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Last Reviewed:	Jasmine Cockcroft (SENDCO)	J Cockcroft	19/10/26 (update from Jul 26)
Ratified:	Monica Duncan (SEND link Trustee)	M Duncan	20/10/26

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Accessibility of this Report:

This report is available on our website. If you would like this information in a different format (e.g., large print, audio, translated), please contact the school office.

Our Accessibility Plan, which sets out how we improve access to education for disabled students, is available on our website here

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 (Learning Support and SEN and Disabilities 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 here

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.

Note on Proposed SEND Reforms:

In February 2026, the Department for Education published the Schools White Paper *Every child achieving and thriving*. This proposes significant reforms to SEND provision, including:

- Updated SEND Code of Practice
- Three layers of support for pupils with SEND
- Individual Support Plans (ISPs) for every child with identified SEND
- All existing EHCPs to remain in place until September 2030
- Inclusion bases in every school

These proposals are not yet statutory guidance and current legislation hasn't changed. This SEND Information Report reflects current statutory requirements. We will update this report when the reforms come into effect.

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 are on the SEND register. This includes students with diagnosed conditions 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. We provide high quality teaching for all students as our first response to difficulties.

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 trustee 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.

The Assistant SENDCo (previously Learning Support Lead). The Assistant SENDCo is Poppy Thomson (poppy.thomson@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 SENDCo to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and Access Arrangements
- 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 SENDCo)

- 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 SENDCo)
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned (alongside SENDCo)
- 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/as needed 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)

They will:

- Be the key worker for students across each year group and liaise with these students at agreed intervals (e.g. fortnightly,half termly, depending on need) 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 as directed by the Assistant SENDCo
- Liaise with teachers, tutors, HOYs and the Assistant SENDCo 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.
- 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

- Provide academic coaching where student's needs coincide with their subject expertise if capacity allows

4.2 The SEND trustee

The SEND trustee is Monica Duncan,

monica.duncan@laetottenham.ac.uk

The SEND trustee 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 trustee 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 Learning Support 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 Learning Support 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 types 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

Class teachers 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.

If teachers identify a learning issue, they complete a 'Learning Concern Referral Form'. This form is reviewed with the Academic, Pastoral and Safeguarding teams to identify any

wider issues that may be affecting the student. Feedback is gathered from each of the student's subjects to establish whether the difficulties are general or subject specific.

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

The Learning Support Team will work with the SEND Team to carry out a clear analysis of the student's needs. The initial assessment stage willis will draw on:

- The teachers' 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
- Screening data

Support will be put in place by the Learning Support Team or other teams depending on need and the student's progress monitored. Diagnostic testing may be carried out to identify learning needs if warranted. If the student is continuing to experience difficulties following initial support then they may be added to the SEN register.

These processes are laid out in the referral guidance which is shared with teachers.

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.** .

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. This provides a reference point for tracking progress for academic attainment.

Wider targets are also agreed with students, recorded on their profile and monitored as part of the Graduated Approach. These targets are shared with parents.

Feedback is gathered from teachers following each data collection point (October, February, June of Year 12, October and January of year 13) and used to review student progress. Teachers are asked to feed into target setting for students on the SEND register to ensure that they have meaningful goals in place.

The level of student support will be tailored according to their progress.

At the end of year 12, a more detailed review is carried out and parents are invited to take part.

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.

Lead teachers monitor progress within their subject throughout the year.

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

Transition into Year 12:

- The Learning Support Team liaises with all feeder schools to gather information about students' SEND needs, access arrangements, provision and outcomes
- Students with EHCPs have a transition meeting at the start of Year 12 and contact prior to starting.
- We offer consultation meetings with the Assistant SENDCo/SENDCo for families of students with SEND to plan for reasonable adjustments

- We offer a conversation to students and families who received exam access arrangements at their previous setting to establish whether they may have any additional support needs. These students are monitored.
- Students may request a quieter tour of the school as part of the application process
- Bespoke transition plans can be arranged for students with complex needs
- The SENDCo introduces the Learning Support Team at an assembly and at the parents welcome evening near the start of the year
- At Taster Days in July at the end of year 11, known students with SEN are offered support if needed.
- On enrolment day, members of the Learning Support Team enrol students with EHCPs and other students with SEND as needed so that they can also discuss their needs.
- During alignment consultations when students apply for a place, students known to have EHCPs or additional needs are offered their consultation with a member of the Learning Support Team so that they can discuss their needs. A quieter space is offered for these meetings as needed.

- All new year 12 students are screened using Lucid Exact to check their reading speed and accuracy. Due to the unreliable nature of group tests, this data is triangulated with teacher feedback and assessment (DC1) and GCSE APS scores to identify students that may require further support.

Transition from Year 12 to Year 13:

- All SEND provision is reviewed with students and parents/carers in June following DC4 exams
- Students' needs are reassessed and provision adjusted as necessary
- Access arrangements are reviewed and updated if needed
- Any annual reviews will include a focus on preparation for adulthood

Transition to Post-18 Education, Employment or Training:

Most students are destined to go on to university or a degree apprenticeship. Students are provided with advice about applying to the Disabled Student's Allowance if needed and offered 1:1 support with this if needed. They are advised about support that may be available to them at university.

- Students with SEND have access to our careers team who provide tailored advice on career pathways
- All students have a 1:1 with the careers team. The careers team have had autism training from Ambitious About Autism to help them specifically consider the challenges that students with autism may face in interviews.

- The careers and Futures teams offer mock interview practice.
- For students with EHCPs, the annual review in Year 13 focuses on preparing for adulthood
- We liaise with potential next providers of education to ensure students and parents are informed about options and a smooth transition is planned
- We share information about students' SEND needs with their chosen university or college (with parental/student consent)
- We provide information about Disabled Students' Allowance (DSA) for students going to university and support them making an application if needed.
- We signpost students to adult services where appropriate

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 with a focus on adaptive teaching to meet the needs of individuals (see 5.7). The Learning Support team also provide the following:

- One to one check ins with a key worker (frequency depending on level of need)
- 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.
- Monitoring the academic and pastoral progress of students with SEND and coordinate intervention for those at risk of underachievement
- Monitoring attendance and punctuality of students with SEND
- Triaging and following up referrals from teachers, support staff, safeguarding, pupils and parents.
- Providing ad hoc day-to-day support as needed including the provision of a quiet space.

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 targeted 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
- 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

Securing Equipment and Facilities:

Equipment and facilities to support students with SEND are secured through:

School Budget:

- The school allocates funding from its delegated budget to meet SEND needs
- The SENDCo advises on the deployment of resources to meet students' needs effectively

High Needs Funding:

- For students with EHCPs, we receive additional funding from the local authority
- This funding is used to provide the support specified in the EHCP

Equipment:

- We provide laptops for students who need them as a reasonable adjustment (see Word Processor Policy)
- For specialist equipment (e.g., hearing aids, specialist software), we work with the local authority Sensory Support Team
- Equipment specified in EHCPs is provided as required

Facilities:

- We have quiet spaces available for students who need them (e.g., for time out cards, decompression)

- We have spaces available for small group interventions and one-to-one support
- We have exam rooms set up for students requiring access arrangements
- We make reasonable adjustments to the physical environment where needed (e.g., for students with mobility or OT needs e.g. a lift pass)

Where we identify a need for equipment or facilities we don't currently have, we:

- Consult with the student, parents and external professionals
- Explore options and costs
- Make a decision based on the student's needs and available resources
- Seek additional funding from the local authority if needed

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. This level of support would usually be specified on the student's EHC Plan. It would be delivered with the goal of gradually increasing the student's independence over time.

A Learning Support Assistant may also support students through small group interventions or individually. 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

5.9 Expertise and training of staff

SENDCo Qualifications: The SENDCo [Jasmine Cockcroft] is working towards the NPQ SEN at UCL. In addition to QTS, she has Approved Teacher Status from the British Dyslexia Association having gained a PGCert in Teaching Adult Dyslexic Learners in Further and Higher Education. She is a qualified exam access arrangements assessor. She holds a PhD in Psychology.

Learning Support Team Qualifications:

- The Assistant SENDCo [Ms Thomson] has a BA in SEND and Education.
- Learning Support Assistants have degrees in either Psychology or Education.

Learning Support staff receive specialist training as needed, including:

- Autism awareness, ADHD strategies, dyslexia-strategies, mental health training (mental health first aid planned for 2026/7), speech and language, social stories.

Staff access the training provided by the Educational Psychology Service via Haringey Education Partnership (HEP). These courses are also promoted to the wider teaching staff. NASEN's Whole School SEND online CPD units are used by the Learning Support Team and promoted to the whole staff body.

The SENCO identifies training needs through:

- Analysis of the SEND register and emerging needs
- Staff feedback and requests
- Monitoring of provision and outcomes
- Recommendations from external professionals

Securing Specialist Expertise: Where we need specialist expertise that we don't have in-house, we:

- Commission advice from Haringey Educational Psychology Service
- Work with specialist teachers from Haringey LAST and Sensory Support Team
- Seek advice from Speech and Language Therapists and Occupational Therapists
- Consult with CAMHS professionals

- Access training from external providers

Whole School Training:

- All staff receive training on SEND as part of their induction and ongoing CPD, including:
- Understanding different types of SEND and their impact on learning
- Universal high quality teaching including adaptive teaching
- How to support students with specific needs (e.g., autism, ADHD, dyslexia)
- Mental health awareness
- How to implement reasonable adjustments
- How to use SEND profiles and support plans
- When to refer a student to the Learning Support Team.

5.10 Evaluating the effectiveness of SEND provision

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

Monitoring Progress:

- Reviewing students' individual progress towards their goals each term
- Tracking progress against target grades set at the ALIS 90th percentile
- Comparing progress of SEND students with their non-SEND peers
- Reviewing the impact of interventions on a half-termly basis

Gathering Views:

- Using student questionnaires to gather feedback on support
- Meeting with parents at least annually (more frequently for students with EHCPs)
- Consulting with students through regular key worker check-ins

Quality Assurance:

- Monitoring by the SENCo and Teaching & Learning Team through learning walks and lesson observations
- Staff are regularly observed in lessons and feedback is provided on SEND teaching
- Holding annual reviews for students with EHC plans
- All students on the SEND register receive an annual review

Governance and Reporting:

- The SEND trustee monitors the quality and effectiveness of SEND provision

- The SENCO reports to the governing body on SEND provision and outcomes termly (via Deputy Head Pastoral)
- The governing body reviews this SEND Information Report annually

Using Findings to Improve:
Where evaluation identifies areas for improvement, we:

- Adjust individual students' provision and support plans
- Provide additional training for staff
- Review and update our SEND policy and procedures
- Allocate resources differently
- Seek additional specialist advice or support

5.11 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.

An opportunities tracker is maintained to monitor engagement by all students including those with SEND. Key workers will monitor opportunities and support students in applying if needed and helping them to track opportunities.

All statutory policies in support of this (including our Accessibility Plan) can be found here

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5.12 Support for emotional and social development

We provide support for students in 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 and counselling service as needed
- 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. Our Anti-Bullying Policy can be found here
- Learning Support Team staff have received training in running social skills programmes
- Working with the LAST team to offer transition mentoring for students with autism who may benefit (Haringey, Enfield, Barnet students).

5.13 Working with other agencies

The school has established positive relationships with other bodies from the local authority and the voluntary sector. The school communicates 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.

The governing body ensures the school works effectively with other bodies to meet the needs of pupils with SEND and support their families.

Health Services:

- We refer students to CAMHS to support students with mental health or diagnosis needs
- We liaise with Speech and Language Therapy services where indicated
- We work with Occupational Therapy services where indicated
- Our Mental Health Lead provides therapeutic interventions for students who have not met the threshold for CAMHS or are on waiting lists

Local Authority Services:

- Haringey Language and Autism Support Team (LAST) provides specialist advice and support and transition mentoring.
- Haringey Sensory Support Team (hearing and visual) provides assessments and recommendations
- Haringey Educational Psychology Service provides assessments and advice
- SEND Team Haringey (020 8489 1913, sendteam3@haringey.gov.uk) provides advice on EHCPs and statutory processes

Social Care:

- We work with Family Support Services and the Multi-Agency Safeguarding Hub (MASH) (020 8489 4470)
- We make referrals to Early Help agencies when students are struggling or unsafe in their home environment

The Learning Support and Pastoral Teams maintain regular contact with these services and coordinate support for individual students. The SEND trustee monitors the effectiveness of these partnerships.

5.14 Complaints about SEND provision

We take all concerns seriously and aim to resolve them quickly and informally where possible.
Stage 1: Informal Resolution If you have concerns about SEND provision, please contact:

- Your child's key worker in the first instance
- The Assistant SENDCo (Poppy Thomson: poppy.thomson@laetottenham.ac.uk)
- The SENCO (Jasmine Cockcroft: jasmine.cockcroft@laetottenham.ac.uk)

We will arrange a meeting to discuss your concerns and try to resolve them.

Stage 2: Formal Complaint If your concerns are not resolved informally, you can make a formal complaint following the school's complaints policy, available on our website**.**

Stage 3: External Resolution If you remain dissatisfied after following the school's complaints procedure, you can:

- Contact the Education and Skills Funding Agency (ESFA) if your complaint is about the school not meeting its statutory duties
- Contact the Local Government and Social Care Ombudsman if your complaint relates to the local authority's SEND services
- Seek advice from SEND Information, Advice and Support Services (SENDIASS) Haringey

For complaints about EHC plans: Parents have the right to appeal to the SEND Tribunal about:

- A decision not to carry out an EHC needs assessment or re-assessment
- A decision not to issue an EHC plan
- The contents of an EHC plan
- A decision not to amend an EHC plan following annual review
- A decision to cease an EHC plan

For advice on the SEND Tribunal process, contact SENDIASS Haringey or visit www.sendist.gov.uk

5.15 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

5.16 Contact details for raising concerns

SENDCo: 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

5.17 The local authority local offer

The local authority publishes a Local Offer which sets out the support available for children and young people with SEND aged 0-25. You can find Haringey's Local Offer at: https://www.haringey.gov.uk/children-and-families/local-offer

As a 16-19 provider, our contribution to the local offer is:

- Providing a rigorous academic education for 16-19 year olds that meet the school's entrance criteria

- Working 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
- Making reasonable adjustments for students with SEND to access our curriculum
- Providing support through our Mental Health Lead in supporting students experiencing social, emotional or mental health challenges
- The SENDCo participates in the Band C panel meetings at least annually

5.18 Applying to LAET

Our Admissions Policy: We welcome applications from students with SEND. Having a special educational need or disability is not a barrier to admission to LAET, provided the student meets our academic entrance criteria.

Application Process:

- Please identify SEND (with or without an EHCP) on the application form
- Should a student require a quieter tour of the school, please request this with Admissions
- The Learning Support Team is available to meet students and/or parents/carers as part of the application process

Any transition needs please contact the Assistant SENDCo directly to collaborate on a transition plan.

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 SENDCo/Assistant SENDCo 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.

EHCP Consultations: Where a local authority is considering naming LAET in a student's EHCP, they will consult with us. All EHCP consultations should be directed to the SENDCo. We will respond within 15 days as required by law.
Our Duties: Under the Equality Act 2010 and the Children and Families Act 2014, we must:

- Not discriminate against disabled students in our admissions
- Make reasonable adjustments to our policies, procedures and premises
- Admit students whose EHCPs name our school (unless specific legal exceptions apply) if they meet the admissions criteria.

6. Monitoring arrangements

This SEND Information Report will be:

- Reviewed by the SENDCo annually
- Updated during the year if any significant changes to the information or provision are made
- Approved by the governing board
- Published on the school website

The SEND policy (which sets out our broader aims and vision) will be reviewed alongside this report.

The SEND trustee will monitor the implementation of this report and the effectiveness of our SEND provision.