



HEATHFIELD SCHOOL

Special Educational Needs and Disability (SEND) Policy

Policy Area:	Academic
Relevant Statutory Regulations:	ISSR Part 1 Equality Act 2010 SEND Code of Practice 2015, updated 2020
Key Contact Personnel in School	
Nominated Member of Leadership Staff Responsible for the policy:	Deputy Head (Academic)
Version:	2023.01
Date updated:	6 January 2023
Date of next review:	1 September 2023

This policy will be reviewed at least annually, and/or following any concerns and/or updates to national and local guidance or procedures.

Policy Statement

This document sets out the aims of Heathfield School (“the School”), principles, strategy and methodology for delivering Learning Support throughout the School. It should be read in conjunction with the School’s policies on Equal Opportunities, Admissions and Overseas Pupil Admissions and EFL/EAL (English as a Foreign/ Additional Language).

The School honours the intent of the Equality Act 2010 and abides by the SEND Code of Practice 2015, whose major difference was to include pupils with a disability, as well as those with a special educational need.

Aims

Heathfield School aims to provide a supportive and stimulating environment in which every pupil is able to achieve her maximum potential. A pupil is deemed to have special educational needs (SEN) when their learning, emotional, behavioural or physical needs are significantly different from those of most pupils of the same age at a given time and special education provision needs to be made for them. Identification is achieved through standardised tests carried out by qualified SpLD (Specific Learning Difficulties) staff.

The Equality Act 2010 defines disability as a “physical or mental impairment which has a substantial and long-term adverse effect on someone’s ability to carry out normal day to day activities”.

The School ensures that pupils with SEN or a disability (SEND) have full access to a broad, balanced and appropriate education, together with the support they require to achieve this. It may

also extend its support to pupils who might benefit from a programme of individual specialist teaching, regardless of whether they have SEND needs.

Principles

The School strives at all times:

- To accommodate the different ways in which children learn, using a wide variety of activities and teaching styles;
- To identify additional needs as early as possible so that it can put support in place;
- To encourage a “whole-school” approach to the provision of support for pupils with specific needs as support for SEND is every adult’s responsibility;
- To ensure that there is no discrimination against pupils with physical, sensory or learning disabilities, including in pre-admission tests at all levels;
- To foster an atmosphere of tolerance and understanding, together with high expectations regardless of the educational need.

Strategy

The School uses high-quality teaching, differentiated for individual pupils, to meet the needs of pupils with specific learning difficulties. It draws on the four-stage graduated approach:

- **Assess:** Collect accurate information about every pupil’s attainments before entering the school (or as soon as the pupil enters the School, where no prior testing has been performed), through standardised testing, providing identification of any pupils with learning difficulties and determine how the School can best support them.
- **Plan:** Put additional processes and resources in place to help those with specific learning difficulties progress more rapidly and effectively.
- **Do:** Work closely with individual pupils and staff, creatively adapt classroom teaching practices to deliver first-class teaching and seek expert advice, where appropriate, keeping parents fully informed.
- **Review:** Monitor each pupil’s progress and support arrangements on a regular basis, revise the arrangements and consult her parents, as necessary.

Methodology

The School has a dedicated Learning Support Department, called Spectrum, tailored for individual and small-group teaching. The Special Educational Needs and Disabilities Coordinator (SENDCo) is head of the department and is assisted by qualified staff trained in SPLD, supporting in dyslexia and dyscalculia. The SENDCo has arranged whole school training in January 2023 for all teaching and boarding staff on working with pupils diagnosed with autistic spectrum disorder (ASD) or similar.

The SENDCo works closely with all the staff members, as well as the School medical team, to evaluate pupils and identify the best course of action. The SENDCo also keeps all relevant staff updated on the welfare and development of girls who are receiving support from Spectrum.

Spectrum tests all First to Fourth form pupils early in the academic year to measure their literacy and maths skills. The School also tests pupils regularly to monitor their progress. In addition, Spectrum conducts detailed assessments, where appropriate, and provides access to outside agencies, such as educational psychologists, when requested. Any information and/or data is held securely by the School until the age of 25 years in accordance with the 2015 Code of Practice, thereby providing an opportunity to call on such information at a later date if required.

All academic staff can refer to Spectrum any pupil whom they believe may have any learning

difficulty or need. Pupils can also refer themselves for further assessment, subject to prior parental authorisation.

The SENDCo provides staff with a list of pupils who require additional support each term. The SENDCo also offers guidance on effective in-class differentiation and flexible teaching to help cater for the learning styles, strengths and weaknesses of individual pupils. Spectrum creates personalised profiles focused on providing targets, as well as outcomes for all pupils diagnosed with a specific learning difficulty. These profiles, kept securely within the department, are regularly updated and can be made available to all staff. They are also discussed with the pupils concerned and their parents.

All staff (academic, pastoral and medical) are required to familiarise themselves with the School's SEND policy, including their own roles in implementing the policy. The SENDCo is responsible for updating the policy and disseminating any changes on a yearly basis. Such policies are available on the School website along with the SEND Information Report.

Spectrum complements and supports subject teaching. However, pupils are encouraged to attend the appropriate clinics for the subjects in which they need support.

The SENDCo liaises with the Examinations and Data Officer to ensure that all Exam Access Arrangements are appropriate and up-to-date. The SENDCo coordinates communication on Exam Access Arrangements between children, their parents, the Examinations and Data Officer and any other relevant parties.

Spectrum keeps parents with a child who has learning difficulties fully abreast of their child's progress by phone or email. This is in addition to the whole-school reporting process.

A record of all interventions is kept on the School database and is updated at the start of the academic year or when any changes may occur.

The School charges all parents whose daughters receive a programme of specialist teaching. It also charges for any detailed in-house assessments outside normal Spectrum lessons, but parental permission is always sought first. These charges are added to the termly invoice.

Related Policies

- Admissions Policy
- Equal Opportunities Policy
- Overseas Pupil Admissions and EFL EAL (English as a Foreign Additional Language) Policy
- Spectrum Laptop Computer Policy