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## SEN INFORMATION POLICY

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### 1. Children and Families Act 2014: Regulation Section 65(3)

- 1.1. The changes in the Children and Families Act 2014 affect the way children with Special Educational Needs (SEN) are supported in schools. The new approach began in September 2014 and places students at the centre of planning. The key principles of the new legislation are:
1. Young people and their families should be involved in discussions about the support they need, so they can share their knowledge and feedback to the school on the young person's progress.
  2. Education, Health and Care plans (EHC) will replace statements of Special Educational Needs. New assessments for additional educational needs will follow the EHC guidelines from September 2014. (Existing statements will remain in force until all children and young people have completed the transition, which will be within three years.)
  3. School Action and School Action Plus will cease and be replaced by a single school-based category for children who need extra specialist support.
- 1.2. At Isleworth & Syon School, we aim to ensure that all our students have access to the broad and balanced curriculum that is their entitlement.
- 1.3. The school seeks to support the local authority policy through a whole school approach, which recognizes the continuum of special needs, and the associated spectrum of provision required to meet these.
- 1.4. Though every student is perceived as individual in their needs, it is acknowledged that certain, more vulnerable students will have particular special needs, which may require enhanced provision.
- 1.5. It is also recognised that some students on the SEN Profiles list may be recognised as having a disability. This is in accordance with the Equality Act 2010 and the definition of disability within that Act.
- 1.6. Each member of staff accepts the responsibility for and challenge of responding to students' needs, and will work closely with the students, their parents/carers and outside agencies, in order to create a secure, stimulating and supportive environment, which enables progression and continuity to be experienced. All staff will endeavour to meet students' needs by delivering the curriculum in a relevant and differentiated manner, including support both in class and in extraction, as appropriate.

### 2. Frequently Asked Questions

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#### 2.1. WHAT KINDS OF SPECIAL EDUCATIONAL NEEDS CAN THE SCHOOL CATER FOR?

Like other mainstream schools, Isleworth & Syon School makes provision for students with the following needs:

- Autistic Spectrum Disorder

- Asperger's Syndrome
- Attention Deficit Disorder
- Attention Deficit Hyperactive Disorder
- Emotional and Social Difficulties
- Dyslexia
- Dyspraxia
- Dyscalculia
- Visual Impairment
- Hearing Impairment
- Moderate Learning Difficulties
- Speech and Language Difficulties

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## 2.2. WHAT SORT OF SUPPORT SHOULD I EXPECT MY CHILD TO RECEIVE?

The type of support is dependent on the need of the student. It may include one or more of the following:

- Differentiated material in class
- Being part of a nurture group
- Homework support before and after school
- One-to-one support in class
- Small group work in or out of class
- Extra literacy/numeracy lessons
- Pastoral Support
- Support from outside agencies
- Access arrangements for formal examinations

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## 2.3. WHO PROVIDES THIS EXTRA SUPPORT?

This support may be all provided by the class teacher, or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as:
  - The Sensory Service (for students with a physical, hearing or visual need)
  - Behaviour & Learning Advisory Teachers
- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service.

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## 2.4. WHAT TRAINING DOES THE STAFF SUPPORTING CHILDREN WITH SEND HAVE?

All of our teachers hold Qualified Teacher Status or are currently undergoing training to achieve this status. Many of our staff have additional qualifications in their specific subject areas. Our SENDCo has gained the accredited SENDCo qualification and our Deputy SENDCo has the appropriate qualifications to assess students for access arrangements. All of our Learning Support Assistants (LSAs) are qualified to Degree Level. All staff undertake whole school INSET and additional training specifically related to their roles.

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## 2.5. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

- 2.5.1. Our staff meet with primary school teachers before your child joins the school and discuss the needs of each child. The progress that your child makes is then monitored throughout their time in school, with interventions put in place when children do not make expected progress. Some students will make good progress and come off the SEN register, while others may remain on the register throughout their time at Isleworth & Syon School.

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- 2.5.2. The progress of all students is monitored regularly by subject teachers, Curriculum Leaders, Pastoral Leaders, the Learning Support team, and the Senior Leadership Team (SLT). When a student is not making the expected progress in a particular curriculum area, that department will identify the need and provide the intervention.
  - 2.5.3. If a student is not making progress across their subjects, or teachers and support staff have a concern that a student may have a specific learning difficulty, they will contact Learning Support, who will then carry out some informal assessments. Learning Support will then contact parents/carers if they feel that a student requires extra support, or a formal assessment to identify any learning needs.
  - 2.5.4. Identified students are assessed by the Deputy SENDCo for access arrangements in any formal examinations they may take. Access arrangements include: having a reader and/or a scribe; the use of a laptop; extra time; rest breaks; or a prompt.

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## 2.6. WHO ARE THE BEST PEOPLE TO TALK TO IN THIS SCHOOL ABOUT MY CHILD'S DIFFICULTIES WITH LEARNING?

- 2.6.1. If your son/ward is in Year 5 or Year 6, has a specific learning need/disability, and you are thinking of Isleworth & Syon as your school of choice for him to continue his education, please contact the Learning Support Department:

Head of Learning Support (SENDCo): Ms Cressida Atkin  
Email: [catkin@isleworthsyon.org](mailto:catkin@isleworthsyon.org)

Please note: We request that you copy in [office@isleworthsyon.org](mailto:office@isleworthsyon.org) to any communication.

- 2.6.2. If your son/ward (or daughter in Sixth Form) currently attends Isleworth & Syon School, your first point of contact should be your son/daughter/ward's Form Tutor or Pastoral Support Manager. You can do this by writing a note in your child's Student Planner, calling the school (for the number, please visit the school's website at [www.isleworthsyon.org](http://www.isleworthsyon.org)), or sending an email. If the Form Tutor or Pastoral Support Manager is unable to deal with your query directly, they will pass it on to their Pastoral/House Leader or SENDCo. One of these individuals will contact the parent/carer to discuss the issues raised in more detail.

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## 2.7. HOW IS EXTRA SUPPORT ALLOCATED TO CHILDREN?

- 2.7.1. The school budget, received from Government, includes money for supporting children with Special Educational Needs. The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school.
- 2.7.2. If a child has a statement (or ECH Plan), the extra funding will be allocated as detailed in the ECH Plan.
- 2.7.3. The Inclusion Manager and SENDCo decide on the additional support required based on the needs of the students. This extra support is based on a variety of factors and is revised on a termly basis.

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## 2.8. HOW WILL THE SCHOOL LET ME KNOW IF THEY HAVE ANY CONCERNS ABOUT MY CHILD'S LEARNING IN SCHOOL?

If your child is identified as not making progress, the school will set up a meeting to discuss this with you in further detail. This gives us an opportunity to listen to any concerns you may have, to discuss what possible additional support your child may receive, and to discuss with you any referrals to outside professionals that we think are required in order to support your child's learning.

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## 2.9. HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

In some subjects, such as mathematics, the year group will be set by ability. All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically, this might mean that in a lesson there would be three different levels of work set for the class. However, on some occasions, this can be individually-differentiated.

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## 2.10. HOW WILL WE SUPPORT YOUR CHILD WHEN THEY ARE LEAVING THIS SCHOOL? OR MOVING TO ANOTHER YEAR?

We recognise that 'moving on' can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

### 2.10.1. If your child is moving to another school

- We will contact the school SENDCo and ensure that he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

### 2.10.2. When moving years in school

Information about your child will be shared with their new teachers.

### 2.10.3. In Year 11

- If your child has a statement, they will meet with an 'SEND Connexions' worker to create a plan for their post-16 education.
- Your child's Pastoral Leader and form tutor will support your child in finding a new school/college.
- If necessary, the Head of Inclusion or SENDCo will arrange visits to new schools/colleges for your child.

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## 2.11. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

We will endeavour to make sure that the school environment/equipment used is accessible to all children regardless of their needs. However, it should be noted that we currently do not have a lift to the first floor. Please contact the Head of Inclusion or SENDCo to discuss specific requirements which might be required for your child.

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## 2.12. HOW WILL STUDENTS WITH SEND BE INCLUDED IN ALL ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

Isleworth & Syon is a fully inclusive school, and all reasonable efforts are made to ensure that students with SEND are able to take part in extra-curricular activities and school visits.

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## 2.13. HOW CAN PARENTS/CARERS BE INVOLVED IN THE LIFE OF THE SCHOOL?

Parents/carers are invited to attend a number of school events during the academic year. These include: Year 7 Induction Assembly, Awards Evening (for students receiving awards), Sports Day, and Summer Arts and Technology Evening, as well as Expectations Evening, Target Setting Day and Parent Consultation Evenings. Please see the school diary on the website for more information. Parents/carers can also get involved by joining the Isleworth Association (PTA) or by becoming a parent governor.

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## 2.14. WHO CAN I CONTACT FOR FURTHER INFORMATION?

Ms Cressida Atkin  
Head of Learning Support (SENDCo)  
[catkin@isleworthsyon.org](mailto:catkin@isleworthsyon.org)

(Please also copy in [office@isleworthsyon.org](mailto:office@isleworthsyon.org))

If you are not satisfied with the school's response to your concerns and you wish to make a complaint, please contact in writing:

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Mr Euan Ferguson  
Headteacher  
Isleworth & Syon School  
Ridgeway Road  
Isleworth  
TW7 5LJ

Links to Hounslow Council SEND information:

HOUNSLOW LOCAL OFFER WEB PAGE:

<http://fsd.hounslow.gov.uk/kb5/hounslow/fsd/localoffer.page?localofferchannel=0>

[http://www.hounslow.gov.uk/index/education\\_and\\_learning.htm](http://www.hounslow.gov.uk/index/education_and_learning.htm)

<http://fsd.hounslow.gov.uk/kb5/hounslow/fsd/family.page?familychannel=2341>

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