



Special Educational Needs and Disability Policy

“Heltwate encourages pupils to do the best they can to achieve their potential in a happy, safe, supportive and calm environment by a team who support them throughout their time here.”

Prepared by Adam Brewster: November 2016

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Nominated SEND Governor: Sue Stepney

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Introduction

This policy is constructed in line with the requirements of the Special Educational Needs and Disability (SEND) Code of Practice: for 0 to 25 years (January 2015)

Part 1 : Basic information about the school's SEN provision

Heltwate identifies pupils as having Special Educational Needs if they meet the definition as set out in the Special Educational Needs (SEND) Code of Practice

[\(DfE, Jan15\)](#)

This defines SEND as;

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her 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

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

The school provides special educational provision for pupils who require “special educational provision that is provision different from or additional to that normally available to pupils of the same age.”

The school provides for pupils whose special educational needs broadly fall into the 4 areas of:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

Guiding principles

- At Heltwate we believe that all of our pupils, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high quality education that will maximise their life chances.
- All pupils are entitled to an education that enables them to:
 - achieve their best
 - become confident individuals living fulfilling lives, and
 - make a successful transition into adulthood, whether into employment, further or higher education or training

Objectives of the school's SEND policy

We will ensure that a child or young person with SEND will have their needs met through a rigorous programme of identification, assessment, planning and support. To achieve this;

- the views of the pupil will be sought and taken into account
- our parents have a vital role to play in supporting their children's education
- our pupils with SEND will be offered full access to a broad, balanced and relevant education, including an appropriate curriculum
- The school will manage its resources to ensure all pupils' needs are met
- A pupil's special educational needs will be identified early
- Provision and progress for our SEND pupils will be monitored and reviewed regularly
- The school will involve outside agencies when appropriate
- Education, Health & Care Plans or statements will be reviewed regularly in line with regulations
- Appropriate training will be provided for those involved in the implementation of the policy

Where a SEND is identified, the school will put appropriate evidence-based interventions in place. These will be provided as part of our Graduated Response, which includes regular review of the progress made and adaptations to the support provided as required.

How the policy will be monitored and contribute to meeting the objectives

The effectiveness and appropriateness of the policy will be continuously monitored by the Head Teacher and Identified SEND governor. This will influence the use of resources, assessment, programme planning, effectiveness and quality of individual planning, pupil progress, pupil participation, parents as partners, statutory reviews/EHCP, the identification of training needs and the use made of support services. These will be monitored and evaluated regularly.

In addition the school will annually undertake a self-evaluation of the effectiveness of its policy in order to both update the policy and to plan further improvements and development.

The arrangements for coordinating the provision of education for pupils with SEND at Heltwate School.

Each class teacher at Heltwate School takes the SENDCo role for their individual class. The Assistant Head Teachers for Upper and Lower School support class teachers with this. All members of the Senior Leadership Team have day to day responsibility and the Deputy Head Teacher takes the role of EHCP coordinator. The Head Teacher reports to the governing body and SLT in determining the strategic development of SEND policy and provision in the school.

The Head Teacher, Deputy and Assistant Heads provide professional guidance to colleagues and work closely with staff, parents and carers, and other agencies. The Head Teacher is aware of the provision in the Local Offer. The Senior Team work with staff to ensure the coordination of professionals in turn providing a support role to the family to ensure that pupils with SEND receive appropriate support and high quality teaching.

The key responsibilities of the Head Teacher are:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with SEND
- working with the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

The key responsibilities of the Deputy Head Teacher are:

- coordinating provision for children with SEND
- liaising with the relevant Designated Teacher of a looked after pupil to create the PEP (Personal Education Plan).
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- being a key point of contact with external agencies, especially the local authority and its support services if available liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned and delegating such responsibility to key members of the SLT
- Coordination of Educational Health Care Plans

The key responsibilities of the Assistant Head Teachers Upper and Lower School are:

- coordinating provision for children with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies and guiding teachers in their involvement
- ensuring that the school keeps the records of all pupils with SEND up to date

The key responsibilities of the class teacher are:

- coordinating provision for children with SEND
- liaising with parents of pupils with SEND as required
- Coordinate Educational Health Care Plans for children in their classes.

Facilities for pupils with SEND at the school including facilities which increase/assist access to the school by pupils who are disabled.

The school is accessible for wheelchairs. Accessible toilets are in all areas of the school

If necessary Individual risk assessments for each pupil take place regarding access to specialist provision

The school seeks to comply with the 2010 Discrimination and Disability Act.

Part 2 : Information about the school's policies for the identification, assessment and provision for all pupils with special educational needs

SEND Funding

The school is funded from the Local authority budget and additional high needs top up. The overall budget is allocated largely on the basis of individual need. The school receives two strands of funding – from the EFA (base funding) based on £10k per planned pupil placement and top up funding via the 5 tier Banding matrix from the Peterborough City Council.

How pupil's needs are identified and reviewed.

All pupils admitted to Heltwate School will have an EHCP. Teachers are responsible and accountable for the progress and development of all the pupils in their class, even where pupils access support from teaching assistants or other specialist staff.

All pupils undergo base line assessment which would assess both cognitive and social behaviours, These are tracked half termly Where a pupil is not making adequate progress, class teachers, Senior leadership and parents will collaborate on problem-solving, planning support and teaching strategies for individual pupils. High quality teaching, differentiated for individual pupils, is the first step in our school's response to differing need. Additional specialist support may be required and this is allocated according to need.

Education Health and Care Plans (EHCP)

All students at Heltwate School have an EHCP. The Deputy Headteacher Support will ensure these are completed efficiently clearly focusing on the pupil and parent's wishes and needs and that those teaching or working with the child or young person are aware of their needs and have arrangements in place to meet them.

The school will ensure that teachers monitor and review the pupil's progress during the course of a year. Formal reviews of the EHC plan will take place at least annually. If a pupil's SEND change, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate. Further information on EHCPs is available on the schools website.

Access to the Curriculum

At Heltwate School all pupils follow a curriculum broadly based around the national curriculum. We expect our teachers to set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. However this may well be differentiated to a level where it is deemed inappropriate or of too great a content. Teachers will use appropriate assessment to set targets which are deliberately ambitious. Lessons are planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. We make every effort to make adaptations to the curriculum, teaching and the learning environment to meet the needs of individual pupils, and where appropriate as part of the planning for the pupil we provide access to ancillary aids and assistive technology.

Post 16 and preparing for adulthood (transition)

We help our pupils with SEND to start planning for their future adult life as early as possible, and by Year 9 at the latest. Our aim is to support our pupils to go on to achieve the best possible outcomes in employment, independent living and participating in society. This could include, for example:

- Including preparation for adulthood in the planning meetings with pupils and parents at an early stage (and particularly from Year 9)
- Ensuring that career advice and information provides high aspirations and a wide range of options for pupils with SEND
- Helping pupils and parents understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions.

We have specific duties to prepare young people with EHC Plans for the transition to adulthood, as set out in Chapter 7 of the SEND Code of Practice. The review of an EHC Plan in Year 9 builds on previous reviews and existing plans. It will allow time for the commissioning of any necessary provision and support to take place. Planning will build on action that has already been agreed with the pupil and will inform decisions about the next stage of education - specifically choices about what relevant qualifications the child will be studying, the range of post-16 options which may be available and the longer term outcomes that the pupil wants to achieve in their adult life.

How the governing body will evaluate the success of the education which is provided at the school.

The governing board will publish information on the websites about the implementation of the governing body's policy for pupils with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

The information required is set out in the Special Educational Needs and Disability Regulations document January 2015

As stated in Section 1 the school will continuously monitor and evaluate the working of the SEND policy gathering information on the following aspects;

- Number of pupils with differing SEND, expressed as a percentage of the school roll, and any changes to the level of support they receive.
- The level of support pupils received and the amount of progress they make
- The 'value-added' data of pupil progress
- The success of resources

- The impact of training and new approaches to meeting needs
- The identification of training needs
- The impact and outcomes of the review process
- The development of pupil participation
- Relationships with parents
- The impact of the statutory process on pupil progress
- The success of involvement of outside agencies
- The success of liaison with other schools.

Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.

Any complaints from parents of pupils with special education needs concerning the provision at the school should be made through the school's procedures as set out on the school's website.

Part 3 : Information about the school's staffing policies and partnership with bodies beyond the school.

Arrangements for Professional Development for all staff, including Teaching assistants, in relation to special educational needs

The professional development of all staff involved in meeting the needs of pupils with SEND is ongoing and continuous. A wide range of training opportunities is provided which includes;

- Skill sharing and the demonstration of teaching techniques and strategies organised within the school
- Professional development sessions and one-off sessions on relevant subjects provided by SEND specialists
- Attendance at courses offered by external providers, accredited and non-accredited, as part of the school's performance management process
- Other courses which are relevant to the work being undertaken. This can be generated by staff interest or can be undertaken at the request of the Senior Leadership.

The role played by the parents of pupils with special educational needs.

All parents and carers of pupils are considered to be our partners. They will be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their pupil's education
- have knowledge of their pupil's entitlement within the SEN framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision making processes about special educational provision.

To make communications effective staff will:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the pupil's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different view points
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings

Pupils

The pupil's views will always be ascertained, but this may not always be through direct discussion with the pupil.

Pupils will be enabled/encouraged to participate in all decision-making processes in education, including the setting of learning targets and contributing to personal plans, discussions about choices of schools, contributions to the assessment of their needs and termly reviews and transition meetings. They need to be part of the process, to know that they are listened to and that their views are valued

Any links with other schools, including special schools, and the provision made for the transition of pupils with special educational needs between schools or between the school and the next stage of life or education.

Liaison with regard to the successful transition of pupils with SEND is undertaken with receiving and sending schools and colleges prior to transfer. Contact is usually coordinated by the Deputy Headteacher.

Transition arrangements for pupils with SEND either moving into the school or moving on to new schools is also planned with the Head Teacher initially and then the Assistant Heads. We have links with all of the Local Authority Special Schools and good links to mainstream. Pupils are involved in the lives of other schools throughout the year, as part of the curriculum; Other schools provide a volunteer force which supports our curriculum. The school also has proactive links with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of pupils with special educational needs.

The school works closely with the following services and organisations.

- Educational Psychology
- Social Services
- Health Authority
- Autism related services

This policy will be reviewed and updated annually. The Head Teacher will also report annually to the Governing Body concerning the effectiveness of the policy.

Procedures and protocol for the upkeep of specialised resources wheelchairs

A visual check of wheelchairs should take place by class teacher/team to make sure that all fastenings are in place, nothing is loose and tyres are inflated. Refer to individual pupil equipment list to make sure that everything is in place.

If anything is missing then parents should be informed immediately by phone so that parents can bring missing item in or they can contact wheelchair services directly to arrange the repair. Class teacher to check that parents have the phone number of wheelchair services.

Ask parents to call back to give a time and date when the engineer will arrive to fix the problem if this is to take place in school, (teachers to make sure that if pupil is due to go out on a trip when the maintenance is to take place, the pupil does not go out but remains in school). Please let admin know that an engineer is expected.

If a problem occurs with one of the wheelchairs provided by wheelchair services, while a pupil is in school, then this needs to be reported to wheelchair services by class team and arrangements made for repair. Parents are to be informed in case the repair is the next day and they can then contact wheelchair services if the pupil is not going to be in school for any reason. Parents are also able to arrange for repairs out of school hours.

Anything related to lap straps; harnesses and wheel brakes are urgent calls as they have transport implications. The class team needs to make a call to transport if a repair is not possible, to make sure that transportation can take place or if parents need to make other arrangements (See Deputy Headteacher).

Parents can request that wheelchair services repair chairs in school but should notify the class teacher/team the date and time the repair is due to take place.

Specialised Chairs Provided by School

Any problems in maintaining pupil posture should be addressed immediately. Class teacher/team to inform Deputy Headteacher and Occupational Therapist. Class teacher/teams need to ensure that the Deputy Head is aware of any postural issues whilst the process to resolve them is being undertaken.

Specialised Equipment and Resources Provided by School

A complete 'whole child' approach is used by the school which enables staff to identify the full range of needs of all individual's. Support and guidance from the Local Authority, school's Occupational Therapist, Speech and Language Therapist, Visual Impairment Service, School Nurse or Educational Psychologist is available.

Regular discussion and reviews are held regarding resources and equipment required. Resources are purchased and built into individualised programmes with the support of the appropriate professionals listed above.

Transition

All equipment a pupil uses will be listed, by the class teacher, in their personal records and should be passed onto the next class teacher as they move through the school. It is the responsibility of the class teacher/team to make sure all equipment moves/ is received with the pupil. Equipment may include wheelchairs/standing frames, hoists, communication aids, teaching and learning resources.

Information around pupil needs in relation to equipment supplied by the Occupational Therapist must be passed onto the next teacher. It is the teacher's responsibility to make sure they have the necessary equipment in place and class teams know how to use it. The Occupational Therapist can be contacted via the Deputy Headteacher for training with equipment. It is the class teacher/teams responsibility to ask for training in any equipment they are not familiar with.

New Equipment Introduced

It is the teacher's responsibility to inform the rest of the staff teams that new equipment is used. The class teacher will complete a risk assessment for the equipment, if required.