

HEATHFIELD COMMUNITY SCHOOL



Special Educational Needs and Disability Policy

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Reviewer : Sinead McDonald – Senco

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Document Control		
Edition	Issued	Changes to previous
		Please see highlighted in yellow

Policies / Documents referred to in this policy	Post Holders / Persons named in this policy
This policy links to other school policies on :	

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1. Aims

Our SEN policy and information report aims to:

Our SEND policy reflects our whole school ethos

- At Heathfield, we really do believe in the value of educating "the whole child".
- We expect students to take responsibility for themselves.
- Individuals are encouraged to thrive.
- Our students want to succeed and we enjoy very strong support from parents.
- There are opportunities for every young person to achieve success in extra-curricular activities.
- We want students to have fun, to be challenged, to develop a real love of learning and, finally, to leave school as confident, committed young adults, well equipped to take on the responsibilities of the adult world.

Heathfield Community School is committed to equality of opportunity: we are passionate about inclusive education for all and welcome a diversity of culture, religion and intellectual ability. We endeavour to meet the needs of all young people from 11-18 with a learning difficulty, disability, disadvantage or other additional educational need.

Our school ethos complements that of the new SEND Code of Practice (2014) which states that all children and young people are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training. 1

We understand the importance of early identification and assessment of additional learning needs so that appropriate strategies can be put in place. All staff members have due regard to general duties to promote disability equality. The school strives to deliver an appropriate curriculum to:

- Provide suitable learning challenges.
- Meet diverse learning needs.
- Remove barriers to assessment, learning and progress.

Objectives Provision for students with SEN is a whole school responsibility. In line with the new Code of Practice, the school will make every effort to:

- Offer all students with SEN access to a broad, balanced and appropriate mainstream curriculum that sets high expectations for every student whatever their prior attainment.
- Provide for the individual needs of all students with SEN and ensure their progress in mainstream education, alongside students who do not have SEN, in order to maximize their achievement.
- Meet the learning needs of students with SEN within inclusive mainstream classes to maximise opportunities for them to make good progress.
- Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education.
- Work in partnership with parents to enable them to make an active, empowered and informed contribution to the education of their child.
- Designate a teacher responsible for the coordinating of SEN provision i.e. Head of Learning Support.
- Identify, assess, address and regularly review students' additional learning needs and the suitability of current provision.

Your SEN policy and information report should also set out the vision, values and broader aims of the school's arrangements for pupils with SEN and disabilities. You should expand this section to explain what the school's efforts to achieve the best outcomes for pupils with SEN and disabilities look like in practice.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN 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.

4. Roles and responsibilities

4.1 The SENCO

Special schools can delete/amend this section as applicable.

The SENCO is Sinead McDonald. She can be contacted on 01823 412396.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
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- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

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 pupil 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.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

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

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- 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 pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEN

Teachers are 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 pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- ILI
 - Grow
 - Spelling Detectives
 - Homework Club
- ELSA
 - 1:1 Mentoring
- Going 4 Gold (G4G)
- Sensory Group
 - Sensory Room
- Trained Therapy Dog
- Social Skills Groups
 - C2 Club
 - Games Club
 - Respect
- Forest School
- Nurture Group/Breakfast Club

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, reading pens etc.
- Site wide access for all visually and physically impaired students including hoists, evac chairs, lifts and visual aids.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have 12 full time teaching assistants, five part time teaching assistants and two apprentices who are trained to deliver interventions that are listed above.

Teaching assistants will support pupils on a 1:1 basis and small groups when required.

We work with the following agencies to provide support for pupils with SEN:

- Hearing Support
- Visual Support
- Educational Psychology
- PFSA
- CAMHS
- GetSet
- Social Services
- TDPC
- Somerset Project
- Equus
- Conquest

5.9 Expertise and training of staff

Our SENCO has 15 years' experience working in SEN and has worked as a Teacher in Charge of a Pupil Referral Unit.

They are allocated 37.5 hours a week to manage SEN provision.

We have a team of 17 teaching assistants, including 5 part time and two apprentices. We have one higher level teaching assistants (HLTAs) who is trained to deliver SEN provision.

In the last academic year, staff have been trained in Dyslexia Friendly Classroom, Autism Friendly Classroom, 5 Point Scale in partnership with the Cedar Centre staff, SEMH Friendly Staff, Sensory Awareness, Evac Chair Training and Personal Care Training.

5.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after the intervention has been completed
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with statements of SEN or EHC plans

5.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

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

All pupils are encouraged to go on our residential trip(s) to Pinkery and all off-site trips.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.12 Support for improving emotional and social development

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

- Pupils with SEN are encouraged to be part of C2 Club, Games Club and all Sports Clubs to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.

5.13 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

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

5.14 Contact details of support services for parents of pupils with SEN

[Link to Somerset Choices.](#)

5.15 Contact details for raising concerns

[Head's PA??](#)

5.16 The local authority local offer

Our local authority's local offer is published here: [Link to Somerset Choices](#)

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- *Delete those that are not relevant and add others specific to your school*