



Haverstock School Special Educational Needs and Disability (SEND) Policy

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Governor committee	EWC
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Date of next statutory update	September 2019
SEND Governor	Alison Kelly

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance documents:

- Equality Act 2010: advice for schools DfE Feb 2014
- SEND Code of Practice 0-25 (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions, april 2014
- Safeguarding Policy
- Teachers Standards 2012

We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation. It is our aim to raise the aspirations and expectations for all pupils with SEND (special educational needs). In support of this, our school provides a focus on outcomes for children and young people and not just on hours of provision/support.

Some students find work difficult because their first language is not English. They do not have special educational needs unless they also have a learning difficulty.

Guiding Principle

Our guiding principle is one of Inclusion. We want to identify and break down possible barriers to learning. In order to achieve this we will:

- Ensure that all students have equal access to an appropriate curriculum which is differentiated to meet individual needs and abilities.
- Be aware that it is the responsibility of all teachers to identify and meet the SEND of students. SEND crosses all curriculum areas and all aspects of teaching and learning.
- Be aware that good Teaching and Learning is good practice for all students.
- Acknowledge that any student may encounter difficulties in school at some stage.
- Acknowledge that all special educational provision is more effective if students and parents are fully involved. The views of parents and students will be sought regularly.
- Acknowledge and draw on parent knowledge and experience in relation to their child.

This policy will contribute to achieving these objectives by ensuring that provision for students with SEND is a matter for the **whole school** and is a part of the continuous cycle of assessment and review.

Definition of SEND

This policy accepts the definition of SEND as set out in the Revised Code of Practice 2014:

xiii. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

1. The Graduated /Three Tiered Approach to Support

Haverstock welcomes children of all abilities from our local community, irrespective of any existing disability or need. Our aim is to ensure that children with special educational needs have their needs met within the resources available to us.

How does Haverstock School provide for pupils and their special educational needs?

At Haverstock, we endeavor to deploy staff and resources to meet the educational needs of pupils. Staff employed by Haverstock to support children’s learning, include: Head of Inclusion (SENDSCO), Deputy Head of Inclusion, Teaching and Learning Support Assistants, part-time Speech and Language Therapist (SALT), part-time Educational Psychologist (EP), a school counselor, Learning Mentor and a Place 2 Be counselling service. In many cases, their work is directed towards supporting subject teachers to enhance children’s access to the curriculum.

Staff within the Inclusion Department is used in a variety of ways to deliver support from staff training to supporting whole classes, running small group intervention programmes for specific areas of need to one-to-one sessions for a very small number of individual pupils. We run a three tiered approach to providing for pupils:

- Universal (*Wave 1*)
- Targeted (*Wave 2*)
- Specialist (*Wave 3*)

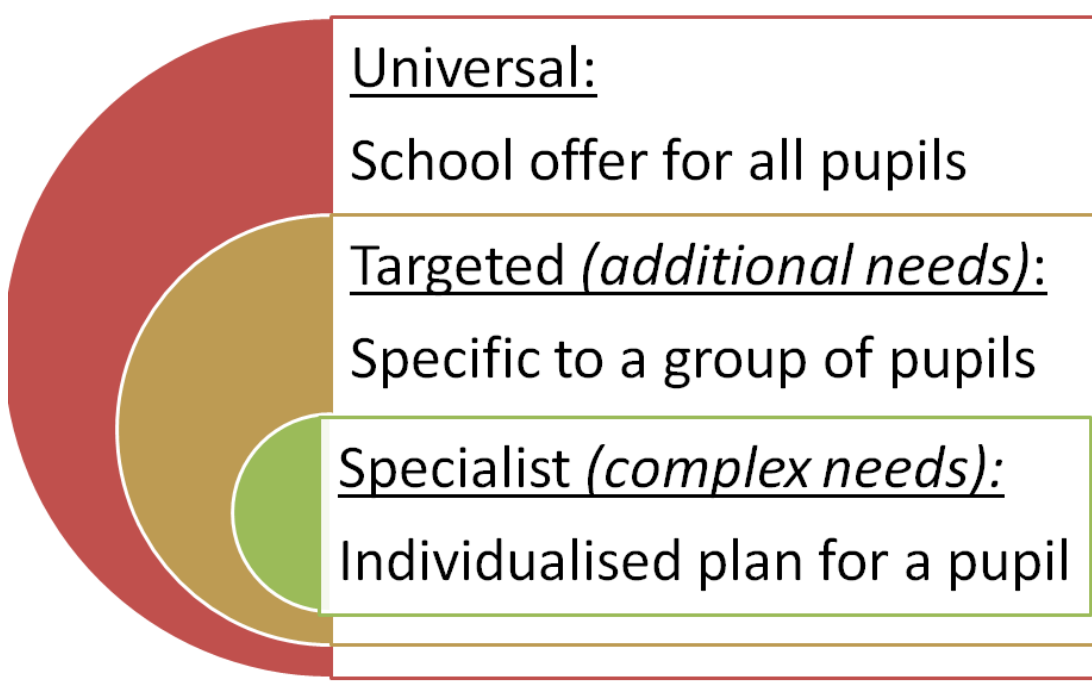


Figure 1: Three-tiered approach for pupil provision

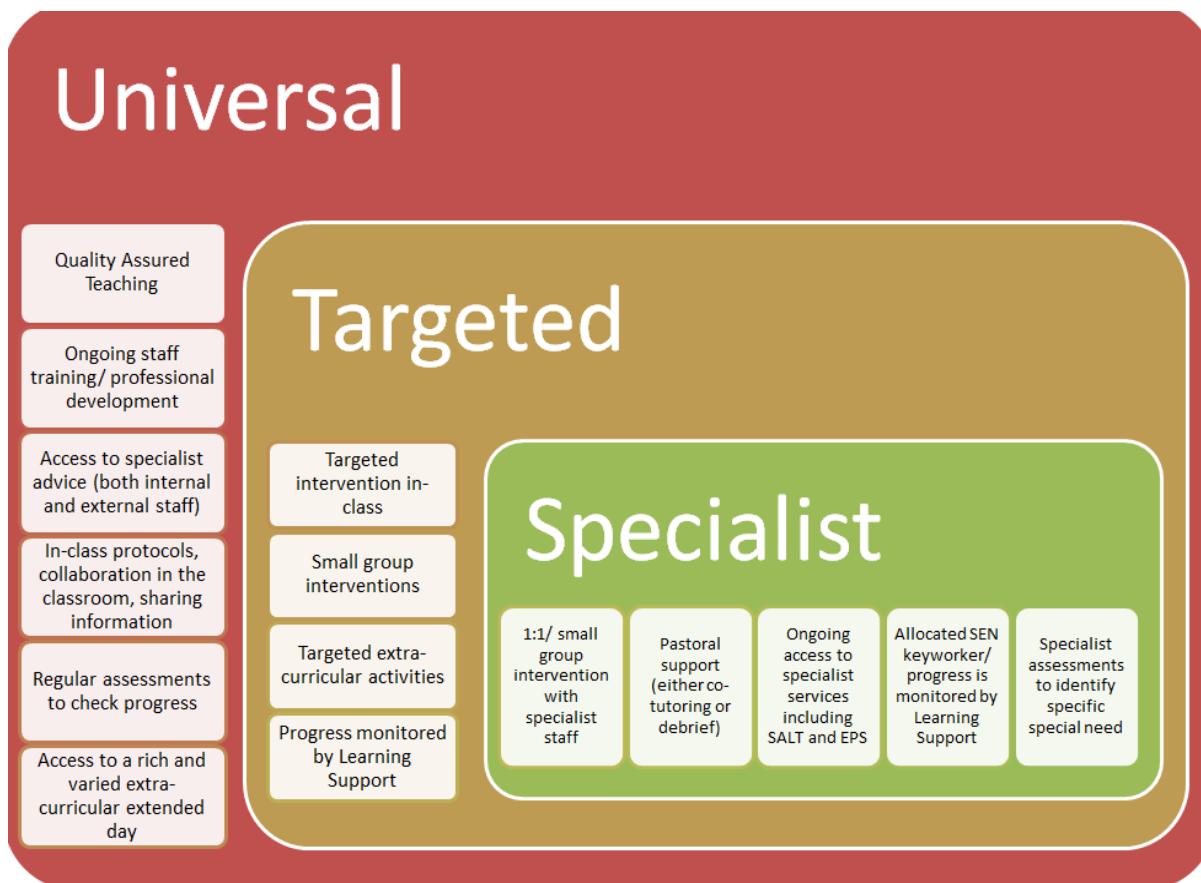


Figure 2: Three-tiered approach, summary

As with all pupils, we have high expectations of our pupils with Special Educational Needs and aim for the most appropriate level of achievement for all. Our school values and respects individual differences and is fully committed to inclusion. We aim to include all children and to be positive and constructive in meeting their needs. We work together in partnership with parents and children, incorporating their views into plans for provision. Children are listened to and their views taken into account. Home-school partnerships are valued and encouraged.

At Haverstock we recognise that pupils have varied life experiences and needs. We offer a broad, balanced and relevant curriculum and seek to remove barriers to learning and participation by ensuring increasing access to all aspects of school life. We set suitable learning challenges and ensure ongoing assessment for individuals and groups of pupils.

We run a fully extended, inclusive school day including morning activities, lunch-time activities and a range of after-school activities. We have strong links with organisations within our community who also provide additional after-school provision for our pupils including the Roundhouse, WAC and Talacre. Pupils with SEND are encouraged to attend a wide range of activities and on occasion, pupils with SEND are specifically targeted to attend specific extra-curricular activities.

2. Information about the school's policies for the identification and assessment of pupils with special educational needs.

2.1 Identification

Generally, there are four needs groups that members of the inclusion team will work with:

- 1 Students who are underachieving and/or are less experienced learners, including those with early stage bilingual learners, but who have not been identified with a special educational need. While these pupils will be monitored and their interventions tracked on the school's provision mapping system, they will not be allocated a SEND code (*Universal* – see Figure 1 & 2).

- 2 Students who have been identified with a special educational need or disability but whose learning needs can be met through good, differentiated classroom practice. This differentiated classroom practice can sometimes include 2nd and 3rd Wave (tiered) interventions. These pupils do not qualify for additional funding over and above the usual allocation for all pupils. (*Universal/ Targeted – Figure 1 & 2*).
- 3 These are students who have been identified with a special educational need or disability and require support which is 'in addition to or different from' the educational provision made generally available for students of their age. These are the students who require additional, more individualised interventions in order to address their underlying learning needs. We would also aim to while also improve their access to the curriculum as the needs they present are complex.
- 4 Students with an Educational Health and Care Plan (EHCP) are 'High Needs Pupils' whose learning needs are significantly different from or additional to the differentiated curriculum and educational provision generally made for children of their age. Pupils' progress will be monitored and their EHCP will be reviewed in partnership with parents, borough representatives, any relevant external agencies and the school on a yearly basis. (*Targeted/ Specialist – Figure 1 & 2*).

Where a pupil is accessing support at a Universal level, the pupil will be monitored by the usual school procedures, a shared responsibility the class teacher and tutor. These pupils may or may not need specific curriculum differentiation or input from the Inclusion Department.

Where a pupil is accessing support at a Targeted level, the pupil will be placed on the Inclusion Monitoring database. In addition to the normal processes, if the pupil is receiving in-class support, their progress will be monitored by both the class and support teachers. If a pupil is in need of more intensive and alternative support, they will be targeted by the Inclusion department for specific interventions focussing on their area of need.

Where a pupil is accessing support at a Specialist level, they have been identified with significant and/or complex special educational needs and the pupil will be placed on the SEND register.

What is a special educational need?

All students learn and develop at different rates and have both areas of strength and interest and areas of weakness. A special educational need is a barrier to learning and the school will make every effort to respond to each pupil with a personalised plan of action. The school will identify a pupil with special educational needs if, despite appropriate classroom the pupil continues to experience a greater difficulty than their peers in making progress with their learning.

What are the areas of special educational needs?

Students may have needs in one or more of the following categories:

- **Communication and Interaction**
 - Speech, Language and Communication Needs (SLCN)
 - Autistic Spectrum Disorder (ASD)
- **Cognition and Learning**
 - Specific Learning Difficulties (SpLD)
 - Moderate Learning Difficulties (MLD)
 - Severe Learning Difficulties (SLD)
 - Profound and Multiple Learning Difficulty (PMLD)
- **Social, Emotional and/or Mental Health (SEMH)**
- **Sensory and/or Physical**
 - Visual Impairment (VI)
 - Hearing Impairment (HI)
 - Multi-Sensory Impairment (MSI)
 - Physical Disability (PD)

2.2 Assessment

How does Haverstock assess for special educational needs?

Whole School Screening Process

Upon entry to Haverstock School all students' previous academic achievements are recorded and distributed to staff. At the beginning of Year 7 students all participate in the Accelerated Reading programme run by library staff. From this information and their end of KS2 levels (SATs and/or Teacher Assessment levels), it is possible to predict where our students' strengths lie and to set realistic and achievable short, medium and long term targets. Every subject teacher completes teacher assessments regularly and maps the pupils' progress.

Raising concerns and individual assessment

The school uses the whole school screening process as a starting point to decide which pupils need further assessment work and/or additional support (in the classroom or in targeted interventions). In addition to this, there is a formalised referral process in Haverstock which allows for all members of staff to raise concerns regarding any young person whether the issues are academic, social, emotional or behavioural difficulties. Teachers and other members of staff can refer the young person using the Early Intervention Referral form. They send the EIR form directly to the pupil's Year Team Leader (YTL) who decides whether the referral can be dealt with pastorally or if it needs to be directed elsewhere. Other attendees of the EIM include a designated safeguarding lead, Head of Inclusion (SENDSCO), Lead Learning Mentor and other members of the pastoral team.

Where a referral is made to EIM and the Inclusion managers believe that there is more than one intervention and/or external specialists that will be required to manage the case, the EIR will be passed to a Well-Being Panel (WBP). The Well-Being Panel will happen weekly. Internal school professionals, Assistant Headteacher (Child Protection and Mental Well-Being responsibilities), Family Link Worker, Learning Mentors, Counsellor, Refugee Coordinator and Induction Mentor and external specialists will read through the referral, share information and collaboratively decide appropriate actions, including further referral and/or assessment, for the young person. The outcome is then shared back to the Inclusion Department and the member of staff who had originally voiced their concern.

Referrals can also be made by external professionals, parents and carers as well as the young people themselves. **External professionals** can contact the Head of Inclusion (SENDSCO) or another appropriate person to raise their concerns about a young person. They then can complete an EIR form, or the member of staff will, and the referral then travels through the normal school process. **Parents/carers** can contact their child's tutor, Pastoral Team Leader, Head of Inclusion (SENDSCO) or other Inclusion member that they know and trust to discuss a referral. The school will investigate every concern and either pass it through the Early Intervention process or take other appropriate action. The outcomes will always be shared back with the parents/carers. **Students** can raise concerns for their progress and well-being as well to any member of staff. That member of staff will follow up through school processes, including the young person in the outcomes.

Internal assessments for special educational needs or additional needs

Literacy

Pupils who require further literacy support are identified through baseline testing. For pupils who meet the threshold for intervention, further assessments may be undertaken so we are better able to target the pupil's specific area of need.

In addition, all students for whom English is an additional language are assessed for levels of fluency in their acquisition of the English language by the Ethnic Minority Achievement Service (EMAS). The Inclusion department and English department work closely and collaboratively together.

Numeracy

Those pupils who achieve below the expected standard in Mathematics will be assessed for their basic Maths ability using a variety of in-house Maths activities. Pupils displaying more significant difficulties may be referred for further

investigation by outside agencies that can influence teaching strategies to enhance learning.

Speech, Language and Communication

Pupils in need of further assessment in their language and communication development may be referred to the school's Speech and Language Therapist (SALT). In partnership with teachers and the Head of Inclusion, observations may be conducted and recommendations made in order to support this area of need.

Fine and Gross Motor Skills

Pupils with difficulties related to motor skills development may be referred to the Occupational Therapy service for observation. Where necessary, recommendations will be made in order to support these needs, in conjunction with teaching staff, support staff and the Head of Inclusion.

Access Arrangements for examinations

For those pupils needing alternative arrangements during their examinations, Haverstock's Learning Support Department offers an in-house assessment process. Pupils are usually identified by previous involvement with the Inclusion Department. However, there may also be referrals from teaching staff and to a lesser extent, parents. All access arrangement procedures are overseen by the Head of Inclusion.

The Joint Council for Qualifications (JCQ) publishes the regulations by which all schools assessing for access arrangements must abide. The JCQ also provides guidance on the evidence that must be presented in support of every application. However, where one has previously been obtained, an Educational and Health Care Plan (EHCP) may be used as evidence to support an application for exam access arrangement.

It should be noted that the decision to award access arrangements is based solely on the directives issued by the JCQ and does not allow for flexibility.

External assessments for special educational or additional needs

It may be that a pupil demonstrates complex or severe additional needs and the school's professionals believe that involvement from other agencies is warranted. External agencies may include the Educational Psychology Service (for learning and behavioural difficulties), Speech and Language National Health Service, Occupational Therapy Team, Physiotherapy Team, Children and Adolescent Mental Health Service (CAMHS) and Social and Health Care Service. In order to refer a pupil for an external assessment, the school and the pupil's family need to complete an electronic Common Assessment Form (eCAF) and send it to the relevant agency.

3 The school's policies for making provision for pupils with special educational needs whether or not pupils have an Education, Health and Care Plan (EHCP)

Respect for and inclusion of all children is a collective responsibility of the whole school community. Pupils, parents and all staff contribute to this.

If a pupil at Haverstock is identified as having special educational needs when they arrive at the school, staff will make every effort to:

- use information from the pupil's primary school to provide starting points for the development of an appropriate curriculum for the pupil,
- identify and focus attention on the pupil's skills and highlight areas for early action to support the pupil within the class,
- ensure that ongoing observation and assessment provide regular feedback to all teachers and parents about the pupil's achievements and experiences, and that the outcomes of such assessment form the basis for planning the next steps of the pupil's learning,
- ensure that appropriate informal opportunities for the pupil to show what they know, understand and can do are maximised through the pastoral support programme,
- involve the pupil in planning and agreeing targets to meet their needs,
- involve parents in developing and implementing a joint learning approach at home and in school.

Please note that while the majority of Teaching and Learning Support Assistant's time is spent inside mainstream classrooms where the focus is on in-class partnerships, curriculum differentiation and support arrangements, the remaining time is spent delivering small group and individualised interventions.

3.1 Special Educational Needs Provision at Haverstock

The statutory responsibility for Special Educational Needs rests with the **School Governing Body**, who oversee the provision for pupils with SEND. The Governors monitor the SEND systems and the efficient use of resources and will report annually to parents on the implementation of: the SEND policy, Haverstock's Access Plan and issues relating to disability. This is done via the 'link Governor' whose role it is to liaise with the school and then inform the Governing Body. The Governing body works in partnership with parents.

The **Head teacher** has responsibility for the management of SEND and keeps the Governing body and parents informed. He works closely with the School's Head of Inclusion/Special Educational Needs Co-ordinator (SENDCO).

The **Head of Inclusion (SENDCO)** works closely with the teachers, having responsibility for the day-to-day operation of the school's SEND policy and for co-ordinating provision for students. The Head of Inclusion (SENDCO) is responsible for keeping the SEND register up to date. Our Head of Inclusion (SENDCO) provides support to subject teachers in identifying children with Special Educational Needs and provides advice to teachers on how these needs may be met.

Our **Deputy Head of Inclusion** oversees the different range of curriculum programs we offer. He also co-ordinates: the Annual review process and Special Arrangements for exams.

The **Inclusion Department** liaises with subject teachers, parents and, if necessary, outside agencies in order to meet the needs of our SEND pupils. Much of their time will be spent seeing to the delivery of SEND in accordance with Code of Practice procedures.

The Head of Inclusion (SENDCO) and class teachers are ably assisted by a group of highly trained and experienced **Teaching and Learning Assistants** (TLA's) who will work, either in groups or with individuals, in the classrooms to support the learning of our SEND pupils.

All **teachers** are teachers of pupils with special educational needs. Teaching such pupils is therefore a whole-school responsibility, requiring a whole-school response. Children spend most of their time in the class as a result, class teachers ensure their pupils' needs are met and work is set according to the individuals' ability. Haverstock School regards all pupils as having differing learning needs. As a result, we employ a range of teaching methods to raise the achievement of children with a wide range of abilities / disabilities in each class.

We work closely with **parents**, the **community** and in co-operation with **other professionals** in a multi-disciplinary way to identify, assess and respond to need. We call upon outside agencies or specialists to support us in our work with SEND pupils.

Children with Special Educational Needs are seen as, being part of a continuum rather than as different from other children. Many children are identified as having Special Educational Needs at some time during their education. At all times, Haverstock staff work as closely as possible with students in order to support their Special Educational Needs.

Haverstock offers a wide range of Inclusion services, with expert staff in several teams.

In-School Organisation of Inclusion (figure 3)



Other In-School Inclusion Staffing (figure 4) (Check)



In-school Intervention Offer

SEND Need	Targeted Intervention (2 nd Wave or small group)	Specialist intervention (3 rd Wave or 1:1)
Transition/ Vulnerable	<ul style="list-style-type: none"> • Yr6 Transition Morning • B227 Break time Club 	<ul style="list-style-type: none"> • 1:1 Mentoring • Daily debriefs
Literacy	<ul style="list-style-type: none"> • Lexia Programme 	<ul style="list-style-type: none"> • Lexia Programme
Numeracy	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • 3rd Wave Maths (1:1) 1 hour weekly
Speech & Language	<ul style="list-style-type: none"> • KS4 Social/ Work Skills Group • KS3 Social Skills Group • Theatre Sports for communication • Active Listening • Study Skills • Lego Club • ASD (autistic) Group 	<ul style="list-style-type: none"> • 1:1 work with complex SLCN/ ASD • SALT consultation • Debrief work
Physical Impairment	<ul style="list-style-type: none"> • 	<ul style="list-style-type: none"> • Physiotherapy (under guidance from physiotherapy teams)

Behavioural	<ul style="list-style-type: none"> • KS3 Self-Esteem/Vulnerable Groups • Community Links • Mentoring groups (1hr per week) • Pastoral Support Base 	<ul style="list-style-type: none"> • 1:1 Mentoring • EP consultation • SALT consultation • Pastoral Support Base
Study Support	<ul style="list-style-type: none"> • B227 Homework Help (2hrs week) 	<ul style="list-style-type: none"> • Adhoc 1:1 support
Other	<ul style="list-style-type: none"> • Place 2 Be Groups • Place2talk 	<ul style="list-style-type: none"> • Counsellor (as needed) • Place 2 Be counselling (as needed) • School Nurse (as needed) • Family Support Worker • Community Family Support Workers (Somali, Bengali, Congolese, Kosovan) • White British Project Worker

3.2 Intervention Process in the Inclusion Department and Pupil Evaluation

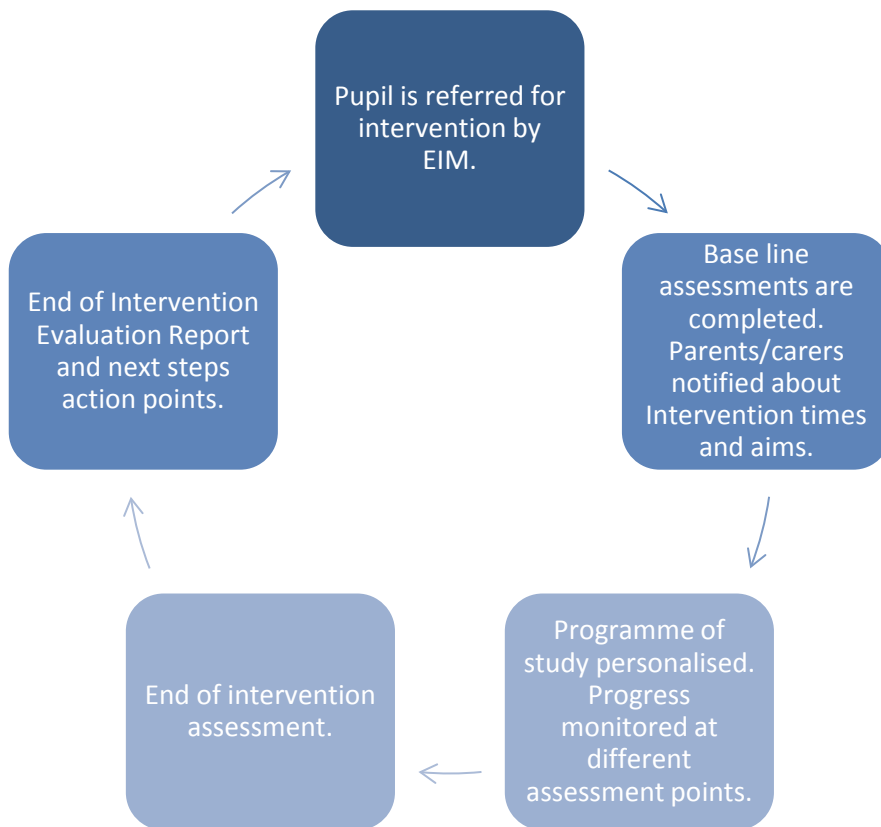


Figure 5: Intervention Cycle in the Inclusion Department

All intervention programmes are subject to quality assurance. We invite external specialists, such as our Educational Psychologist and our Speech and Language Therapist, to observe and feedback on our interventions in order to gain their guidance.

3.3 How the school adapts the curriculum and learning environment for pupils with Special Educational Needs

Haverstock School believes in the importance of providing effective learning opportunities for all pupils and offers three key principals for inclusion:

- Setting suitable learning challenges
- Responding to pupils' diverse needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

Arrangements for access to a full and balanced curriculum

- All children are entitled to a broad and balanced education including the National Curriculum, regardless of their background, gender, race, learning difficulty or disability.
- Children with SEND learn alongside peers in mixed ability classes, although there may be times when it is in the child's best interest to work either individually or in a group, in or out of class.
- To give equal access to learning, tasks are either open-ended or adapted or differentiated to meet individual or group needs within the class.
- Class teachers in their planning, teaching and assessing take into account the individual needs of all pupils, and aim to provide a differentiated curriculum where necessary.

Primarily, the Inclusion Department works in partnership with colleagues ensuring quality first teaching. Support for SEND students is provided across a wide range of curricular areas. Inclusion staff and mainstream teachers write collaboratively an In-class Protocol which allows for partnership teaching. Responsibility for planning, lesson delivery and pupil progress and behaviour is shared amongst staff.

In these lessons, Inclusion Department staff will:

- work with targeted students to support their learning and track their progress using Reflection on Impact monitor log,
- differentiate materials/activities to ensure that all have full access to the curriculum,
- teach groups of SEND students.

Where students require additional or different kinds of support, we run short-term intervention programmes with small groups providing targeted support (*Targeted support*).

We provide individual support for students who operate at Level 2 or below the National Curriculum or who have significant emotional and behavioural needs (*Specialist support*).

Access for pupils with disabilities

Haverstock completed a full school rebuild in the autumn term of 2005. Our School Access Plan addresses the requirements of the 2005 Disability and Discrimination Act. This Action Plan is reviewed, amended and published once every year.

4 Name and contact details of the Head of Inclusion (SENDCO)

Ms Ama Boaten-Rolfe – Head of Inclusion (SENDCO)

Email: ama.boaten-rolfe@haverstock.camden.sch.uk

Phone: 020 7267 0975 (extension 1306)

Mr Carlos Velazquez – Deputy Head of Inclusion

Email: carlos.velazquez@haverstock.camden.sch.uk

Phone: 020 7267 0975 (extension 1306)

5 Information about the expertise and training of staff in relation to young people with special educational needs and how specialist expertise will be secured.

Composition of the Inclusion Department:

- Head of Inclusion (SENDCO)
- Deputy Head of Inclusion
- 9 Teaching and Learning Support Assistants
- Behaviour Mentor
- Speech and Language Therapist (full time)
- Educational Psychologist (1 day per week - Wednesday)
- SEND administration assistant

Other Internal Inclusion Specialists supporting pupils identified with SEND:

- Induction Mentor, Refugee Coordinator, Link Worker for Kosovan and Albanian Community and other Eastern European Communities and Safeguarding Team member
- 4 Family Community Support Workers Link Workers (includes Somali, Congolese, Bengali and White British)
- 1 full-time Learning Mentors
- 1 Family Link Worker
- 1 School Counsellor (2 days per week – Monday and Tuesday)
- 1 Attendance Warden
- 5 Behaviour Support and Attendance Assistants

Other External Inclusion Specialist offering in-school interventions:

- Place 2 Be Counselling Services (3 days per week)

Other External Links who work with Haverstock young pupils:

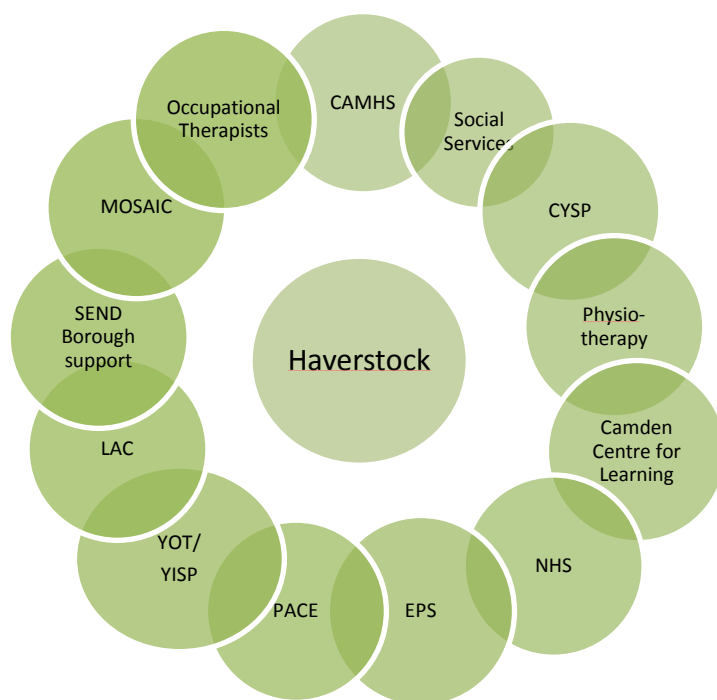


Figure 6: Outside agency support for HS SEND pupils

6 Information about how equipment and facilities to support young people with special educational needs will be secured.

6.1 In-school equipment

The Inclusion Department has invested in various equipment aid pupils' access to lessons including:

- Inclusion classroom with 16 computers
- 2 Pastoral Support Base classroom

- 2 small meeting rooms/classrooms in the Inclusion area
- Fitness suite (supporting physio-therapy plans for pupils with disabilities)
- 8 iPads
- 30 recording microphones which can be downloaded onto the school intranet

6.2 Other equipment

There will be occasions when, in collaboration with the school and after a specific assessment, an external specialist may recommend something different from or additional to the usual equipment we offer to pupils with SEND. An example of this may be a specific type of pen for a pupil with fine motor difficulties. The school may decide to invest in this recommendation to enable better access to the curriculum for that young person.

7 The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.

The Inclusion Department aims to work in partnership with parents at all times:

- Parents are welcomed into the school.
- There are representatives from the Inclusion Department at all formal school consultation events to offer support and information to concerned individuals.
- We endeavor to be responsive to parental advice and concerns.
- Parents are informed if their child is identified as having Special Educational Needs (SEND) and what action the school is taking to meet these identified needs.
- We ensure that parents are fully informed about procedures and informed of their legal rights.
- We share all reports and views expressed in assessments and in reviews. We encourage parents to support their child's learning at home, via our homework policy and in-school collaborations.

8 The arrangements for consulting young people with special educational needs about, and involving them in, their education.

The Inclusion Department aims to work in partnership with our pupils at all times.

- The Inclusion Department runs an open door policy for our young people. We respond immediately to their concerns and will try to sort out issues positively for that young person.
- We respond to pupil requests for support and keep them informed of the process and the resulting decisions.
- Pupils are included in decisions for their support.
- We ensure that pupils are fully informed about procedures and of their legal rights.
- Pupils contribute to evaluation and review practices.
- We share all reports and views expressed in assessments and in reviews.

9 Complaints procedures

At Haverstock School, we adopt a three-tiered approach to concerns or complaints about SEND.

In the first instance if a parent has a complaint about their child's needs and / or the SEND provision their child receives they should contact their child's Form Tutor or Key Worker if the pupils has an Educational Health Care Plan or is in Headway/Mentoring. In this instance the Form Tutor / Key Worker will inform relevant staff of the concerns raised and action will be taken to rectify the problem. The parent will be contacted about the outcomes of the complaint.

If there are still concerns after a period of time, the parent should then contact the Head of Inclusion (SENDCO) who will investigate the concerns made and review the provision put in place for the child. Parents will be kept informed of any agreed actions.

If for any reason there are still concerns about a child's special educational needs, complaints can be referred to the Headteacher and then the Governing body.

We will attempt to resolve all concerns as soon as is feasible and report back to parents the outcomes of any new arrangements that have been organised.

10 Support Services for parents of pupils with special educational needs

Camden Special Educational Needs and Disability Information Advice and Support Service (SENDIASS) provides accessible information, advice and support to parents and carers of children with special educational needs.

SENDIASS will support parents and carers who have a problem or disagreement with a school or Camden Local Authority. They will seek the opportunity for mediation, give an independent opinion and offer support in resolving the issue positively.

Contact details:

Highgate Newtown Community Centre
25 Bertram Street
London
N19 5DQ
SENDIASS@camden.gov.uk
020 7974 6264

Haverstock has a support network for parents that include links to Camden services and professionals. We work closely with **parents**, the **community** and in co-operation with **other professionals** in a multi-disciplinary way: to identify, assess and respond to need and to set and monitor personalised targets. We call upon outside agencies or specialists to support us in our work with SEND students. We endeavour to work closely with parents of students with special educational needs to ensure that our SEND provision is communicated and fully understood;

The SEND team aims to work in partnership with parents and carers at all times and all parents are welcomed in to the school at all times.

- Consultation meetings and access to drop in sessions with the SENDCo and SEND team
- Target setting and review meetings with the SENDCo and SEND team
- There are representatives from the SEND team at all parent consultation events to offer support and information to concerned individuals.
- We listen to and respond to parental voice.
- The inclusion team also supplements annual parents evenings with 3 additional opportunities to meet the SENDCO and inclusion team to discuss their child's provision, progress and support.
- Parents are informed if their child is identified as having Special Educational Needs (SEND) and what action the academy is taking to meet these identified needs.

For students transitioning from primary school we begin arrangements in the summer term of Year 5. Parents of children identified with SEND have the opportunity to view the school and speak to the SENDCo regarding provision, admissions and allocation of support. SEND students and parents also have opportunities to familiarise themselves with Haverstock several times from March to September in additional transition events to support this time of change. This includes priority access to the 2 week summer school programme.

11 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

Transitions can be a daunting time for young people, especially those identified with special educational needs. Haverstock School strives to reduce the anxiety around these key times in a young person's life by providing support, advice and time. We have a nominated Learning Support Teacher who oversees the transition programmes and procedures in place at Haverstock.

11.1 Arrangements for KS2 to Year 7 Transition for pupils with Special Educational Needs

In the summer term of Year 5, parents of children identified with SEND will have the opportunity to view the school and speak to the SENCO regarding provision, admissions and allocation of support.

Once Haverstock has been named as your child's secondary school in the Spring Term of Year 6, the school will meet with the staff at their primary school to get as much information on their learning profile as possible, including attending Annual Reviews and completing primary in-class observations.

For children with complex needs and/or an Educational and Health Care Plan, the Learning Support Department runs the Headstart programme. Parents/ carers and their child are invited to attend three half-days in the latter half of their Year 6 Summer Term. This allows parents/ carers to meet and spend time with the Inclusion Team who can answer their concerns and queries directly. It also allows their children to get to know Haverstock well prior to the rest of their year group starting.

11.2 Arrangements for KS4 to Year 12 Transition for pupils with Special Educational Needs

If your child has special educational needs, we will start speaking about KS5 transition from Year 10. They will have individual sessions with a Careers Advisor who will speak to them about their aspirations and start an initial action plan for them.

Haverstock's KS5 offer caters for all the pupils in our school community. We run different level BTECs, including a level 1 Introductory BTEC, as well as a variety of AS/A2 courses. Pupils will have the opportunities to learn about these different pathways and courses throughout KS4.

In Year 11, pupils with Educational and Health Care Plans will have their Annual Reviews at the beginning of December where a formal action plan will be written. All pupils with EHCPs and/or complex needs will be mentored through the application, open day or evening, and interview process, whether they plan to stay at Haverstock or are applying elsewhere. If a pupil is going to another school or college, Haverstock's Learning Support Department will liaise with their SEND team to ensure they are fully prepared to continue supporting the young person's needs.

11.3 Arrangements for preparing young people with Special Educational Needs for adulthood and independent living

The Learning Support Department ensures that its' young pupils with special educational needs have a clear progression route from KS5 to further education, training or working life. The school offers highly skilled mentors to advise our young people to appropriate routes and will arrange for a keyworker to accompany them to open days and interviews. The keyworker will also support writing CVs and applications. We will also liaise with future educational or training institutions to ensure appropriate support for that pupil.

11.4 Behaviour system

According to its duties under the Equality Act 2010, the School makes reasonable adjustments to the parameters laid out in its Behaviour Policy for pupils with SEND requirements. Tracking a pupil's pattern of behaviour – for example, large numbers of behaviour points for disorganisation – may also assist the School in identifying an Additional Learning Need in a pupil or child. Students are supported through the behaviour policy which includes time out, supported resolutions, counselling. Inclusion offers and internal on call support system to ensure that any behaviour accrued is not based on a barrier to learning as a result of SEND need.

12 Information on further publications

A less detailed [SEND Policy](http://www.haverstock.camden.sch.uk) can be found on Haverstock School's website or in a paper copy upon request: <http://www.haverstock.camden.sch.uk>

Haverstock's School Offer can be found in a paper copy upon request.