

Heathfield House School

Special Educational Needs and Disability Policy (SEND Policy)

Introduction

At Heathfield House School every child is developed as fully as possible intellectually, socially and physically. As such every child is treated as an individual with personal goals and ambitions. This policy has regard to Children and Families Act 2014 and the SEN and Disability Code of Practice 0-25 years April 2020.

Aim

We aim to promote inclusion by providing children with a broad and balanced curriculum considering children's individual needs. In order to achieve this we work closely with the children, and their parents/carers and other agencies if necessary. This policy applies to the entire school including EYFS.

Our Special Educational Needs and Disabilities Coordinator (SENDCO)

The people responsible for special educational needs within the school are Caroline Goodsman and Pauline Williamson

The SENDCO has responsibility for:

- Ensuring liaison with parents and other professionals in respect of children with special educational needs
- Advising and supporting other practitioners within the school
- Ensuring that appropriate individual support plans (ISP) are in place
- Ensuring that relevant background information about individual children with special educational needs and disabilities (SEND) is collected, recorded and updated

Admission Arrangements

Children with special educational needs and disabilities (if known) are admitted to the school after consultation between parents, Headteacher and any other external agencies involved.

When admitting a child with special educational needs the school will ensure that they have liaised with parents and any other outside agencies to provide appropriate provision.

Partnership with parents

The school draws upon the knowledge and expertise of parents in planning provision for the child. The child's progress and achievement are shared and discussed with parents on a regular basis. Children who are identified as having an individual learning need are identified through staff meetings and put on Individual Support Plans (ISP) in order for them to have focused targets that parents and staff specifically address and support.

Parents are able to arrange a meeting at a mutually convenient time to discuss concerns they may have about their child or to share information. Staff will also arrange to meet with parents if they have concerns. Permission will be sought from parents before sharing any information with outside agencies.

Identification and Assessment

Through regular observations, assessments and meetings, the child's development is carefully monitored. Should any concerns come to light these will be discussed with parents. This is in addition to the regular exchange of information regarding a child's development and progress.

If a child needs additional or different support to access the curriculum delivered and to make progress, we discuss this with parents or carers (and if possible/appropriate with the child) and together prepare an Individual Support Plan (ISP) which shows clear targets for the child. We review this plan regularly with parents or carer. This is with regard to the DfES SEN Code of Practice: 0 to 25 years (April 2020). If a child is put on an ISP within school they will receive personalised support within the school day. These will address the ISP targets or anything else deemed appropriate for the child. Personalised support sessions have to be planned just like any other lesson and Pauline Williamson monitors this.

If a child is still having difficulties and their needs are not being met within the school, we can request further support and advice from other professionals (i.e. speech and language therapists, physiotherapists, occupational therapists).

The SENDCO/teachers will liaise with the external professional and the child's parents or carers, together with the child if appropriate in planning a new Individual Support Plan. The Special Educational Needs Co-ordinator (SENDCO) will continue to organise, review meetings with the parents and other professionals if appropriate.

Referral for statutory assessment

If the child continues to have difficulties then the parents, together with outside agencies and SENDCO will put in a request for a statutory assessment. The SENDCO and/or teacher can attend any reviews as requested and they will complete any paperwork required in order to carry out this process.

The next stage would be that the child would be put on an Education, Health Care Plan (EHCP). The school would support, monitor and review the provision in line with the requirements of the Local Educational Authority.

Facilities, Staffing and Training

If it is felt that a child's needs cannot be met in the school without additional personnel and/or equipment, funding will be sought from the child's parents to ensure that provision is appropriate to the child's needs. Staff could attend additional training in order to support a child with special needs, which would then be fed back to other colleagues. Reasonable adaptations will be made to the school environment if necessary. Due to small class sizes and high ratio of adults to children it is believed that the adults within the class will be able to recognise or identify any area of development that the child is finding difficult. This adult/teacher will discuss these concerns with SENDCO and then parents.

Curriculum Resources and Learning Environment

- Differentiating through our 'Must, Should and Could' activities so that all the children can achieve them, and all the children can experience success and gain confidence.
- Teachers are responsible for monitoring every child's progress and learning, and should raise any potential SEND issues as soon as detected
- Ensuring that our planning for all the children contains approaches and activities which help those children who have SEND to make progress
- Adapting our materials and teaching styles to help children with different individual needs to learn.
- Advice will be sought for any resources/specialist equipment to support individual learning needs. We aim to create an environment which encourages learning, confidence and independence.

Complaints about our SEND provision

If parents or carers have a complaint about the way we are working with their child who has SEND, they should speak to the teacher initially, and if they are still not happy, they should approach the

SENDCO. The SENDCO will look into the problems and report back within a week. If parents or carers continue to be dissatisfied, the SENDCO will refer the matter to Pauline Williamson who will take further action as appropriate.

Monitoring Policy

The policy will be reviewed annually but notes will be added throughout the year as appropriate. The policy will be reviewed regularly to ensure the provision is appropriate for the pupils that attend the school. The school also has a policy regarding the provision for gifted and talented pupils.

Reviewed 27TH August 2020 by Caroline Goodsman