



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

Contents

1. SEND Provision
2. Identification and assessment
3. Pupil Progress
4. Teaching
5. Adaptations
6. Additional Support
7. Activities
8. Support for emotional and social development
9. The Inclusion Managers

10. Expertise and staff training

11. Equipment and facilities

12. Consulting parents and young people

13. Complaints

14. Other Agencies

15. Support for parents

16. Transition arrangements

17. Local Authority Offer

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 with maths, literacy, processing, memory, social skills and emotional or behavioural difficulties. Additional support is delivered by a dedicated team of experienced SEND Teachers and Teaching Assistants, and trained volunteers. We also involve outside agencies whenever appropriate and welcome conversations with parents about their child's difficulties or the support they are receiving.

At Heathfield Schools' Partnership we can make provision for frequently occurring special educational need without an Education, Health and Care Plan. This may include dyslexia, dyspraxia, speech and language needs, autistic spectrum condition (ASC), Asperger's syndrome, learning difficulties and behaviour difficulties. There are other kinds of special educational needs which do not occur as frequently and

with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school also currently meets the needs of pupils with an Education, Health and Care Plan within all four categories of need.

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

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
- Additional in class support
- Access to our sensory room
- Emotional Literacy Support
- Local Authority Nurture sessions
- Specialist intervention groups supported by the Educational Psychology Service
- Additional 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 used to identify an appropriate individualised intervention programme. In many cases these underlying needs often explain inadequate progress or challenging behaviour. 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
- Sensory Support Service
- Behaviour Support Service

- **Physiotherapy Service**
- **Medical Professionals including school nurse**
- **CAMHS (Child and Adolescent Mental Health Service)**
- **Creative Therapists (Art and Play Therapy)**
- **Family Support Service (including a school based Family Support Worker)**
- **Heathfield Children's Centre**
- **Pre-school providers.**

The purpose of a more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a support plan and reviewed regularly, and refined / revised if necessary. At this point because the pupil requires additional and extra provision we will have identified that the pupil has a special educational need and/or disability.

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 or without 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. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

If these assessments do not show adequate progress is being made the support plan and planned outcomes will be reviewed and adjusted.

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 Manager 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.

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
- Support Plans
- Liaison with other professionals (e.g. Educational Psychologist, LA Behaviour Support Team)

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
- Use of Junior School Food Technology Room
- Use of rooms in the Children's Centre – small group sessions and meeting rooms
- National Curriculum (2015)
- CPD for teaching and support staff – (see CPD records but includes ASC, Working Memory difficulties, Precision Teaching, Social Stories, SEND Legislation)
- Creation of Person Centred Review space

6. Funding for additional support for pupils with SEND

(Please also see the Schools' Provision Maps and SEND planning).

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' from the Local Authority where the child or young person lives.

The Headteacher has the final say in the use of the personal 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/Zumba
- 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 (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 Group and individual sessions
- 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
- Support Plans
- Outreach work from the SEMH provision
- Access to our sensory and 'safe' rooms.

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 previous experience of SEND and has been a Deputy Head teacher. 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 Co-ordination. 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 awareness training since September 2014:

- Safeguarding and Child Protection
- ASC
- New SEND Legislation and procedures
- Working Memory
- SEMH.

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
- 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
- Local Authority Behaviour Team
- Sensory Support Team
- 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
- 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 on two occasions a year 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 following this normal provision improvements in progress are not seen, we will contact parents to discuss this and what we will be doing to help us 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 Meeting Evenings but additional time will be allocated. Parents will be actively supported to contribute to assessment, planning and review. Parents of children with SEND are invited to attend an additional parent-teacher meeting in the Summer term.

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.

When a pupil has been identified as having SEND because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of Person-Centred planning. This will be age appropriate and it is hoped pupils will take more responsibility and act with greater independence as they get older. Ways of involving pupils include using visual resources, symbols, puppets, Social Stories, books, photographs etc.

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)
- 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
- Ability to make ad hoc requests for advice from the Education Inclusion Service, etc (Behaviour Support Service)
- Membership of professional networks for the Inclusion Managers e.g. NASEN, SENCO forum
- School Nurse
- Sensory Support Service
- 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)

“Kids” - Richmond and Kingston Special Educational Needs and Disabilities Information Advice and Support Service (or SENDIASS) is a free, confidential and impartial service for parents and carers, children and young people (up to 25 years). It is a local voluntary sector organisation that delivers the Parent Partnership Service offering support and advice on options around educational issues for parent/carers who have children with special educational needs or disabilities.

The Parent Partnership Service aims to ensure that parents and carers are empowered and can play an informed role in planning provision to meet their child’s special educational needs. The Parent Partnership Service aims to build partnerships between parents and carers, the Local authority and schools. The service also encourages parents and carers to be involved in the development of local SEND policy and practice.

They can be contacted on:

HELPLINE: 020 8831 6179

Email: RichmondKingston@kids.org.uk

Hounslow SENDIASS Team can be contacted on:

020 8583 2607 or email - SENDIASS@hounslow.gov.uk

You can also obtain independent support from Independent Support Partnership (ISP) who are part of Richmond Aid but also provide support to Hounslow Parents/Carers.

Their contact number is:

020 8831 6076 or email - independent.support@richmondaid.org.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 or other Junior Schools and this can be adapted for pupils with SEND. This may include:

- **Attendance at Annual Review meetings**
- **EP run FRIENDS transition sessions**
- **Nurture Groups sessions**
- **Additional transition visits**
- **Attendance at SEND Transfer meetings**
- **Completion of paperwork prior to children transferring to other settings.**

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

The local authority's local offer is published on the Achieving for Children "AfC Info" website (<https://www.afcinfo.org.uk/>). Parents without internet access should make an appointment with the Inclusion Manager for support to gain the information they require.

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

Reviewed: July 2018

Next review: September 2019