



Heathside School

Special Educational Needs Policy

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| Staff Member with Responsibility: | Mrs A Shakespeare, Vice Principal |
| Reviewed by: | Local Advisory Board |
| Reviewed Date: | Spring 2018 |
| Next Review Due: | Spring 2021 |

1: Introduction

Heathside is an inclusive school. The school believes in the potential for learning of all our students and aims to meet the needs of the entire range of learning needs by ensuring that students are given equal opportunities in every aspect of school life. Inclusion is a process by which the school develops its cultures, policies and practices to include students so that they can achieve their full learning potential. We encourage all our students to develop as independent and co-operative learners. Through developing students' personal and social skills, we hope to prepare them as confident and motivate people, ready for adult life.

The policy was created in consultation with the Principal, the SEND Advisor, Local Advisory Board, SENCo, representative Staff and Parents. It reflects guidance set out in the Special Educational Needs and Disability Code of Practice 0-25 Years (July 2014).

This Policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 Years (July 2014) (COP) section 3.65 and has been written with reference to the following related guidance and documents:

- Equality Act 2010: Advice for Schools DfE (Department for Education) Feb 2013
- Schools SEN Information Report Regulations (2014) (see 14 questions which follows the model devised by the SE7 Pathfinder)
- Surrey Guidance on Supporting Pupils At School with Medical Conditions January 2016
- Keeping children safe in education, DfE 2016
- Teachers Standards 2012
- The Children and Families Act 2014. Section 21

This policy is based on the following principles:

- All students are achieving as much as they can, and deriving maximum benefit according to their individual needs from what the school provides

- Students with additional needs will include those with a Statement of Special Educational Needs and other students who may have learning difficulties, physical and sensory impairment, social, emotional and behavioural difficulties
- There is a whole school approach to Special Educational Needs and Disabilities and it is seen as the responsibility of all staff
- All students identified as having Special Educational Needs and Disabilities (SEND) should have full access to an entitlement curriculum which is broad, balanced, relevant and differentiated and which provides them with equal opportunity, continuity and enables maximum progress
- All students with SEND should be fully integrated into the educational and social life of the school
- Meeting the Special Educational Needs of students will be a three way partnership between the student and their parents/carers and the school. Where appropriate, external services will also be involved.

Consideration has also been given to SEN Legislation, Equality Legislation and the United Nations Charter on the rights of the child.

Definition of Special Educational Needs and Disabilities (SEND)

At Heathside the definition for Special Educational Needs and Disabilities is taken from the SEND Code of Practice (2014). This states:

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others (nationally) of the same age**. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.*

Definition of Disability

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’

2: Aims of the SEND provision

At Heathside School, all students, regardless of their particular needs are provided with inclusive teaching which will enable them to make the best possible progress and, in school, feel that they are a valued member of the wider community. We aim to ensure that:

- All students with SEND will meet or exceed the high expectations for them based on their age and starting points
- We will use our best endeavours to give students with SEND the support they need
- Ambitious educational and wider objectives will be set for SEND students
- All students, including those with SEND, become confident individuals who will be able to make a successful transition to the next phase of their educational journey and into adulthood

Objectives

1. To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND students
2. To develop effective whole school provision management of universal targets and specialist support for SEND students and to ensure that the process places the child and his/her parents at the centre

3. To deliver a programme of training and support for all staff working with SEND students which develops our practice within the guidelines set out in the SEND Code of Practice (July 2014)

3: Roles and Responsibilities

Special Educational Needs Co-ordinator (SENCo)

The SENCo has day-to-day responsibility for the operation of the policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have Statements or Education Health Care plans. Part of the role of the SENCo is to co-ordinate arrangements with the Class Teacher/Tutor/Head of Learning regarding those students with SEND.

Other staff in school who support students (see Appendix 3 for further details)

- Assistant SENCo
- SENCo Advisor
- Designated members of staff with specific safeguarding responsibilities
- Vice Principal with oversight of SEND and Pupil Premium funding
- Heads of Learning for each year group are responsible for managing the school's responsibility for meeting the medical needs of students
- Art Therapist
- Mental Health and Well being Lead
- Home School Link Worker
- Higher Level Teaching Assistants
- Emotional Literacy Support Assistant (ELSA)

There are Teaching Assistants who also support students with additional needs.

4: Identification of Needs

The Code of Practice identifies four areas of need which are defined as follows:

4.1 Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some, or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with Autistic Spectrum Condition (ASC), including Asperger's Syndrome and Autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

4.2.1 Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs. Moderate learning difficulties (MLD) and severe learning difficulties (SLD) may result in children needing support in all areas of the curriculum and may be associated with difficulties with mobility and communication. Profound and multiple learning difficulties (PMLD) describes children are likely to have severe and complex learning difficulties as well as physical disability or sensory impairment. Specific learning difficulties (SpLD), affects one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

4.2.2 Social, Emotional and Mental Health

Children and young people may experience wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

At Heathside School we have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other students.

4.2.3 Sensory and/or Physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities general provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

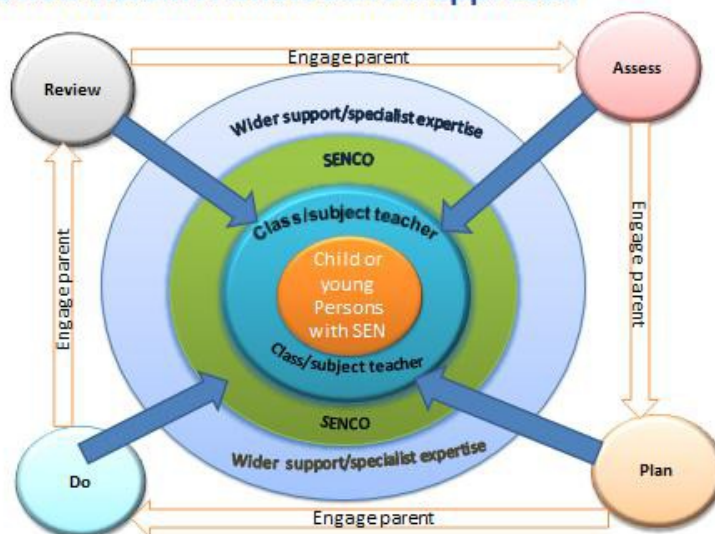
5: A Graduated Approach to SEN Support

This section explains the process followed to identify and manage pupils with SEND and Disabilities.

The following criteria informs our placing of a student on the SEND Register:

The New Vision: A Whole School Approach

The new vision: A whole school approach



Quality First Teaching is high quality teaching that is differentiated and personalised and will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to, or different from this. This is special educational provision under Section 21 of The Children and Families Act 2014.

The role of the class teacher/subject specialist teacher is to provide differentiated expectations for all students and good quality personalised teaching. A student has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from, or additional to, that normally available to students of the same age. Having high quality teaching normally available to the whole class means that fewer students require such support.

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from Teaching Assistants or Specialist Staff.

Class and subject teachers make regular assessments of progress for all students. If students are not making expected progress, the first response should be high quality teaching targeted at their area of weakness. Where progress then continues to be less than expected, the teacher, alongside the SENCo should assess whether the student has SEND. This will include listening to views of the parents and the student themselves.

The progress of all students, including those at risk of underachievement, is reviewed regularly by Curriculum Managers, Heads of Learning and the Senior Leadership Team.

INSET and training develop teachers' understanding to identify and support vulnerable pupils and their knowledge of SEND.

Decisions about educational provision

Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND. Slow progress and low attainment do not necessarily mean so either. Difficulties related solely to limitations in having English as an additional language are not SEND. To decide whether to make SEND provision, this involves the teacher and SENCo considering all of the information gathered from within the school about the student's progress, based on their age and starting points and against national data and expectations of progress.

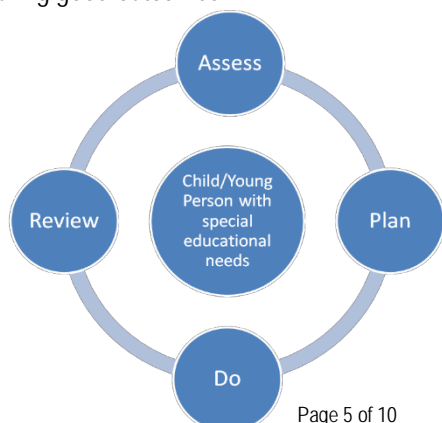
This will include:

- accurate formative assessment
- internal staff moderation of progress
- provision management outcomes and any specific assessments e.g. reading levels

Where students have higher levels of need, we work in partnership with other specialist professionals and agencies to assess and gain advice, strategies and support. These agencies may include Educational Psychologists, Learning Language Support and Autism Outreach etc.

6: Placing students on the Register

Where a student is identified as having SEND, we endeavour to remove barriers to learning and put effective special educational provision in place. This additional and different support follows a four-part-cycle shown below through which earlier decisions and actions are revisited with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes.



Assess

'In identifying a child as needing SEND support, the class or subject teacher working with the SENCo, should carry out a clear analysis of the pupil's needs' (6.45 Code Of Practice)

Heathside will ensure that we regularly assess all students' needs so that each student's progress and development is carefully tracked compared also to their peers and national expectations. We will listen to the views and experience of Parents/Carers and the student. In some cases, we will draw on the assessments and guidance from other education professionals e.g. an Educational Psychologist, Physical and Sensory Support and from Health and Social Services, where appropriate.

Plan

Where it is decided to provide a pupil with SEND support, the parents must be formally notified, although parents should have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCo should agree in consultation with the Parent and the student the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review' (Section 6.48 Code of Practice 2014).

Where SEND support is required at Heathside School, a plan will be put in place outlining the adjustments, interventions and support for the student, as well as the expected impact on progress and outcomes. All staff who work with the student will be made aware of the plan. Parents will be asked to share in the monitoring of progress through any home learning.

Do

The class or subject teacher should remain responsible for working with the student on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the student. They should work closely with any Teaching Assistant (TA) or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCo should support the class or subject teacher in the further assessment of the student's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support (Section 6.52 Code of Practice).

The subject teacher is responsible for working with the student during timetabled lessons. She/he will also liaise closely with or specialist staff who provide support set out in the plan and monitor the progress being made. The SENCo will provide support, guidance and advice for the teacher.

Review:

The effectiveness of the support and interventions and their impact on the student's progress should be reviewed in line with the agreed date (Section 6.53 Code of Practice 2014).

The plan, including the impact of the support and interventions will be reviewed by the teacher, SENCo, parent/carer or the student. This will inform any planning of next steps for a further period or, where successful, the removal of the student from SEND support.

For students with an Education and Health Care Plan (EHCP), the Local Authority must review the plan at least annually.

7: Additional Support

There are a range of ways in which arrangements may be made for a student. The Code of Practice states that there is a move away from reliance and expectation that this will always be through a Teaching Assistant.

SEND support can take many forms. This could include:

- a special learning programme for a child or young person e.g. reading groups, literacy intervention

- extra help from a Teacher or a Teaching Assistant
- making or changing materials and equipment
- working with the child or young person in a small group
- observing the child or young person in class or at break and keeping records
- provision of break/lunch/homework clubs
- helping the child or young person to take part in the class activities
- making sure that the child or young person has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with the child or young person, or socialise with them at break time
- supporting the child or young person with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

For more information on this, please see 'SEN and Disability – A Guide for Parents and Carers August 2014'

8: Managing the needs of Pupils on the SEND Register

To meet the needs of students on SEND Support, it is important to reinforce that each student is an individual and will have a programme to meet his/her needs. The process will need to be adapted for each child or young person but key information is as follows:

- All interventions are recorded and tracked so that impact can be measured. These are time limited and reviewed, so they may be withdrawn or continued, depending on progress made
- If it is decided that we cannot meet the needs of students from the school's resources and have to request additional funding from the LA and/or an assessment for an EHCP, we will follow the Surrey Guidance
- We work closely with additional, specialist services when we need further advice or support. Parents/Carers are consulted and included when specialist services are used
- The Learning Support Department, including the SENCo, regularly review and update the SEND Register
- Students may join or leave the Register at any time; if their needs can be met within the classroom and interventions are no longer required, they may be taken off, or, if they require something additional to or different from, then they may be added to the Register.

9: Supporting Parents/Carers and Young People

Parents/Carers and young people can find information and gain support from various sources. These may include:

- The SEN Information Report (14 questions)
- Surrey's Local Offer which includes other agencies who provide a service
- Access arrangements for exams. Assessments are carried out by trained staff in the Learning Support Department, overseen by the SENCo and the Examinations Officer
- Transition arrangements between Key Stage 3 and 4. These include assemblies and evenings for Parents with regard to options. We have a Post-16 Programme in place, including Enrichment Day to focus on College applications and mock interviews, as well as visits from Colleges during assembly slots and target work in Tutor times. Year 6 students are all invited to an Induction Day in the summer term and the SENCo attends the Annual Reviews of Year 6 students with an EHCP wherever possible. Class teachers pass on information on all students which includes any who may have been on, are on, or may need to go on to the SEND Register at any point
- Students with medical conditions are offered appropriate support and may have an Individual Healthcare Plan (IHP). Further information can be found in the 'Medical Conditions and Administration of Medicines Policy' which is available

on the School's website. Some children with medical conditions may be disabled and, where this is the case, the School will comply with its duties under the Equality Act 2010.

- Students with SEND may have a Statement, or Education Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision.

10: Involving parents, families, children and young people

Parents/Carers will be involved in meeting with the subject teachers/tutor at Parents' evening to set targets and review the progress made by their child. Those who wish to discuss SEND provision specifically can contact the SENCo at any time. Students with an EHCP will always be involved in the process of annual target setting and any targets will be written in child friendly language.

Parents can obtain a copy of our policy in a number of ways

- Via the School Website, under the policies section
- By requesting a hard copy from the School Office

The policy can also be made available in a different format e.g. enlarged font.

11: Monitoring and Evaluation of SEND

We regularly monitor and evaluate the quality of provision we offer all students and this informs future developments and improvements.

This includes:

- The SEND Advisor visits, meets with the SENCo and monitors the provision for and progress of SEND students
- Monitoring and review of SEND funding is carried out by the School Business Manager
- SEND is kept under regular review through the Local Advisory Board (LAB)
- SEND forms part of both departmental and whole school self-evaluation
- SEND is covered as part of the School Development Plan priorities
- The SENCo develops best practice e.g. through SENCo networks and local partnerships

12: Training and Development

The school ensures that all staff keep up to date with developments in teaching and provision to meet the needs of pupils with SEND.

Aspects may include:

- All staff are given information and strategies as to how to support individual students
- Relevant training is given on INSET days
- Individual staff have developed specialist areas e.g. we have two teaching assistants trained in the ELKLAN training. We use Hearing Impairment and Visual Impairment external services.
- Induction sessions are led by the SENCo for new teaching staff in school in relation to SEN policy and practice.
- Induction sessions are led for new Teaching Assistants in school.
- The SENCo's own professional development e.g. attendance at SENCo networks, courses, conferences and specialist knowledge and experience in addition to the Mandatory SENCo Award Qualification from Roehampton University.

13: Storing and Managing Information

- Confidential SEND documents and information are stored in locked cabinets within the Learning Support Department
- Student files are kept until the child reaches the age of 25 then they are destroyed.
- All information regarding disciplinary or health matters will be removed from the student's file 6 years after leaving school.

14: Complaints

Should parents/carers or students be dissatisfied with the support provided they should discuss their concerns directly with the school. If this does not resolve the issue, they may make a formal complaint via the school's complaints procedure. The relevant policy and procedure is available from the school website.

Appendices

Appendix 1: Key Documentation

The following documents have informed this guidance which may be helpful:

- Special Educational Needs and Disability Code of Practice 0-25 years
<https://www.gov.uk/government/publication/send-code-of-practice-0-to-25>
- Special Educational Needs and Disability: A Guide for Parents and Carers
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>
- Supporting Pupils at School with Medical Conditions
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- Keeping Children Safe in Education
<https://www.gov.uk/government/publications/keeping-children-safe-in-education>
- Surrey SEND 14 Toolkit for Pathways and EHC Plans
- Surrey Provision Management Tool:
- Equality Act 2010
- Surrey Local Welfare Website

Appendix 2: Glossary

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| ADD | Attention Deficit Disorder |
| ADHD | Attention Deficit Hyperactive Disorder |
| ASC | Autistic Spectrum Condition |
| ELSA | Emotional Literacy Support Assistant |
| HI | Hearing Impairment |
| MLD | Moderate Learning Difficulties |
| MSI | Multi-Sensory Impairment |
| PD | Physical Disability |
| PMLD | Profound and Multiple Learning Difficulties |
| SEN | Special Educational Needs |
| SEND | Special Educational Needs and Disabilities |
| SENCo | Special Educational Needs Coordinator |
| SLD | Severe learning Difficulties |
| SpLD | Specific Learning Difficulties |
| TA | Teaching Assistant |
| VI | Vision Impairment |

Appendix 3: Staff roles and responsibilities

- SENCo: Ms H White
- Assistant SENCo : Mrs L McDougall
- SENCo Advisor: Mrs M Carter
- Designated members of staff with specific safeguarding responsibilities: Ms A Shakespeare, Vice Principal, Miss H Balson, Assistant Principal, Mr S Schofield, Assistant Principal, Ms E Gatrell, Head of Learning Year 9, Ms R Atkinson, Home School Link Worker
- Member of staff responsible for managing Pupil Premium funding: Ms A Shakespeare, Vice Principal
- Heads of Learning for each year group are responsible for managing the school's responsibility for meeting the medical needs of students
- Higher Level Teaching assistants: Mrs S Phillips; Mrs S Glover; Mrs A Dhanda
- Emotional Literacy Support Assistant (ELSA): Mrs C Durrant
- Wellbeing Lead: Ms J Brinson
- Home School Link Worker: Miss R Atkinson