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SEND: Frequently Asked Questions

Dear Parents & Carers,

Thank you for taking the time to have a look through our Special Educational Needs and Disabilities FAQs. We have written this document to give some clarity around how we, at Yateley School, identify, plan for, and meet the needs of students with additional needs. We hope you will find this useful and that it will starting point for parents and carers who may wish to contact us.

At Yateley School we understand the fundamental need for high quality teaching and learning in the context of Inclusive provision for all students, as the basis for meeting the range of needs within a mainstream setting. All our teachers are teachers of SEND, we all understand the need for reasonable adjustments and adaptations in our teaching and our classrooms to accommodate the needs of our students and as such, we work together to ensure the children are at the centre of all we do and that everyone receives the support they need.

This document is new to the department this academic year, however, it will be updated regularly, as it will reflect any changes within the Student Support Department at Yateley School, but also, any national changes to SEND that should be included. The Intention is you will be able to find answers to your questions within its pages, and that it will complement our SEND policy and Information Report, which you can also find on our website.

Our SEND provision, at Yateley School, is in line with the Special Educational Needs and Disability Code of Practice, published by the Government in 2014. We work closely with our staff, the local authority, and other organisations to ensure your child receives the support they require. If you have any further questions that have not been covered in this booklet, please do not hesitate to contact us on our email address send@yateley.hants.sch.uk

The Student Support Team,
Yateley School



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Glossary of Key Terms

AA – Access Arrangements

ADHD – [Attention deficit hyperactivity disorder](#)

ALC – Accelerated Learning Centre

ASD – [Autism spectrum disorder](#)

CAMHS – [Child and adolescent mental health services](#)

EAL – English as additional language

ELSA – Emotional Literacy Support Assistant

EHCP – [Education, health and care plan](#)

JCQ – [Joint council for Qualifications](#)

SEND – Special educational needs and disabilities

SENDCo – Special educational needs and disabilities coordinator

TALA – Therapeutic Active Listening Assistant



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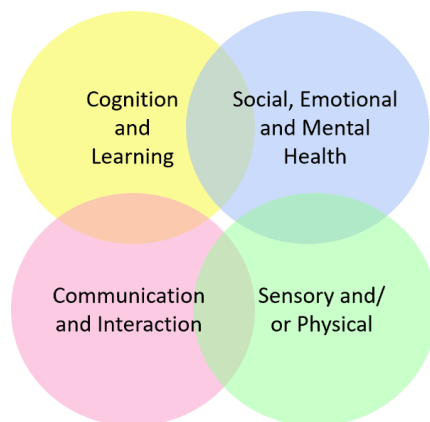
What does SEND mean?

Students with SEND have significantly greater difficulty in learning than others of the same age, or a physical or mental impairment with substantial and long-term effects. Students with SEND need provision that is additional to or different from others. The purpose of this is to remove the effects of the impairment and achieve equity with students of the same age. This is taken from the [SEND Code of Practice \(2014\)](#).

Within SEND there are four broad areas of need and of course students can have needs in more than one area.

The areas of need are:

- **Cognition and Learning**, e.g. Specific learning difficulties - like dyslexia - and moderate learning difficulties
- **Communication and Interaction**, which includes all speech, language and communication needs, and all autistic spectrum disorders
- **Social, Emotional and Mental Health difficulties** which includes attention deficit hyperactivity disorder (ADHD)
- **Physical disabilities, sensory difficulties, and medical conditions**, including visual



and hearing impairments

How do you identify needs?

Many students come to us with a pre-existing diagnosis of a learning need or disability or have had a learning need identified at their primary school.

We will assess each student's current skills and levels of attainment through lessons, which will build on previous settings and Key Stages, where appropriate. 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 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



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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. Equally, attaining in-line (or indeed above) chronological age or attainment of same-age peers should not lead to an assumption of no SEND; for example, some children and young people with autism are exceptionally high functioning in particular areas but have difficulty in others. Sometimes a student may excel in most areas but struggle with one, or may struggle with some concepts, but not others, within the same subject. It is important to remember that SEND refers to substantial and long-term effects.

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 whether additional support is needed and if it is, to determine the support that is required and whether we can provide it by adapting our core offer, or whether something different or additional would be more appropriate.

We will continually assess the needs and the provision for students with SEND to ensure they have the appropriate level of support. Students needs change over time, and as they develop more strategies and teachers find appropriate ways of supporting them, they may have various levels of in-class and out of class support.

What happens if the school or the parents suspect a child has SEND?

If a learning need is identified or suspected, we will have a 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 consider the parents' concerns;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are;
- Everyone is clear about the types of support that can be offered and the limitations of this support.

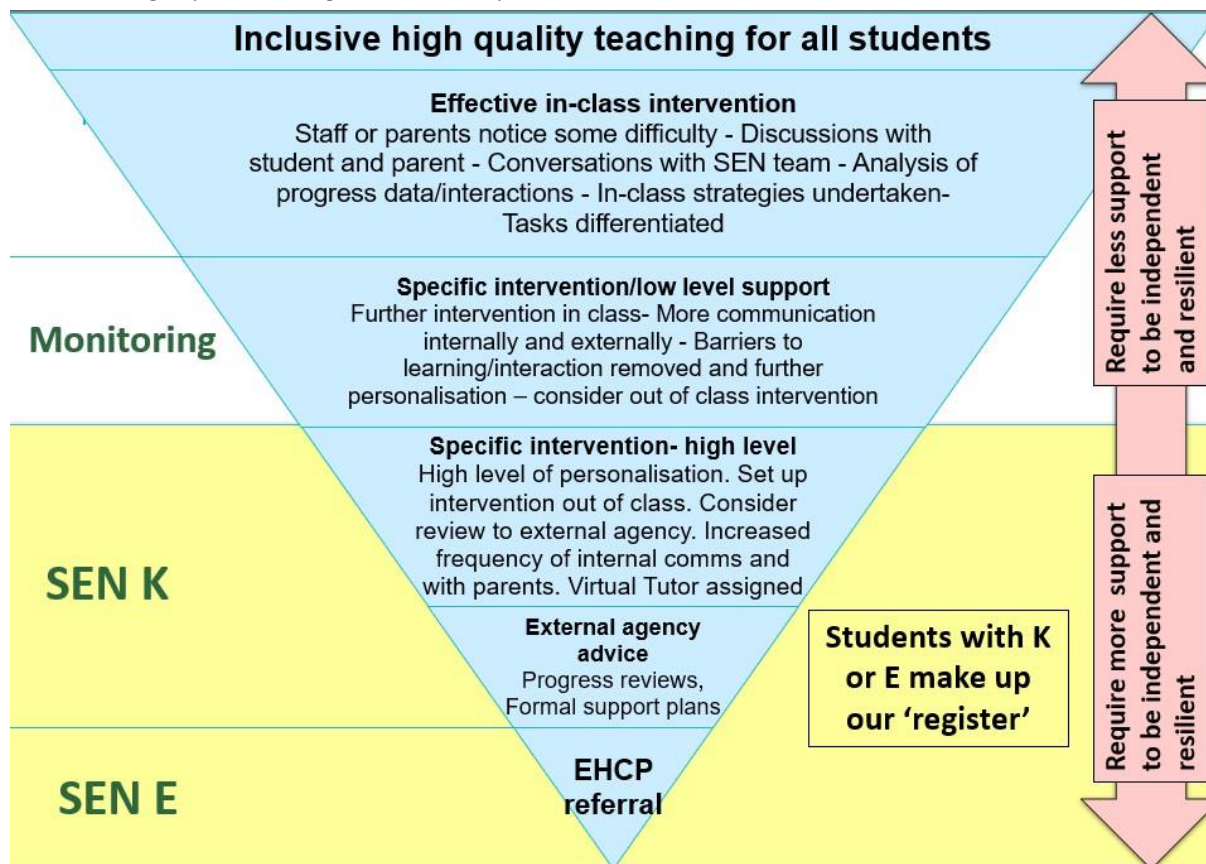
Parents will be notified if higher level support is necessary, such as specific intervention to improve a particular skill or if their child is going to be added to or removed from the SEND register. The vast majority of SEND support is given in lessons, by the class teachers.



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This diagram shows the levels of support and is useful for visualising the levels of support in school. The shaded yellow areas indicate the student is on our core SEND register.

*Virtual tutor groups will be assigned from January 2025.



What Is an EHCP? Do I need to apply for one?

An EHCP stands for Educational Health and Care Plan and is a legal document covering what must be in place for a child in education, up to the age of 25 years. Most children have their needs met within the mainstream school setting without the need for an EHCP, but in some cases, schools will apply for an EHCP to access a small amount of additional high needs funding and unlock some of the additional support services (for example, a speech therapist).

Only a small number of children need an EHCP, and they are usually those children who may have been placed in a specialist setting some years ago when spaces were not as pressured as they are currently. EHCPs typically stipulate the amount and frequency of the intervention a child should have, and targets for when progress should be made. EHCPs are reviewed yearly, and as the child matures, the EHCP is modified to reflect the increase in

independence needed as preparation towards adulthood. We have just over 30 EHCPs in our school, and in almost every case the students access all their normal lessons although they may spend a little more time having support in Student Support.

If we find a student is struggling in school despite many the measures we have tried over a significant period, we may apply for an EHCP. It is important we detail all the strategies we have



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tried and their impact, to demonstrate that we need the increased level of funding and support an EHCP entails.

Parents themselves can apply for an EHCP, so long as the child is in full time education and is under 25 years old. Hampshire SEN Team aim to decide whether to assess for EHCPs within 6 weeks of the application, and the process of assessment should be fully completed within 20 weeks of the application.

How do I get my child assessed or diagnosed for a disability or a learning need?

For a child to be assessed or diagnosed for a disability or learning need, parents will need to contact a medical practitioner, such as their GP or [CAMHS](#). We are unable to test for conditions such as autism or ADHD in school. However, it is not necessary for students to have a diagnosis for us to support them. Many parents seek a diagnosis as it can be helpful when seeking support and understanding more about their child's needs. We know that no two students are alike, and so although a diagnosis may be helpful, it does not tell us all we need to know about a child.

We can carry out dyslexia screening, but parents should be aware that to get a formal diagnosis, [Dyslexia organisations](#) should be contacted, but again, a diagnosis is not needed for our school to support children with dyslexic traits.

What do you do to ensure SEND students are supported?

Effective in-class teaching is the primary strategy for ensuring progress of all students, including those with SEND. Teachers are responsible and accountable for the progress and development of all the students in their class and work will be suitably adapted to ensure accessibility for all.

We may make adaptations to ensure all students' needs are met in the classroom. These interventions could include:

- Adapting our curriculum to ensure all students can access it, for example, by scaffolding the content and modelling how to complete each step;
- Adapting our staffing resources, for example, teachers or other staff completing a quiet check-in at various points of the lesson;
- Using recommended aids, such as laptops, coloured overlays, visual timetables, and larger font;
- Adapting teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, word banks, etc;
- Giving alternatives to working practices, such as allowing students to record work using speech to text software, or to complete written work standing up;
- Using strategies to help students focus, for example, quiet fidget toys, placemats, or different areas of the room.

For students who require support outside the classroom, for example students with SEMH needs, we take a bespoke approach, looking at the child and what would help support them to make progress with their mental health. Support includes strategies such as communication cards, quiet spaces, ELSA support and daily check ins with an adult to set-up or review the day. A great deal of this work



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overlaps with the pastoral support in school, and we liaise with the pastoral staff regularly to ensure the child's needs are met.

In accordance with the child's need, we may also provide other interventions, for example:

- Catch up literacy, such as paired reading, or phonics teaching;
- Catch up numeracy, such as telling the time, or using money;
- Additional support in a lesson, as well as the teacher, from a Student Support Assistant
- Pastoral support using their Tutor, Assistant Head of House, or Head of House;
- Social skills support, such as Comic strip conversations or Social stories
- Break time and lunchtime supervision and/or support via Chatterbox Club;
- Homework support after school;
- An ELSA or TALA intervention, from 6 to 12 weeks, with an Emotional Literacy Support Assistant or Therapeutic Active Listening Assistant
- Support through outside agencies, such as an Educational Psychologist, or a Speech and Language Therapist.

What is Student Support?

Our students are taught in the main school, in their normal classrooms with other students. We do, however, recognise there will be times when students with SEND require a separate place to work, or receive an intervention, outside of their classroom. The Student Support Department have several areas in school, where these quiet places and interventions can take place. The Student Support room has a bank of 6 computers and a large worktable for students to sit at and complete work, quietly, on their own devices. We also have the Accelerated Learning Centre (ALC), where the majority of one to one and small group Interventions take place for literacy, numeracy, and science. Finally, we have some small office areas, which accommodate our social, emotional, and mental health Interventions, such as ELSA and TALA. Interventions, of any type, usually last 6-8 weeks, however, if our specialists delivering the interventions feel they should last longer, or if the child requires a different Intervention, then they will put this in place. Parents and carers will be informed about interventions and asked for their child to attend.

The Student Support room and the ALC are always managed by Student Support staff. The staff are there to ensure students are working in a quiet and purposeful way. The staff will also, always encourage children back to their lessons, as we know the best way for children to make progress is in the classroom, with their peers and their expert teachers.

Who reviews progress of students with SEND?



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As students mature and change over time, their needs, and the level of support they need changes. We also work hard to develop student's independence and resilience. We encourage students to develop their strategies for learning and become successful at using the tools we give them.

We follow the graduated approach and the four-part cycle of assess, plan, do, review. If we do not already have information on the child (for example, from their primary school), the assess stage involves the SENDCo, the SEND team, and teachers of the child. The teachers and the SEND team will work with the SENDCo to carry out an 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;
- Observations of the students learning by the SEND team;
- Non-academic indicators, such as resilience, independence, and self-regulation;
- 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 external support services, if relevant.

The plan stage involves the SENDCo and the SEND team writing a summary of the child's needs, and all teachers and support staff who work with the student are made aware of this plan. This plan includes the support provided alongside teaching strategies or approaches that are required.

The do stage involves teachers and SEND staff implementing the plan, and ensuring they provide the adaptations listed in the plan.

The review stage takes place regularly, where the SEND team, led by the SENDCo, look at the effectiveness of the support and interventions and their impact. This review will draw on the items listed in the plan stage. After the review, the assess stage is repeated.

The plan is called the 'One Page Profile' and is attached to the child's file so that it is accessed by all teachers. Any additional notes are kept electronically with the One Page Profile.

How do you manage the behaviour of children with SEND?

The school recognises its legal duty under the Equality Act 2010 to provide adjustments for students with a protected characteristic. Where appropriate adjustments have been provided, children with SEND are expected to behave like all other children. We provide extensive support for children and these adjustments are designed to assist children in meeting our expectations. All poor behaviour must have a consequence. This is to maintain good order in the school and to ensure all children, irrespective of need, can learn in a safe and happy environment without disruption. It is also to help children learn they must take responsibility for their actions which in turn helps better prepare them for adulthood.

Our expectations do not change for children with SEND but we may differentiate how we deliver messages or our consequences to support children with SEND. For example, a child with ADHD may be given movement breaks during a consequence or a child with ASC may be allowed to complete their consequence in a quiet supportive space if they are unable to cope in another environment.



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As well as implementing a consequence, we work closely with families to try to establish the triggers for behaviours and will make any reasonable adjustments to help prevent these.

Special needs or disabilities do not provide children with an excuse for their behaviours. We will support them, however, to learn how to regulate and behave in ways which are not detrimental to themselves or others.

How do you ensure smooth transitions for children with SEND?

Primary to Secondary School:

The SENDCo and Deputy SENDCo and other members of the SEND team play a key role in students' transition from primary to secondary school. In collaboration with the Transition manager and the Heads of House, and the SENDCos from the relevant primary schools, there are visits to each primary school to meet the children. There are also opportunities for children with SEND to take part in additional transition visits to Yateley School, where they get to spend time, in smaller groups, with the Student Support Team. This enables the children to navigate the site in smaller groups so they can ask questions, it also gives them time with our ELSA and TALA here at Yateley, so they can discuss any concerns they might have.

Secondary School to College:

If our students decide to go to a different Sixth Form or College, we will share information with the school, college, or other setting to which the student is moving. The SENDCo will work with the college when the student is in Year 11 where necessary.

Preparing for adulthood is a key part of the annual review process for all our students with EHCPs from the beginning of KS4.

Why is SEND provision at secondary school different to primary school?

At primary school, SEND provision typically relies on lots of 1:1 time with SEND staff taking students out of the classroom for intervention, plus each class usually has a Teaching Assistant attached. As you can appreciate, in a busy secondary school with many different specialist teachers, taking students out of class results in lost learning time and we are not able to add an additional adult to each classroom! We invest heavily in our teaching staff, making sure they are all teachers of SEND. The classroom teachers are the ones who see the students the most and know them best, so our SEND team support students and teachers in class in a range of ways. We work with each student as individuals, and encourage resilience and independence, so our SEND staff are there to mentor and guide students in class, and support them to manage and, where possible, overcome their needs. Typical support from our SEND staff in class includes strategies such as:

- Circulating between students who need support, checking they are on task and giving them prompts where necessary;
- Ensuring students use the help strategies provided by the teacher such as word banks or knowledge organisers;
- Talking through problems with the student to re-set their focus.



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What support can be provided for assessments in class?

In class tests and assessments are handled by the classroom teacher, but the teacher can request additional support from the SEND team. Students can be given extra time if needed. Teachers will monitor this to report on a student's normal way of working. Evidence that the teacher has tried different approaches to help students in tests and assessments is required when the student gets to Year 11 and their GCSE examinations. Strategies the classroom teacher may try include:

- Giving students a separate room to complete a test (such as an office or the ALC)
- Reading for the student (or asking a member of the SEND team to read for them)
- Prompting the student to focus in class by seating them at the front next to the teacher.

This is not an exhaustive list, and depending on the subject and the assessment, the teacher may try alternative strategies.

What are Access Arrangements and when will my child be assessed for them?

Access Arrangements (AA) are non-standard arrangements approved before the examinations take place to enable candidates with special educational needs, disabilities or temporary injuries to access exams and assessments. The Equality Act 2010 requires awarding bodies to make reasonable adjustments where a candidate would be at a substantial disadvantage in comparison to someone who is not disabled. The Examination boards will not consider applications in respect of long-term conditions that are submitted only weeks before the exams. It is essential, therefore, that parents inform us of existing circumstances that might justify Access Arrangements as soon as possible before their child is in Year 11.

We ask all teachers to monitor students and the effectiveness of any arrangements, and this will provide grounds for their implementation at GCSE level. When applying for Access Arrangements we are obliged to work within the framework laid down by the JCQ. Non-compliance with the JCQ regulations is considered malpractice, which has potentially severe consequences for all our students.

The JCQ specify that *normal way of working* is a priority when considering awarding an Access Arrangement to a student. Therefore, whilst we will accept a private report from an educational psychologist and/or letter from a GP or other professional, we will not automatically award an Access Arrangement based upon it. It will trigger an internal investigation into the normal way of working for that student. To clarify: an independent report on its own is not a guarantee that a student will receive the Access Arrangements.

When looking at any student's needs, the school must always consider granting Supervised Rest Breaks before making a request for Extra Time, as the former will often be a more appropriate response. Extra time can never be given if there is any possibility that the student would thereby be given an unfair advantage over other students.

If students are routinely using extra time in their internal assessments, have a history of need, and we have tried rest breaks and they are not working for that student, we will ensure they are



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assessed by a qualified specialist who will complete a number of assessments to ensure the student qualifies for this access arrangement due to their substantial disadvantage.

To maintain the credibility of GCSE and GCE qualifications, the JCQ defines the parameters as to what constitutes a 'substantial disadvantage'. They have defined eligibility for up to 25% extra time. The Specialist Assessor's report must confirm that the student has:

- two below average standardised scores of 84 or less; or
- one below average standardised score of 84 or less and one low average standardised score (85-89).

In either scenario, the two standardised scores must relate to two different areas of speed of working as below:

- speed of reading and speed of writing; or
- speed of reading and cognitive processing/fluency; or
- speed of writing and cognitive processing/fluency; or
- two different areas of cognitive processing/fluency; which have a substantial and long-term adverse effect on speed of working.

There are many other factors relating to Access Arrangements. Parents can also read details on the JCQ website here: jcq.org.uk

It should be noted that to ensure that children do not receive an unfair advantage over their peers, access arrangements are very tightly controlled and monitored by the exam boards and the Joint Council for Qualifications (JCQ).

Can Students with SEND participate in the full curriculum, including extra-curricular activities?

All students are supported to access the full curriculum offer at Yateley School. In the rare occasions when students are removed from lessons this is for a brief period and with a carefully planned intervention. Students with specific needs are supported to make sure they can access all lessons, such as being given extra time to navigate the corridors if

they have mobility issues or given reassurance and frequent check-ins if they struggle with anxiety.

All our extra-curricular activities and school visits are available to all our students, including any school clubs. All students are encouraged to go on our residential trips, participate in sports day, audition for school plays, become prefects or members of school council, and take part in any aspect of school life.

No student is ever excluded from taking part in these activities because of their SEND including any disability. It is customary practice for the Student Support team to support with trips to facilitate greater accessibility for students with significant needs.



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What support do you provide for students who have English as an additional language (EAL)?

We work closely with Hampshire County Council to support our learners with EAL. It is important to note that students who have EAL do not necessarily have SEND. If students are struggling with the English language, please contact us and we will work with you to support.

How do we communicate with you?

For general enquiries please email SEND@yateley.hants.sch.uk

The Student Support Team meet weekly and there is no hierarchy to our team, so you can discuss a concern with any of the team and you will get the appropriate response. Please remember the department is incredibly busy, with most team members in lessons or with students all day. Please allow at least two working days for a response.

If you would like to find out more about SEND...

Our website has some additional information, including our SEND policy and information report, and links to external help for parents, including the Hampshire Local Offer and [Hampshire SENDIASS](#).