

Special Educational Needs and Disability Policy

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Aims of this SEND policy

The aims of our special educational need and disability policy and practice in Heathcote preparatory school are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction (CI)
 2. Cognition and learning (CL)
 3. Social, mental and emotional health (SMEH)
 4. Sensory/physical (SP)
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What are special educational needs (SEN) or a disability?

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

SEN: *A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England*

Disability: *Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

How does our school know if children need extra help?

We know when pupils need help if:

- Concerns are raised by parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil's level of progress or inclusion.
- Screening, such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need:
 1. Communication and interaction
 2. Cognition and learning
 3. Social, mental and emotional health
 4. Sensory/physical
- A pupil asks for help.

What should a parent do if they think their child may have special educational needs?

- If parents have concerns relating to their child's learning then they should initially discuss these with the child's teacher. This then may result in a referral to the school SENDCo whose name is Mrs Panjwani and may be contacted via the school office.
- Parents may also contact the SENDCo directly if they feel this is more appropriate.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

Heathcote School is a mainstream independent school with a defined range of SEND provision and support. The school recognises that a pupil's needs may change during their time at the school, including where an Education, Health and Care Plan (EHCP) is issued.

Where a pupil receives an EHCP, the school will consider the pupil's individual needs, the provision identified in the plan, the support available and the school's ability to meet those needs. Decisions concerning the pupil's continued placement will be considered in light of the individual circumstances and the school's legal obligations, including those under the Equality Act 2010.

The school will communicate with parents or carers and relevant professionals as appropriate when reviewing the support required and if the school can offer this level of support. The school currently does not have any pupils with an EHCP.

How will the school support a child with SEND?

- All pupils will be provided with high-quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:
 1. Classroom observation by the senior leadership team or SENDCo.
 2. Ongoing assessment of progress made by pupils with SEND.
 3. Work sampling and scrutiny of planning to ensure effective matching of work to pupil need.
 4. Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of pupils with SEND.
 5. Pupil and parent feedback.
 6. Attendance and behaviour records.
 - All pupils have individual targets set in line with national outcomes to ensure ambition. Pupils are responsible for the monitoring of these via their one-page profiles and target sheets in their form room, targets and progress are fed forward to parents at events such as Parents' Evenings.
 - Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. These pupils are then discussed in progress meetings that are undertaken between the teachers and SLT.
 - Additional action to increase the rate of progress will be then identified and recorded between staff, SLT/SENDCo. Interventions may be used with a member of the TA/LSA team to close any gaps in learning and best support the pupil's progress.
 - Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments.
 - Action relating to SEND support will follow an assess, plan, do and review model:
 1. **Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
 2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENDCo.
 3. **Do:** SEND support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets.

Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are still judged to be inadequate, despite the delivery of high-quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

Special Educational Needs Support Service
Specialist teaching team
Educational Psychologist Service
School Nurse and healthcare services
Child & Adolescent Mental Health Service
Parent Partnership service

- In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting their families.

How will the curriculum be matched to each child's needs?

- Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom.
- When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.
- These adaptations may include strategies suggested by the SENDCo and/or external specialists.
- In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help.

How will parents know how their child is doing?

Achievement and attainment will be communicated with parents termly through reports, parents' evenings and conversations. Parents may also find the pupil planner a useful tool to use to communicate with school staff on a more regular basis.

How will parents be helped to support their child's learning?

Parents are expected and encouraged to support their child's learning on a regular basis through home learning tasks.

What support will there be for children's overall wellbeing?

The school offers a wide variety of pastoral support for pupils. These include:

- Personal, Social, Health, Relationship Education (PSHRE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- Pupil and parent voice mechanisms are in place such as class and school council meetings, alongside parental meetings, assembly time and coffee meetings afterwards with HT. We offer an open school policy where parents are all very welcome to email the HT.
- Small group evidence-led interventions to support pupil's well-being are delivered to targeted pupils and groups. These are identified in SEND documentation/timetables.
- The school has gained enhanced Healthy School status which evidences the work undertaken within the school to support pupils' well-being and mental health including an in-house termly tracker that we use to monitor and track every pupil individually. The school has three trained mental health first aiders. The school has a gold level Carnegie award for Mental Health and Emotional Wellbeing, this recognises our ongoing effort and impact on our school's community for wellbeing and mental health.
- The school's policies on behaviour and anti-bullying.

Pupils with medical needs (Statutory duty under the Children and Families Act)

Staff are up to date with first aid training such as asthma training, CPR, diabetes/insulin and EPIPEN administration.

What training do the staff supporting children and young people with SEND undertake?

In the last two years, different school staff have received different training as appropriate to their role, including:

- How to support pupils with dyslexia and literacy difficulties.
- How to support pupils with ASD and ADHD.
- First aid, Asthma and EPIPEN training

How will my child be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in school activities. Parental support will be sought if deemed necessary.

How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include:

1. Planning an introduction programme to be delivered in the Summer term to support transfer for pupils starting school in September.
2. Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
3. The SENDCo meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
4. If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.

How will I be involved in discussions about and planning for my child's education?

This will be through:

- Discussions with the class teacher, SENDCo or senior leadership team member,
- During parents' evenings,
- Meetings with support and external agencies.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Child's class teacher,
- The SENDCo (Mrs Panjwani)/ Head teacher (Mrs S Scott)

Further information can be found at www.essex.gov.uk/education/schools/Special-Education-Needs