

Special Educational Needs and Disability Policy

Introduction

A pupil has a Special Educational Need or if he/she has a learning difficulty which calls for special educational provision to be made for him/her.

This policy sets out the nature of the SEND provision that Heritage School is able to provide. Where pupils are in need of 1-1 or small group support, this policy explains how we meet those needs.

Admissions

Parents of an applicant who has special educational needs and/or a disability are expected to disclose these needs fully to the Headmaster and, where reports exist, provide the Headmaster with full written details. Where possible, this information should be sent to the school prior to a tour and meeting with the Headmaster. Heritage will use this information to assess the applicant's needs and evaluate whether the school can provide adequately for the applicant.

Teaching Assistant support

Heritage provides teaching assistant support up through Year 4, to support the varying rates of acquisition of core skills during these early years. From Year 5 it is expected that pupils will have sufficiently strong core skills to be able to access mainstream classroom teaching without support from a teaching assistant.

Personal Development Plans

Where the school feels that a pupil has special educational needs (including behaviour needs) the school will create a Personal Development Plan (PDP) which identifies specific concerns and strategies to address them.

PDPs are reviewed twice each year (November and March). Parents are sent a copy of the PDP and are invited to a meeting to discuss it. The school may recommend 1-1 support (see the next item) beyond what teaching assistants are able to provide.

One-to-one support

If a pupil needs 1-1 support beyond what the classroom teacher and the teaching assistant (up through Year 4) are able to provide, parents will be encouraged or required, to arrange and pay for this. The school can often make recommendations of tutors parents might approach. Sometimes this support can be delivered during school hours. At other times this is impractical for the tutor or the school and parents will need to organise 1-1 support out of school hours.

Recommending an educational psychological assessment

The school may recommend that a child have a full educational psychological assessment. The purpose of such an assessment is to assess the nature and extent of a child's special educational needs. It will also recommend strategies to help mitigate the effects of any needs that were identified. The school can recommend educational psychologists capable of undertaking an assessment. Parents must then make the practical arrangements and pay for the assessment. Costs can exceed £500. Where parents have an educational psychological assessment, the school expects to receive a copy of the full report. Withholding information could lead to the school requiring a pupil to be withdrawn.

Access Arrangements for IGCSE exams

Pupils with special educational needs can be given special concessions (Access Arrangements) when they take their IGCSE exams, such as 25% extra time. Such concessions must be agreed with the exam bodies. This requires a report from a qualified assessor not earlier than Year 9 (i.e. not more than three years before the exams). A full educational psychological assessment is optimal, but a more targeted assessment, in certain circumstances, can suffice. The school will recommend assessors to parents, but parents need to pay the costs of the assessment.

English as an additional language

Pupils will only be admitted to Heritage School where the school is satisfied that the prospective pupil has sufficient skills in the English language, or is likely to acquire such skills sufficiently rapidly. This may entail a commitment by parents to arrange lessons out of school hours and to pay all associated costs. The school does not offer English as an additional language lessons.

Education Health and Care plans (EHC plans)

Parents and the school have the right under section 36(1) of the Children and Families Act 2014 to ask the Local Authority to make an assessment with a view to drawing up an EHC plan. The school will always consult with parents if the school wishes to exercise this right. If parents wish to exercise this right, the school reserves the right to form its own view about the extent to which it is prepared to support this process. Should the Local Authority refuse to make an assessment or fail to agree to the creation of an EHC plan the parents (but not the school) have a right of appeal to the First-tier Tribunal Health Education and Social Care. The school reserves the right to form its own view about the extent to which it is prepared to support an appeal.

The school will cooperate with the Local Authority to ensure that the relevant reviews of EHC plans are carried out as required.

Parents are liable for any costs incurred by the school in association with the delivery of the EHC plan that are not met by the Local Authority.

Disability

Due to the nature of its facilities, Heritage has limited capacity to make adjustments for disabled pupils, but will do all that it reasonably can to comply with its responsibilities under the Equalities Act 2010. See our Disability Policy.

Withdrawal

Heritage School reserves the right, following consultation with parents, to ask or require them to withdraw their child from the school if, in our opinion after making all reasonable adjustments and exhausting appropriate strategies:

- they have withheld information from the school which, had the information been provided, would have made a significant difference to the school's admission decision and/or the management of their child's learning difficulties, or
- their child's learning difficulties require a level of support or medication which, in the judgement of the Headmaster, the school is unable to provide, or
- their child is in need of a formal assessment, remedial teaching, learning support or medication to which they do not consent or are unwilling to pay for.

Authorised by	Jason Fletcher
Date	February 2020

Effective date of the policy	February 2017
Review date	February 2021
Circulation	Staff and parents via website