



STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES POLICY

Audience	All Governors, Parents/Carers, Staff
Date of Renewal/Updates/Review	Annually/as necessary
Named Person Responsible for Monitoring	SENDCO
Agreed by Governors Quality Assurance	20 March 2019
Ratified by Governors	26 March 2019

1. INTRODUCTION

The school adhere to the national guidance on *Special Educational Needs (SEND) and disability code of practice: 0-25 years, 2014*. At **Hampstead School we choose to use the term Additional Need (AN) in place of Special Educational Need (SEN)**.

Values and beliefs

Hampstead School is a recognised inclusive Achievement for All school. Our high expectations ensure that all students make progress in their academic, social and emotional development. We have a commitment to a whole school approach for students with Additional learning needs, which are the responsibility of all members of the school community. We firmly believe that inclusion is successful when attitudes are welcoming, positive, sufficient and appropriate. Our priority is to ensure that a child with an Additional Need has access to the right support. We work hard to maintain links with parents/carers and health and education professionals, so that all students make progress, achieve and feel safe and included at Hampstead School.

Hampstead School endorse the UN Convention on the Rights of the Child (UNCRC), as a Rights Respecting School, particularly:

- Article 23 (Children with disability)
A child with a disability has the right to live a full and decent life in conditions that promote dignity, independence and an active role in the community.
- Article 28 (right to education)
Every child has the right to an education.

A shared vision of inclusion permeates all policies. This policy should be read in conjunction with other policies that describe how we provide support, guidance and encouragement to learners in our school:

- Equalities
- Behaviour
- Anti-bullying
- Hampstead School SEND Information Report

As outlined in the Equalities Act (2010), our corporate [Equalities Policy](#) demonstrates our commitment to promote equality across the 'protected' characteristics of race, gender, gender identity, disability, faith, age, sexuality, maternity and civil partnerships/marriage. It outlines our commitment to our staff, students, parents/carers fellow professionals and the local community with regards to equality. Our overarching corporate equalities policy sets out our duty and our school plan outlines our objectives and actions.

Definition of special educational needs (SEN)/ Additional Needs

Students are defined as having an Additional Need (CoP SEND Policy 2014) or disability if they have a difficulty that calls for a special educational provision to be made for them. This is provision that is additional and different to Quality First Teaching (QFT).

The 2014 SEN Code of Practice describes four areas of difficulty. We recognise that some students will experience difficulties in more than one of the following areas:

- **Communication and interaction:** e.g. speech and language and autistic spectrum disorder, Asperger's Syndrome
- **Cognition and Learning:** e.g. specific learning difficulties (SpLD), moderate learning difficulties (MLD), dyslexia, dyscalculia, dyspraxia
- **Social, emotional and mental health* difficulties (SEMH):** e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorder, attachment disorder, self-injury
- **Sensory and/or physical needs:** e.g. visual, hearing and physical impairment, and multi-sensory impairment, Cerebral Palsy etc.

**Good Mental Health is an important aspect of school responsibility. We will support our vulnerable students through partnership agreements with CAMHS and relevant service providers, rigorously maintaining our universal provision across the organisation (PSHCE/extra-curricular/pastoral support/positive ethos/healthy school status/ attendance monitoring/ behaviour monitoring/ parental engagement/ assemblies/ rewards/ transition programmes/ school trips/ counselling/mentoring/peer buddies....) We have two identified Mental Health Lead practitioners in the school and they are responsible for SEMH CPD training for staff.*

- What is not a Special Educational Need as outlined in the 2014 Code of Practice:
 - Being a Looked After Child
 - Being in receipt of pupil premium
 - English as an additional language
 - Housing difficulties
 - Health and welfare
 - Attendance and punctuality
 - Short term lapse in progress

However, these are not exclusive. Where a student has an Additional Need and one or more of the above, then they will fall under the care of the Achievement Support Faculty or Student Support Centre at Hampstead School.

When considering who should be identified as having an Additional Need, we will adhere to Camden's Guidance Criteria 2014. The key indicators will be whether a student is making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

What is considered when deciding whether to pursue statutory assessment for an EHCP:

- A student is not making adequate progress despite sustained targeted provision
- Has a significantly greater difficulty in learning than the majority of others of the same age

Disability

A young person may have a disability under the Equality Act 2010 if they have a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry on normal day-to-day activities. The definition includes sensory impairments such as those affecting sight or hearing, and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have Additional Needs, but there is a significant overlap between disabled children and young

people and those with specific Additional Needs. Where a disabled or young person requires specialist educational provision they will be covered by the SEND Policy and Equalities Policy.

Examinations Access Arrangement

The **Joint Council for Qualifications (JCQ)** has strict guidelines, updated annually, on provision of access. These ensure that only students who meet strict criteria qualify and are provided with essential access arrangements, and so that in turn, the other students who do not qualify are not penalised.

2. THE OVERALL AIM OF OUR POLICY

This policy reflects how we ensure access for all students to the full life at Hampstead School, for example:

- Academically – access to and progress in the national curriculum.
- Socially and emotionally - encouraging friendships and co-operation- e.g. lunch clubs, before and after school clubs, including a breakfast club and, extending the school day to offer enrichment and/or progression projects.

We believe that the Five Outcomes set out in Every Child Matters Agenda remain important for all students, but are especially so for our most vulnerable students. The Five Outcomes inform our thinking about curriculum, classrooms and the care, guidance and support we provide for our students.

- Stay healthy
- Stay safe
- Enjoy and achieve
- Make a positive contribution
- Achieve economic wellbeing

3. THE OBJECTIVES OF OUR SEND POLICY

- Ensuring a whole school approach – for example, in terms of whole school awareness of Additional Needs roles/responsibilities and the implications of the Disability Discrimination Act
- Improving the identification and assessment of needs and the tracking progress of pupils with Additional Needs
- Developing staff skills on Additional Needs matters using the Inclusion Development Programme – including identification of needs and inclusive teaching; supporting teachers to meet the requirements of the teacher standards and thereby improving outcomes for students
- Develop QFT and Improving, monitoring, progress and standards for students with Additional Needs
- Enhancing parental involvement and confidence in the school's Additional Needs provision (AN), Achievement for All and Parent Conversations
- Listening to students with Additional Needs
- Developing aspects of support and intervention for students not making expected progress, especially in core subjects
- Supporting transition for students with AN between years and into the next stage of education or alternative type of education if required
- Ensure that specialist agencies and services support the progress and well-being of students with Additional Needs
- Ensure that the Hampstead School SEND Information Report clearly outlines and reflects the support available to parents/carers and their child

STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND/OR DISABILITIES PROCEDURES

1. SCHOOL-BASED PROVISION FOR STUDENTS WITH A DISABILITY

Disability Resource Base

We are an additionally resourced school for pupils with exceptional needs. Our school has adaptations to meet the needs of pupils with mobility difficulties: ramp access, accessible toilet facilities, electronic changing table, three lifts, outside door fitted to some classrooms and accessible modification to doorways. We make changes to our day to day procedures to help our students feel included; room allocations for lessons are prioritized for accessibility.

2. HOW THE GOVERNING BODY (GB) WILL EVALUATE THE QUALITY OF ADDITIONAL NEEDS PROVISION

- The GB will formally report each year in the summer term on the success of the school's provision for students with additional needs. The main focus of this report will be progress on the objectives set by the GB annually and will make reference to the Five Outcomes.
- The GB will celebrate where the school is successful and work with school leaders to set out how and what we will improve.
- The Achievement Support Faculty link Governor will monitor and collect information about the school's provision for students with additional needs in a variety of ways, including:
 - Meetings with the Special Needs and/or Disabilities Co-ordinators (SENDCo and DESCO)
 - Hold discussions with members of staff and parents/ carers
 - Supporting the school with any Local Authority (L.A) reviews of students with Additional Needs and in implementing any recommendations
 - Supporting school leaders in their evaluation of Additional Needs provision
 - Review data on students with Additional Needs – for example, the number of students on the Additional Needs record; the progress and standards achieved by pupils with Additional Needs.
 - Reviewing progress on Inclusion matters in the school's Improvement Plan

3. ADMISSION AND INDUCTION ARRANGEMENTS FOR STUDENTS WITH Additional Needs (INCLUDING THOSE WITH an Education Health Care Plan 0-25)

- Facilitate individual visits and meetings with parents of students with an EHCP during Year 5.
- In year 6 the SENDCO and Head of Year 7 will visit the larger Primary feeder schools to meet the students and gather background information;
- The SENDCO and HoY 7 will have additional meetings with the parents/carers and relevant external agencies; including the attendance of Annual Reviews;
- Additional visits can be arranged for the parent(s) and child to visit Hampstead ahead of induction day in Year 6; we will guide parents through the Transition process.
- Conduct thorough assessments of need, including the gathering of baseline data to inform intervention choices, this will take the form of literacy assessment on the allocated Cognitive Ability Test (CAT) day and on the induction day;
- Parents/carers will be informed by letter of the proposal for their child to be placed in an intervention group in the autumn term of Year 7. A parent can choose to decline this offer of support for their child;
- Allocated, Year 7 Achievement Support teachers, will make contact with parents/carers, ahead of the Autumn Term, to discuss the Personalised Passport of Provision and agree strategies, interventions and targets.
- Please refer to the school's [Admission Policy](#) for additional information on whole school admission procedures.

4. HOW WE ORGANISE PROVISION FOR STUDENTS WITH Additional Needs

All members of the school community share responsibility for the quality of provision for all students including those with Additional Needs, as outlined in the Teacher Standards. We adopt an assess- plan-do-review approach to all provision and interventions.

However, some members of staff have specific roles and responsibilities in this area.

- The SENDCO (supported by the Leadership Team) is responsible for the day-to-day implementation of the SEND Policy.
- The Disability Resource Base Manager is responsible for ensuring that the needs of children with a physical and/or sensory impairment are met.
- The Inclusion Manager and the Learning Mentors adhere to the SEND Policy, promoting and facilitating inclusion.

The SENDCO's main responsibilities:

- Working in partnership with parents/ carers regarding their child's Additional Needs and how best to meet their child's needs.
- Supporting staff in developing knowledge, skills and confidence to increase the inclusion of students in the classroom using resources including the Inclusion Strategy Booklet, the Confidential Background information and Passports of Provision (aka IEPs).
- Passports of Provision are not a statutory requirement however; information will be shared with staff and parents regarding support.
- Ensuring that Provision Maps reflect wave 2 and wave 3 interventions and that the team are responding to the individual needs of the student.
- Ensuring Additional Needs records are relevant, reviewed and kept up to date, with information available to staff to facilitate inclusion.
- Ensuring that the Achievement Support Faculty (ASF) are working in line with all SOPs and are trained to track student progress through rigorous data evaluation.
- Working in partnership with external agencies and cascading necessary information
- Ensuring that the ASF are kept abreast with local and national developments.

The Achievement Support Faculty teachers' responsibilities:

Managing, developing and evaluating the intervention programmes by:

- Placing students on appropriate intervention programmes in consultation with parents/ carers and the class teachers.
- Inducting, supporting and training Teaching Assistants (TAs) to deliver intervention programmes.
- Ensuring that teachers and TAs are working in partnership to facilitate learning
- Tracking the progress of students on Intervention Programmes
- Ensuring that Teachers are provided with the knowledge and strategies to support their teaching and the students' learning
- Assessment and observation of individual students in order to put appropriate provision in place.
- Individual, group support or in-class support to some students, where appropriate including those with emotional and behavioural difficulties.
- Working with class teachers and Teaching Assistants to ensure that the advice from specialist and external services is implemented.
- Liaise with external agencies to implement and monitor all provision as outlined on the EHCP

The class teacher's responsibilities include:

- Plan lessons to help pupils overcome potential barriers to learning
- Work in partnership with the teaching assistants to maximise the learning outcomes of all students
- Joint planning and assessment of pupils with Additional Needs

- Sufficient differentiation tailored to student's needs
- Monitor student progress in partnership with the Achievement Support Department.

Teaching Assistants (TAs) The TA's responsibilities include:

- Providing additional support for students with an EHCP and those identified as having an additional need
- Promoting and facilitating independent learning across the curriculum
- Supporting individual students to engage in all activities alongside their peers (supporting differentiation)
- Implementing Wave 2 and Wave 3 interventions with appropriate training, preparation, monitoring and planning
- Maintain accurate records of support/interventions
- Communicate to the class teacher/ASF teachers/SENDCO the progress of support/ interventions
- Support examination preparation
- TA members of the Disability Resource Base - Support students with mobility/physical/ personal care needs

5. HOW WE IDENTIFY, ASSESS AND PLAN SUPPORT FOR STUDENTS WITH AN ADDITIONAL NEED

- At Hampstead School, we gather data from feeder schools and conduct baseline standardised assessments for each pupil.
- We cater for students with different learning needs through careful assessment and planning.
- We conduct regular learning walks to monitor progress and evaluate interventions/provision
- We record all pupils' progress as part of our monitoring and assessment practices. These include observations and data tracking.
- The Assess-Plan-Do-Review process permits us to evaluate the effectiveness of support
- The Provision Map outlines the provision we make and shows how we respond to individual students' needs (see section 9).
- The SENDCO reports to the Leadership Team through regular meetings with the Line Manager and Link Governor.
- When the student no longer meets the Camden Criteria for SEND (see Camden website) and the learning gap is closed, parents will be informed, and the student will be removed from the additional needs list and placed on a monitoring grid.
- If the pupil is not making adequate progress in spite of the provision, the SENDCO may seek specialist advice and/or assessment. For a small minority of pupils this may eventually lead to a Local Authority EHCP statutory assessment. The process of which will take up to 20 weeks from start to completion. The decision to pursue an EHCP assessment can be the parents or carers or school's decision, a student of 16 years can also request an assessment. However, Intervention and support must be proven to have been purposeful, relevant and sustained over of a period of at least 2 assess-plan-do-review cycles, and the need of the student must be severe, complex and long-standing.
- The school takes great care over the identification and assessment of students whose first language is not English. We do not assume that lack of progress in English means that a child has a specific learning need. However, we are aware that for some students, slow progress may be a result of a hidden educational need.

6. HOW WE HELP STUDENTS WHO ARE FALLING BEHIND IN THEIR LEARNING

We have a graduated response to meeting student's needs, using three 'waves' of support:

- **Wave 1** - "inclusive" differentiated lessons for all students – Quality First Inclusive Teaching. Highly focused teaching with sharp objectives. Appropriate use of questioning, modeling and explaining. High demands of pupil engagement with learning. High levels of interaction for all pupils.
- **Wave 2** – small group intervention for students who can be expected to catch up with their peers as a result of the intervention, ranging from two hours a fortnight to 13 hours a fortnight.

- **Wave 3** interventions – specifically targeted interventions and personalised support for individual students with persistent difficulties.

Please see appendix 1 for summary of provision at Hampstead School

7. HEARING THE STUDENT’S VOICE

We actively involve pupils in making decisions about their own learning and support (e.g. agreeing and monitoring progress towards personal targets). Students are active participants in their person-centered Annual Reviews.

As members of the Camden REACTIVE forum, a group of disabled young people from Hampstead School attend and contribute their views on a broad spectrum of issues including accessibility. Thereby influencing change across the borough.

The school has a successful [Anti Bullying Policy](#), which is peer led.

8. HOW WE TRAIN OUR TEACHING AND SUPPORT STAFF ON ADDITIONAL NEEDS MATTERS

We understand the importance of training in special needs, inclusion and disability equality. We recognise that teaching and non-teaching staff will need regular training on aspects of Additional Needs and inclusion in order to develop their knowledge, skills and confidence.

Whole school universal approach

- Sharing of specific strategies via the Inclusion Strategy Booklet and Passports of Provision
- Access to specialist advice
- Collaborative classroom practice; regular communication/discussions
- Continued professional development via Twilight Training
- Professional Learning Community projects
- Regular updates and core discussion groups
- Teaching and Learning blogs
- Wall displays with differentiation tips

Targeted Level – for those working with specific groups of students

- Supervision and sharing of knowledge
- Liaison with parents/external agencies/joint planning and target setting
- Working party planning and monitoring
- Specific individualised training
- Differentiation support and TA support
- Link Achievement Support teacher

Training programmes for the year include:

- Quality First Teaching
- Speaking and Listening skills
- Dyslexia
- Working memory
- Reading development in children
- Executive function
- Autism
- Mental Health issues
- Attachment theory
- Visual impairment

- Hearing impairment
- Oppositional Defiance Disorder
- ADHD

Specialist level – In depth training for those advising on and, supporting students with a learning need

- Multi agency forum discussion groups
- Professional development – SpLD/ SENDCo Award/ Masters in SEND/ ELKLAN
- Reading recovery programmes
- Soundwaves courses
- Participation in SENJIT IoE professional development courses
- Partnership working with other Camden schools
- Specific targeted training to facilitate inclusion – Occupational Therapy/ Physiotherapy/ Medical needs/ Hearing impairment/ Sight impairment/ mobility needs
- Counselling
- Mentoring
- Specialist supervision.
- Access Arrangement training
- Exam support training
- Weekly training of Teaching Assistants and student progress tracking training
- Camden SENDCO Forum and SENDCo professional development training sessions

9. HOW WE WORK WITH SPECIALIST SERVICES TO SUPPORT STUDENTS WITH SEN

The school works successfully with many outside agencies/specialist services:

The Educational Psychologist is employed as a part of the Service Level Agreement with Camden. A programme of support is agreed at the start of each term. The support can take the form of statutory assessment work, or it can be more specific such as delivering training to staff on specific areas of need. The EP may also meet with parents, teachers and students to discuss concerns. We have also used our EP to supervise the development of new projects, to deliver Cognitive Behaviour support to students at risk of exclusion. The EP will also support staff in a supervision capacity, if required, as well as supporting NQTs through their first year.

- The LA advisory teacher for Hearing Impairment provides training, support and guidance on the inclusion of students with degrees of Hearing Impairment.
- Speech & Language support is embedded at Hampstead School
- ~~Borough Occupational Therapists advice and train staff at Hampstead~~
- Epilepsy training to staff
- Brent Outreach Autism Team work closely with the school offering training and guidance to all staff
- CAMHS and Social Services work closely with the school to facilitate inclusion and good mental health.
- E-safety evenings and anti-bullying initiatives, plus a robust PSHCE programme, promote emotional and mental health well-being - [Safeguarding Policy](#).

This collaboration makes a strong contribution to the efforts of the school to create a happy and purposeful and safe environment for all.

10. HOW WE WORK IN PARTNERSHIP WITH PARENTS/ CARERS

We understand the importance of partnership working with parents/ carers. We will be positive and proactive in our interactions with parents/carers, listening to their concerns and responding without delay. We will make sure that we:

- Use parents/ carers' knowledge of their child
- Provide support for student's learning and personal development at home

- Involve parents/ carers in reviewing their child's progress
- Help parents/ carers to get independent advice
- Communicate frequently on their child's progress, well-being, and success and identified needs; respond sensitively to parent/carer concerns.
- Offer monthly 'surgery time' to address parental concerns
- Make available to them, Camden's Local Offer outlining the support available in the Camden community
✓ <http://www.localoffer.camden.gov.uk>
- Communicate with parents through AFA structured parent conversations
- Support parents with understanding issues around mental health and wellbeing by placing appropriate material on the school website for parents to access. This is not a statutory requirement, but it is a topic of fundamental importance and value.
- Invite all parents to attend the Triple P parenting seminars, and invite a select few to attend the Triple P full course to promote a student's independence, resilience and responsibility.

We help parents/carers to make a positive contribution to the education of their children through:

- a systematic effort to support parents/ carers at periods of transition, by clearly explaining all the procedures, paying visits to new settings (internal or external), having interviews with newcomers and making sure that all needs are communicated effectively so that they can be followed up successfully. There is a rigorous transition system that the school is using focusing on curriculum continuity and involvement of parents/ carers and students in meeting individual learning goals.
- Providing information about the transition of disabled young people into Adult Services (where relevant) <http://www.localoffer.camden.gov.uk>

14. HOW WE LINK WITH LOCAL SCHOOLS AND SUPPORT STUDENTS WITH ADDITIONAL NEEDS THROUGH TRANSITION INTO SECONDARY EDUCATION

- Students from Hampstead School come from a variety of local feeder schools. The SENDCO works collaboratively with the Transition Manager and HoY, sharing the responsibility of visits, collection and transfer of information from all of the feeder schools.
- Visits to Hampstead for children with an Education Health Care Plan commence in Year 5.
- When students with Education Health Care Plans transfer to Secondary School the SENDCO visits the SENDCO of the primary school, meets the student in their environment and attends the Annual Reviews. We collect Additional Needs profiles and relevant information. If appropriate some students may make several visits to our school with their TA.
- When a child transfers to another secondary or special school we forward the Additional Needs profiles to the relevant person. Where possible the Achievement Support Faculty teacher may speak to the teacher with responsibility for students with a learning need at the new school. We will also attend a transition review meeting.

15. HOW WE HELP STUDENTS WITH AN ADDITIONAL NEED TO MAKE THE TRANSITION BETWEEN YEAR GROUPS AND PHASES

The authority formally approaches the school to consider as to whether the school can meet the student's needs. There are a number of measures in place to support the smooth transfer of **all** students to the next school year. In addition to these, we have the following measures for students with an Additional Needs:

- Background booklet information is available for all staff
- Inclusion meetings that take place throughout the year
- We provide additional guidance and support to pupils making the transition onto Key Stage 4 – for example when making choices of subject – and making the transition to post 16 provision. Connexions work closely with our students from Year 9 – Year 13. Accompanying them to off-site interviews and tracking/reviewing their progress if they go on to college
- Young people over the age of 16 have new rights -as outlined in the Children and Families Act, Code of Practice and regulations, 2014- they have the right to make decisions for themselves, subject to their

capacity to do so as set out in the Mental Capacity Act 2005. Their voice MUST be heard in the transition to adulthood phase - Mental health code of practice

- We will work with colleges to ensure that support is in place when they transfer to college. Students without an Education Health Care Plan but with a Learning Need should disclose their learning need at the application stage, in order for the college to support with learning

16. HOW WE WORK IN PARTNERSHIP WITH CHILD HEALTH SERVICES, SOCIAL SERVICES AND EDUCATIONAL WELFARE SERVICES AND COMMUNITY ORGANISATIONS

- Our school nurse is in regular contact with the SENDCO. Our Educational Welfare Officer monitors attendance and punctuality. She visits parents/ carers where necessary.
- Speech and Language therapists work closely with the school in supporting students with needs in communication.
- The Paediatric Occupational Therapy Service provides support for students and their carers who are using particular equipment to support their learning and life skills. They also provide support and advice for staff ~~that run Occupational Therapy programmes for our students.~~
- The Advisory Teacher for Hearing Impaired (HI) students provides support and advice for staff that have students with hearing difficulties in their class. The Advisory teacher for the Visually Impaired (VI) provides support and advice for staff, which have students with visual impairment.
- The Community Consultant Paediatrician provides information and advice when our pupils have been seen in his clinic.
- The Child and Adolescent Mental Health Service (CAMHS) [Child and Adolescent Mental Health Services in Camden](#) provide appropriate assessment and support for students and families who have particular emotional and behavioural difficulties.
- Key workers support with independent living issues
- Medical needs and medical care plans are maintained and shared with staff via SIMS

Monitoring

The SENDCO and head teacher will monitor the effectiveness of the policy on a day-to-day basis. We have a governor with links to the Achievement Support Faculty whose role is to oversee the implementation of the policy.

Complaints

It is always best to try to resolve concerns amicably either through the teacher or SENDCO (Please see Borough Complaints' procedure). We make ourselves as accessible as possible and are always glad to chat informally at beginnings or ends of day. Alternatively we are happy to make a time for a more formal meeting and you are welcome to bring family members or people acting as your advocate or translator if required. We are usually able to provide translation if necessary. If you are not happy with the SENDCO, you can make an appointment with the Head of School to discuss your concerns. Please see the school's complaints policy for a full outline as the complaints procedures at Hampstead School. [Hampstead School's complaints procedure](#)

Special Educational Needs and Disability Information, Advice and Support Service (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.

Additional Useful hyperlinks:

Hampstead School SEND Information Report

Camden Local Offer: <http://www.localoffer.camden.gov.uk>

Enquiries at Hampstead School enquiries@hampsteadschool.org.uk

APPENDIX

Achievement Support Faculty Provision - summary

Wave one support	Wave 2	Wave 3
Quality first inclusive teaching - how we make our lessons accessible to all learners	Targeted - group	Targeted and specialist 1-1
Differentiated lesson	Rapid reading	social communication
Focused questioning techniques using Bloom Taxonomy scale	reading support before and after school	comic strip conversations
Focused modelling	My Maths	External agency support
Application of Passport of Provision strategies		vocabulary development
Partnership working with Teaching Assistants. Team teaching	Small group speech and language work	Language acquisition
Use of strategy booklet	Modern Foreign Language withdrawal Years 8 & 9	Specialist S & L support
Access to specialist advice to support teaching and learning	Small group social communication group	Expressive/receptive language skill development
	Double or tripled staffed lessons	Precision maths
	small group withdrawal support	Occupational Therapy
	Full differentiation of lessons	Physiotherapy
		support with medical and/or physical needs
	Literacy group support 13 hours a fortnight in Year 7	assistive technology
	Assistive technology	Family therapy
		Individual therapy
		mentoring
		School based Counselling
		Educational EP support
		flexible timetable
		phonic skill development
		reading development
	comprehension skill development	
	specific software packages	

GLOSSARY

ACHIEVEMENT SUPPORT FACULTY	The SEND/Learning support team
ADDITIONAL NEEDS	previously these students would have been known as school action and school action plus
AfA	Achievement for All
ANNUAL REVIEW	Yearly meeting to discuss the progress of a student with an EHCP
AST	Achievement Support Teacher
BOAT	Brent Outreach Autism Team
CAT	Cognitive Assessment Test
CI	Communication and Interaction
CL	Cognition and Learning
DESCO	Disability coordinator
DIFFERENTIATION	Adapting teaching and materials to meet the needs of students
DISABILITY EQUALITY SCHEME	How we enable all students with a disability to access learning
EAL	English as an Additional Language
eCAF	Electronic Common Assessment Form
EHCP	Education Health Care Plan (previously known as statement of SEND)
EP	Educational Psychologist
EQUALITY ACT 2010	Outlines all that establishments must do to remove barriers
E-SAFETY	protection of the user of ICT equipment
HOY	Head of Year
INCLUSION DEVELOPMENT PROGRAMME	School based training programme on SEND issues
IEP	Individual Educational Plan, at Hampstead School we call these documents Passports of Provision
INCLUSION	meeting the needs of our diverse students
LAC	Looked After Child (the borough is the corporate parent)
LDD	Learning Difficulties and/or Disabilities
NC	National Curriculum
NQT	Newly Qualified Teacher
PROVISION MAP	Outline of all the support available at Hampstead School
PSHCE	Personal, Social, Health and Citizenship Education
PUPIL PREMIUM	A sum of money allocated by formula to the school to address area of need`
SCHOOL ACCESSIBILITY PLAN	How we enable all students to access learning
SEN CoP	SEND Code of Practice
SEND	Special Educational Needs and Disability
SENCO	Special Educational Needs Coordinator
SERVICE LEVEL AGREEMENT	A set contract with specialist services i.e. Educational Psychologists, Speech and Language Therapists etc
SIMS	School Information Management System
SOPS	Standard operating procedures
SPECIALIST EXTERNAL SERVICES /AGENCIES	could be medical, psychological, travel
TA	Teaching Assistant
TRANSITION	transition between key stages or schools/college
TWILIGHT TRAINING	training for staff on issues related to learning needs
UNCRC	United Nations Convention on the Rights of Children