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	Name (role):	Signature:	Date:
Last Reviewed:	Jasmine Cockcroft (SEND CO)	J.Cockcroft	21.03.26
Ratified:	Monica Duncan (SEND link Governor)	M Duncan	15.04.26

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1. Aims

Schools (including 16-19 academies) have a duty to publish a special educational needs and disabilities (SEND) information report, which must be made available on their website. This is a requirement under the regulations as outlined in paragraphs 6.79 - 6.82 of the [SEND Code of Practice](#) (DfE, 2015). Our SEND policy information report aims to:

- Set out how our school will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

Our SEND policy sets out the vision, values and broader aims of the school's arrangements for students with SEND and disabilities. This is also available on the school's website.

2. Legislation and guidance

This policy and information report is based on the statutory [SEND Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEND and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Approximately 10% of the school cohort have a diagnosed SEND, including Autism, Attention Deficit Hyperactive Disorder, Dyslexia, Social, Emotional and Mental Health needs as well as

physical needs such as hearing impairments and mobility issues. We recognise that all individuals in school may require support with teaching and learning and signpost support on offer at induction.

4. Roles and responsibilities

4.1 The Learning Support Team

The SENDCO. The SENDCO is Jasmine Cockcroft (jasmine.cockcroft@laetottenham.ac.uk). The SENDCO provides **strategic leadership** of the Learning Support Team to ensure high-quality outcomes and inclusive practice for students with SEND.

They will:

- Work with the headteacher, Deputy Headteacher (Pastoral), and SEND governor to determine the **strategic development** of the SEND policy and provision in the school.
- Ensure that the school meets its **statutory responsibilities** under the SEND Code of Practice, including accurate record-keeping and reporting to the Governing Body.
- **Lead and manage** the Learning Support Team, ensuring effective deployment and professional development of the Learning Support Lead and Learning Support Assistants.
- Coordinate the identification, assessment, and provision for students with SEND, with a particular focus on those with **EHCPs and complex needs**.
- Work with the Heads of Department and Senior Leadership Team to embed inclusive practice.
- Provide **expert advice and training** to staff on inclusive teaching practices and SEND strategies.
- Lead collaboration with teaching staff to ensure adjustments and interventions are implemented and reviewed.
- Advise on the deployment of the school's **delegated budget** and other resources to meet students' needs effectively.
- Collaborate with the wider pastoral team to support the social, emotional, and mental health (**SEMH**) needs of students with SEND.
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The Learning Support Lead (Assistant SENDCO) The Learning Support Lead is Lisa Cleveland (lisa.cleveland@laetottenham.ac.uk). They are responsible for the **day-to-day deployment** of the department and the operational coordination of SEND provision.

They will:

- Have day-to-day responsibility for the operation of the SEND policy coordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Triage and follow up on all referrals from teachers, support staff, safeguarding, pupils, and parents.
- Monitor provision and conduct regular reviews
- Liaise with the Exams Officer to assess students for Access Arrangements and gather the required evidence for JCQ.

- Work with the SENCO to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and Access Arrangements
- Conduct the preliminary screening of all students at the beginning of Year 12, which is currently done through a cohort-wide GL Exact test
- Liaise with all feeder schools to ensure the school is fully informed of the educational and pastoral background of all SEND students.
- Design and deliver bespoke SEND support plans and targeted 1:1 or small group interventions (e.g., literacy, study skills, SEMH).
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching (alongside SENCO)
- Work in collaboration with teachers to advise on the effectiveness and appropriateness of in-class strategies to support high quality teaching of SEND students (alongside SENCO)
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned (alongside SENCO)
- Ensure the school keeps the records of all students with SEND up to date including the SEND register and SEND profiles. Ensure that all teachers have access to accurate information.
- Act as a key worker for students, liaising with them fortnightly/weekly to ensure their needs are being met.
- Ensure all teachers are aware of the SEND support required for students participating in offsite trips and visits.

The Learning Support Assistants are Alejandro Rendon - Salazar (also DDSL)

alejandro.rendon-salazar@laetottenham.ac.uk and Jessica Turner

[\(jessica.turner@laetottenham.ac.uk\)](mailto:jessica.turner@laetottenham.ac.uk)

They will:

- Be the key worker for students across each year group and liaise with these students fortnightly to ensure their needs are being met
- Ensure the notes section for each pupil is kept up to date.
- Follow up referrals from teachers, support staff, safeguarding, pupils and parents.
- Liaise with teachers, tutors, HOYs and the Learning Support Lead on matters regarding the initiation and provision of Learning Support;
- Support teachers, tutors and Head of Years in devising strategies for students with SEND by supporting with training on how to support such students;
- Plan and deliver one to one and small group sessions of targeted intervention. Sessions may relate to academic literacy, social and emotional skills, time management and study skills.
- Support the preliminary screening of all students at the beginning of Year 12, which is currently done through a cohort-wide GL Exact test

- Ensure as key worker a dialogue is established with parents and carers concerning the learning support received
- Work with the Exams Team during exam sessions to ensure that all students with Access Arrangements receive these in the way specified by the Learning Support team
- They may be required to support SEND students on a one to one basis in the classroom

The SEND Academic Coach (STEM) is Kamile Gowan

kamile.gowan@laetottenham.ac.uk

They will:

- Be the key worker for students across each year group and liaise with these students fortnightly to ensure their needs are being met
- Ensure the notes section for each pupil is kept up to date.
- Follow up referrals from teachers, support staff, safeguarding, pupils and parents.
- Liaise with teachers, tutors, HOYs and the Learning Support Lead on matters regarding the initiation and provision of Learning Support;
- Support teachers, tutors and Head of Years in devising strategies for students with SEND by supporting with training on how to support such students;
- Plan and deliver one to one and small group sessions of targeted intervention. Sessions may relate to coaching sessions in STEM subjects, social and emotional skills, time management and study skills.
- Support the preliminary screening of all students at the beginning of Year 12, which is currently done through a cohort-wide GL Exact test
- Ensure as key worker a dialogue is established with parents and carers concerning the learning support received
- Work with the Exams Team during exam sessions to ensure that all students with Access Arrangements receive these in the way specified by the Learning Support team
 - They may be required to support SEND students on a one to one basis in the STEM classroom.

4.2 The SEND governor

The SEND governor is Monica Duncan,

monica.duncan@laetottenham.ac.uk

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings

- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher is Jan Balon,

jan.balon@laetottenham.ac.uk The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with the SEND team or external specialist staff to plan and assess the impact of support and interventions and how they can be linked to high quality classroom teaching
- Working with the SEND Team to review each student's progress and development and decide on any changes to provision
- Ensuring they follow the Learning Support and SEND policy

Our first step is always to place emphasis on high quality classroom teaching before additional interventions are put in place as part of the graduated response.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. (SEND Code of Practice)

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Cognition and learning, for example, ADHD and dyslexia.
- Communication and interaction, for example, Autistic Spectrum Condition (ASC) or speech, language and communication needs.
- Social, emotional and mental health difficulties, for example, anxiety, depression or trauma.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments or other medical needs.

5.2 Identifying students with SEND and assessing their needs

We use GCSE prior attainment upon entry, in addition to subject specific base-line test performance to construct target setting for each student, set at the ALIS 90th percentile in order to maintain high levels of ambition for all. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to close the attainment gap between the student and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND, as we recognize that students learn at different rates, and indeed have variable approaches to study.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Upon entry, we also conduct a universal basic screener as an early flag for possible underlying learning needs which may not have been picked up elsewhere. Additional diagnostic testing may follow for targeted individuals whose performance is not at age appropriate levels.

5.3 Consulting and involving students and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the student
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents when it is decided that a student will receive SEND support.

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SEND Team to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from secondary school
- Advice from external support services, if relevant

The assessment will be reviewed after key assessment points: in June of year 12 following DC 4 exams and in January of year 13 following final mock examinations.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

5.5 Supporting students moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

5.6 Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class.

High quality teaching is our first step in responding to students who have SEND. Adaptive teaching will be in place for individual students.

The Learning Support team also provide the following interventions:

- One to one fortnightly check ins with a key worker
- Planning and delivering one to one and small group sessions of targeted intervention. Sessions may relate to academic literacy, social and emotional skills, time management and study skills.
- To monitor the progress of students with SEND and coordinate intervention for those at risk of underachievement
- Triaging and following up referrals from teachers, support staff, safeguarding, pupils and parents.

Safeguarding and pastoral staff also provide:

- Regular check ins
- Therapeutic interventions for students identified as SEMH but who have not met the threshold for a CAMHS intervention; for whom the SEMH related issue may be an acute concern (such as for students coping with bereavement); or students who are on a lengthy waiting list to receive treatment via CAMHS

Teachers also provide:

- One to one regular check ins, drop in sessions or targetted interventions
- Academic support from subject-specific academic coaches

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- Adapting the implementation of our curriculum to ensure all students are able to access it, for example, by grouping, one to one work or teaching style
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, printed resources for students with visual or hearing impairments

- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary or reading instructions aloud
- Adapting our curriculum intent by recognizing that for some students, a special educational need may be an impediment to succeeding on a 4 A level curriculum during year 12

5.8 Additional support for learning

A Learning Support Assistant will support students on a one to one basis when students are unable to access the curriculum due to a learning disability, social, emotional or physical needs. The Learning Support Assistant supports students through prompting the student when distracted, challenging their understanding and supporting the teacher with breaking down difficult explanations or tasks.

A Learning Support Assistant will also support students through small group interventions. These groups will be made up of students on the SEND register. Small group interventions are designed to provide tailored support for the students as well as allow the students to support and learn from each other.

Reasonable adjustments to our behaviour systems are made for students where their learning need affects their communication and interaction skills (for example, students whose social skills may impact their interactions with other students or staff; or students with ADHD or ODD). These reasonable adjustments may include:

- Allowing these students a time out card where required to help de-escalate stressful situations for these students
- Providing access to a quiet space where these students may go if they are having a challenging day
- Knowing which members of staff they can approach to decompress or talk through what they have experienced

However our reasonable adjustments do not include:

- Allowing students to remain in lessons when their conduct is affecting the learning of others
- Allowing students to engage in defiant or confrontational behaviour
- Accepting instances in which students truant from any element of the school day

We work with the following agencies to provide support for students with SEND:

- Haringey Autism Team
- Haringey Sensory Support Team - hearing and visual
- Haringey Educational Psychology Service
- CAMHS

- Early Help agencies
- Speech and Language therapy
- Occupational Therapy

5.9 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions on a half-termly basis
- Using student questionnaires
- Monitoring by the SENDCO and Learning Support Lead
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans
- Staff are regularly observed in lessons or through learning walks and feedback is provided for SEND teaching
- All students on the SEND register receive an annual review once a year.

5.10 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

We expect all of our students, regardless of whether they have a special education need or not to complete a mandatory element of our school's co-curriculum: clubs and societies. These are timetabled into their working week and are a compulsory component of their education.

All students are encouraged to go on our trip to Oxford/Cambridge university and to one other Russell Group university in year 12.

All students are encouraged to take part in subject-specific trips that take place throughout their two years attending LAET.

No student is ever excluded from taking part in these activities because of their SEND.

All statutory policies in support of this can be found [here](#) .

5.11 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEND are encouraged to be part of the school council
- Students with SEND are also encouraged to be part of clubs to promote teamwork/building friendships

- Students with SEND have access to the school Mental Health Lead
- Students with SEND have access to our careers team who gives tailored advice on career pathways for the students
- We have a zero tolerance approach to bullying.

5.12 Working with other agencies

The school has established positive relationships with other bodies from the local authority and the voluntary sector. The school is in constant communication with the local authority support services who offer LAET support and advice on teaching, safeguarding and supporting our SEND students. LAET will also make referrals for students to these bodies when students appear to be struggling or are unsafe in their home environment.

5.13 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the Learning Support Lead in the first instance. They will then be referred to the school's complaints policy.

5.14 Contact details of support services for parents of students with SEND

SEND Team Haringey

Phone: 020 8489 1913.

Email: sendteam3@haringey.gov.uk (post 16)

Family Support Services

Multi - Agency Safeguarding Hub (MASH)

Phone: 020 8489 4470

CAMHS Haringey

Phone: 020 8702 3400

5.15 Contact details for raising concerns

SENDSCO: Jasmine Cockcroft

Email: jasmine.cockcroft@laetottenham.ac.uk

Phone: 0208 352 6020

Deputy Head (Pastoral): Elaine Brown

Email: elaine.brown@laetottenham.ac.uk

Phone: 0208 352 6020

5.16 The local authority local offer

Our contribution to the local offer is:

- Providing a rigorous academic education for 16-19 year olds that meet the school's entrance criteria
- We seek to work in close partnership with our Haringey feeder schools to support the academic development of young people for whom LAET is their first choice for sixth form by supporting their transition from year 11
- Providing specialism through our Mental Health Lead in supporting students experiencing social, emotional or mental health challenges

Given the size of our school and our limited resources, we do not employ specialist teachers with expertise in ASC, ADHD, or dyslexia. For families of students that are applying with these needs we encourage parents to organise a consultation meeting with the Learning Support Lead in order for us to plan for the required reasonable adjustments, and help families to make an informed judgement on the suitability of our sixth form for the young person.

Our local authority's local offer is published here:

<https://www.haringey.gov.uk/children-and-families/local-offer>

5.17 Applying to LAET

As part of the application process please identify SEND with or without an EHCP on the application. Should a student require a quieter tour of the school please request this with Admissions and as part of the process the Learning Support Lead is able to meet the student and / or parents/carers.

Any transition needs please contact the Learning Support Lead directly to collaborate on a transition plan.

Any EHCP consultations should be directed to the Learning Support Lead.

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO **every year**. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.