



SEND Policy

Policy approved by the Safeguarding Committee: September 2019

Review Cycle: Annually

Latest Review: 27.09.2019

Next review Date: September 2020

Heathland Whitefriars Federation SEND Policy

Below is a definition of special educational needs (SEND) taken from section 20 of the Children and Families Act 2014:

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:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) 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 the definition at (a) or (b) above or would do so if special educational provision was not made for them.

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.

Every student within the Heathland Whitefriars Federation has an 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 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.

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/>



Objectives

- 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.
- 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.

Responsibilities for the coordination of SEN provision:

The SENCO for the Federation is **Mrs Helen Payne** and the Inclusion Coordinator is **Mrs Christine Hepworth**. They both work across the federation and therefore are contactable by phoning the main school office.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher(s) will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teachers to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class. Pupils' work will be looked at to ascertain what the barriers to learning are.
- e) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored.



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

SEND Support

The Four Areas of Special Educational Needs (SEND):

- **Communication and interaction**
Pupils have difficulty in communicating with others. They may have difficulty understanding what is said to them or in expressing what they want to say or in understanding the social rules of communication. Pupils on the Autistic Spectrum (ASD) may have particular difficulty with social interaction.
- **Cognition and learning**
Pupils learn at a slower pace than their peers even with appropriate differentiation. Learning difficulties include moderate, severe and profound and multiple Learning Difficulties. Pupils may also have Special Learning Difficulty including Dyslexia, Dyscalculia and Dyspraxia.
- **Social, emotional and mental health**
Difficulties may manifest in withdrawn as well as challenging and disruptive behaviour. Pupils may have mental health disorder such as Attention Deficit Hyperactivity Disorder (ADHD) Attention Deficit Disorder (ADD) and attachment disorder.

- **Sensory and/or physical impairment**

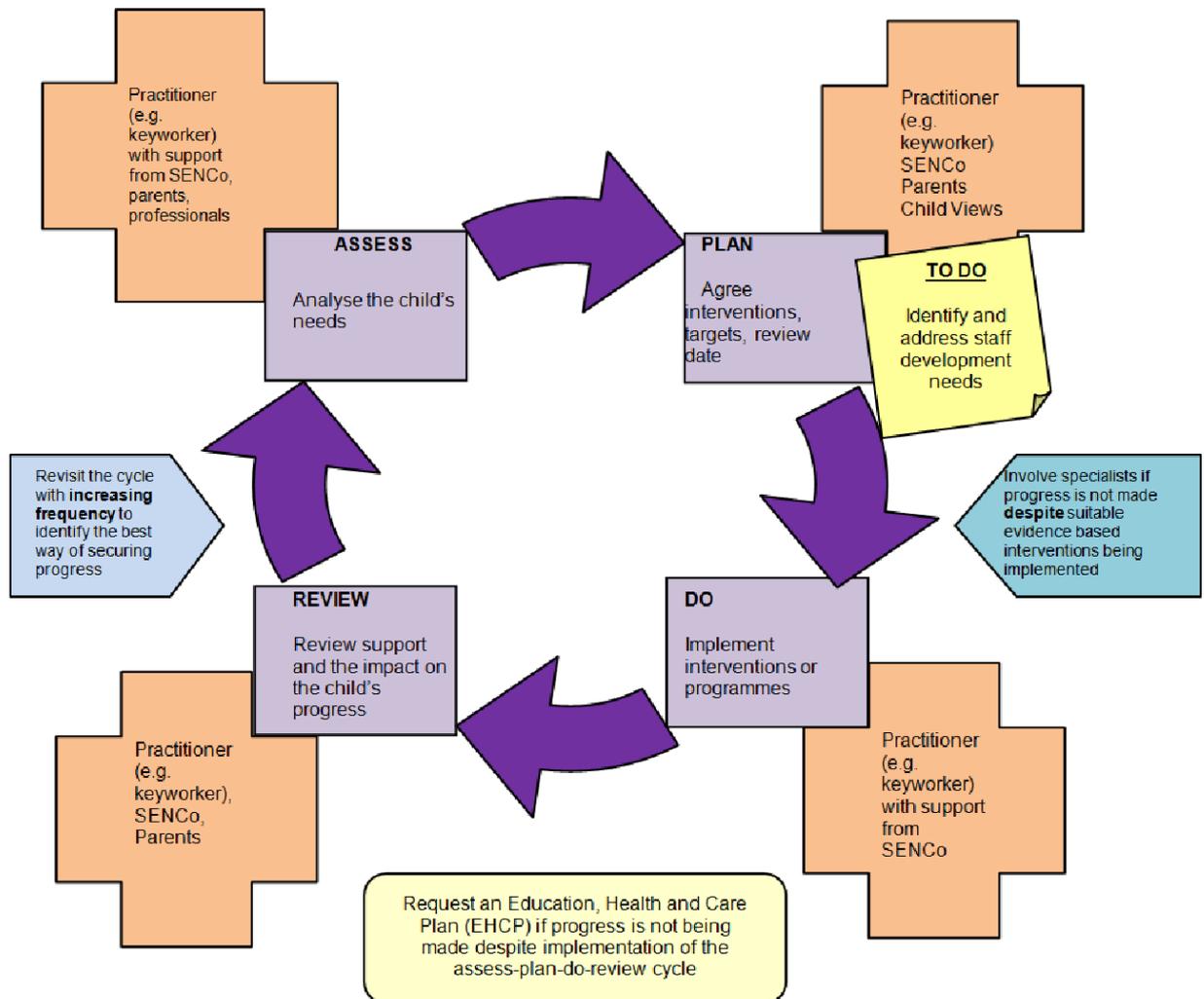
Pupils with a range of sensory and physical needs may require specialist equipment and/or support in order to make use of the educational facilities provided.

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 and so remove barriers to learning. 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



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

Referral for an Education, Health and Care Plan:

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process that is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of

targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan.

External agencies, for example speech and Language therapists, physiotherapists, occupational therapists, ASD advisory teachers and Educational Psychologists, will be involved in this referral and each professional involved write a thorough report to substantiate the referral.

Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Working in partnerships with parents

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

a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision

b) continuing academic and personal progress of children with SEN

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

Links with other schools

The academy works in partnership with the other schools such as Woodlands, Alexandra and Shaftesbury Special Schools. This enables the academy to ensure consistent practice and accurate assessment procedures.

The SENCO and the Inclusion coordinator also liaise with other primary and secondary schools and attend regular forum groups.

In service training (CPD)

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 SENCO attends relevant SEN courses, Family SEN meetings and facilitates relevant SEN focused external training opportunities for all staff. We recognise the need to train all our staff on SEN issues

Further support and advice

The following weblinks also provide further help and advice for parents and families:

<http://www.iassnetwork.org.uk/resources/links/>

<http://www.iassnetwork.org.uk/find-your-iass/london/harrow/>

<https://www.ipsea.org.uk/>

[http://www.ace-ed.org.uk/advice-about-educationforparents/Special Educational Needs](http://www.ace-ed.org.uk/advice-about-educationforparents/Special_Educational_Needs)