



SEND Policy

Heathfield Schools' Partnership

This policy is written in line with the requirements of:-

- Part 3 of the Children and Families Act 2014
- SEND Code of Practice: 0 – 25 Years 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010

This policy should also be read in conjunction with the following policies and documents:

- School Local Offer
- Behaviour Policy
- Assessment Policy
- Equalities Policy
- Safeguarding Policy
- Complaints Policy
- Accessibility Plan
- Administration of Medication Policy

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The Special Educational Needs Code of Practice 2014 states that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age 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 which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

High quality teaching that is differentiated and personalised 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. Special educational provision is underpinned by high quality teaching and is compromised by anything less.

1. Special Educational Need and Disabilities provision at Heathfield Schools' Partnership

Heathfield Nursery and Infant School is a mainstream setting.

Heathfield Junior School is a mainstream setting and has an attached 4 place SEMH Provision.

The Partnership also has an attached 18 place ASC Provision for children from Early Years, Key Stage 1 and Key Stage 2.

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

We have high expectations of our children with SEND and work in partnership with families to ensure that they achieve their very best. We provide appropriate support to include children with SEND in all aspects of school life, giving them every opportunity to succeed. This involves a range of interventions to support children experiencing difficulties such as maths, English, processing, memory, social skills and social emotional and mental health difficulties. Additional support is delivered by a dedicated team of experienced SEND Teachers and Teaching Assistants, and trained volunteers. We also involve outside agencies and welcome conversations with parents about their child's difficulties or the support they are receiving. The school currently meets the needs of pupils with SEND within all four categories of need (Cognition and Learning; Communication and Interaction; Social, Emotional and Mental Health; Sensory and/or Physical)

Decisions on the admission of pupils with an Education, Health and Care Plan are made by the Local Authority, in consultation with the school.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

2. Identification and assessment of pupils with SEND

At Heathfield Schools' Partnership, the class teachers monitor the progress of all pupils regularly to review their progress. We also use a range of assessments with all the pupils at various times including:

- Year 1 phonics screening
- Year 2 and Year 6 SATs
- HAST Spelling assessments
- New Salford Single Word Reading Test

The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This is often put in place, even if a special educational need has not been identified. This extra support is intended to enable the pupil to catch up or make expected progress. Examples of extra support include:

- Additional Teaching Assistant support in class
- Additional phonic interventions for individuals and in small groups
- Additional maths support for individuals and in small groups
- Specialist SEND teaching
- Access to our sensory room
- Emotional Literacy Support
- Specialist intervention groups supported by the Educational Psychology Service
- Play or art therapy sessions on a small group or one to one basis
- Support to attend extracurricular activities

Despite high quality targeted teaching some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, strengths and weaknesses are identified and an SEN Support Plan (SSP) is created. Once a child is receiving SEN support, a four-part cycle (assess, plan, do, review) is implemented. Through this cycle, actions are reviewed and refined as understanding of a pupil's needs increases. This is known as the graduated approach.

At times it may be necessary to consult with external agencies to receive more specialised expertise and this includes:

- Educational Psychology Service
- Social Care teams
- Speech and Language Therapy
- Occupational Therapy
- Education Inclusion Support Service
- Physiotherapy Service
- Medical Professionals including school nurse
- CAMHS (Child and Adolescent Mental Health Service)
- Creative Therapists (Art and Play Therapy)
- Family Support
- Heathfield Children's Centre
- Early Years SEN Team
- Educational Service for Sensory Impairment

If the pupil makes good progress using this additional and different intervention but would not be able to maintain this good progress without it, we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

The school regularly reviews the impact of this additional support by:

- Liaison/consultation with parents
- Discussion with other relevant professionals
- Monitoring and tracking pupil progress using formal and informal assessments
- SSP reviews/Annual Review meetings.

At Heathfield Schools' Partnership we believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions. Parents are able to share their views and discuss their child's progress at regular meetings with the class teacher, Inclusion Manager and others. If the child has an identified special educational need, parents are invited to regular meetings with the class teacher and Inclusion Manager to discuss current progress, support strategies being used and expected outcomes. If the child has an Education, Health and Care plan (EHCP) you and your child will also be able to share your views at the Annual Review meeting.

3. Pupil Progress

Every pupil in the school has their progress tracked regularly. In addition to this, pupils with special educational needs will have more frequent and detailed assessments to inform targets and to measure small steps of progress. Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents and class/subject teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made.

The SEND Code of Practice (2014) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Which allows the attainment gap to close between the pupil and children of the same age.

For pupils with an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made. For those children in the Early Years the Education, Health and Care Plan will be reviewed bi-annually.

4. Teaching pupils with SEND

'Special educational provision is underpinned by high quality teaching and is compromised by anything less.' (SEND CoP, 2014)

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. (CoP 6.37).

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children/young people. Some children/young people need educational provision that is additional to or different from this. This is special educational provision.

In meeting the requirements of The National Curriculum Framework/Statutory Framework for the Early Years Foundation Stage the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one support / mentoring, small group teaching, use of ICT software learning packages. These are often delivered by additional staff under the close direction of teachers employed through the funding provided to the school. This is known as 'notional SEND funding'. The class/subject teacher will remain responsible for working with the pupil on a daily basis.

Medical Conditions

We have a duty to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs and/or disability, their provision will be planned and delivered in a co-ordinated way with the healthcare plan. We will have regard to the statutory guidance supporting pupils at school with medical conditions.

The school has Welfare Assistant Support for pupils with medical conditions and the Welfare Assistants work with the Inclusion Team and liaise with the parents and medical professionals. This includes the administration of medication, in school monitoring of medical resources (e.g. inhalers, diabetes pumps), checking that medication is correctly labelled and in date, recording any medical interventions and assisting with personal care routines. If a Health Care Plan is required, the Inclusion Manager and Welfare Assistants liaise with the parents, School Nurse and any specialist medical professionals to ensure that the Health Care Plan is followed. This includes regular reviews and updates as required.

Pastoral

The Class Teacher and Teaching Assistants have initial responsibility for the pastoral care of pupils and this is supported by the Inclusion Manager, Welfare Assistants and Emotional Literacy Support Assistants. In addition the school liaises with Family Support Workers, School Nurse, School Welfare Officers, Social Care Teams and other relevant professionals. The school will also offer advice to parents on available support across the Local Authority.

The school encourages good attendance at school for all pupils and works to support parents if there are difficulties or issues. Our dedicated Family Liaison Worker supports pupils and their families to improve their attendance.

Behaviour

The school works with parents to support pupils with their behaviour. The provision at Heathfield Schools' Partnership includes:

- School Behaviour Procedures
- Individual Initial Concern forms

- Behaviour Support Plans
- SEN Support Plans
- Liaison with other professionals (e.g. Educational Psychologist, Education Inclusion Support Service)

The school works with parents, families and other professionals to avoid exclusions and to ensure that all children attend school on a full time basis.

5. Adapting the curriculum and learning environment for pupils with SEND

At Heathfield Schools' Partnership we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

'All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.' (Code of Practice 6.12).

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the school, in consultation with the Governors have recently made the following improvements:

- Improved outdoor learning in Reception Unit and quads
- Improved visuals in the Assembly Hall
- Use of sensory areas
- New KS1 Group Rooms
- Dedicated ELSA (Emotional Literacy Support Assistant) room
- National Curriculum (2015)
- CPD for teaching and support staff – (see CPD records but includes Planning in the Moment, Zones of Regulation, Attachment, Anxiety, Working Memory, Fine and Gross Motor Skills)
- Creation of Person Centred Review space
- Improved Forest School area

6. Funding for additional support for pupils with SEND

Schools receive funding for SEND pupils. This funding is used to support and enhance high quality teaching in the school. It helps to ensure there are sufficient resources for pupils requiring special educational provision. The support offered is matched to needs of individual pupils with SEND and is evidenced based. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. In this case the school will request 'top up' funding from the Local Authority where the child or young person lives as part of an Education, Health and Care Plan. The Headteacher has the final say in the use of the SEND budget within the school.

7. Activities that are available for pupils with SEND (in addition to those available in accordance with the curriculum)

All clubs, trips and activities offered to pupils at Heathfield Schools' Partnership are available to pupils with special educational needs and/or disability. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers.

Extracurricular activities that are available to the pupils may change each term but can include:

- Breakfast and After School Clubs
- Art Clubs
- Football Club
- Dance
- Choir
- PTA events
- Bedtime Story evening
- Lunchtime games and activities
- Day trips and residential trips.

Children with SEND are able to access all of these activities and the school will make reasonable adjustments where needed. Parents will be fully involved in planning for any activities or trips if appropriate.

The school ensures that there are appropriate levels of staffing to support pupils during lunch times and breaks and at the beginning and end of the school day.

8. Support for improving the emotional and social development of pupils with SEND

At Heathfield Schools' Partnership we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and assemblies based around 'The Great Dream' (e.g. through PSHE lessons, Circle Time) and indirectly with every conversation adults have with pupils throughout the day.

For some pupils additional support can be provided through the following:

- Nurture Groups
- Emotional Literacy Support
- Play / Art Therapy
- Mentor time with a member of the Senior Leadership Team or identified member of staff
- External referral to CAMHS
- Time-out space for pupil to use when upset or agitated
- Individual reward systems
- SEN Support Plans
- Outreach work from the SEMH and ASC provisions
- Access to our sensory and 'safe' rooms
- Forest Schools
- 'Cool Connections' CBT group.

Pupils with emotional and social needs because of their special educational needs and/or disability will be supported to enable them to develop and mature appropriately.

When planning support the school will liaise closely with parents and carers and take their views into account. The school will also listen to pupils' views and use age related resources to help pupils express their views (e.g. visual resources, symbols, puppets, Social Stories, books, photographs etc.)

Children and young people with SEND are more likely to be the victims of bullying, so it is important to ensure that they report any behaviour that concerns them. When necessary, they will be provided with safe, supervised places that they can go to during social time.

Peer support systems are in place to address bullying behaviour, as well as raising awareness of SEND for everyone in the school community.

9. Inclusion Managers

The Inclusion Manager at Heathfield Nursery and Infant School is Ruth Levin, who is a qualified teacher and has many years of experience. Ruth is available on: 0208 894 4074.

The Inclusion Manager at Heathfield Junior School is Jessica Fisher, who is a qualified teacher and has completed and gained the National Award for SEN Coordination. Jessica is available on: 020 8894 3525.

10. The expertise and training of staff in relation to children and young people with SEND and how specialist expertise will be secured

All teachers and TAs have had the following a wide range of training including:

- Safeguarding and Child Protection
- ASC
- Working Memory
- Attachment
- Anxiety
- Zones of Regulation
- ADHD
- Social Thinking
- Lego Therapy
- Colourful Semantics
- Fine and Gross Motor Skills
- Mental Wellbeing

In addition, some teachers and support staff have received the following enhanced and specialist training:

- Training in specific medical conditions (e.g. Diabetes)
- Social Stories
- Makaton
- Early Years Inclusion Hub
- ELSA
- Forest Schools
- Supporting Challenging Behaviour
- SENCo Network meetings and Annual Conference
- TEAM TEACH (“safe handling”).

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are:

- Local special schools and provisions
- Educational Psychologist
- Speech and Language therapist
- Occupational therapist
- Physiotherapist
- Education Inclusion Support Service
- Emotional Health Service
- Educational Service for Sensory Impairment
- Teaching and Learning Advisors
- Specialist agencies (e.g. Autistic Society, NASEN, SENJIT)

11. How equipment and facilities to support children and young people with SEND will be secured

Specialist equipment and resources will be considered on an individual basis linked to specialist advice. The school has a wide range of specialist resources that can be used to support individuals and groups of pupils. These include:

- Alphasmarts for word processing
- Coloured overlays for reading
- 'Move and sit' cushions to support attention and focus
- Sensory resources such as weighted blankets and lap pads
- Individual work stations
- Kindles to support children with accessing texts
- Adapted furniture to support physical development.

12. The arrangements for consulting parents of children with SEND and young people and involving them in their education

All parents of pupils at Heathfield Schools' Partnership are invited to discuss the progress of their children each term and receive a written report once a year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. If improvements in progress are not seen we will contact parents to discuss the strategies and provision we will put in place to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to the planning and reviews of this provision. These meetings may be held at the usual parent consultation evenings.

Parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend a person-centred Annual Review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents. The pupil will be consulted about and involved in the review meeting and will produce their own report. This can take many different forms e.g. a video, PowerPoint presentation or poster.

13. The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school

The same arrangements for the treatment of complaints at Heathfield Schools' Partnership are used for complaints about provision made for special educational needs and/or disabilities. We encourage parents to discuss their concerns with the class teacher, Inclusion Manager or Headteacher to resolve the issue before making the complaint formal to the Chair of the Governing Body. (See the Complaints Policy on the school website)

14. How the governing body involves other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils

The governing body have engaged with the following:-

- A Service Level Agreement with Educational Psychology service with additional days bought in by the school to increase the number of children able to be seen by the EP
- Premium level membership to SPARK (the School Performance Alliance Richmond and Kingston)
- A Service Level Agreement with the Emotional Health Service bought in to provide additional emotional health support for pupils and their families e.g. parent workshops on Zones of Regulation and anxiety
- Access to local authority SLAs for Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupils with a need for direct therapy or advice
- Requests for additional support from the Education Inclusion Support Service
- Membership of professional networks for the Inclusion Managers e.g. NASEN, SENCO forum
- School Nurse
- Educational Service for Sensory Impairment
- Play Therapy Service and Art Therapy Service

15. The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

The Richmond-Kingston SEND Information, Advice and Support Service, managed by the national charity Kids, provides free, impartial, confidential advice and support on SEN-related issues to parents/carers and young people from the age of 16 -25. They can be contacted on 020 8831 6179; email Richmondkingston@kids.org.uk; website <https://www.kids.org.uk/richmond-and-kingston-sendiaass>

Hounslow SENDIASS Team can be contacted on:
020 8583 2607 or email - SENDIASS@hounslow.gov.uk

16. The school's arrangements for supporting pupils with SEND in transferring between phases of education or in preparing for adulthood and independent living

At Heathfield Schools' Partnership we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We also liaise with the Heathfield Children's Centre and professionals such as Health Visitors for children that have not attended an educational setting prior to starting in our Nursery or Reception. This may include visits to other educational settings, home visits and attendance at local authority and Children's Centre meetings.

We also contribute information to a pupils' onward destination by providing information to the next setting. There are clear transition arrangements for pupils that transfer from Heathfield Nursery and Infant school to Heathfield Junior School, and for children who transfer from Heathfield Junior School to any local secondary school and this can be adapted for pupils with SEND. This may include:

- Attendance at Annual Review meetings

- Additional transition visits
- Attendance at SEND Transfer meetings
- Transition Groups
- Completion of paperwork prior to children transferring to other settings.

17. Information on where the local authority's Local Offer is published

Heathfield Schools' Partnership's local authority is the London Borough of Richmond Upon Thames. They publish a 'local offer', which sets out information about provision that is available for children and young people in their area who have SEND. The Local Offer is a website that provides information on local services and support available for families including children and young people aged 0 - 25 years with special educational needs or disabilities.

Local Offer website: www.afclocaloffer.org.uk

Email address for enquiries and feedback: sendlocaloffer@achievingforchildren.org.uk

Phone number for enquiries: 020 8547 4722

We will publish information on the school website (under SEND) about the implementation of the governing body policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information will meet the requirements in the Special Educational Needs and Disability Regulations 2014.