



**Heartlands Community Trust**

**Heartlands High School**

**Special Educational Needs and Disability Policy**

<b>Approved by</b>	<b>Date:</b>	
	<b>21.06.2019</b>	
<b>Monitored by:</b>	<b>Full Review Due:</b>	<b>Review By:</b>
<b>Local Governing Body</b>	July 2019	<b>SLT Lead for Inclusion</b>

This policy has been written in accordance with our vision for Heartlands Community Trust

**Key Principles:**

- Enabling every individual to develop their full emotional, social and academic potential is central to our vision and values. All students are entitled to actively participate in meaningful and relevant learning experiences which will prepare them to lead successful lives
- The school has the highest expectations for SEND students, providing high quality teaching, personalised support and challenge which enables students to overcome barriers to learning and meets their social and emotional needs
- All SEND students will be given full access to a broad, balanced and relevant education, including the National Curriculum and extracurricular activities.
- The school will always fulfil its statutory obligations for students with SEND, utilising the guidance provided in the SEND Code of Practice

<b>1. Aims</b>	<p>Our SEND policy and Information Report aims:</p> <ul style="list-style-type: none"> <li>● To promote an inclusive ethos at Heartlands High School which ensures that all students feel valued and that the needs of all students are met</li> <li>● To enable all students, including those with SEND, to reach their full potential by providing a rich, stimulating, challenging and personalised curriculum and high quality, differentiated teaching</li> <li>● To ensure the highest expectations are applied to the standards and progress of SEND students, so that any underachievement is identified and effective strategies and interventions are put in place to address this</li> <li>● To ensure that barriers to learning are identified at the earliest possible opportunity and addressed through a range of appropriate interventions</li> <li>● To ensure that SEND students are well prepared for the next stage of their education and beyond, to adulthood, having received a high quality education which has met their individual academic, social, physical and/or emotional needs</li> <li>● To work collaboratively with students, parents, teachers and other stakeholders to design the best educational provision for SEND student</li> </ul> <p>To ensure the school meets its public sector equality duty as set out in the Equality Act 2010</p>
<b>2. Legislation and guidance</b>	<p>This policy and information report is based on the statutory <a href="#">Special Educational Needs and Disability (SEND) Code of Practice</a> and the following legislation:</p> <ul style="list-style-type: none"> <li>· <a href="#">Part 3 of the Children and Families Act 2014</a>, which sets out schools' responsibilities for student with SEN and disabilities</li> <li>· <a href="#">The Special Educational Needs and Disability Regulations 2014</a>, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCos) and the SEN information report</li> </ul> <p>This policy also complies with our funding agreement and articles of association.</p>

<b>3. Definitions:</b>	<p>A student has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.</p> <p>They have a learning difficulty or disability if they have:</p> <ul style="list-style-type: none"> <li>· A significantly greater difficulty in learning than the majority of others of the same age, or</li> <li>· A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools</li> </ul> <p>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.</p> <p>The 4 broad areas of SEND need are:</p> <ol style="list-style-type: none"> <li><b>1. Communication and Interaction</b> (Eg. SLCN: Speech, Language &amp; Communication Needs; ASD: Autism Spectrum Disorders)</li> <li><b>2. Cognition and Learning</b> (Eg. MLD: Moderate Learning Difficulties; SLD: Severe Learning Difficulties; PMLD: Profound &amp; Multiple Learning Difficulties; SpLD: Specific Learning Difficulties)</li> <li><b>3. Social, Emotional and Mental Health difficulties</b> (Eg. ADHD: Attention Deficit Hyperactive Disorder; ADD: Attention Deficit Disorder, Attachment Disorder, Anxiety, Depression, Self-harm)</li> <li><b>4. Sensory and/or Physical needs</b> (Eg. VI: Visual Impairment; HI: Hearing Impairment; MSI: Multi Sensory Impairment; PD: Physical Disability)</li> </ol> <p><b>Other Definitions:</b></p> <ul style="list-style-type: none"> <li>● EHCP: Education Health and Care Plan</li> <li>● SEN Support: Students who have been identified as having Special Educational Needs but who do not have an EHCP</li> <li>● Learning Difficulty: Difficulties in acquiring knowledge and skills to the normal level expected of those of the same age, especially because of mental disability or cognitive disorder</li> <li>● Special Educational Provision: Educational provision which is additional to or otherwise different from the provision made generally for children in a mainstream educational setting</li> </ul>
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<b>4. Targets/ Outcomes:</b>	<p>At Heartlands High School we are fully committed to promoting and achieving an inclusive environment in which barriers to learning are overcome. We aim to achieve this through:</p> <ul style="list-style-type: none"> <li>● Highly effective transition processes for SEND student from KS2 and into KS5</li> <li>● Effective systems for the early identification of barriers to learning and clear assessment structures for diagnosis of specific needs</li> <li>● High quality training for staff to ensure high levels of expertise in SEND and a deep understanding of differentiation strategies</li> <li>● A wide programme of interventions which are personalised to the needs of individual students</li> <li>● Clear systems and practices to ensure regular communication and involvement with parents and students throughout the 'Assess, Plan, Do, Review' process</li> <li>● Close, regular monitoring of data for SEND student to check progress, with prompt intervention to address underachievement</li> <li>● Systematic review and evidence based evaluation of the impact of interventions</li> <li>● Preparation of practical, quality documentation (Success Passport) to outline individual student's needs and strategies to promote their learning which are used by students, parents, teachers and support staff</li> </ul>
<b>5. Roles and Responsibilities:</b>	
<b>5.1 Governors will:</b>	<ul style="list-style-type: none"> <li>● ensure that the school complies with Equality, Disability and SEND legislation, including the general and specific duties</li> <li>● ensure that the SEND Policy is implemented, monitored and reviewed</li> <li>● the SEND governor will report back to the Governing Body on the quality of SEND provision</li> <li>● review the SEND Policy on an annual basis</li> </ul>
<b>5.2 The SEND governor will:</b>	<ul style="list-style-type: none"> <li>● Help to raise awareness of SEN issues at governing board meetings</li> <li>● Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this</li> <li>● Work with the headteacher and SENDCo to determine the strategic development of the SEN policy and provision in the school</li> </ul>

<b>5.3 The Head of School will:</b>	<ul style="list-style-type: none"> <li>• ensure, along with the governing body, that the SEND Policy is implemented, monitored and reviewed</li> <li>• ensure that all staff are aware of their responsibilities under the policy and are given appropriate training and support so that they can fulfil their responsibilities</li> <li>• ensure a culture of tolerance, celebration of diversity and achievement for all</li> <li>• ensure that all other relevant policies reflect and support the inclusive nature of our school</li> <li>• ensure the school building is physically accessible to all members of the school community, wherever possible</li> <li>• complete the Headteacher's Report to Governors to communicate the impact of this policy, outcomes for SEND students, and evaluate the effectiveness of interventions and strategies which drive inclusion of SEND students.</li> </ul>
<b>5.4 SLT will:</b>	<ul style="list-style-type: none"> <li>• analyse student performance data for SEND students, evaluating the effectiveness of the provision and making strategic decision to drive improvements, where necessary</li> <li>• ensure the curriculum structure meets the needs of SEND student, giving students access to appropriate courses and qualifications</li> <li>• ensure a culture of tolerance, celebration of diversity and achievement for all</li> <li>• ensure regular, high quality training on SEND is delivered so that staff are well trained to adapt learning for the diverse range of students they teach</li> <li>• ensure the school is well resourced to meet all medical, physical and learning needs</li> <li>• analyse student information to ensure that students who are at risk of exclusion from any aspect of school life are given prompt and effective intervention</li> <li>• ensure the views of parents/carers, students and teachers to inform school improvement planning around SEND</li> <li>• work effectively with the Local Authority to ensure that the provision for SEND student is high quality, sustainable and collaborative</li> </ul>
<b>5.6 SENDCo</b>	<ul style="list-style-type: none"> <li>• ensure the SEND policy and SEND Code of Practice are fully implemented</li> <li>• monitor, analyse and report on the progress of SEND students, evaluating the effectiveness of intervention and ensuring value for money</li> <li>• lead the professional development of staff on effective classroom strategies for meeting the needs of SEND students</li> <li>• prepare key documentation which effectively communicates the key strategies and interventions required for the successful implementation of Education, Health and Care Plans or Pastoral Support Plans for SEND students</li> <li>• work effectively with parents/carers to design effective individual plans to overcome barriers to learning</li> <li>• develop a wide range of effective interventions to support the diverse needs of SEND students within the school, driven by high expectations and the imperative to ensure equal access for all students to a high quality educational provision</li> </ul>

	<ul style="list-style-type: none"> <li>● Produce, review and maintain key documents related to SEND such as the SEND Information Report and Provision Map</li> <li>● report to SLT and the Governors on the progress and welfare of SEND students</li> <li>● work with key staff and stakeholders to ensure widespread support for SEND students and an inclusive school culture</li> <li>● deploy support staff effectively to ensure that individual students' needs are met</li> <li>● be a key point of contact for external agencies and the Local Authority</li> <li>● if a child is identified as having SEND, ensure that parents are formally informed that special educational provision is being made</li> <li>● establish effective systems and structures for the identification and assessment of SEND, the implementation of support and the monitoring of impact on student outcomes</li> <li>● ensure that the assessment and implementation of Access Arrangements for examinations enables SEND students to access and achieve their academic potential</li> <li>● ensure that there is a wide programme of enrichment activities which are designed to meet the social, academic and physical needs of SEND student</li> </ul>
<b>5.6 Heads of House will:</b>	<ul style="list-style-type: none"> <li>● know and understand the backgrounds and needs of students in their house, identifying where support and intervention can be used to promote inclusion</li> <li>● work collaboratively with the Learning Support Faculty to ensure a synchronised approach to meeting SEND students' pastoral needs</li> <li>● make full use of outside agencies, such as CAMHS, counselling and mentoring, etc. to ensure that all students' are supported to achieve</li> <li>● attend MAP (Multi-Agency Panel) meetings to ensure that SEND students' needs are fully understood by all stakeholders involved with the child and that planned, personalised interventions are implemented and reviewed regularly</li> <li>● monitor the attendance and punctuality of SEND student, working with parents, tutors and key-workers to address any concerns</li> </ul>
<b>5.7 Heads of Faculty will:</b>	<ul style="list-style-type: none"> <li>● design a curriculum which is accessible and challenging for all groups of students in the school, including those with SEND</li> <li>● develop the expertise of classroom teachers in their faculty to ensure they are able to support and challenge SEND students and hold staff to account if they fail to make appropriate provision for students with barriers to learning</li> <li>● monitor the progress of SEND students across the faculty and take prompt action to address achievement gaps</li> <li>● ensure that effective systems are in place to identify and meet the needs of SEND students and ensure that support strategies are coordinated, monitored, evaluated and reviewed</li> <li>● communicate with the Head of School, SLT and SENDCo about the resources needed to ensure all students have equal access to high quality educational opportunities</li> <li>● work collaboratively with the Learning Support Faculty to ensure a synchronised approach to meeting SEND students' academic needs</li> </ul>
<b>5.8 Classroom Teachers will:</b>	<ul style="list-style-type: none"> <li>● prepare class landscapes which identify individual students' needs, abilities and backgrounds after each assessment point in the year</li> <li>● use class landscapes to plan and teach data-led lessons which are tailored to</li> </ul>

	<p>the individual needs of SEND student</p> <ul style="list-style-type: none"> <li>● implement effective classroom strategies, including differentiated teaching, which ensure access to the curriculum for all students</li> <li>● know and implement strategies outlined in the Education, Health and Care Plan, Success Passport or Pastoral Support Plan of SEND students</li> <li>● attend training, provided by the school, to develop expertise and understanding of Special Educational Needs and how best to meet students' needs in the classroom</li> </ul>
<b>5.9 Key-workers will:</b>	<ul style="list-style-type: none"> <li>● monitor the progress of their designated students across the curriculum, communicating their needs and liaising with subject staff and parents/carers</li> <li>● prepare information for Annual Review Meetings on student progress and wellbeing</li> </ul>
<b>5.10 Learning Support Assistants will:</b>	<ul style="list-style-type: none"> <li>● provide effective support for designated SEND students in lessons and where necessary, in social time, whilst actively fostering independence and confidence</li> <li>● work collaboratively with classroom teachers to plan interventions and support for SEND student</li> <li>● communicate the needs of SEND student and liaise with staff and parents, where necessary</li> <li>● deliver bespoke intervention sessions and/or enrichment activities as part of planned programmes, designed by the SENDCo</li> <li>● complete appropriate records of student progress and success passports, as directed by the SENDCo</li> <li>● attend relevant meetings with parents, teachers and/or external agencies, as requested by the SENDCo</li> </ul>
<b>5.11 Parents will:</b>	<ul style="list-style-type: none"> <li>● attend annual review meetings to discuss the progress of their child as part of the 'assess, plan, do, review' cycle</li> <li>● work in partnership with the Learning Support team to ensure the best educational plan for their child</li> </ul>

## **6. SEN information report**

### **6.1 The kinds of SEN that are provided for**

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### **6.2 Identifying student with SEN and assessing their needs**

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all student and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

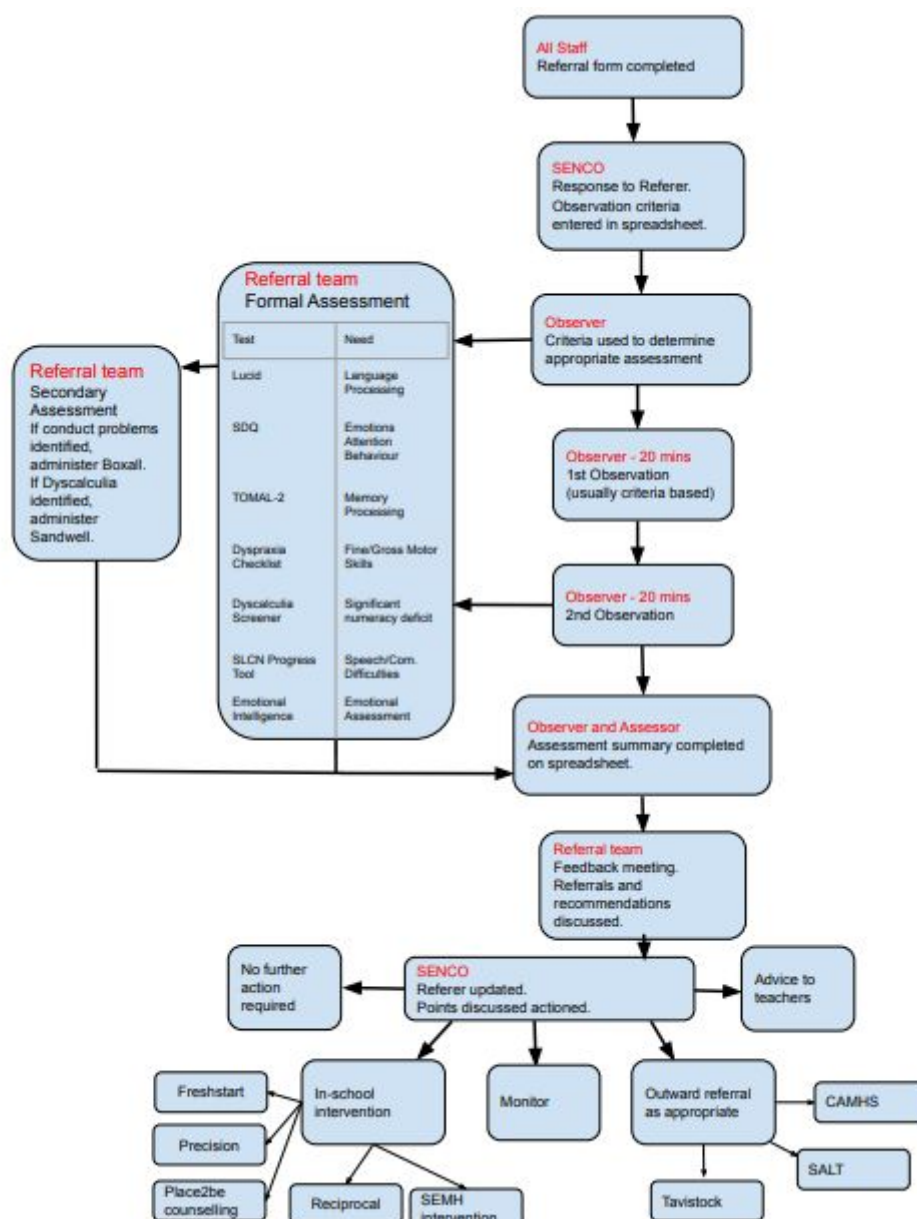
This may include progress in areas other than attainment, for example, social needs.

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

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student 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.



SEND Referral Flow Chart:



### 6.3 Consulting and involving student and parents

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record.

We will formally notify parents when it is decided that a student will receive SEN support.

#### **6.4 Assessing and reviewing students' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

**ASSESS** -Student condition or need is identified by SENDCo through transition information, outcome of assessment or statement of concern from carer, teacher, student. 'SEND Referrals' made at any stage during the year are discussed at SEND Referral Meetings.

**PLAN** - A personalised, educational plan is devised in partnership with parents, the student and key professionals involved with the child.

**DO** - The plan is implemented for the student and their interventions form part of the SEND Provision Map.

**REVIEW.** At the end of each intervention cycle, the Learning Support Faculty evaluate the impact of interventions on students' attainment and wellbeing. Evaluation will take into consideration 'quantitative' evidence such as academic levels, number of merits/demerits/, attendance etc. and 'qualitative' factors such as confidence questionnaires, reports from staff etc. The findings of the review are communicated to parents and students and may prompt changes and adaptations to the educational plan for that child.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

#### **6.5 Supporting students moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and student which information will be shared as part of this.

## **6.6 Our approach to teaching student with SEN**

Teachers are responsible and accountable for the progress and development of all the student in their class.

High quality teaching is our first step in responding to student who have SEN. This will be differentiated for individual student.

Whole School CPD directly linked to the needs of students outlined in the Success Passports is provided to staff.

## **6.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all student' needs are met:

- Differentiating our curriculum to ensure all student are able to access it, for example, by grouping, teaching style, content of the lesson.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

## **6.8 Additional support for learning**

We have 20 learning support assistants who are trained to deliver interventions and support in the classroom.

### **Academic support and intervention include:**

- Support from Learning Support Assistants in lessons
- SEND specific Home Learning clubs and whole school Home Learning clubs
- Year 11 Study Skills programme
- Targeted teaching groups in English, Maths and Science
- Access to a chromebook during lessons
- Exam Access Arrangements – testing and application of arrangements
- Primary and Post 16 transition advice & guidance
- ENRICH lessons – social communication, life skills and PSHE based curriculum
- ExCel lessons – bespoke, targeted, small group curriculum for students who require a mix of both small group teaching in addition to mainstream whole class lessons
- RISE group – bespoke, targeted, small group curriculum for low ability students who have both learning and social communication difficulties

### **Literacy**

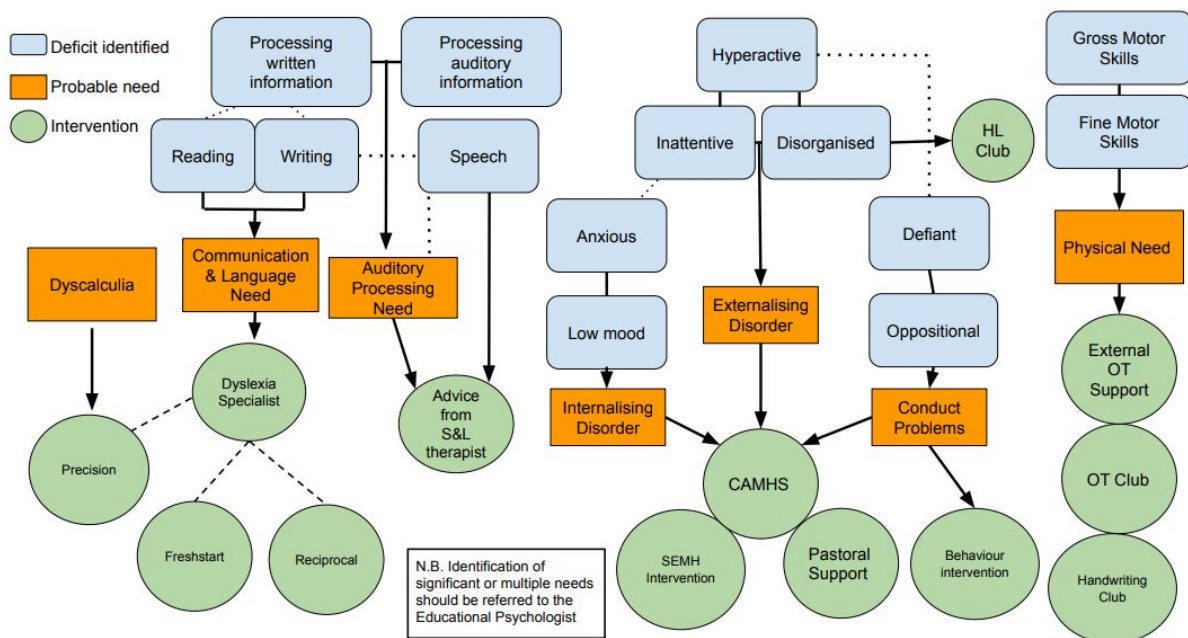
- Fresh Start – RML phonics programme
- Precision teaching
- Reciprocal teaching
- Specialist Dyslexia assessment & tuition

- Hackney Literacy
- Beyond Words (Accelerated Reader)

### Social, Emotional, Mental Health & Well-being Intervention:

- Place 2 Be Counselling
- Behaviour mentoring
- Lunchtime club
- Sensory diets
- SEND Enrichment offer –(including Cooking, Archery, Drama & Craft clubs)
- Social Communication groups
- SEMH Intervention groups (including Friendship Groups, Social Skills groups, Wellbeing Groups)
- Primary transition support
- Post 16 transition support
- The Orchard provision – Nurture Group

### HHS SEND provision Map:



We also work with the following agencies to provide support for studentwith SEN:

- CAMHS
- Speech and Language Communication Service
- Haringey Language and Autism Support Team
- Haringey Educational Psychology Service
- Occupational Therapy
- Physiotherapy

### **6.9 Expertise and training of staff**

Our SENDCo is currently completing the 'National Award for SEN Coordination'. They have worked with young people with SEND for 12 years. They are also an accredited SSAT Lead Practitioner in SEND.

We have a team of 20 learning support assistants (LSAs), which includes 5 lead LSAs. We also have 8 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In the last academic year, staff have been trained in:

- Reciprocal Teaching
- Dyslexia Strategies
- Social Communication
- Sensory Integration
- Effective LSA support
- ADHD support
- ASD support
- Emotion Coaching
- SMILE therapy
- Maths – Happy Minds Training

### **6.10 Evaluating the effectiveness of SEN provision**

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

- Reviewing the impact of interventions in line with school assessment cycles or specific intervention guidance
- Review targets of SEN students with parents at AFA days
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for student with EHC plans

### **6.11 Enabling student with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our student, including our before-and after-school clubs.

Some student are encouraged to go on our residential trip(s) to Rand Farm and specific external trips linked to sensory integration, social communication and building independence (e.g. trips to

museums, sensory and outside learning projects such as Art workshops, land activities, annual seaside trip, visits in the local community. student are encouraged to take part in sports day/school plays/ workshops/SEARCH days.

No student is ever excluded from taking part in these activities because of their SEN or disability.

### **6.12 Support for improving emotional and social development**

We provide support for student to improve their emotional and social development in the following ways:

- Student with SEN are encouraged to be part of the school council
- Student with SEN are also encouraged to be part of lunch time games club to promote teamwork/building friendships etc.
- We work with Place 2 Be to support the most vulnerable

We have a zero tolerance approach to bullying.

### **6.13 Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

The parents of student with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **6.14 Contact details for raising concerns**

Lauren Skuse: lauren.skuse@heartlands.haringey.sch.uk

020 8826 1230 ext: 222

### **6.15 The local authority local offer**

Our local authority's local offer is published here:

<http://www.haringey.gov.uk/children-and-families/local-offer>

## **7. Monitoring arrangements**

This policy and information report will be reviewed by Heartlands Community Trust Governing Body **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **8. Links with other policies and documents**

This policy is supported by the following School Policies and Legal Documents:

SEND Policy, SEND Information Report, Inclusion Policy, Heartland's Single Equalities Scheme, Values for Success Policy, Teaching and Learning Handbook & Curriculum Statement, Accessibility Plan

Legislation and guidance informing this policy:

- SEND Code of Practice (2015)
- Working together to Safeguard Children (2015)
- The Children and Families Act (2014)
- Equality Act (2010)
- Reasonable Adjustments for Disabled Pupils (2012)
- Supporting Pupils at School with Medical Conditions (2014)
- The Special Educational Needs and Disability Regulations (2014)