



# HEATHFIELD SCHOOL

## Special Educational Needs and Disability (SEND) Policy

<b>Policy Area:</b>	Academic
<b>Relevant Statutory Regulations:</b>	ISSR Part 1 Equality Act 2010 Children and Families Act 2014 Disability Discrimination Order 2006 Disability Discrimination Act 2002 SEND Code of Practice 2015, updated 2020
<b>Key Contact Personnel in School</b>	
<b>Nominated Member of Leadership Staff Responsible for the policy:</b>	Deputy Head (Academic)
<b>Version:</b>	2024.01
<b>Date updated:</b>	1 September 2024
<b>Date of next review:</b>	1 September 2025

*This policy will be reviewed at least annually, and/or following any concerns and/or updates to national and local guidance or procedures.*

### Introduction

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This document sets out the aims of Heathfield School (“the School”), principles, strategy and methodology for delivering Learning Support throughout the School. It should be read in conjunction with the School’s policies on Equal Opportunities, Admissions and Overseas Pupil Admissions and EFL/EAL (English as a Foreign/ Additional Language).

The School honours the intent of the Equality Act 2010 and abides by the SEND Code of Practice 2015, whose major difference was to include pupils with a disability, as well as those with a special educational need.

### Aims

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The School aims to provide a supportive and stimulating environment in which every pupil is able to achieve their maximum potential. A pupil is deemed to have special educational needs (“SEN”) when their learning, emotional, behavioural or physical needs are significantly different from those of most pupils of the same age at a given time and special education provision needs to be made for them. Identification is achieved through standardised tests carried out by qualified SpLD (“Specific Learning

Difficulties”) staff.

The School ensures that pupils with SEN or a disability (“SEND”) have full access to a broad, balanced and appropriate education, together with the support they require to achieve this. It may also extend its support to pupils who might benefit from a programme of individual specialist teaching, regardless of whether they have SEND needs.

## Statutory Guidance

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Since 1 September 2014, the provisions in the Children and Families Act 2014, its associated regulations and the SEND Code of Practice have been in force. DDO 2006:

- makes it unlawful for education providers to discriminate against pupils and adult learners with disabilities; and
- makes sure people with disabilities are not disadvantaged in comparison to people with no disabilities.

## Definition

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**Special Educational Needs and Disabilities:** The legislative framework for the SEND system is underpinned by the principles set out in Clause 19 of the Children and Families Act 2014 and the Equality Act 2010:

(1.8) *‘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 or a young person has a learning difficulty if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A child or a young person has special educational needs if they fall within the definition of (a) or (b), Clause 20, Children and Families Act 2014. A pupil must satisfy the definition of disability, as described in Part 6 of that Act.

The Equality Act 2010 defines disability as a “physical or mental impairment which has a substantial and long-term adverse effect on someone’s ability to carry out normal day to day activities”.

In an educational setting, impairment may have a substantial or long-term adverse effect on ability to carry out normal day-to-day activities.

## Principles

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The School strives at all times:

- To accommodate the different ways in which children learn, using a wide variety of activities and teaching styles;
- To identify additional needs as early as possible so that it can put support in place;
- To encourage a “whole-school” approach to the provision of support for pupils with specific needs as support for SEND is every adult’s responsibility;
- To ensure that there is no discrimination against pupils with physical, sensory or learning disabilities, including in pre-admission tests at all levels;
- To foster an atmosphere of tolerance and understanding, together with high expectations regardless of the educational need.

## Strategy

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The School uses high-quality teaching, differentiated for individual pupils, to meet the needs of pupils with specific learning difficulties. It draws on the four-stage graduated approach:

- **Assess:** Collect accurate information about every pupil's attainments before entering the School (or as soon as the pupil enters the School, where no prior testing has been performed), through standardised testing, providing identification of any pupils with learning difficulties and determine how the School can best support them.
- **Plan:** Put additional processes and resources in place to help those with specific learning difficulties progress more rapidly and effectively.
- **Do:** Work closely with individual pupils and staff, creatively adapt classroom teaching practices to deliver first-class teaching and seek expert advice, where appropriate, keeping parents fully informed.
- **Review:** Monitor each pupil's progress and support arrangements on a regular basis, revise the arrangements and consult her parents, as necessary.

## **SEND Provision**

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The School has a dedicated Learning Support Department, called Learning Support, tailored for individual and small-group teaching. The Special Educational Needs and Disabilities Coordinator ("SENDCo") is head of the department and is assisted by qualified staff trained in SPLD, supporting in dyslexia and dyscalculia.

All staff (academic, pastoral and medical) are required to familiarise themselves with the School's SEND policy, including their own roles in implementing the policy.

## **SEND Support**

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Pupils who have a greater need at any particular stage of their School career will have a personalised Pupil Profile which is securely stored on Teams; this provides strategies and suggestions for specific interventions. Again, support may take the form of tailored intervention in the Learning Support classroom. Support services from outside agencies may be employed if this is deemed necessary.

In deciding whether to make special educational provision, the teacher and Head of Learning Support should consider all of the information gathered from within the School about the pupil's progress, alongside national data and expectations of progress. This should include high quality and accurate formative assessment, using effective tools and early assessment materials (Special educational provision in schools, SEND Code of Practice, 6.38).

Educational settings under the Equality Act 2010 will make reasonable adjustments for disabled children and young people to help alleviate any substantial disadvantage they experience because of their disability, and will not discriminate against or harass them. The School involves the pupil and their parents as fully as possible in the decisions that affect them.

A record of all interventions is kept on the School database and is updated at the start of the academic year or when any changes may occur.

## **Screening and Assessment for Specific Learning Difficulties**

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Whole-school screening for specific learning difficulties takes place in the Form I, Form III and Lower 6th. Baseline tests are used to measure cognitive ability. Attainment test results in reading comprehension, spelling and writing speed are compared to the ability test results; if discrepancies are found these pupils are recommended for further assessment by the Head of Learning Support. In addition, new pupils across the year groups are also screened for specific learning difficulties and/ or underlying additional needs.

Any information and/or data is held securely by the School until the age of 25 years in accordance with

the 2015 Code of Practice, thereby providing an opportunity to call on such information at a later date if required.

## **Referrals**

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If there are any concerns about a pupil, subject teachers may make a referral to the Head of Learning Support at any stage of a pupil's school career. Pupils can also refer themselves for further assessment, subject to prior parental authorisation.

The Head of Learning Support reviews each year group, throughout the year, with the Head of Year, and there are close links with the Pastoral Care delivered from Heads of Year and Form Tutors. A collaborative and joint approach ensures that the most successful outcomes are possible.

The SENDCo works closely with all the staff members, as well as the School medical team, to evaluate pupils and identify the best course of action. The SENDCo also keeps all relevant staff updated on the welfare and development of pupils who are receiving support from Learning Support.

## **Teaching Staff Responsibilities**

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All members of teaching staff have a responsibility to ensure that each pupil is given as many opportunities as possible to fulfil their potential within the normal classroom environment. Subject teachers are expected to be aware of the learning support needs of the pupils whom they teach and to use the guidelines provided. They are expected to address the learning support needs of the pupils in their lessons, and to recognise when a greater degree of intervention is appropriate to enable pupils to learn effectively. Subject Staff and Form Tutors are also required to monitor and review the progress of pupils towards their individual targets. The curriculum is adapted to be more accessible for pupils with SEND and reasonable adjustments are subsequently made.

The SENDCo provides teaching staff with a list of pupils who require additional support each term. The SENDCo also offers guidance on effective in-class differentiation and flexible teaching to help cater for the learning styles, strengths and weaknesses of individual pupils. Learning Support creates personalised profiles focused on providing targets, as well as outcomes for all pupils diagnosed with a specific learning difficulty. These profiles, kept securely within the department, are regularly updated and can be made available to all teaching and pastoral staff.

All staff (academic, pastoral and medical) are required to familiarise themselves with the School's SEND policy, including their own roles in implementing the policy.

## **Pupil Responsibilities**

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Learning Support complements and supports subject teaching. However, pupils are encouraged to attend the appropriate clinics for the subjects in which they need support.

## **Special Examination Arrangements**

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In order to qualify for Access Arrangements (e.g. extra time, word processing, rest breaks, prompters, readers, etc.) there must be a clear justification based upon:

- a history of need
- a history of provision, supported by teacher feedback
- current testing which supports the original diagnostic report/needs
- evidence of normal working practice

For external examinations, the School follows the Joint Council for Qualifications ("JCQ") regulations.

The School's Specialist SEND Teachers administer relevant diagnostic screening tests, and collate the appropriate documentation for JCQ and the Examination Boards. In some cases, a referral will be made to an Educational Psychologist for a more detailed confirmation of any learning difficulties. The Head of Learning Support and designated Specialist Teachers are responsible for registering pupils' access arrangements online ("AAO") and a record of pupils registered for access arrangements is kept securely on Engage. Relevant documentation and evidence are held in separate Access Arrangements folders, alphabetical by year group, for inspection by the JCQ and Cambridge International Examinations.

The Head of Learning Support liaises with the Examinations and Database Officer to ensure that all Exam Access Arrangements are appropriate and up-to-date. The Head of Learning Support coordinates communication on Exam Access Arrangements between pupils, their parents, the Examinations and Database Officer and any other relevant parties.

## **Pastoral Care**

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The Learning Support Department is committed to contributing to the overall well-being of the pupils and liaises with the School's pastoral staff where there is an area of concern. A wide range and degree of mental health problems might require special provision. These could manifest into problems of mood (anxiety or depression), problems of conduct, self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as: attention deficit hyperactive disorder ("ADHD"), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder, schizophrenia or bipolar disorder.

The School identifies clear processes to consider how it will support such pupils and manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The School offers pastoral support, which includes access to counselling sessions, to help its pupils with social, mental and emotional health difficulties.

## **Partnership with Parents**

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Parents have a vital role in the identification of and support for SEND pupils. Efforts are made to work in partnership with parents throughout the screening process, formal assessment, and during the subsequent target-setting, measurements of progress and reviews. The Head of Learning Support attends parents' evenings and discusses issues and/or concerns relating to SEND provision throughout the year.

Learning Support keeps parents with a child who has learning difficulties fully abreast of their child's progress by phone or email. This is in addition to the whole-school reporting process.

The School charges all parents whose daughters receive a programme of specialist teaching. It also charges for any detailed in-house assessments outside normal Learning Support lessons, but parental permission is always sought first. These charges are added to the termly invoice.

## **Outside Agencies**

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The School works closely with external Educational Psychologists and Clinical Psychologists to whom parents may refer their child for assessments. Relationships have also been established with other Educational Psychologists, Speech and Language and Occupational Therapists.

As of September 2023, the School began working in partnership with Headstuff ADHD Therapy to provide tailored academic and pastoral coaching and mentoring support to pupils with ADHD / ASD characteristics, as well as to their parents.

## **Related Policies**

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- Admissions Policy
- Equal Opportunities Policy
- Equality, Diversity and Inclusion Policy
- Learning Support Laptop Computer Policy
- Overseas Pupil Admissions and EFL EAL (English as a Foreign Additional Language) Policy