

Special Educational Needs Information Report 2019

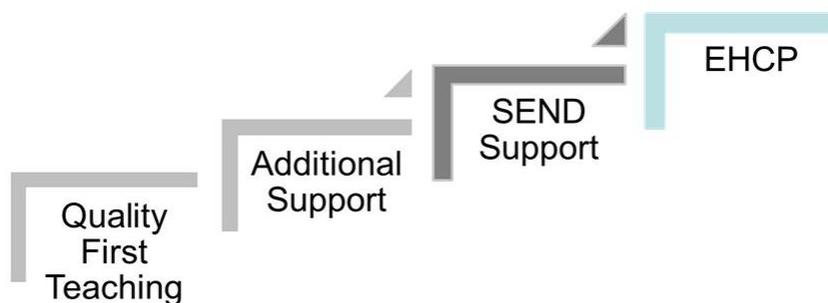
What types of Special Educational Needs and Disabilities (SEND) do we provide for?

The 2015 Special Educational Needs and Disabilities Code of Practice describes four broad areas of need. We currently provide for students with needs in one or more of the four areas.

- Communication and Interaction Needs
- Cognition and Learning Needs
- Social Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

How do we identify students with special educational needs?

For students not already identified as having SEND, we use a graduated approach. If a parent or teacher thinks that a student might have SEND, we talk about the reasons for their concern. We consider what's getting in the way of learning and discuss what might help. We share this information with subject teachers and form tutor so that they can offer additional support where necessary.



At the same time, we use formal and informal assessments to gather more information. Where necessary, we seek assessment from external support services.

How do we know additional support is effective?

- Parent, student and teacher feedback
- Assessments before and after interventions

How do we know if students with SEND are making progress?

- Parent, student and teacher feedback
- Whole school information systems track the progress and attainment of all students

How do we teach students with special educational needs?

All students benefit from high quality, inclusive practice. Teachers are aware of many potential barriers to learning and how to overcome them. At Heathfield, we are committed to ongoing continual professional development (CPD) to further improve teaching and learning.

How do we adapt the curriculum and learning environment for pupils with special educational needs?

We support the right of any student to access a broad and balanced curriculum and will only remove students from elements of the National Curriculum in exceptional circumstances.

We support access to the curriculum through a range of measures including:

- High quality, inclusive teaching
- Additional physical resources
- The deployment of Inclusion Support Assistants

What additional support for learning is available to pupils with special educational needs?

We offer the following resources to further support learning for some students:

- Alphasmarts and laptops; concentration aids; coloured overlays
- LSD/subject teacher joint planning; shared access to in-class inclusion support assistants

A small number of students may be invited to attend one or more of the following interventions:

- 1:1 mentoring
- Nurture group
- Individual literacy
- Emotional literacy
- Book buddies
- Social communication skills

What activities are available for pupils with special educational needs in addition to those available in accordance with the curriculum?

All students are encouraged to take part in the wide range of extra-curricular activities provided by the school.

What support is available for improving the emotional and social development of pupils with special educational needs?

Concerns about emotional and social development are raised in regular pastoral planning meetings between the pastoral lead, heads of year and the learning support department. If necessary, an appropriate emotional literacy intervention may be put in place.

Who is the Special Educational Needs Co-ordinator (SENCO)?

Sinead McDonald

smcdonald@heathfieldcommunityschool.co.uk

How can I contact the Learning Support Department?

Learning Support administrator: 01823 428878

What expertise and training do staff have in relation to children and young people with Special Educational Needs? How is specialist expertise secured?

The SENCO, Mrs McDonald holds the Post Graduate Diploma in Complex and Specific Learning Difficulties (PGDip SpLD). This qualification allows specialist teachers to administer and interpret a range of cognitive assessments. Mrs McDonald has also achieved undertaken the National Award for Special Educational Needs Co-ordinator (NASENCO). Mrs McDonald has previous experience of working with students with a range of SEND, including Dyslexia and Speech, Language and Communication needs (SLCN).

The Learning Support teacher, Mr Scott has a postgraduate certificate of education (PGCE) in Physical Education (PE), a wide range of coaching qualifications, including the following specialist coaching qualifications:

1. Amateur Swimming Association - Working with Children with Educational Difficulties
2. Disability Sports Coach - Adapted Sports Coach

The Learning Support department also has a team of inclusion support assistants with a wide range of skills, training and experience. Inclusion assistants work with subject teachers and pastoral staff to support student access to classroom learning.

Specialist inclusion assistants run interventions for individual or groups of students, including Individual Literacy intervention; comprehension group; emotional literacy and anxiety intervention and social group.

We have established links with colleagues from health and social care and the learning support service. We welcome collaboration with parent support groups.

How do we obtain equipment and facilities to support children and young people with special educational needs?

We have created our Disability and Access plan with a range of stakeholders. We have improved accessibility in the following ways:

- Accessible toilet and hoist with changing area for people with medical needs
- Ramps to all new buildings
- Parking bays for drivers with disabilities
- Humanities and Languages block; Art and Science block; Taachi Morris Arts centre; Learning Support department; sports centre and main school building have accessible toilets and lift.
- Minibus with tail lift
- Automatic doors for entrance to school

We discuss further resources or adjustments to meet the needs of individual or groups of students and implement them where appropriate and practical e.g. use of Soundfield system; accessibility options enabled on interactive whiteboard and other IT hardware; use of specialist braille equipment.

What are the arrangements for consulting and involving parents/carers of children with special educational needs in the education of their child?

We invite parents and carers to attend parents' evenings and academic mentoring day.

We invite parents/carers of students with a statement or EHCP to annual review meetings.

We ask parents to book appointments to discuss particular concerns.

What are the arrangements for consulting young people with special educational needs about, and involving them in, their education?

We ask students with SEND to comment on what works best for them. Formal consultation takes place at academic monitoring day; parents' evenings and student passport and annual reviews.

In addition, we invite students to:

- Talk about their learning with subject teachers and form tutor
- Meet with a staff mentor to discuss various aspects of their learning
- Visit the Learning Support department to share concerns about learning

What arrangements have the governing body made relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school?

We hope to be able to address your concerns through discussion with tutor, year head, SENCO or a member of the senior leadership team.

You can find the official complaints policy [here](#).

How does the governing body involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils?

We hold meetings with colleagues from other bodies on a regular and needs-led basis.

- Consultation: an annual meeting between Heathfield staff (SENCO, pastoral lead and heads of year) and Learning Support staff (educational psychologist and advisory teacher) to prioritise support for students with SEND.

- Attendance: a weekly meeting between SENCO, pastoral lead, heads of year, attendance officer and parent/carer family support adviser to discuss attendance and pastoral issues.
- Personal Education Plan (PEP): a termly meeting between Heathfield staff, student, carer, social worker, virtual school and (where appropriate) parent to review the student's progress and plan towards agreed outcomes.
- Educational Plan Review for Adopted Children (EPAC): as PEP above for adopted children or those under special guardianship
- Early help assessment (EHA): an early intervention meeting between Heathfield staff (year head / PFSA) and the family where concerns have been raised around the physical, emotional or mental health of a student
- Team around the child (TAC): a multi-disciplinary meeting between school, family and support service colleagues to support integrated delivery of health, social and educational services

How can I contact school staff or the local authority support services?

Please contact the form tutor or subject teacher first. You can leave a telephone message 01823 412396 or email the school office.

If your query is directly related to SEND, please telephone 01823 428878

You can find further information, including Somerset Local Authority's Local Offer at:

<http://www.somersetchoices.org.uk/>

What are Heathfield Community School's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living?

The SENCO and head of Y7 visit primary schools to meet prospective students and primary school staff to ensure a smooth transition between schools.

Wherever possible, a member of the Learning Support team attends the Y6 annual review of students with an Education, Health and Care Plan/Statement.

Some vulnerable students are invited to attend extra visits to help them feel more confident about moving to Heathfield.

Post 16

We discuss post 16 choices at annual review meetings from Y9 for students with an EHCP/statement. We invite college staff to attend these meetings in Y10 and/or y11.

The SENCO, head of Y11 and transition inclusion assistant liaise with local further education colleges. We share information about learning needs and exam concessions if the student gives us permission to do so.

Where is the local authority's local offer published?

<http://www.somersetchoices.org.uk/>