

The Heath School
SEND Policy and Information report

Approved by:	The Heath School Local Governing Board	Date: 4 th February 2021
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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for students with Special Educational Needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

Inclusion has to be a central part of a school's ethos, if all students are to have the same opportunities to achieve the best they can. As an inclusive school, we ensure that students are supported academically and pastorally to give them the optimum chance to achieve their best outcome. We are committed to removing barriers to learning through effective support.

Support that we can offer to students includes, but is not limited to:

- Transition visits
- Small class sizes
- In class support
- Intervention groups
- Mentoring sessions
- One to one interventions
- Counselling
- Signposting and referral to outside agencies
- Assistive technology
- Personalised curriculum
- Access arrangements for exams

2. Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND Co-ordinators (SENDCOs) and the SEND information report
- Equality Act 2010
- Schools Admission Code

3. Definitions

According to the SEND Code of Practice (2015), a student has SEND, if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

The Code of Practice states that a student has a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The Single Equality Act (2010) defines a disability as:

“a physical or mental impairment that has a ‘substantial’ and ‘long-term’ negative effect on your ability to do normal daily activities.”

4. Roles and responsibilities

4.1 The SENDCo

The SENDCo is Debs Gwynn (email: gwynnd@heathschool.org.uk or tel.: 01928 576664)

She has the National Award for SEND Coordination and an MA in Special Educational Needs and Inclusion. She will:

- Work with the Head of School and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual students with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, carers and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching by providing regular training and updates on SEND.
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services

- Liaise with potential next providers of education to ensure students and their parents/carers are informed about options and a smooth transition is planned
- Work with the Head of School and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Report regularly to the Governors' Inclusion Sub-Group
- Ensure the school keeps the records of all students with SEND up to date.

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the Head of School and SENDCo to determine the strategic development of the SEND policy and provision in the school

4.3 The Head of School

The Head of School will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Liaising with the SENDCo if there are any concerns when reviewing a student's progress and discussing any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

The School's SEND Information Report is updated annually. It can be found on the school website and the Halton Local Offer website.

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties

- Sensory and/or physical needs

5.2 Identifying students with SEND and assessing their needs

When students start with us, we will use data and information from their previous school, as well as our own assessments to determine their skills and levels of attainment on entry. When students join us in Year 7, we will always try to speak with their primary school before they start. In some cases, we may be able to provide enhanced transition for students, tailored to their individual needs. When students join us, we receive their SEND file from the previous school and we use this as our basis for initial support. Class teachers regularly assess progress of all their students and raise concerns with the SENDCo, if any student's progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment. We will also consider the views and wishes of the student and their parents/carers. Once it has been determined that support is needed, we will consider whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving students and parents

We will invite parents/carers of students with SEND to meet with school staff (usually the SENDCo) at least three times per academic year, via an opt-in appointment system.

These meetings will include a review of the student's progress and support provided. Individual objectives may be set and further support identified and agreed at the meeting.

We operate an "open door" policy and encourage parents/carers to contact the school if they have any concerns about their child's progress.

Prior to starting at the school, parents/carers and students are welcome to arrange a visit to look round the building and to meet with the SENDCo to discuss any support that may be needed.

Staff working within the SEN team regularly speak with students about their progress and refer to the SENDCo if there are concerns. Students are also asked to evaluate any interventions they are involved in.

5.4 Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The SENDCO will liaise with subject teachers and support staff to analyse a student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress, attainment and behaviour
- Other teachers' assessments, where relevant

- The student's development in comparison to their peers and national data
- The views and experience of parents/carers
- The student's own views
- The views of support staff working with the student
- Advice from external support services, if relevant

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This information is available to staff on the student's SEN Support Plan. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress. Following a review, the student's SEN Support Plan will be amended accordingly.

5.5 Supporting students moving between phases and preparing for adulthood

We have good links with our local post-16 providers and we share information with them to support transition to the school, college or other setting the student is moving to. As part of our PHSE curriculum, all students are taught about a range of topics, which can support their transition into adulthood. Sessions include, but are not limited to, post-16 options, finance and budgeting, rights and responsibilities, the law, alcohol and drugs, relationship and sex education.

In addition, we work closely with our colleagues in primary schools to ensure that students have a successful transition into the Heath. Once places are allocated in the Spring term, the SENDCo will visit feeder primary schools to gather information about students with SEND. If it is felt that a student would benefit from additional transition, this is arranged in the summer term. When the students attend our full transition days, all staff involved in the activities, will have been given information about the students with SEND and how best to support them. There is also an opportunity for parents/carers to speak with the SENDCo and the pastoral team on the transition days.

5.6 Our approach to teaching students with SEND

Teachers are responsible and accountable for the progress and development of all the students in their class. Quality first teaching is our first step in responding to students who have SEND. This can include differentiated work for individual students. Teachers work closely with the SEND department to ensure that the appropriate support is in place for those students with identified SEND. In addition, teachers discuss with the SEND department if they have students who are not making expected progress in line with their peers or their previous attainment.

We can also provide the following interventions:

- Tiered reading interventions
- One to one and small group literacy intervention
- Phonics interventions
- Accelerated reading scheme for all year 7 and 8 students
- Handwriting group
- Touch-typing intervention
- Numeracy intervention groups
- One to one basic numeracy catch-up
- Social skills groups
- Year 7 & 8 enhancement and transition group
- School counsellors
- Self-esteem groups
- Art therapy
- Learning Mentors

- Behaviour Support Mentors

5.7 Adaptations to the curriculum and learning environment

We aim to offer a broad and balanced curriculum to all students. The following adaptations can be made where necessary to ensure students' needs are met:

- Alternatives to GCSE/BTEC, including Entry Level English and Maths
- Reduced timetable
- Alternative Provision
- Work placements
- Adapted books and resources
- Coloured exercise books
- Small class sizes for students with cognition and learning needs
- Use of technology e.g. laptops, ipads
- Differentiation in all subject areas
- Access arrangements for tests and assessments

5.8 Additional support for learning

We respond to students' needs, not diagnosis, when planning additional support. We use the assess, plan, do, review model to evaluate the support.

Initially we use school-based support, such as the interventions listed above. If, after two cycles of assess, plan, do, review, there is insufficient progress, we may request support from outside agencies.

Examples of outside agencies we work with regularly:

- Specialist teachers from the local authority
- Educational Psychologist
- Woodview Child Development Centre
- School Nurse Team
- CAMHS (Child and Adolescent Mental Health Service)
- Behaviour Support Service
- The Bridge Outreach Team

5.9 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for students with SEND by:

- Reviewing individual progress of students with SEND every term
- Reviewing the impact of interventions every term
- Analysis of school data and assessment by the SENDCO
- Holding annual reviews for students with EHC plans
- Liaison of Year Teams and Heads of Department with SENDCo

5.10 Enabling students with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our students, including our before- and after-school clubs.

All students are encouraged to take part in sports day/school performing arts events/house competitions, etc.

Every effort is made to ensure that all school activities are fully accessible to all.

5.11 Complaints about SEND provision

If a parent/carer has a concern about the SEND provision in place for their child, they should contact Debs Gwynn, SENDCo, in the first instance. If the concern cannot be resolved satisfactorily, the parent/carer should refer to the school complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions/sanctions (Refer also to Behaviour Policy section 5.3.3)
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.12 Contact details of support services for parents of students with SEND

Parents/carers of students with SEND can find details of local support services on the Halton Local Offer webpage (<https://localoffer.haltonchildrenstrust.co.uk/>)

6. Links with other policies and documents

This policy links to our policies on:

- Accessibility Plan
- Intimate Care Policy
- Equal Opportunities Policy
- Admission Policy
- Supporting Students at School with Medical Conditions
- Behaviour Policy
- Exclusion Policy