

# SEND POLICY

Heart of England School welcomes students with Special Educational Needs and Disabilities (SEND) and values each child as an individual. We are committed to ensuring that the necessary provision is made for every student in the School to ensure that all students are able to access the Curriculum and make the best possible progress. As a school we aim to use our best endeavours to provide an encouraging and supportive learning environment, whereby pupils with SEND feel safe and understood.

Heart of England will strive to imbed the SEND Code of Practice (2014) which states that all children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Heart of England School believes that all children with a Special Educational Need or Disability (SEND) must have their needs recognised and assessed, with appropriate and timely intervention put in place. All staff have due regard to general duties to promote disability equality and provide support for all learners. Heart of England's curriculum seeks to:

- Provide suitable learning challenges
- Meet the diverse student learning needs
- Remove the barriers to assessment and learning

## OBJECTIVES

Provision for students with SEND is a whole school matter with all members of the school community.

In line with the new Code of Practice, Heart of England School will:

- Identify and address the SEND of the pupils we support
- Use our best endeavours to ensure that a child with SEND gets the support they need
- Ensure that all students with SEND are offered full access to a broad, balanced and □ Appropriate curriculum
- Provide a curriculum that sets high expectations for every student whatever their prior □ attainment
- Provide for the individual needs of all students with SEND and ensure they progress in
- mainstream education, alongside students who do not have SEND, in order to maximize their achievement
- Ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed
- Take the views, wishes and feelings of the young person into account, and involve them as fully as possible in decision making about their own education
- Work in partnership with parents to enable them to make an active, empowered and informed contribution to their child's education
- Designate a teacher responsible for the coordinating of SEND provision, our SENdCO

## Context

A child is defined as having a SEND need if he or she has a learning difficulty, which calls for a special educational provision, namely provision different from or additional to that normally available to students of the same age. A learning difficulty means that the child has significantly greater difficulty in learning than the majority of children of the same age; or, that the child has a disability, which hinders them from making use of educational facilities from those generally provided by schools for children of the same age, within the same area.

The Code of Practice (2014) provides an overview of the range of needs, which is divided into 4 broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs.

The purpose of identification is to work out what action each school within the Trust needs to take to support students in mainstream education. It is not to fit students into specific categories.

Heart of England School supports students with a wide range of SEND some of which include: Dyslexia, Dyspraxia, Autism Spectrum Disorder, Attention Deficit Hyperactive Disorder, Physical Disabilities, Visual and/or Hearing Impairments and Social Emotional Mental Health Difficulties.

## Implementation of the Policy

The overall aim of this policy is to improve the outcomes for every child with SEND in all the areas outlined in the Special Educational Needs Code of Practice. This will be achieved by these (specific) outcomes:

- Enabling identified students with SEND to reach their full potential by tracking and monitoring progress and offering Continuing Professional Development to enhance teaching practice. In addition we follow a comprehensive and structured approach to ASSESS – PLAN – DO – REVIEW and referring to outside agencies if a child without a SEND need presents as not making progress despite ongoing support and intervention.
- Professional development of teaching and support staff in the area of SEND is key to the quality of Teaching and Learning of students with SEND.
- Enabling successful transition of SEND students from their previous educational establishment, through the support of a full time Year 7 manager, and beyond their life in the school through the support of the SEND team and outside agencies.
- Providing high quality teaching and a curriculum that is differentiated to meet the needs of every individual by completing regular learning walks, delivering SEND specific CPD and working alongside teachers, parents and outside agencies to meet students' needs.
- The quality of teaching students with SEND and progress will be closely monitored by the SENDCO and support provided by the Leadership Team.
- Removing barriers to achievement and seeking to meet the needs of the individual by working collaboratively with students and their support networks to enable us to know our students. We are able to understand and remove barriers to achievement by regularly reviewing student progress and working alongside many outside agencies from the Specialist Inclusion Support Service and the Specialist Assessment Service as well as other outside agencies and sharing and reviewing this information with teachers and parents.

- Arranging specialized provision to meet the needs of groups with low-level achievement.
- Making reasonable adjustments to enable all SEND students to join in the activities of the school together with students who do not have SEND, as far as is reasonably practical. We employ a number of Learning Support Assistants to support students across a range of curriculum subjects.
- Where appropriate, we provide equipment and resources to support all students to access their lessons alongside their peers by working alongside outside agencies and the local authority we are able to secure appropriate funding.
- Providing a provision of targeted support for students with SEND e.g. Pastoral Managers, Autism Lead Teacher, Learning Support Assistants and SENDCO.
- Access to in school support for Social, Emotional, Mental, Health needs through help and guidance from the pastoral team, mindfulness teacher and where appropriate through referrals to the Social, Emotional, Mental, Health Team and other outside agencies.
- Parents/carers of students with an Educational, Health and Care Plan will take part an SENDCO led annual review, a term review and a parents evening review. We provide students the opportunity to attend meetings and give their views on their education and its planning.
- For students with a SEND need the SENDCO, Pastoral Manager and/or Autism Lead will be available to meet with parents/carers as and when required.
- Ensuring that appropriate staffing and funding is in place for students with SEND.
- Ensuring that all governors, particularly the, are up-to-date and knowledgeable about the School's SEND provision and Inclusion overall by holding termly meetings between a member of the Leadership Team, the SENDCO and the SEND Governor.
- Involving the full Governing Body in the future development and monitoring of this policy.

We aim to ensure that the needs of students with SEND are identified early through assessment and appropriate provision made to meet their needs by:

- Identification of the primary area of need from the four broad categories of:
- Communication and Interaction, Cognition and Learning, Social, Emotional and Mental
- Health needs and Sensory and /or Physical needs
- Regular, careful monitoring of students' progress
- Differentiation of learning opportunities according to students' needs to help them make progress
- Making additional and/or different provision for students who have been identified as not making adequate progress
- Recognising students' strengths and areas for development and involving them in activities in school in order to help them develop as individuals
- Involving parents/carers/guardians and students working in partnership with the school

## **Staffing and Professional Development**

### **SENDCO Roles and Responsibilities**

Post Purpose: To track, monitor and support SEND students to enable them to make the best possible progress; to monitor and support the progress of CLA and CLA ever looked after.

### **Main Duties and Responsibilities**

To undertake duties which could include the following for as long as they are required:

- To oversee the day-to-day operation of the school's SEND policy

- Co-ordinate provision for children with SEND
- Advise on the deployment of the school's delegated budget and other resources to meet the pupils' needs effectively
- Liaise with parents and carers of SEND pupils
- Liaise with Early Years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies as necessary
- Act as a relevant contact for external agencies, especially the Local Authority and relevant support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Principal and Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustments and access arrangements
- To update and manage the SEND register to ensure relevant information is shared with staff on the needs of pupils
- To track and monitor the progress of CLA
- To undertake and complete the National Award in Special Educational Needs Coordination

### **Leadership and Management**

- Strategic lead to enable the accurate assessment of SEND needs and identify barriers to achievement.
- Strategic lead to track the progress of SEND and other vulnerable students to secure strong progress.
- Monitor and evaluate the effectiveness of SEND provision.
- Strategic lead of school's designated SEND budget to ensure effective curriculum access for SEND students.
- Involve and coordinate outside agencies in SEND provision and evaluate this provision.
- Strategically lead aspects of the school's self-evaluation and improvement planning to ensure the needs of SEND and vulnerable students are met.
- Liaise with Progress Leaders (Y7, KS3, KS4) and members of the Senior Leadership Team to ensure the needs of students are met and progress is made
- Ensure assessment and reporting on the progress of SEND students is both regular and robust.
- Ensure support meets the needs of SEND, Pupil Premium and CLA students

This policy complies with:

- section 69 of the Children and Families Act 2014
- regulation 51 and schedule 1 to the Special Educational Needs and Disability Regulations 2014,
- section 6 of the Special educational needs and disability code of practice: 0 to 25 years

The Leadership Team will take active steps to ensure that staff are both aware of and adhere to the aims and stated outcomes that are contained in this policy.

Any complaints regarding the progress or treatment of any SEND student should first be addressed to the SENDCO (Ms Anna Hoban).

If a successful resolution is not reached, representations should then be made to Miss Sally Owen (Assistant Principal).

Should these steps fail to address any concerns, you should write to the Principal.

For further information, please refer to the school's Complaints Policy.

Key Members of Staff:

- SENDCO: Ms Anna Hoban
- Link Governor: Mrs Lesley Markham
- Leadership Team: Miss Sally Owen

This policy should be read in conjunction with Heart of England Schools Local SEND Offer.

This policy will be reviewed annually.