



Special Educational Needs and Disabilities Policy

Introduction

This policy sets out the nature of the SEN 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.

Legislation and guidance

This policy is drawn up in accordance with the

- SEND Code of Practice 0-25 years 2015
- Equality Act 2010.
- Special Educational Needs and Disability Regulations 2014
- KCSIE 2021

Principles

In line with the SEN code of Practice 2015 Heritage believes that all teachers are teachers of children with special educational needs. Teaching any pupils with SEN is therefore a whole school responsibility and regular assessments of progress are made for all pupils to enable identification, monitoring and support to be put in place in a timely fashion.

All children and young people are entitled to an education appropriate to their needs that enables them to:

- achieve the best possible educational and other outcomes
- become confident individuals living fulfilling lives,
- make a successful transition into adulthood, whether into employment, further or higher education or training and
- access a broad and balanced curriculum

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people.

Identification

Some children and young people need educational provision that is additional to, or different to the core offer or 'norm'. This is known as special educational provision under Section 21 of the Children and Families Act 2014. Schools and colleges must use their best endeavours to ensure that such provision is made for those who need it.

"Special educational provision is underpinned by high quality teaching and is compromised by anything less." SEND code of Practice 2015

A pupil has a Special Educational Need if he/she has a learning difficulty or disability which calls for special educational provision to be made for him/her. Identifying SEND is a collaborative role which involves school, home and at times other settings. The code of practice states that "Slow progress

and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. ...equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties." Staff, parents,

professionals or pupils can raise a concern that a pupil may have SEND through a referral to the SENCo. Following a referral, a collaborative view of needs will be sought to best make informed decisions on whether a pupil has SEN. The SENCo will make their own observations, may run some standardised assessments and will actively seek and draw on information from all who support a pupil; the staff, the parents, the pupil and any other professionals involved, before recording that a pupil has SEN.

At times a pupil may experience a specific event, or incident that can lead to short term learning difficulties or wider mental health difficulties; these include incidents such as bullying or bereavement. These events will not always lead to children having SEN but can have an impact on wellbeing and sometimes this can be severe and will be addressed within school through pastoral support. The SENCo and Pastoral Leader work closely together within the school team and will combine to support the pupil should this be the case. Where there are long-lasting difficulties, Heritage may reconsider whether the child might have SEN.

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.

Identifying and assessing SEN for children or young people whose first language is not English requires particular attention. If there is a concern that a young person with English as an additional language may have SEN then the school will ensure there is detailed tracking in all aspects of a child or young person's performance across different areas of learning. It will be essential to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

Roles and Responsibilities

The code of practice states that "All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum."

At Heritage it is therefore the responsibility of all teachers to support and differentiate for the needs of all pupils in their class. The teachers will liaise with the designated SENCo to discuss needs and respond to pupil passports, PDPs and any other school plans which are drawn up to further support a young person's needs within the classroom.

The SENCo (in agreement with the Head) is responsible for allocating SEND resources, liaising with parents and staff regarding specific needs and potential strategies and monitoring overall progress. The SENCo is also responsible for working with staff, parents, pupils and external agencies/assessors to support teachers to ensure provision is made both in class and for access arrangements as appropriate to the needs of the pupil. As with all work in the school, the SENCo will work in liaison with the Headteacher for strategic decision making and resource allocation.

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.

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.

Personal Development Plans

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

The PDP follows the principles of assess, plan, do and review. Conversations with pupils, parents and staff, data from standardised tests, teacher assessment and observations of pupils will form the assessment of need. Once a need or barrier is identified then the PDP is drawn up to plan support to enable the pupil to overcome the barrier or make progress towards an identified SMART outcome. Teaching staff, parents and pupils are then engaged in following the plan and continually reviewing progress. Once an outcome is achieved then the plan may have achieved its goal, at which point the plan may cease. Alternatively a new outcome or barrier may be identified and the process will begin again.

PDPs are formally reviewed three times each year (once per term). Parents are sent a copy of the PDP and are invited to comment and respond. The school may recommend 1-1 support or resources beyond what teaching assistants are able to provide, this may be above the core offer and chargeable to parents in discussion with school.

Smart Targets and Pupil Passports

In Seniors, pupils will progress to a system of Smart Targets that are subject specific, alongside a pupil passport of cross curricular strategies for support.

In Autumn term of year 7 the latest Juniors PDP should be read by all staff and a pupil specific handover will take place from Junior to Senior staff (where appropriate). Any strategies used to support teaching across the curriculum should be understood and employed by all staff.

In October the PDP will be reviewed and a pupil passport of strategies to support across all subjects will be prepared for pupils on the SEND support list. This will then form the core support strategies for a pupil and will be reviewed annually (October) by the SENDCo alongside parents, pupils and teachers.

In addition SMART targets will be set by teachers for any subject where additional support is required. Teaching will be differentiated in class and support to achieve targets will be planned by the subject teacher (in liaison with the SENDCo). The SMART targets will continue to follow the principles of assess, plan, do, review and focus on overcoming barriers to learning. Targets will be reviewed on an ongoing basis and once a target is achieved this will be documented in the review and a new one will be set (if necessary and appropriate). Any new targets will be shared with the pupil in question. SMART Targets are formally reviewed two times a year in November and March. Parents and pupils are involved in the process and a copy of the SMART targets is shared with all parties.

One-to-one and small group support

The majority of SEND pupil needs are met through differentiated, high quality teaching in class. However, Heritage employs a modest amount of additional adult support through employing teaching assistants to support individuals and groups, dependent on need. The majority of TA hours are distributed within the Infants to ensure early intervention and to best support the varying rates of acquisition of core skills during these early years. In Juniors there is the equivalent of two days of TA support shared across Year 3 to Year 6 classes and is allocated each annum according to need.

As a general rule, it is expected that from Year 5 pupils will have sufficiently strong core skills to be able to access mainstream classroom teaching without additional support. However, for some pupils with SEND there will be some specific areas of support that may still be required to support progress. If a pupil needs 1:1 or small group support and/ or access to specific resources beyond the core

school offer, then parents will be encouraged or required, to arrange and pay for this. In this instance the SENCo will liaise with parents to discuss the pupil's needs and what additional support may be most supportive. Heritage may request that families pay for additional support in school, additional resources or an external tutor.

At times, a pupil with SEND may request, or be recommended, to reduce the subjects they are taking to better support them to focus their studies, reduce anxiety or to enable further learning to be put in place. In these circumstances, in liaison with staff, parents and the pupil, a plan will be drawn up for the sessions. These sessions may be used for overlearning, reinforcement or study skills and will be supported from within the Heritage team where possible. Any additional resources recommended to focus the sessions, such as workbooks or study guides, would be chargeable. At times these slots will be used to enable additional independent study/ completion of homework, in these cases the pupil will join the Independent Study groups that are already in place.

The school can often make recommendations of tutors parents might approach or resources that could be used to support at home or in school. Sometimes tutor support can be delivered during school hours in liaison with the SENCo and in line with safer recruitment. At other times if this is impractical for the tutor or the school then parents will need to organise and pay for 1:1 support out of school hours.

Use of technology

At times, following professional recommendations and internal discussions with the SENDCo, the use of assistive technology may be identified as a strategy to support a pupil with SEND. The SENDCo will discuss with parents how to supply and manage on a day-to-day basis any assistive technologies that the school recommends. All such use will be in keeping with our Acceptable and Safe use of Screens Policy. Where a laptop is required, a pupil will be issued with a school owned Chromebook for use on site during school hours. The rental charge for use of a Chromebook is £25 per term or part thereof; this will be added to the child's school account.

Recommending an Educational Psychological Assessment

The school may recommend that a child have a full educational psychological assessment using a psychologist who the school has an established relationship with. 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 £600. 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.

A

ccess Arrangements for IGCSE exams

Where pupils have long-term special educational needs requiring support to access the curriculum, they may require access arrangements when they take their IGCSE exams. Any arrangements given for IGCSE exams should be normal practice within the school and there must be a significant body of evidence to demonstrate an ongoing need. If it is likely that access arrangements will be needed, then in Year 9 the SENDCo will contact parents to arrange an assessment. The assessment will then be scheduled to take place at the end of Year 9 with an agreed assessor, with whom the school has a working relationship. Parents will need to pay for any access arrangement assessments carried out. All access arrangements must be verified and agreed by the exam boards following appropriate and meaningful assessments. Medical and supporting evidence may be required to substantiate a history of need. Any queries about access arrangements should be directed to the SENDCo.

The SEN and Careers department work closely together to ensure that SEN pupils are given the appropriate information, advice and guidance to be able to progress to a suitable course when they leave Heritage.

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.

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	Nicki Proietti
Date	May 2023

Review date	May 2024
Circulation	Staff and parents via website