Heathland Whitefriars Federation

Special educational needs and disabilities (SEND) policy

Approved by:	**Safeguarding and Inclusion Committee**
Last reviewed on:	**October 2025**
Next annual review due by:	**October 2026**

Contents

1. Introduction 3
2. Aims and objectives 3
3. Vision and values 4
4. Legislation and guidance 4
5. Inclusion and equal opportunities 5
6. Definitions 5
7. Roles and responsibilities 7
8. SEN information report 11
9. Our approach to SEND support 11
10. Expertise and training of staff 15
11. Links with external professional agencies 16
12. Admission and accessibility arrangements 16
13. Complaints about SEND provision 16
14. Monitoring and evaluation arrangements 17
15. Links with other policies and documents 17

1. Introduction

Every student within the Heathland Whitefriars Federation has 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.

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.

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/

Article 28: Your right to learn and go to school

2. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Ensure that 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.

3. Vision and values

- Our goal is to equip our pupils with the knowledge, skills and character to lead successful lives.
- We believe that anyone can learn anything, and the growth mind-set underpins everything we do.
- We do not believe that some pupils are bright and that others are not.
- We believe in the limitless capacity for everyone to achieve great things.
- We believe that what we become and what we achieve comes from great teaching, hard work and fantastic support.
- At our school we will provide all pupils with access to a broad and balanced curriculum.
- We are focused on creating an inclusive environment, where provision is tailored to the needs of every pupil, no matter how varied those needs are.

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

4. Legislation and guidance

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

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

5. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

6. Definitions

6.1 Special educational needs

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.

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.

6.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

6.3 The four areas of need

The needs of pupils with SEND are grouped into 4 broad areas: communication and interaction, cognition and learning, social and emotional health and sensory or physical need. Pupil's SEND needs may be in more than 1 area and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder (ADD) , attention deficit hyperactive disorder (ADHD) or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

AREA OF NEED	
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

7. Roles and responsibilities

7.1 The SENCO

The SENCO for Whitefriars School is Mrs Kellie Barton (Maternity Cover), the Assistant SENCo is Mr. Elliot Bowerbank who has completed the National Award for Special Educational Needs.

The SENCO and Inclusion Co-ordinator at Heathland School is Miss Suzanne Cayless (Maternity Cover).

There is an Assistant Head in charge of inclusion in both schools: Miss J McDonnell at Heathland, Mrs Kellie Barton (Maternity Cover) at Whitefriars.

The SENCO will, with the support of the members of the inclusion team:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN director 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 pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided

- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and, in comparison with national data, and use these to reflect on and reinforce the quality of teaching

7.2 The Board of Directors

The board of directors is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than

others, the facilities provided to assist access of disabled children, and the school's accessibility plans

- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

7.3 The SEND link director

The SEND link director is Mrs Jan Tushaw, who can be contacted via the office email for either school: *office@heathland.harrow.sch.uk or office@whitefriars.harrow.sch.uk*

The SEND director will:

- Help to raise awareness of SEND issues at director's board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the director's board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

7.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link director to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school directors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and, in comparison with national data, and use these to reflect on and reinforce the quality of teaching

7.5 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents' concerns and agree their aspirations for the pupil

7.6 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child- this may be with the class teacher, the phase leader or the SENCO.
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given a termly report on the pupil's progress

The school will consider the views of the parent or carer in any decisions made about the pupil.

7.7 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be considered in making decisions that affect them, whenever possible.

8. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

9. Our approach to SEND support

9.1 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment when they start at school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose 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, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

We will also pass on any necessary information to the teachers that will be working with the student, including the best strategies to use to support them.

9.2 Consulting and involving pupils and parents

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

- early and accurate identification and assessment of SEND leading to appropriate intervention and provision
- 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.

Pupil's Voice plays a vital part in the process. Pupils with SEND are always listened to and they are involved with their own target setting whenever this is possible.

They share their views by using:

- One-page profiles- a sheet which contains all the relevant information about what works and what doesn't work for an individual student alongside their likes and dislikes. It also gives an idea of how the student likes to be supported.
- For non-verbal students, the use of PECS (Picture Exchange communication system), communication boards and "Now and Next" boards are encouraged both at school and at home to ensure consistency in the method of learning and communicating.
- Annual reviews- children's views will always be collected before a statutory annual review for all students with an EHCP and older students can attend and be part of this meeting if they wish to alongside the parent or carer.

9.3 The graduated approach to SEN support

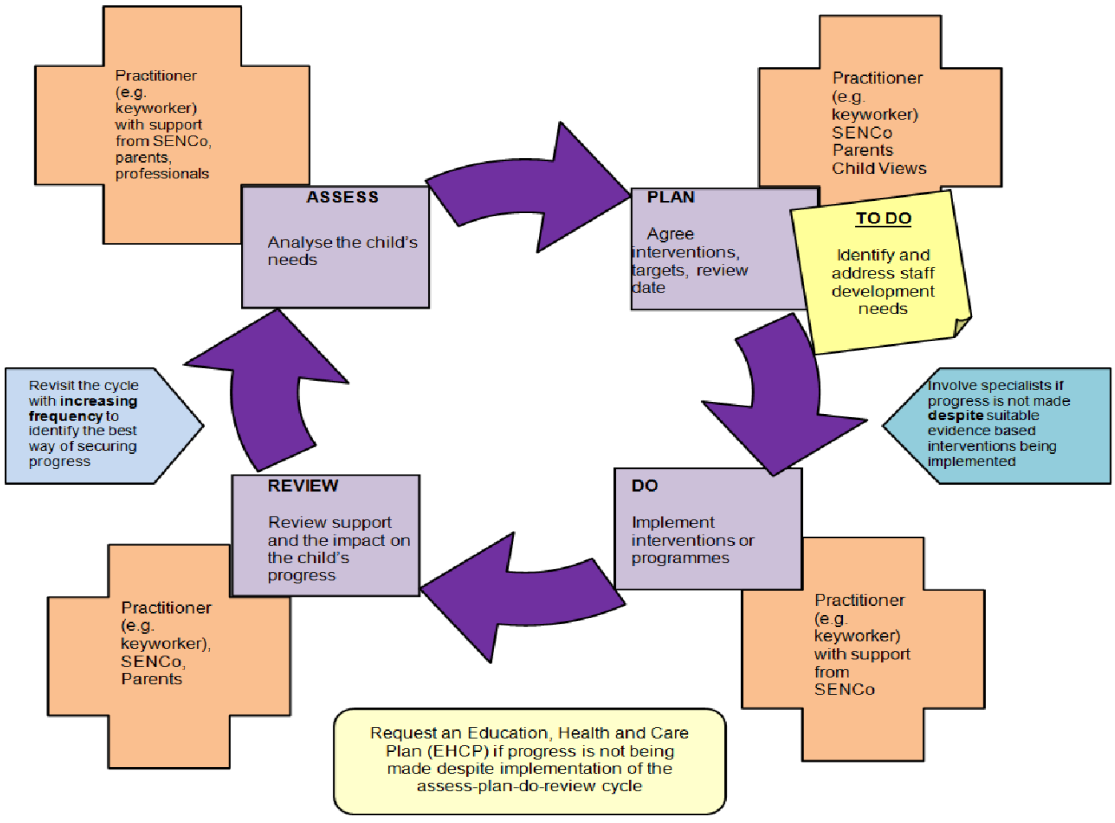
Identification of SEND:

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.

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

9.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

9.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

Transition

If a child is moving to a new setting, we will share information with the new school.

This is vital to ensure the smooth progression for that child. This is required for all children at key transitions:

nursery to reception, Year 6 into year 7 and year 11 into 6th form or higher education at college.

The strategies used for transition will vary depending on the needs of the child but may include:

- Extra induction sessions at the new school
- Virtual tours if a visit in person is not possible
- Transition packs including visual resources where the child is going to find this challenging.
- Handover meetings between the SENDCOs, class teachers and support staff
- Social stories, for children with speech, language and communication difficulties to help explain the changes that they will experience.

10. Expertise and training of staff

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, multi-agency meetings and facilitates relevant SEND focused external and internal training opportunities for all staff. We recognise the need to train all our staff on SEND issues. We arrange, where possible, for teaching assistants and teachers to attend our local special schools to observe their best practice with SEND students.

The SENDCO and the inclusion coordinator also attend termly forum meetings with other SENDCOs for both primary and secondary age ranges to gain updates in changes in

relation to SEN, to discuss local issues regarding SEN and to compare good practice with other mainstream schools.

11. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services (ASD, HI and VI)
- Educational psychologists
- Occupational therapists and physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Place2Be
- Harrow Horizons
- Art therapist and music therapist
- Kids Can Achieve
- Social services

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

12. Admission and accessibility arrangements

The Heathland and Whitefriars Federation welcomes all children including those who have Special Educational Needs (SEND). We have high expectations for all of our students and ensure that all children will make progress as a "whole individual" i.e. academically, socially and emotionally. Inclusion is encompassed in the federation's aims and values.

More information on admissions can be found at:

https://www.whitefriarsschool.net/pupil-admissions/

or https://www.heathlandschool.net/pupil-admissions/

13. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher, the SENDCO or the inclusion coordinator. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally. Formal complaints about SEND provision in our school should be made to the SENCO or inclusion coordinator. They will be handled in line with the school's complaints policy:

Federation Complaints-Policy--dated-Sept2023

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

14. Monitoring and evaluation arrangements

14.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 2.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

14.2 Monitoring and Reviewing the Policy

This policy will be reviewed by the SENDCO and the Safeguarding and Inclusion committee every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

Approval is delegated to the Committee by the Board of Directors.

15. Links with other policies and documents

- SEN Information Report

Harrow Local Offer

- Accessibility Plan
- Behaviour Policy (Primary)
- Behaviour Policy Secondary
- Equality Policy
- Heathland School Attendance and Punctuality Policy
- Safeguarding and Child Protection Policy
- Complaints Policy