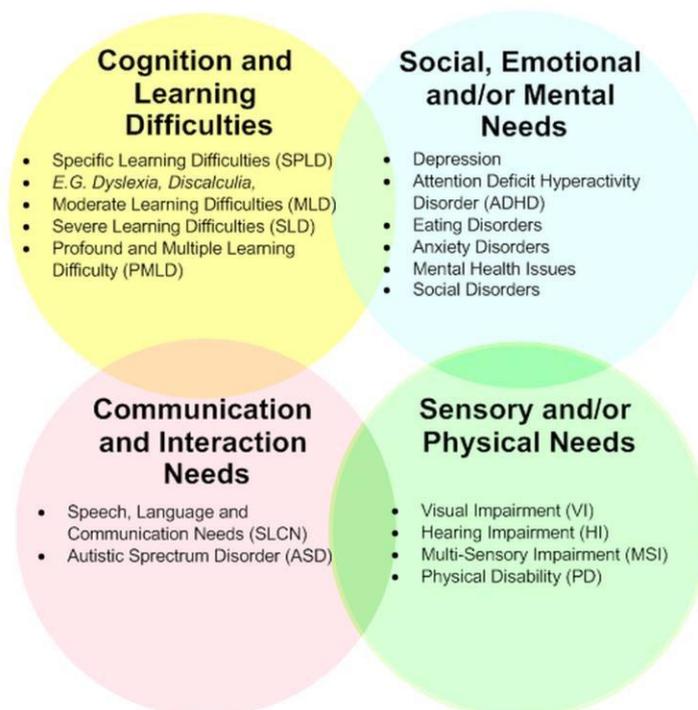
Form Tutor	The first point of contact for any query relating to your child. The form tutor will liaise with relevant staff regarding any concerns. Form tutors are ideally placed to monitor the general progress of your child and to intervene and offer guidance in instances of underachievement. Where there are concerns around potential barriers to learning, the form tutor will initiate our Triage process.
Subject teacher	Subject teachers are responsible for adapting and refining the curriculum to respond to the strengths and needs of all students. Subject teachers monitor progress and plan and deliver the curriculum using appropriate strategies.
Assistant Principal/ SENCO	Mrs Aliwell is the senior leader with responsibility for SEN, as well as the SENCO. She is a qualified English teacher, as well as having completed the NASENCO award with distinction. As SENCO, Mrs Aliwell develops the school's SEND Policy and, supported by the Deputy SENCO (Mrs Rogers) and Assistant SENCO (Mrs Leng) has responsibility for: <ul style="list-style-type: none"> • coordinating provision for students with SEND. • carrying out Annual Reviews • providing specialist advice and facilitating training to ensure that all staff are skilled and confident in meeting a range of needs • liaising with external agencies where appropriate, including referrals for ADHD and ASD/ASC. • keeping parents informed about the range and level of support offered to their child.
Exam Access Arrangements	Mrs Leng co-ordinates and leads on ensuring that exam access arrangements are in place for students who need these.
SpaLD	Mrs Gardner and Mrs Philpott are the heads of the Speech and Language Additionally Resourced Provision (ARP).
SEN Administrators	Mrs Butler and Miss Mawbey are our SEN Administrators.
Inclusion Manager	Mrs Bradley is our Inclusion Manager. She is the lead professional for students who are struggling with mental health and wellbeing and supports those with Emotionally Based School Avoidance.
Designated Safeguarding Lead	Our designated safeguarding lead is Mr O. Robbins, Assistant Headteacher omr@hayes.bromley.sch.uk
Medical Needs	Mrs Nokes is our Medical Officer aln@hayes.bromley.sch.uk

We have a team of 27 Teaching Assistants, including full-time and part-time members of staff.

Mrs K Sirett is the Governor with oversight for SEND.

Areas of need

Support is tailored to match the four broad areas of need as defined in the SEN Code of Practice (2014): Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health and Sensory/Physical needs.



How do we identify and communicate SEND at Hayes?

Information is shared between all primary and secondary school SENCOs within the Bromley borough at a dedicated transition day event. We work closely with feeder primary schools prior to transition and this includes identifying those students with additional needs.

We carry out screening tests for all students in Year 7 and Year 9. In Year 7, the focus is to help identify those who may have barriers hindering their access to the curriculum, specifically around literacy. In Year 9, this screening is aimed at ensuring that we identify those who may have a requirement for additional time in examinations in order to ensure equal access.

Students with known SEND are included on our Individual Needs register. This includes, in an informative capacity, those who have known barriers to learning but would not meet the thresholds for additional targeted support e.g. a high attaining student with dyslexia, whose needs would be met through reasonable adjustments and adaptive teaching. Our on-line registration system also includes subtle 'flags' as a reminder to teachers of those students in their classes who have additional needs.

Where there are concerns that a child or young person may have unidentified barriers to learning, a Triage approach is used to seek feedback from teachers and to put in place strategies to support them. This forms part of our Assess-Plan-Do-Review process. Parents and students are involved in, and contribute to, the Triage process.

What provision is made for students with SEND?

Our policy is to facilitate full access to our broad and balanced curriculum, and to extra-curricular activities, for our SEN and disabled students, so that they do not feel they are treated less favourably than other students.

Hayes follows the graduated approach, which is outlined in the SEND Code of Practice (2014). This states that, for the vast majority of children, including those with SEND, their needs will be met through high quality teaching. We are committed to the guidance that 'every teacher is a teacher of SEN' and to using adaptive teaching within the classroom to help all students access the curriculum and progress. Our aim is to foster independence and to prepare our students for adulthood. We provide some targeted support, which is limited by our resources and is allocated according to priority of need.

The table [here](#) outlines the graduated approach at Hayes. Targeted support includes:

- a range of evidence-based reading interventions (1:1, paired or small group)
- Wordshark spelling intervention
- Access to IDL Literacy and Numeracy
- Catch Up Numeracy (limited provision)
- Social skills groups/Zones of Regulation
- Lunch and break clubs
- Homework Club
- TA support in some lessons (for students with an EHCP)
- TA key worker (for students with an EHCP, where there is a need)
- Speech and Language therapy (through Bromley, for students with an EHCP)
- Liaison with, and support through, external agencies, including Bromley Wellbeing; Teacher of the Deaf, Visual Impairment team; Physiotherapy; Occupational Therapy; Educational Psychologist (limited); Social Care and Bromley's SEND advisory teams (SENDAT and ISAT)

Students with the most severe/complex needs (typically those with an Education, Health and Care Plan (EHCP)) will be prioritised for support, which is within the classroom where possible.

Children working significantly below their peers may be placed in a smaller teaching group in Years 7 and 8 but follow the whole school curriculum, with an expectation that they will follow GCSE pathways in Key Stage 4.

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 including preparation for adulthood and issues relating to mental health. 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. The school has a strong and effective [anti-bullying policy](#)

Students with special educational needs will be allocated a key worker, which is likely to be a Teaching Assistant for those with an EHCP, or the form tutor for others. In some instances, students with an EHCP will receive additional support in lessons from a Teaching Assistant. This support is deployed to support students in accessing the curriculum whilst helping them towards developing independence as learners and to prepare students for adulthood. Where deployed in lessons, Teaching Assistants are typically supporting multiple students with additional needs.

The school's mainstream funding (notional budget) and top up funding is used to resource SEN support.

Our [SEND Policy](#) can be found here.

Monitoring progress

All students receive formal progress reports each term, with one of these being a full school report. In addition to this, subject teachers, form tutors and Achievement Co-ordinators monitor the on-going progress of students and seek to proactively address situations where a child is not making expected progress or meeting school expectations. This may include individual or group support through our subject departments or pastoral teams. If parents have any concerns they can contact their child's Achievement Co-ordinator or SENCO to arrange a meeting.

Where a student has an EHCP, there will be an Annual Review with parents to consider progress towards the student's stated outcomes and to review provision in light of this. Students contribute to these reviews.

School leaders meet weekly to monitor the wellbeing of identified students through a SEND/Inclusion meeting. The Deputy SENCO monitors attendance for students with SEN.

School Environment and Accessibility

Hayes is a large school, set over a sprawling site, with several different 'blocks', housing different subject areas. The most recent additions to the school, housing English and Maths, include lifts. Across the older part of the school we have some limitations. In particular, Art is only accessible by two flights of stairs, and there are only two ground floor rooms available to Science.

The school provides:

- Accessible toilet and changing facilities
- Lifts and ramps for access to some areas of the school
- 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.

Unlike some Bromley secondary schools, Hayes does not have an SEN Hub or Resource Base. We do not have an SEN sensory room. As such, the environment can be challenging to those who can become overwhelmed or dysregulated.

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.

Please see the [Accessibility Policy](#) on our school website for further details.

Parent and Student Voice

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 (one per term)
- 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

- Annual Review Meetings

Full details of our curriculum and schemes of work are published on the school website to aid parents in supporting their child at home.

We seek opportunities to involve our students in championing diversity across the school, and students with SEND have been actively involved in Student Leadership.

Staff training

All teaching staff have received basic training in special educational needs. Training is provided to all staff including teachers and teaching assistants as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills.

Teachers are also provided with relevant information about students with SEND or additional learning needs through our confidential SEND Register. This provides up to date information for staff about a student's needs and how best to support them.

Our SENCO and Student Support staff keep abreast of current local and national initiatives and policies to support students with SEND and welcome opportunities for sharing good practice with other local schools, and specifically with other schools within the Impact Multi-academy Trust. The school also seeks advice and guidance from our allocated Bromley Senior Advisory SEN teacher to review, evaluate and develop provision for students who have the most complex needs.

Support with transition

We work closely with our primary school feeder schools to support transition to Year 7 in Hayes for those with SEND and will attend transitional Year 6 Annual Review meetings wherever this is possible. Our SENCO and Inclusion Manager attend the annual Bromley Year 6-7 Transition event.

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 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, where appropriate.

All Year 11 students transitioned to post 16 education, employment or training in 2025.

Exam Access Arrangements

Some students may need reasonable adjustments or arrangements to ensure that they have equal access to examinations. These arrangements may include supervised rest breaks, additional time, reader, scribe, small room provision or use of laptop.

The school uses screening tests, alongside existing knowledge of need, to identify those students who may have a need for exam access arrangements. Where there is a perceived need for extra time, students will be referred to our in-house assessor to ensure that criteria are met for an application to JCQ, the exam regulatory body. Teacher evidence of need is also necessary.

Complaints

Should you need to raise a complaint relating to SEN provision, please follow the procedure as detailed in the school Complaints Policy.

Contact Details

All enquiries regarding SEND at Hayes School should be directed in the first instance by email to postmaster@hayes.bromley.sch.uk or tel: 0208 462 2767.

This SEN Information Report has been reviewed in January 2026 and will be reviewed annually i.e. January 2027 or earlier, if required.

Hayes is committed to working in partnership with external agencies in support of learners with SEND as appropriate.

Appendix 1: Support Services/ Useful Information for Parents

Support Services/Useful Information for parents of students with SEN		
Bromley Local Offer	Information about local services, support and activities available to families, children and young people aged 1-25 with special educational needs or disabilities for students and their families can be found in the Bromley Local Offer Web link, which can also be found on a separate tab on our website.	https://www.bromley.gov.uk/LocalOffer
IASS (Information, Advice and Support Service)	Offers a free, statutory advice and support service about SEND for young people and their parents/carers	https://bromleyiass.org.uk/
Bromley Parent Voice	An independent, voluntary group of parents and carers of children with SEND, living in Bromley.	https://www.bromleyparentvoice.org.uk/
Bromley Children's Project	Offers support to families living in Bromley to create a safe, secure and happy environment for all children. Offers a range of support and services.	https://www.bromley.gov.uk/bromleychildrenproject Central Library High Street, Bromley, BR1 1EX 020 8461 7259 bcpadmin@bromley.gov.uk
Bromley CASPA	CASPA provides support for autistic and neurodivergent children, young people and their families.	https://caspabromley.org.uk/
Bromley Mencap	Free solution-focused advice, support and information for people with SEN or disability.	https://www.bromleymencap.org.uk/
Bromley Dyslexia Association	Support for dyslexic people of all ages	http://dyslexiawise.co.uk/
IPSEA	A leading charity in the field of SEND law	https://www.ipsea.org.uk/
NASEN National Association for SEN	Membership organisation that supports and champions children and young people with SEND and learning differences.	https://nasen.org.uk/about-nasen
Bromley Wellbeing (Bromley Y)	Single point access to confidential counselling and therapeutic support for children and young people up to the age of 18	http://www.bromleywellbeingcy.p.org/your-wellbeing-matters-to-us/
Bromley Young Carers	Supports young people (4-19 yrs) who care for others	Website: https://www.bromleywell.org.uk/our-services/young-carers/ Email: spa@bromleywell.org.uk Tel: 020 8278 7898

Appendix 2: Glossary of terms used

Glossary of terms used	
SEND	<p>Special educational needs and disability. A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or a disability which calls for special educational provision to be made for them. This applies where a child:</p> <ul style="list-style-type: none"> • has a significantly greater difficulty in learning than the majority of others of the same age <i>or</i> • has a disability which prevents or hinders them from using educational facilities provided for others of the same age in mainstream schools or colleges <p><i>Children and Families Act 2014 (Section 20)</i></p>
SENCO	<p>Special Educational Needs Co-ordinator. It is a legal requirement for a school to have a SENCO, who has completed (or is undertaking) a specialist qualification.</p>
TA	Teaching Assistant
Disability	<p>You are disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' (more than minor or trivial) and 'long-term' (more than 12 months) negative effect on your ability to do normal daily activities</p>
EHCP	<p>Education, Health and Care Plan. This is a legal document that outlines the outcomes and provision that needs to be put in place for students with the most complex or significant needs.</p>
SEN Code of Practice (2015)	<p>Provides statutory guidance for organisations, including schools, who work with children and young people with special educational needs and/or disability.</p>
Graduated approach	<p>The approach that schools should take to meeting special education needs, as outlined in Chapter 6 of the SEN Code of Practice. This uses a tiered approach to provision, linked to an assess-plan-so-review approach. The vast majority of students will have their needs met through universal provision; some may need some targeted support. Those with the most significant needs will need higher level support on a long-term basis and these students will need an EHCP.</p>
ARP/SpaLD	<p>Additionally Resourced Provision. The ARP at Hayes is referred to as the SpaLD and is a specialist provision for students with Developmental language Disorder.</p>