

Heathland Whitefriars Federation SEND Policy

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Review Cycle: Annually

Latest Review: January 2022

Next review Date: December 2022

Heathland Whitefriars Federation SEND Policy

Introduction:

Every student within the Heathland Whitefriars Federation has an entitlement to a broad and balanced curriculum, an environment which provides a stimulating and inclusive education and one in which all students will be encouraged, valued and accepted regardless of their disability.

In September 2014, new legislation entitled 'the Children and Families Act 2014' came into force. Within this a new SEND code of Practice was introduced. One significant change which arose was that those children who had complex special educational needs, would now have an individual 'Education, Health, Care Plan' (EHCP) which was supported by an EHCP pathway. This would have the potential to remain in place until the student is 25 years of age.

The definition of special educational needs (SEND), taken from section 20 of the Children and Families Act 2014, says:

A child or young person has SEND 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 or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age;

or

- 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.

A child under compulsory school age has special educational needs if they fall within either part of the definition above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language, or form of language, of their home is different from the language in which they will be taught.



Article 28: Your right to learn and go to school

The SEND Local Offer is a resource that is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Harrow that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

For more info on Harrow's Local offer: <http://harrowlocaloffer.co.uk/>

Aims and Objectives:

- All staff members within the school community seek to identify the needs of pupils with SEND as early as possible and discuss their concerns with the appropriate members of staff (see below).
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND.
- Make appropriate provision and differentiate to overcome all barriers to learning and ensure all pupils, including those with SEND, have full access to the Curriculum.
- Ensure a high level of staff expertise to meet every pupil's needs, through well targeted professional development.
- Work with parents to gain a better understanding of every child and involve them in all stages of their child's education so that both the child and the parent have a voice.
- Work with and in support of outside agencies when a pupil's needs cannot be met by the school alone. This ensures the school uses a multi-agency professional approach when meeting the needs of all pupils.
- Create a school environment where pupils can contribute to their own learning and to encourage them all to become independent learners.

Responsibilities for the coordination of SEND provision:

The federation has a named SENDCO, Mrs Helen Payne, who has completed the National Award for SEND.

The Inclusion Coordinator is Mrs Christine Hepworth. They both work across the federation alongside the Head Teachers and the Directors to ensure the policy is effective.

The process:

- Quality first teaching
- Identification and the SEN register
- Interventions- internal and external
- Application for an EHCP

Quality First Teaching

All children benefit from 'Quality First Teaching': this means that teachers expect to assess, plan and teach all children at the level which allows them to make progress with their learning.

In addition, we implement some focused interventions to target particular skills. We have high expectations of all our children.

The SEN Code of Practice (2015) states that: “Children with SEND should spend the majority of the time being taught by their class teacher.”



Article 29: Your right to become the best that you can be

SEND Support

When a child is recognised as needing support, it will fall under one of four categories. They are:

- **Communication and interaction**

Pupils have difficulty in communicating with others. They may have difficulty understanding what is said to them or in expressing what they want to say or in understanding the social rules of communication. Pupils on the Autistic Spectrum (ASD) may have particular difficulty with social interaction.

- **Cognition and learning**

Pupils learn at a slower pace than their peers even with appropriate differentiation. Learning difficulties include moderate, severe and profound and multiple Learning Difficulties. Pupils may also have Special Learning Difficulty including Dyslexia, Dyscalculia and Dyspraxia.

- **Social, emotional and mental health**

Difficulties may manifest in withdrawn as well as challenging and disruptive behaviour. Pupils may have mental health disorder such as Attention Deficit Hyperactivity Disorder (ADHD) Attention Deficit Disorder (ADD) and attachment disorder.

- **Sensory and/or physical impairment**

Pupils with a range of sensory and physical needs may require specialist equipment and/or support in order to make use of the educational facilities provided.

Identification of SEND:

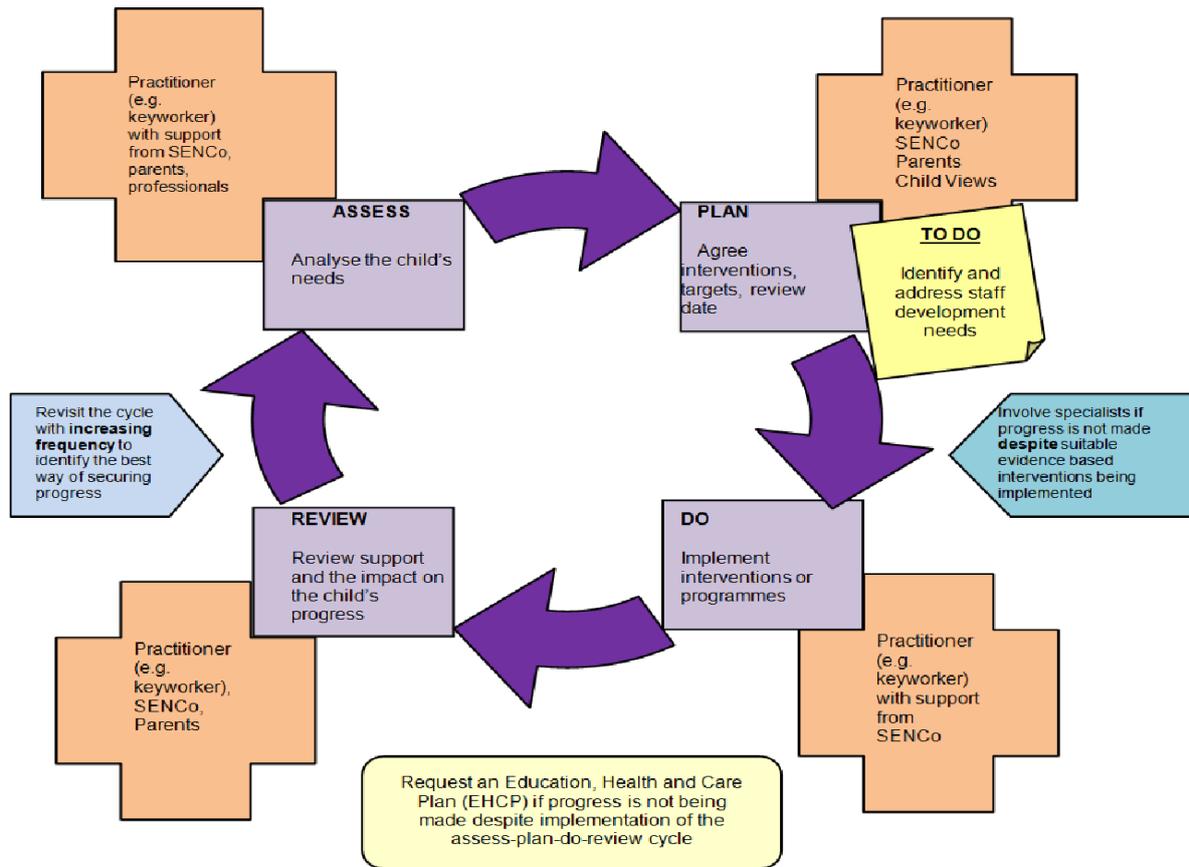
Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place, remove barriers to learning and to monitor their progress once the interventions are in place.

The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes

The process of Assess, Plan, Do and Review



Internal Interventions:

Initially when a child is recognised as needing support, small group interventions will be put in place. These are run by teaching assistants

The Engagement Model:

The engagement model is the assessment (replacing P scales 1 to 4) for pupils working below the standard of national curriculum assessments and not engaged in subject-specific study. Teachers must use the engagement model to assess pupils working below the standard of the national curriculum assessments and not engaged in subject-specific study at key stage 1 and key stage 2.

How will pupils be assessed?

The engagement model has 5 areas of engagement:

- exploration
- realisation
- anticipation
- persistence
- initiation

These areas allow teachers to assess pupils' engagement in developing new skills, knowledge and concepts in the school's curriculum by demonstrating how pupils are achieving specific outcomes. They represent what is necessary for pupils to fully engage in their learning and reach their full potential.

How should schools use the engagement model?

The engagement model does not replace existing planning and assessment systems and schools will have autonomy over how it will be implemented. The model encourages schools to measure each pupils' progress independently, according to their individual profile of needs. It can also be used as a baseline tool to track and support ongoing progress.

<https://www.gov.uk/government/publications/the-engagement-model>

Specialist External Agency Support:

The school may seek specialist expertise if interventions are not having the expected impact or if needs require further clarification. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

Some of the services we work with are:

- Educational Psychologist (EP)
- Autism & Early Years Intervention Team (AEYIT)
- Speech and Language Therapist (SALT)
- Occupational Therapist (OT)
- Child and Adolescent Mental Health Services (CAMHS)
- Harrow Horizons
- School Nurse
- Visual and Hearing Impairment Services
- Physiotherapist
- Clinical Psychologist
- ASD Specialist teachers

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. Targets written by individual services often link with inclusion targets. Support will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a longer period and despite strategies and interventions provided in-house.
- Continues working substantially below that expected of children at a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind.

These specialist services work most successfully with school, families and other stakeholders in an effective partnership. They are able to support schools and families to assess the needs of pupils and put in place more specialist and targeted support.



Article 23: Your right to special care and support if you are disabled

Working in partnerships with parents

The Heathland Whitefriars Federation believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- b) continuing academic and personal progress of children with SEND

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

What is an Education, Health and Care Plan (EHCP)?

An EHCP looks at a child or young person's special educational needs and any health and care needs that they may have in relation to their special educational needs. Practitioners, parents, carers, children and young people together consider what outcomes they would like to see for the child or young person. An EHCP identifies what will be put in place to work towards these outcomes

Referral for an EHCP:

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process that is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan.

External agencies will be involved in this referral and each professional involved write a thorough report to substantiate the referral.

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Links with other schools and support networks:

The academy works in partnership with the other schools such as Woodlands, Alexandra and Shaftesbury Special Schools. This enables the academy to ensure consistent practice and accurate assessment procedures.

Some primary and secondary schools in the area have units attached to them with specialist facilities for different areas of SEND. A list of these can be found on the Harrow Council website:

[Special Resourced Provision in Mainstream Schools | Harrow Local Offer](#)

The SENCO and the Inclusion coordinator also liaise with other primary and secondary schools and attend regular forum groups.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The Inclusion coordinator and/or the SENDCO attends relevant SEN courses, Family SEND meetings and facilitates relevant SEND focused external training opportunities for all staff. We recognise the need to train all our staff on SEND issues

Further support and advice

The following weblinks also provide further help and advice for parents and families:

<https://www.ipsea.org.uk/>

[Education | Harrow Local Offer](#)

[Advice template \(publishing.service.gov.uk\)](#)