



HEATHFIELD SCHOOL

Special Educational Needs and Disability (SEND) Policy

Policy Area:	Academic
Relevant Statutory Regulations:	ISSR Part 1 Equality Act 2010 Children and Families Act 2014 Disability Discrimination Order 2006 Disability Discrimination Act 2002 SEND Code of Practice 2015, updated 2020
Key Contact Personnel in School	
Nominated Member of Leadership Staff Responsible for the policy:	Deputy Head (Academic)
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This policy will be reviewed at least annually, and/or following any concerns and/or updates to national and local guidance or procedures.

Introduction

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.

Throughout the policy the Special Educational Needs and Disabilities Coordinator will be referred to as SENCo.

Aims

The School aims to provide a supportive and stimulating environment in which every pupil can achieve their 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. The vast majority of students with

SEN are typically identified in their previous educational settings; however, the Learning Support department also draws on a range of information to determine the most effective support strategies.

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.

Statutory Guidance

Since 1 September 2014, the provisions in the Children and Families Act 2014, its associated regulations and the SEND Code of Practice have been in force. DDO 2006:

- makes it unlawful for education providers to discriminate against pupils and adult learners with disabilities; and
- makes sure people with disabilities are not disadvantaged in comparison to people with no disabilities.

Definition

Special Educational Needs and Disabilities: The legislative framework for the SEND system is underpinned by the principles set out in Clause 19 of the Children and Families Act 2014 and the Equality Act 2010:

(1.8) 'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them'.

A child or a young person has a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child or a young person has special educational needs if they fall within the definition of (a) or (b), Clause 20, Children and Families Act 2014. A pupil must satisfy the definition of disability, as described in Part 6 of that Act.

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”.

In an educational setting, impairment may have a substantial or long-term adverse effect on ability to carry out normal day-to-day activities.

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 SEN. It uses a four-stage graduated approach:

- **Assess:** Collect accurate information about every pupil's attainments and needs before entering the School (or as soon as the pupil enters the School, where no prior testing has been performed). Use all collected information to identify 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.

SEND Provision

The School has a dedicated Learning Support Department which is lead by the SENCo and has two dedicated SEN tutors and a specialist EAL tutor. (Please refer to the EAL policy for more information).

All staff (academic, pastoral and medical) are required to familiarise themselves with the School's SEND policy and any associated Individual learning plans. All staff need to be aware of their responsibility in implementing the policy.

SEND Support

Pupils who are identified as needing additional support will have an ILP (Individual Learning Plan) which is available to all staff and reviewed on a regular basis. This provides strategies and suggestions for specific interventions that can be used in the classroom. Some students may require 1:1 intervention through Learning support. Outside agencies may be consulted if needed.

In deciding whether to make special educational provision, the teacher and Head of Learning Support should consider all of the information gathered from within the School about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials (Special educational provision in schools, SEND Code of Practice, 6.38).

Educational settings under the Equality Act 2010 will make reasonable adjustments for disabled children and young people to help alleviate any substantial disadvantage they experience because of their disability, and will not discriminate against or harass them. The School involves the pupil and their parents as fully as possible in the decisions that affect them.

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.

Education, health and Care Plans

Prior to joining the School, some pupils may have been issued with an Education, Health and Care Plan (EHCP). An EHCP facilitates access to additional resources when a pupil's needs exceed those that can be met through standard differentiation and the School's regular Learning Support provision. It sets out a detailed and specific educational, health, and care prescription based on a comprehensive assessment of the pupil's individual needs.

Depending on the nature and severity of the pupil's disability, an EHCP may include an individual budget allocated by the Local Authority. This provision can remain in place from birth until the young person reaches the age of twenty-five.

EHCPs are subject to an annual review, which is conducted by the School's Special Educational Needs Coordinator (SENCo) in collaboration with the Local Authority. The purpose of the review is to monitor the pupil's progress, ensure that the provision remains appropriate, and make any necessary adjustments.

If necessary the Local Authority may need to amend the plan to reflect evolving needs.

Either the School or a parent/carer has the right to request a statutory assessment for an EHCP from the Local Authority if they believe a pupil's needs cannot be met through existing support arrangements

Identification of Needs

The School recognises that early identification of Special Educational Needs and Disabilities (SEND), where appropriate, is critical to achieving the best possible outcomes for our pupils. Identification is informed by a combination of high-quality summative and formative assessments, professional observations by teaching staff, and feedback or concerns raised by parents or carers.

All pupils undertake baseline testing on entry and are reviewed on a regular basis.

In certain cases, additional evidence may be sought from external specialists. In such instances, it is considered best practice for the selection of any professional assessor to be made in consultation with, and with the mutual agreement of, both the School and the parent or guardian.

Referrals

There is a clear process in place that is followed if there is a concern about a pupil. A parent can also raise a concern and a pupil can ask for more support if they feel it is needed. These are reviewed by the SENCo

The SENCo reviews each year group, throughout the year, with the Head of Year, and there are close links with the Pastoral Care delivered from Heads of Year and Form Tutors. A collaborative and joint approach ensures that the most successful outcomes are possible.

The SENCo 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 SENCo also keeps all relevant staff updated on the welfare and development of pupils who are receiving support from Learning Support.

Teaching Staff Responsibilities

All members of teaching staff have a responsibility to ensure that each pupil is given as many opportunities as possible to fulfil their potential within the normal classroom environment. Subject teachers are expected to be aware of the learning support needs of the pupils whom they teach and to use the guidelines provided. They are expected to address the learning support needs of the pupils in their lessons, and to recognise when a greater degree of intervention is appropriate to enable pupils to learn effectively. Subject Staff and Form Tutors are also required to monitor and review the progress of pupils towards their individual targets. The curriculum is adapted to be more accessible for pupils with SEND and reasonable adjustments, where appropriate, are subsequently made.

The SENCo provides teaching staff with a list of pupils who require additional support each term. The SENCo also offers guidance on effective in-class differentiation and flexible teaching to help cater for the needs of the students.

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.

Pupil Responsibilities

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

Special Examination Arrangements

To qualify for Access Arrangements (e.g. extra time, word processing, rest breaks, prompters, readers, etc.) there must be a clear justification based upon:

- a history of need
- a history of provision, supported by teacher feedback
- current testing which supports the original diagnostic report/needs
- evidence of normal working practice

For external examinations, the School follows the Joint Council for Qualifications ("JCQ") regulations. In some cases, a referral will be made to an Educational Psychologist for a more detailed confirmation of any learning difficulties. The SENCo is responsible for collating evidence and registering pupils' access arrangements online ("AAO") and a record of pupils registered for access arrangements is kept securely.

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

Pastoral Care

The Learning Support Department is committed to contributing to the overall well-being of the pupils and liaises with the School's pastoral staff where there is an area of concern. A wide range and degree of mental health problems might require special provision.

The School identifies clear processes to consider how it will support pupils who are finding school life challenging and manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The School offers pastoral support, which includes access to counselling sessions, to help its pupils with social, mental and emotional health difficulties.

Partnership with Parents

Parents play a crucial role in the identification and ongoing support of pupils with Special Educational Needs and Disabilities (SEND). The School is committed to working in close partnership with parents throughout the process of screening, formal assessment, target-setting, progress monitoring, and review. The SENCo regularly attends parents' evenings and is available throughout the year to discuss any matters related to SEND provision.

The Learning Support Department ensures that parents of pupils with learning difficulties are kept fully informed of their child's progress through regular communication via phone or email, in addition to the whole-school reporting framework.

Parents whose daughters receive a specialist teaching programme are subject to an additional charge. Charges also apply for any detailed in-house assessments conducted outside of the normal Learning Support provision. In all cases, parental consent is obtained in advance. These charges are included in the termly invoice.

Outside Agencies

The School works closely with external Educational Psychologists and Clinical Psychologists to whom parents may refer their child for assessments. Relationships have also been established with other Educational Psychologists, Speech and Language and Occupational Therapists.

Related Policies

- Admissions Policy
- Equal Opportunities Policy
- Equality, Diversity and Inclusion Policy
- Learning Support Laptop Computer Policy
- Overseas Pupil Admissions and EFL EAL (English as a Foreign Additional Language) Policy