

Heathfield Knoll School

SEND Policy

This policy is supported and complemented by the following policies:

- Able, Gifted and Talented
- Accessibility Plan
- Admissions
- Behaviour, Discipline and Exclusions
- Curriculum
- Drugs and Drug Testing
- Emergency Plan
- Equal Treatment
- Home work
- Marking
- More Able, Gifted and Talented
- Pupil Mental Health & Wellbeing
- Safeguarding and Child Protection
- Word Processor

Key personnel:

- | | |
|---|-------------------|
| • Headmaster | Lawrence Collins |
| • Assistant Headteacher
(Head of Connect / (SENCo) | Emma White |
| • SEND Governor | Sarah Burns |
| • Deputy Headmaster | Mark Stubbs |
| • Head of Wellbeing | Teresa Stooksbury |

This policy pays due regard to: the SEND Code of Practice 2014: 0-25 (2014); part 3 of the Children and Families Act 2014 and the Equality Act 2010.

A child has SEND if s/he has a learning difficulty or disability which calls for special educational provision to be made for him or her. For children aged two or over, special educational provision is educational provision that is additional to, or different from, that made generally for other children. For children under two years of age, special educational provision means educational provision of any kind.

KSI Schools Group Ltd is the proprietor of Heathfield Knoll School, it is their responsibility to ensure that this policy is effective and follows regulatory requirements.

This document is reviewed annually by Mrs E. White - SENCo or as events or legislation change require.

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1. Introduction

This policy is in line with our Teaching and Learning policy and the Equal treatment policy and aims to support inclusion for all of our children. The responsibility for the management of this policy falls to the Headmaster; the day-to-day operation of the policy is the responsibility of the Head of Learning Support (SENCo). The Governors, Headmaster and SENCo will work together closely to ensure that this policy is working effectively.

Quality First Teaching is high quality differentiated teaching and learning which meets the needs of the majority of pupils. Some pupils will need something additional to this, at this stage a child is recorded on our SEN register and we will use our best endeavours to ensure that provision is made for those who need it. We will ensure that all staff in the school are able to identify and provide for those pupils who have special educational needs or disabilities to allow pupils with SEND to achieve their potential, are fully included and prepared for the next stage of their education when they leave HKS.

This policy aims to support all members of staff in providing positive whole school approaches towards the learning, progress and achievement of pupils with SEND. With this as an underlying principle, we believe that:

- All teachers are teachers of Special Educational Needs.
- Every teacher is responsible and accountable for the progress and development of **all** pupils in their class.
- Teaching and supporting pupils with SEND is a whole school responsibility requiring a whole school response.
- Meeting the needs of pupils with SEND requires partnership working between all those involved – school, parents/carers, pupils and, where appropriate, external agencies.

2. Aims and objectives

Aims

To provide the structure for a pupil-centred process that engages pupil, family, school and other professionals in planning for and implementing high quality, needs led provision that is consistent across the school. This is to ensure all of our pupils are able to access the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.

Objectives

This SEND Policy reflects the principles of the SEND Code of Practice: 0-25 (2014).

The aims of this special educational needs policy are to:

- Ensure the Equality Act 2010 duties for pupils with disabilities are met,
- Enable pupils with special educational needs to have their needs met,
- Take into account the views of the pupils with special educational needs,
- Encourage good communication and genuine partnerships with parents/carers of children with special educational needs,

- Facilitate full access to a broad, balanced and relevant education, including an appropriate curriculum from EYFS to KS4, for pupils with special educational needs,
- Make arrangements to support pupils with medical conditions and to have regard to statutory guidance supporting pupils at school with medical conditions,
- Implement a graduated approach to meeting the needs of pupils using the Assess, Plan, Do, Review process,
- Develop a culture of inclusion valuing Quality First Teaching for all learners, with teachers using a range of effective differentiation methods and a multi-sensory approach
- Employ a collaborative approach with learners with a special educational need (the team around the child)
- Set appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family,
- Share expertise and good practice across the school,
- Make efficient and effective use of school resources, including support staff
- Have regard to the Code of Practice (2014) for the identification, assessment, support and review of special educational needs.

3.1 Identification of SEND

The progress made by all pupils is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom through Quality First Teaching and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

All pupils' attainment and achievements are monitored by their teacher who is required to provide Quality First Teaching and learning opportunities differentiated for individual pupils. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided through intervention from the class/subject teacher.

Where pupils continue to make inadequate progress despite support and Quality First Teaching, the class/subject teacher will work with the SENCo to assess if a pupil has a significant learning difficulty and to agree appropriate support.

In some cases it may be necessary to seek assessment or advice from an external professional such as a Level 7 Assessor, Speech and Language Therapist or an Educational Psychologist. This will always involve discussion and agreement with the pupil's parents/carers. The SENCo is the point of contact for all external agencies.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;

- Persistent emotional or behavioural difficulties which are not ameliorated by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and / or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.
- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and cause a substantial barrier to learning.

3.2 Identification of SEND in the EYFS

Prior to entry, parents are requested to provide clear information about their child's needs. This will include relevant family history, medical and social issues. Children presenting with either physical or learning difficulties will be assessed on a case by case basis depending on circumstances. This will also be the case with those children who have English as a second or additional language. Where the school is able to offer a place, thorough assessment will be undertaken and appropriate provision made to support the child's development and learning.

In the EYFS, use of the Worcestershire Profile is the main method of identification. The profile highlights 7 main areas of development and the progress of individual pupils is tracked against these areas. This ensures effective monitoring of pupil progress and speedy identification of children whose development in one or more areas causes concern. Where developmental delays are identified, concern is shared with parents and, where appropriate, external agencies are brought in to provide support. Links between HKS EYFS and external agencies in Worcestershire are well-established. (E306 Code of Practice 2014)

In addition to this continuous monitoring, a formal review of progress is carried out on each child between the ages of two and three. Children's strengths are identified as are any delays in development which may give early warning of special educational needs. A written summary of each child's development in prime areas is provided to parents and carers at this stage. Where concerns are raised as a result of this review, they are discussed with parents, the school SENCo and, where appropriate, external agencies. These discussions lead to the development of a targeted plan to support the child's future learning and development. Communication between home, school and other agencies is an essential part of this process of monitoring each child's progress.

Regular communication and information-sharing between SENCo and Head of EYFS ensures a smooth transition into main school. Where children with

special needs transfer to another setting, all relevant information is communicated to the SENCo of that setting and, where possible, a meeting is arranged with parents, appropriate external agencies and interested staff from both settings.

4 Areas of Special Educational Need

Under the SEND Code of Practice 0-25 (2014) pupils identified as having a special educational need (SEN) will be considered within one or more of the following categories of need. This is noted in the SEN register and on the pupil's one page profile.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD) (e.g. dyslexia, dyscalculia, dyspraxia)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD) (usually include physical disability or sensory impairment)

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment/Adjustment Disorder
- Anxiety

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

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.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

5 Graduated Approach

Where a pupil is identified as having SEN, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This **SEND support** will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the **graduated approach – assess, plan, do, review**.

Assess

- In identifying a pupil as needing SEN support the class/subject teacher, working with the SENCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information gathered from other areas of the school.
- The Combined Checklist should then be used in conjunction with the Patoss Normal Way of Working checklist.
- The pupil's development in comparison to their peers and national data should also be considered along with the parent's views and experience, the pupil's views and, if relevant, advice from external support services. These will be recorded. The school and parents/carers will meet, where appropriate, external agencies may be involved.
- This assessment will be reviewed regularly through IPMs (Individual Provision Maps), parent meetings and pupil voice to ensure support and intervention are matched to need, barriers to learning are identified and overcome so that a clear picture of the interventions put in place and their impact is developed.

Plan

- Parents/carers, with their child, will meet with the SENCo and the teacher that may have been involved to decide on the interventions and support to be put in place as well as the expected impact on progress and development. A review date should also be set so that the effectiveness of the intervention can be determined.
- The IPM will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the plan will be reviewed. If not already on the SEN register, the pupil will also be added to the SEN register and a one-page profile will be created.
- The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with appropriate skills and knowledge.
- The IPM will always involve a contribution by parents/carers to reinforce learning at home.
- Where appropriate, the IPM will detail the support from other agencies and how this will contribute to the desired outcomes.

Do

- The class/subject teacher remains responsible for working with the pupil on a daily basis and will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Classroom teaching should be adjusted as appropriate.
- The SENCo will support the class teacher in the further assessment of the pupil's needs, in problem solving and advising on the effective implementation of support.

Review

- There will be a review of the Plan on the date previously agreed. This review will evaluate the impact and quality of the support and interventions and include the views of the pupil and their parents/carers.

- Parents/carers will be given information about the impact of the support and interventions provided enabling them to be involved with planning the next steps. Where appropriate other agencies will be asked to contribute to this review.
- Where a pupil has complex needs involving more than one agency it will depend on the student's needs and the frequency of the educational reviews as to whether external agencies attend each educational review, this will be agreed at the initial meeting.
- This review will feedback into the analysis of the pupil's needs, then the class/subject teacher, working with the SENCo, will revise the support in light of the pupil's progress and development, with decisions on any changes made in consultation with the parent and the pupil.
- Where there is a sustained period of insufficient or no progress, the school may decide to gain involvement and advice from a specialist or external agency. The school will consult with parents/carers before involving a specialist or external agency.

6 One-page profile and Individual Provision Maps

- All pupils on the School's SEN register will have a one page profile to provide staff with information and guidance about the pupil.
- Where appropriate termly Individual Provision Maps (IPMs) are produced and shared with parents and staff termly. IPMs contain targets and suggestions for teachers and parents of how to meet the targets.

7 Monitoring and Evaluation of SEND

Regular monitoring of the quality of provision for all pupils including those with SEND follows the schools assessment and monitoring calendar. In addition the cycle of Assess, Plan, Do and Review ensures that pupils with SEND have their individual provision reviewed regularly, and at least termly.

In-class support as well as Quality First Teaching, differentiation and adjustments for all children on the SEN register is regularly monitored by the SENCo and Teaching and Learning Leaders through Lesson Study, lesson observations and work scrutiny. Effective use of teaching assistants is monitored in the same way. Additional training, advice and support will be provided to teaching staff where necessary in order to facilitate pupil progress and to meet pupil needs.

8 Supporting Pupils and Families

Parent voice

At HKS we value and accept the positive role and contribution parents/carers can make. We make every effort to work in full co-operation with parents/carers, recognising and respecting their roles and responsibilities. Parents/carers are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.

In order that they play an active part in their child's development, the school endeavours to provide parents/carers with the relevant information so they can reinforce learning in the home.

At Heathfield Knoll School we endeavour to support parents/carers so that they are able to:

- Feel fully supported and taken seriously should they raise a concern about their child
- Recognise and fulfil their responsibilities and play an active and valued role in their child's education
- Understand procedures and documentation
- Make their views known about how their child is educated
- Have access to information, advice and support during assessment and any related decision making process about special educational provision.

Parental contact includes:

- Initial face to face meeting when concerns are identified regarding their child.
- Annual reviews are offered to parents in June every year.
- Meetings with class/subject teacher and/or SENCo on request.
- Email/telephone contact.
- The SENCo is also available at year group parents' evenings - on request.
- A parent voice questionnaire is issued regularly.

Pupil Voice

We hold the views of pupils highly and recognise the importance of gaining genuine pupil views in promoting the best pupil outcomes. Pupils are able to share their views in a number of different ways (appropriate to age and ability).

These views are welcome at any time but are specifically sought as part of their annual review, as part of their Pupil Progress Meetings and at the end of a targeted intervention. We ask older pupils to contribute to the setting of their own outcomes/targets for their IPMs.

9 External Agencies

The School is supported by a wide range of different agencies and teams. The SENCo is usually the school contact when dealing with external agencies with may include Speech and Language, Autism Outreach, CAMHS.

10. Transition

A change of school, class and staff can be an exciting, yet anxious time for all pupils. We recognise that this can be very challenging for some pupils with SEN. We endeavour to make sure these periods of change are carefully managed in a sensitive way to provide continuity of high quality provision and reassurance to pupils and families.

11. CPD and Resources

Allocation of resources

- Resources are allocated to support children with SEN as identified previously.

- Each year we map our provision to show how we allocate human resources to each year group; this is reviewed regularly and can change during the academic year, responding to the changing needs within our classes.
- This support may take the form of differentiated work in class, support from a Teaching Assistant (TA) in focused intervention in groups, or for individuals.
- Some children will be invited to attend before or after school intervention groups such as Nessy or IXL.
- Specialist equipment, books or other resources that may help the pupil are purchased as required. Where a financial contribution is required, this is discussed with parents/carers.

Continuing Professional Development (CPD)

- All staff at HKS engage in regular training sessions when Quality First Teaching is addressed.
- All staff have regular curriculum/pastoral meetings. The progress of all pupils including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.
- Teaching assistants are engaged in an ongoing training whereby the role of the teaching assistant is developed.
- External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. Autism) or to train staff in the use of specific interventions.
- Peer support is employed through Lesson Study and hot spots where the pupil focus can be children with SEND.
- When necessary one-off pupil case meetings are called to discuss a specific child. All staff dealing with the pupil attend to share information and advice.
- A Learning Support booklet is produced annually to inform staff about specific pupils, strategies for certain special educational needs and where to find more information.

12. Funding

All intervention excluding 1:1 Learning Support Sessions are subsidised by the school. 1:1 sessions are charged at £10 per session and £5 per group session. All other charges are published on the website.

13. Roles and responsibilities

The Local Governing Board:

The Governors endeavour to follow the guidelines as laid down in the SEND Code of Practice: 0-25 (2014) to:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people's Special Educational Needs and disability
- ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEN.
- designate a teacher to be responsible for co-ordinating SEND provision – the Head of Learning Support/SENCo.

Headmaster:

The Headmaster has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with special educational needs. The Headmaster will keep the Governors fully informed on Special Educational Needs issues. The Headmaster will work closely with the SENCo and the governor with responsibility for SEND.

SENCo:

In collaboration with the Head teacher, the SENCo determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of pupils with SEND.

The SENCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children's needs, and by monitoring the quality of teaching and standards of pupils' achievements and setting targets, the SENCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENCo liaises and collaborates with class/subject teachers so that learning for all children is given equal priority.

The principal responsibilities for the SENCo include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Monitoring relevant SEND CPD for all staff
- Managing the Learning Support team.
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Contributing to the in-service training of staff
- Being a point of contact with external agencies
- Liaising with pre-school designated SENCo, other schools and early years providers, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for pupils with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan

- Working with the Headmaster and the SEND governor to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

Teaching and Support Staff:

- All staff are aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with special educational needs.
- Class/subject teachers are fully involved in providing Quality First Teaching, differentiated for individual pupils. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Class/subject teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to pupils' diverse needs in order to remove potential barriers to learning. This process should include working with the SENCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response.

14. Exam access arrangements

Some pupils will require additional help when taking their GCSE examinations. Assessments must take place no earlier than Year 9 in preparation for their Year 11 examinations. Where appropriate, an Educational Psychologist (EP) or a Level 7 Assessor carries out an assessment and produces a report. This assessment is carried out only with the consent of parents, who are required to pay a fee directly to the assessor. The school uses this assessment as a basis for application to the relevant external examinations board.

Access arrangements include:

- extra time
- a reader
- a scribe
- rest breaks
- separate room for examinations

15. Exit Criteria

Some pupils will only need Learning Support intervention for a short period of time. Following a successful intervention, following discussion with parents/carers, a pupil may be removed from the SEN register. Alternatively, they may remain to be 'monitored.'

16. EHCP – Statutory Assessment of Needs

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) Plan. The evidence gathered through the regular review of interventions

will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. We as a school have a duty to co-operate so that we hold the annual review meetings as and when due and complete the appropriate paperwork for this process.

17. Confidentiality

Whilst information about pupils with special needs must be available to all those who have responsibility for helping them to achieve, it is vital that such information should not be shared with anyone outside that group. Confidentiality is part of the relationship of trust that we have with both parents and children. Documents relating to these pupils should be treated with sensitivity and not made available to anyone without a legitimate reason.