Special Educational Needs (SEN) Information Report

The Hyde School

Approved by:	Philippa Saving	**Date:** 30.09.2026
Last reviewed on:	September 2026	
Next review due by:	September 2027	

Contents

Contents..... 2
1. What types of SEN does the school provide for?..... 3
2. Which staff will support my child, and what training have they had?..... 3
3. What should I do if I think my child has SEN?..... 4
4. How will the school know if my child needs SEN support?..... 4
5. How will the school measure my child's progress?..... 5
6. How will I be involved in decisions made about my child's education?..... 5
7. How will my child be involved in decisions made about their education?..... 6
8. How will the school adapt its teaching for my child?..... 6
9. How will the school evaluate whether the support in place is helping my child?..... 8
10. How will the school resources be secured for my child?..... 8
11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?..... 8
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?..... 8
13. How does the school support pupils with disabilities?..... 9
14. How will the school support my child's mental health, and emotional and social development?..... 9
15. What support will be available for my child as they transition between classes or settings?..... 9
16. What support is in place for looked-after and previously looked-after children with SEN?..... 10
17. What should I do if I have a complaint about my child's SEN support?..... 10
18. What support is available for me and my family?..... 11
19. Glossary..... 12

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website https://www.thehydeschool.co.uk/ or alternatively, a copy of the Information Report can be requested from the school office.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

2. Which staff will support my child, and what training have they had?

Your child's class teacher is the person who will support them on a day-to-day basis and they should be your first point of contact if you have any concerns about their learning, progress or wellbeing.

All of our teachers receive in-house SEN training, and are supported by the 'Special Educational Needs Co-ordinator' or SENCO to meet the needs of pupils who have SEN.

Our SENCO is Zareen Oozeerally.

She is an experienced SENCO with 7 years of experience in this role. She is also a qualified teacher and has achieved the National Award in Special Educational Needs Co-ordination.

Teaching Assistants (TAs)

We have a dedicated team of TAs, who are trained to deliver SEN provision. All TAs attend an on-going programme of continued professional development to ensure they have the knowledge and skills required to meet the needs of our pupils.

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services such as advisory teachers for autism, visual impairment, hearing impairment and physical disabilities.
- Voluntary sector organisations

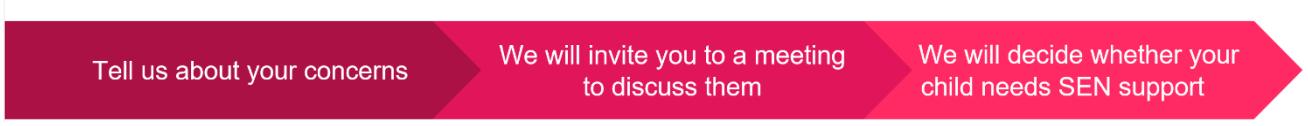
3. What should I do if I think my child has SEN?

If you are concerned about your child's progress or development, you can:

- Talk to the class teacher
- Talk to the SENCo
- Talk to your GP or health visitor.

Parents know their children best and we will take your concerns seriously.

If your child has already been identified as having a SEN, it is important that you let the school know so that the right support can be put in place quickly.



If you think your child might have SEN, the first person you should tell is your child's teacher.

They will pass the message on to our SENCO who will be in touch to discuss your concerns.

You can also contact the SENCO directly at SEND@thehydeschool.co.uk

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

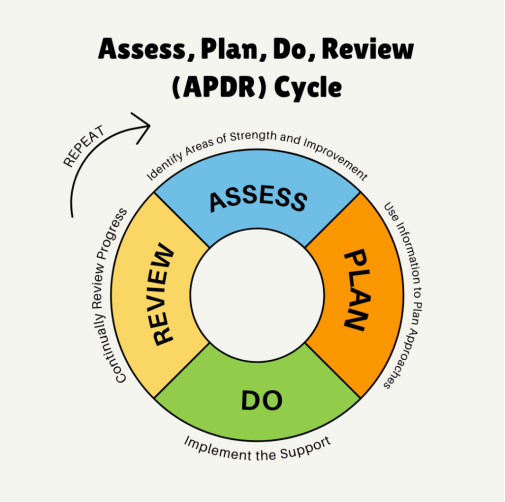
If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

However, if a child is not making progress, or is making progress at a slower rate than expected, they may be identified as having a Special Educational Need.

- The teacher and SENCo will consider all information about the child;
- Concerns will be discussed with the pupil and family;
- Further assessments / observations may be carried out in school;
- Where necessary, and with parents' permission, further advice and assessments may be sought from external professionals;
- The school will put additional support, interventions or resources in place as necessary.

5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

6. How will I be involved in decisions made about my child's education?

We will provide annual reports on your child's progress. However, your child's class teacher will meet you termly to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. We want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will adapt how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as chrome books, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants/Learning Support Assistants will support pupils on a 1-to-1 basis where appropriate.
- Teaching assistants/Learning Support Assistants will support pupils in small groups when appropriate.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories
	Speech and language difficulties	Speech and language therapy Colourful Semantics Makaton
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slopes Coloured overlays Spelling support
	Moderate learning difficulties	Adaptations and in-class scaffolds such as writing frames and concrete apparatus.
	Severe learning difficulties	Specialist interventions
Social, emotional and mental health	ADHD, ADD	Quiet workstation Fidget toys Wobble cushions Movement breaks Zones of Regulation
	Adverse childhood experiences and/or mental health issues	Safe spaces or calm areas Check-ins with the Pastoral Lead
Sensory and/or physical	Hearing impairment	Subtitles
	Visual impairment	Enlarging texts
	Multi-sensory impairment	Sensory Circuits Sensory toys OT programmes
	Physical impairment	Fine motor skills intervention Gross motor skills intervention

These interventions are part of our contribution to Barnet's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions

- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

A small minority of children will need additional support which the school is unable to provide in its entirety. For these children we may apply for an Education Health and Care Plan which is issued by the local authority where the child lives. This provides additional funding which is attached to the individual child and used to support their learning.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

Trips, after school clubs and other experiences are an important part of life at The Hyde. We do our best to ensure that all children are fully included. We take the needs of pupils into account when planning trips and events. Where necessary we will make reasonable adjustments so that all children can participate, such as providing extra adults or alternative means of transport.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

Any child with SEND, but who does not currently have an EHC Plan, should apply for a school place through the normal procedure; however, it is helpful to speak directly to the SENDCO or Headteacher to make them aware of any SEND and to discuss the arrangements and provision which may be needed.

If a child has an EHC Plan there is a different procedure which must be followed: Parents may express a preference for their child to join The Hyde at the point that an EHC Plan is issued, as their child moves into a new school phase or at an annual review.

The Local Authority will then consult with The Hyde including sending a copy of the EHC Plan and any other relevant reports. The school will carefully consider whether it can meet the needs of the child and offer the provision which is outlined in their Plan. In making this decision the school must consider whether or not the admission is compatible with the efficient education of other pupils and an efficient use of resources. The school will respond to the LA giving its decision within the statutory timeframe of 15 days; however, the final decision about whether to name The Hyde in the EHC Plan is made by the LA.

This is separate to the normal admissions procedure and means that prospective pupils with an EHC Plan are not subject to the same criteria as laid out in the main Admissions Policy.

13. How does the school support pupils with disabilities?

The Hyde is a modern purpose-built school which makes it easily accessible for people difficulties or in wheelchairs. Disabled toilet facilities are available and there are dedicated parking spots close to the school entrance. We make every effort to ensure any child with a disability has access to areas of the school as any other pupil and receive equal access to the curriculum. We will ensure appropriate arrangements are made and provide different resources or equipment to aid their learning.

For further information, please see our Accessibility Plan.

14. How will the school support my child's mental health, and emotional and social development?

We believe that confident and happy children achieve best. Our staff know the children well and are quick to act if they see that something is wrong. We teach our children to ask for help if they are unhappy or worried, and to look out for each other.

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council or have access to a class representative to ensure their views are heard
- Pupils with SEN are also encouraged to be part of a SEND football club to promote teamwork/building friendships
- We provide pastoral support for listening to the views of pupils with SEN through PHSE lessons and circle time
- We provide access to quiet spaces.
- We provide access to 'Zones of Regulation' and support children to manage their emotions positively using a range of strategies.
- We have a 'zero tolerance' approach to bullying. Please see our Anti-Bullying Policy.

15. What support will be available for my child as they transition between classes or settings?

Children and young people with SEND can become particularly anxious about starting school or moving on to a new class or school. The school will seek to reduce any anxieties and ensure consistency of support by gathering as much information about the child's needs.

Before your child starts school at The Hyde, we will talk to you about the best way to support them in settling in. Some children may start on a part-time timetable. We try to be flexible to ensure the best start for every child.

When joining the school in Reception classes:

The SENDCO and/or Early Years staff will contact the pre-school setting to seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers. If the pupil has more significant needs and/or has support from other agencies this may include more formal transition meetings where needs and the nature of provision are fully documented and more detailed arrangements may be required. Early Years staff will conduct home visits prior to any child starting school and any child who will be attending our Nursery setting.

When moving between classes:

To help pupils with SEND be prepared for a new school year we:

- Hold an information sharing meeting with the receiving teacher. If appropriate there will be opportunities for your child to visit the new class and meet the teacher and other key staff.
- Hold meetings between the SENDCo and incoming teacher to discuss needs, new targets and plan provision.

When moving to a new school:

If your child moves to a new school, we will talk to the SENCO of the new school and sha information about your child. For children with complex needs, we will invite the new staff to visit your child in school and talk to staff already working with them. We may also arrange visits to the new school so your child knows what to expect.

Most secondary schools have transition plans for Year 6 pupils, including visiting pupils in primary school and opportunities to meet their new tutor and form at the receiving school. For some children, additional visits or Transition Booklets may be used. Where appropriate, secondary school staff will be invited to annual reviews of children in Y6 who have statements or EHC plans.

16. What support is in place for looked-after and previously looked-after children with SEN?

Ms Saving (Headteacher) is the Designated person for looked-after children and previously looked-after children. She will liaise with the SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

17. What should I do if I have a complaint about my child's SEN support?

If you are unhappy with your child's progress or SEN support, In the first instance you should speak to your child's class teacher and the member of the senior staff overseeing the phase. To allow time to discuss the issues you should contact the school office to make an appointment.

Depending on the nature of the concern, the SENDCO and other senior leaders may attend this meeting or subsequent meeting.

The school can also make arrangements for parents to discuss concerns with other key professionals such as the Speech and Language Therapist. If your concerns are still unresolved, we will advise you to make a formal complaint and direct you to the School Complaints Policy on the school's website.

If you are not satisfied with the school's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEN, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: https://www.gov.uk/complain-about-school/disability-discrimination

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

To find out about disagreement resolution and mediation services in the Brent area please visit:

https://www.brent.gov.uk/children-young-people-and-families/send-local-offer/getting-an-assessment#mediationandappeals or for Barnet, please access the local offer at the following website:

https://www.barnetlocaloffer.org.uk/

For a mediation advisor, contact KIDS SEND Mediation Service on 03330 062 83
senmediation@kids.org.uk

18. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Barnet's local offer. Barnet publishes information about the local offer on their website:

https://www.barnetlocaloffer.org.uk/

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are:

http://www.barnet.gov.uk/sendiass

For those families residing in Brent, information about the local offer can be found on Brent Local Offer.

Local charities that offer information and support to families of children with SEN are:

Brent Parent Carer Forum (BPCF) which provides an opportunity for parents to come together in a relaxed atmosphere. The group supports local families by providing information, advice and a listening ear. It also organises coffee mornings, events and training opportunities. https://brentpcf.org/

Children and Families Information Service (CFIS) which provides information on a range of services and activities for children and young people aged 0 to 19 years old (up to 25 years for young people with SEND) including childcare, Family Wellbeing Centres, play schemes, leisure and libraries.
https://www.brent.gov.uk/children-young-people-and-families

National charities that offer information and support to families of children with SEN are:

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages