



The Learning Support Department works with those identified as having special educational needs, medical needs and/or disabilities. The development of independence and preparation of students for adulthood are at the heart of the education we offer. All pupils have access to a broad and balanced curriculum and we provide intellectual, emotional and social growth opportunities. We believe in including pupils in all aspects of school life. We endeavour to make reasonable accommodations, whenever necessary, to make this happen. **High aspirations, the development of independence and reduction of the need for support over time remain as a focus of all staff.** This facilitates preparing our students for the next steps of their education and life, Preparation for Adulthood drives all aspects of the work with students and families.

Frequently asked questions

What are the kinds of Special Educational Needs for which provision is made at the school?

We have a significant number of students with a range of SEND across the four broad areas of Special Educational Needs categories: cognition and learning; communication and interaction; social, emotional and mental health and sensory.

The school has a small group provision known as the PLC (Personalised Learning Centre). This provides an alternative curriculum for students who are not able to access an adapted mainstream curriculum.

How does the school identify and assess pupils with special educational needs?

Hall Mead follows the ASSESS, PLAN, DO, REVIEW, cycle. This begins in the classroom with teaching staff and pastoral staff. Teachers continue to follow the ASSESS, PLAN, DO, REVIEW cycle. Where students no longer need support that is 'in addition to' or 'different from' other students, they will no longer be identified as having a SEN.

The following is a summary of the process:

- On entry all students take part in base line testing; Cognitive Ability Tests, Reading comprehension test and the Maths Department test student on entry also. The results of these tests are analysed with the information already gathered from their previous education to clarify need and appropriate provision.
- A Team Around the Child approach is taken to identifying and supporting students with additional needs. Heads of Year, SENDCo and the medical needs lead meet termly to discuss students. Here decisions on support and assessment are made following the Assess, Plan, Do, Review cycle.

- Parents and/or students are asked questions about needs, support and access that result in SEND staff liaising with pastoral team members and/or teachers to look at the query following the Assess, Plan, Do, Review cycle.
- Following a graduated approach to supporting students the right level of support is identified. Where students require a high level of support EHCPNAs (EHCP needs assessments) are applied for through the appropriate Local Authority. Applications are made to the child's home local authority in conjunction with parents/carers.
- Before starting students are identified as having SEND through primary liaison and meeting with parents who identify their children as having SEND. Members of the department attend Havering's Primary to Secondary Transfer meeting; Primary School SENDCOs', provide one-page transfer sheets. We also attend Pupil Centred Review meetings at Primary Schools if invited and have meetings with our local feeder schools.
- Hall Mead staff attend meetings at our local feeder schools and relay information on SEND students.
- If it is felt a student needs a higher level of intervention, support or specialist assessment than the school can provide there are a range of external professionals to refer to e.g. Educational Psychology, CAMHS, Speech and Language Service etc. On occasion, external professionals will contact the school to make us aware of work they are doing with a child and the Pastoral Team Around The Child considers recommendations and initiates the Assess, Plan, Do, Process.
- Students on the SEND list have Pupil Profiles describing their needs and strategies to address those needs; these are available to all teachers securely on the school's intranet.

What arrangements are in place for consulting parents of children with special needs about, and involving parents in the education of their child?

All parents of students with SEND have access to the normal home/school interaction forums such as Parents' Evenings, Information Meetings and Curriculum Evenings.

Parents of students with high levels of need have regular contact with link workers (Primarily Teaching Assistants who work closely with the child) and are invited to discuss provision at least termly, more often contact is made fortnightly by link workers. Students who are part of provision that is 'in addition' to or 'different from others' (identified as having a SEN) will have provision reviewed at least termly and parents are invited to discuss next steps.

The Learning Support Department operates an open-door policy and parents of students with SEND are encouraged to email, phone, or make an appointment if they wish to discuss existing support or accessing support. There are daily interactions between the Learning Support Department and parents and Teaching Assistants who work closely with specific pupils and provide regular updates to parents.

We also run termly parental engagement events as part of engaging with our stakeholders and learning how we can improve the service, ensuring communication is effective and it is providing what the children and families need.

What arrangements are in place for consulting young people with SEND and involving them in their education?

All students with SEND have the same opportunities as other students to take part Student Voice activities and representation of students with additional needs is monitored. SEND department specific Student Voice activities also take place. Pupil Profiles contain a section for student's views where they are asked, what is important to me, things I don't like, things that are not working for me, how I would like to be supported. Students in the PLC have year 11 student representatives who will approach the SEN managers on behalf of other students and make requests or question the reasoning behind decisions or actions.

The Learning Support Department has an 'open door' policy and students can drop in when they want to say something or ask for something. Form tutors and Teaching Assistants will often support children attending meetings or represent the children they work with at meetings. Part of the Teaching Assistants role is to advocate for the child they work with. For students who have EHCPs participation at Annual Reviews is encouraged, more detailed questionnaires in preparation for meetings support the participation and involvement in the design of their provision as part of the student and family centred approach that we take.

What arrangements for assessing and reviewing students' progress towards outcomes are in place?

Outcomes are set at annual reviews or interim reviews in conjunction with the students and their parents. For K – SEN support students identified Outcomes are reviewed at Team Around the Child meetings and by staff leading interventions using the review criteria for that intervention. These outcomes are reviewed termly and annual reviews (for EHCP students) and are either achieved, partially achieved, not achieved or no longer relevant. SEND students attending lessons in the PLC are also included within the same progress report framework as the mainstream students.

What arrangements for supporting students are in place for students moving between phases of education and preparing for adulthood?

Students with SEND are supported with transitions in the following ways:

Primary to Secondary education

The programme of primary liaison which includes:

- Attendance at pupil centred reviews.
- Extra visits to Hall Mead at different times of the day to see the Learning Support Department and the School in action.
- Extra days of induction with a special programme before the main induction day (their TAs or supporting staff are invited to attend).
- Hall Mead staff visit Junior Schools.
- Individual meetings with parents to gain their insight and advice.

- Information disseminated to teachers.
- Heavily supported first two weeks in the first term, the majority of classes will have additional adults present for all classes during this transition period.

In the transition from Key Stage 3 to 4 and GCSE Option Choices:

- Careers interviews/options interviews.
- Support meetings throughout the options process with form tutors.
- Personalised curriculum approach that takes the students' needs/abilities into account.

On the transition to Post 16 education:

- Moving Forward Reviews with college personnel attending.
- Links with specific courses at college in Year 11.
- Specialist careers interviews.
- Specific annual review meeting to set appropriate focused on preparation and support for transition.
- Liaison between SENDCO and the equivalent member of staff at Post 16 provider.
- Taster days and Induction days at College.

Preparation for Adulthood:

- Travel training.
- Enterprise days/engagement with employers in year 10
- Life skills programs.
- Individual and/or small group PSHE sessions.

What is the approach to teaching students with SEND and how is the curriculum adapted?

At Hall Mead we view students as having a variety of abilities and needs, recognising that these needs can change in different contexts. We aim to deliver lessons that are accessible to students considering the 4 broad areas of need and make adaptations to teaching (resources, environment, delivery, content) where a student requires something that is 'in addition to' and/or 'different from' the other students.

For some students, their ability to access all subjects may be reduced as a result of their SEP (Special Educational Provision), for example where pre-teaching or over learning are a requirement on a student's EHCP. In these cases, we work to ensure that students are accessing the most important aspects of subjects' content so that progress is not inhibited due to limited access.

Maintaining access to a broad and balanced curriculum is always considered. Where students require specific interventions to develop a key skill or overcome a barrier to learning this is delivered as a short-term intervention which follows the Assess, Plan, Do, Review cycle.

Wherever possible, SEND students are integrated into mainstream classes with appropriate support from Teaching Assistants and quality first teaching.

In addition we offer:

- A full time small group provision for a small amount of students with very high level of need.
- A 'nurture group' in year 7.
- Phonics interventions (Precision Teaching/RWI).
- 1:1 Reading.
- Lower set smaller English classes with an English teacher and additional support.
- Lower set smaller Maths sets.
- Social skills as appropriate to the cohort/age group.
- Dedicated Speech and Language Therapy and Emotional Literacy Support Assistant TAs/HLTAs.
- Personalised curriculum to include courses below GCSE level and life skills as part of preparing students for adulthood.
- TAs with nursing experience to provide advice and guidance as well as supporting students with medical needs
- An onsite Specialist Speech and Language Therapist, three days per week.

How do you adapt the Learning Environment?

Staff view teaching through the lens of students who experience difficulties across the 4 broad areas of need and make adaptations considering students who experience these barriers whether these relate to physical or sensory barriers, cognition & learning barriers or social emotional or mental health barriers.

While the site is not fully wheelchair accessible, we will take access into account when considering where to locate lessons and make these adaptations as part of the 'reasonable adjustments' we make to ensure that the school is inclusive. The recently opened new building, A Block is fully accessible and adapted access in practical rooms. Classrooms are grouped by subject, some subject areas are not accessible for wheelchair users, where this is the case best endeavours are made to relocate the classes to accessible areas.

What expertise and training have staff had to support students with SEN?

The Learning Support Department has a large body of knowledge, skill and expertise, this is used both formally (training and case conferences) and informally to train staff. The SENDCOs deliver whole school INSET, INSET to specific groups of staff and provide expert feedback following Pupil Pursuits where lessons are visited and access of students is reflected upon with TAs and teachers.

Learning Support Department teachers have one meeting a week with either a subject focus or as the Learning Support Department that includes training, sharing of best practice and work on operational efficiency. A Team Around the Child approach is taken as part of student focused discussions. Input from the school's Speech and Language Therapist, Occupational Therapist and SENDCOs supports development of understanding of different students' needs. Specialist training from the school's

psychotherapist has also taken place when consulting on individual cases and through whole school training to develop a trauma informed staff. Advice and guidance from external specialists (such as CAMHs) also support the development of staff knowledge and helps guide practice. In addition, strong links within the Trust and with local schools, including the local secondary Special School, have allowed us to develop practice.

Teaching Assistants meet fortnightly for staff development sessions, these are led by a number of staff and cover development of SEND knowledge and improving practice. The focus is decided by the SEN management team and is decided based on the needs of the staff and students. There are approximately 25 Teaching Assistants, the number changing as students join or leave the school.

Teachers and TAs attend courses run by specialist providers through Havering's SEN team.

The Teaching Assistant responsible for medical needs liaises with the School Nurse, Occupational Therapist and other health professionals as required.

Nominated TAs are qualified First Aiders.

External agencies (e.g. Occupational Therapy, Educational Psychology) come in to train staff or give advice as required.

The Department has:

- 1 English & drama specialist teacher.
- 2HLTAs (literacy and Speech & Language)
- 2 Maths specialist teachers (1 also has a responsibility for Access Arrangement assessment and Assistive Technology)
- Science specialist teacher.
- 1 technology teacher.
- 1 specialist SALT & ELSA TA
- A teacher with responsibility for complex, moderate learning difficulties.
- A literacy specialist teacher.
- 1 Humanities teacher.
- Speech and Language therapist for 3 days per week.

How is an evaluation of the effectiveness of the provision made for SEND students?

Outcomes of students are reviewed through annual reviews and progress recorded.

Whole school progress/attainment information for SEND students is evaluated from 'FFT'.

Whole school Progress/attainment information for SEND report is evaluated through Analyse School Performance.

Hall Mead School is over-subscribed. Nationally, it is in the first quintile for the percentage of pupils with an EHCP currently 88 EHCPs making it the mainstream school with the largest number of EHCPs in

Havering. The Academy is heavily over-subscribed year on year, attracting higher than average numbers of students with SEND due to its reputation and track record within and beyond the Local Authority. Its popularity with parents of children with SEND its recognition by the Local Authority are used as proxy indicators of satisfaction and effectiveness.

Progression to post 16 providers is used as an indicator of success. Enrolment and sustained access to education in the year following leaving Hall Mead School is used to measure success, at the time of writing all students from the 2022-23 cohort are in full-time education or on apprenticeship schemes.

How are students with additional need included in school activities?

All SEND students have access to school activities and trips. Reasonable adjustments are made to allow students to take part. Where trips or activities are not accessible alternatives are considered. The efficient education of other students and ability of staff to cater for a students' SEN are considered to ensure that activities and trips are appropriate. Teaching Assistants accompany students where required.

What support for improving emotional and social development exist at Hall Mead School?

Hall Mead School has a very strong pastoral system, the SEND team and pastoral teams work closely together.

SEND students have consistent support which allows them to build up relationships of trust with a small group of Teaching Assistants who work in their year group, tutors, teachers, and Heads of Year. SEND students participate in the Academy's SMSC programme.

The Learning Support staff deliver lessons to develop emotional awareness and empathy. Link workers support students with developing socially through regular support meetings (reactive), helping students to process and consider approaches to social interactions (proactive and reflective) and through structured interventions (proactive - social skills groups).

Teaching Assistants and SEN teachers have received training in the use of Zones of Regulation to help students identify their 'zones' and to identify how to move from one 'zone' to another.

The social activities run by the SEN Department also allow for social and emotional development through structured supported group activities.

Hall Mead School has:

- A designated L.A.C. teacher.
- 2 Child Protection Officers.
- 2 staff involved in Pupil Premium work.
- Staff trained in First Aid.
- 2 ELSA trained staff delivering group sessions.
- An Art therapist

How is SEND defined?

At different times in their school career, a student may have a special educational need, almost 50% of students nationally will receive support at some point during their time at school. The Code of Practice, 2015 defines SEN as:

“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they: a) Have a significantly greater difficulty in learning than the majority of others of the same age; or, b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools”

Learners fall behind in schools for many reasons. They have been absent from school, they may have attended many different schools and not had a consistent opportunity to learn. There may be a whole range of external factors that distract them from their learning. At Hall Mead School we are committed to ensuring that all learners have access to learning opportunities, and for those who are at risk of not making progress, we will intervene. This does not mean that all vulnerable learners have SEN. Only those with a learning difficulty that requires special educational provision will be identified as having SEN.

Hall Mead School is committed to upholding legislation set out in the Equality Act, 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make ‘reasonable adjustments.’ The Equality Act 2010 definition of disability is: “A person has a disability for the purposes of this Act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities” Section 1 (1) Disability Discrimination Act, 1995 SEND Information Report| 2 This definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy and cancer.

Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND. Therefore, where a disabled student requires special educational provision, they will also be covered by the SEND definition.

What are the admission arrangements for students identified as having a disability?

At Hall Mead any student who has been identified as having a disability will have their access needs considered by the admissions team initially and then the Learning Support department in conjunction with the Head of Year or Senior Leader responsible for Pastoral. The SENDCo has overall responsibility for ensuring access and inclusion of students identified with disabilities. Please refer to the admissions policy for further details which is available on the Academy’s website.

What support is there for disabled students?

Where a student joins us or when they are identified as having a disability an assessment is made of the barriers they will experience as a result of that disability and the school considers what adjustments it must make to include that student. This will include reasonable adjustments to the environment, structures, organisation and practice of staff. Where necessary a Pupil Profile is created to instruct staff about the adjustments they are required to make for the student. For all students with Pupil Profiles the academic progress and wider inclusion of the student is considered at least termly through the school's reporting systems, pastoral structures and review meetings. For all students, our goal is to develop independence and prepare children for adulthood; part of this process is enabling them to overcome or manage barriers as independently as possible. We aim to enable students to access rather than to do it for them. Our job is to provide education and training that supports the development of independence and prepare our students for adulthood. The SENDCo is a member of the Senior Leadership Team and all members of the Senior Leadership Team recognise they have a responsibility for ensuring access and Inclusion for disabled students.

The facilities and/or adjustments provided for students depend on the barriers they may experience. Current examples of adjustments made to enable students to access and ensure they are not treated less favourably than peers include:

- Allocating teaching rooms on the ground floor so difficult movement is limited.
- Ensuring access to the lift.
- Provide devices to overcome visual impairments.
- Provide a low sensory space that support de-escalation/managing of sensory overload.
- Adapted facilities such as height adjustable ovens, supportive stools in science and technology areas.

This list is not exhaustive.

Where a student cannot access independently, Teaching Assistants support students with accessing and participating in lessons.

Physical environment: While not all buildings in the school are fully accessible, the vast majority of curriculum areas are accessible and accessibility of groups for students is considered when timetabling is undertaken. Independent access has been greatly improved by the recent opening of a new building (block A).

Access to information: The delivery of information in the classroom is managed well throughout the school with the Learning Support department and Heads of Year monitoring students' access. Students with hearing impairment and visual impairments are accessing with a high level of independence as adjustments are made by teachers and where necessary additional adults support access. The medical needs lead is the link staff member for students with additional needs due to physical or medical needs.

The Academy's website links to its accessibility plan (in accordance with **paragraph 3 of Schedule 10 to the Equality Act 2010**) and SEND policy.

What are the arrangements for the handling of complaints from parents with children from SEN?

The complaints procedure can be found on the policy section of the Academy website. Copies can also be requested from the Academy office.

Who can I contact if I have a concern?

Mr Cormac O'Neill – Assistant Headteacher – 01708 225684 ext 2035

coneill@elatschools.co.uk

How can I find out about the Havering local offer?

Click on the below link to access the Havering local offer.

<https://familyserviceshub.havering.gov.uk/kb5/havering/directory/home.page>

APPENDIX 1

The Hall Mead SEN unit

The PLC – Personalised Learning Centre (within the Havering Local Offer)

The SEN unit (previously ARP) at Hall Mead School has been established to provide education for and support the inclusion of students who have social communication needs and those with a diagnosis of Autistic Spectrum Conditions. To enable us to educate students with a high level of need we have a designated area known as the PLC where small group learning takes place.

We are focused on development of skills alongside subject specific education. Removing barriers to accessing mainstream education and the goal of increasing independence remains an important focus throughout a student's time at Hall Mead.

Staff working in the PLC have a range of qualifications, training and experience of working with students who have social communication needs specifically and SEND more generally. These staff also have subject specialisms and teach students who access entry level, level 1 and GCSE level courses.

The curriculum offer for students who are taught in the PLC is broad and mirrors that of the main school. In year 10 students have access to a range of options that includes accessing mainstream classes.

Admission requests are made by Local Education Authorities to the Headteacher.