Highams Park Academy Trust

Highams Park Academy Trust

Policy and Information Report for Special Educational Needs and Disability (SEND)

This policy applies to all teaching and support staff

Date of Review	SLMT Lead	Trustee Approval
October 2018	Cally Halkes	15th October 2018
October 2019	Cally Halkes Reviewed by Gill Howard-Smith	28th October 2019
October 2020	Cally Halkes Reviewed by Gill Howard-Smith	15th October 2020
September 2021	Cally Halkes Reviewed by Brian Dooley	30th September 2021
September 2022	Brian Dooley	29th September 2022
September 2023	Carl Robinson	4th October 2023
September 2024	Carl Robinson	3rd October 2024
September 2025	Carl Robinson	2nd October 2025

Date of next review: October 2026

Contents

1. Introduction. 1
2. The Kinds of Special Needs for Which Provision Is Made At The School. 2
3. How many children have Special Needs and what can be done for them? 2
4. Assessment and Identification of SEND 3
5. Provision for SEND 3
5.1. Admissions 3
5.2. Teachers 4
5.3. Deputy SENCos 4
5.4. Learning Support Assistants 4
5.5. Frequency and Timing of SEND Support 5
6. Working in Partnership with External Agencies 5
7. Working in Partnership with Parents 5
8. Education, Health and Care Plan (EHCP) 6
9. Supporting A Child through an EHC Plan 6
10. Students 6
11. School Information Report Summary 7
11.1. Complaints 7
11.2. The Local Offer 7
11.3. Frequently Asked Questions 7

1. *Introduction.*

At Highams Park School, we welcome everybody into our community. The staff, Trustees, students and parents work together to make school a happy, welcoming place where children can achieve their full potential and develop as confident individuals.

We provide a learning environment that enables all students to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

At Highams Park School we believe that every student should be supported to fulfil their potential in their academic, emotional, social and physical development. This reflects the school's commitment to supporting the wide range of special needs that children may experience either short or long term.

Students have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them in one or more areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We are committed to narrowing the attainment gap that exists nationally between SEND and non-SEND students. We do this through a variety of different provisions which may include morning interventions, short term specific interventions, home-school interventions and other learning interventions developed on an individual need's basis.

If your child has a special education need and/or disability and you would like to know more about what we offer at Highams Park School please contact us on: 0208 527 4051 or email the Assistant Principal for SEND & Inclusion – Mr Robinson – crobinson@highamsparkschool.co.uk

The governor who has worked with the school on the SEND policy is: Mrs C.Crossley who can be contacted via the school or by email to enquiries@highamsparkschool.co.uk

2. *The Kinds of Special Needs for Which Provision Is Made at The School.*

We refer to the term "Special Educational Needs" (Special Educational Needs and Disability Code of Practice: 0 to 25 Years) if a child:

2.1. Has a significantly greater difficulty in learning than the majority of children of the same age; or

2.2. Has a disability which prevents or hinders the child from making use of the educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority.

2.3. 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 which they will be taught, or if they are underachieving, caused by poor early learning experiences

Special educational provision (Special Educational Needs and Disability Code of Practice: 0 to 25 Years) means:

2.4. For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the Local Authority, other than special schools in the area

2.5. For children under two, educational provision of any kind; "A person has a disability for the purposes of this Act if he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities."

3. *How many children have Special Needs and what can be done for them?*

A relatively high percentage of the school's population may experience a difficulty at some time that could be defined as a special need (e.g. emotional difficulty due to close bereavement, physical difficulty after an accident resulting in serious but short-term injury, social difficulty caused by loneliness and isolation through changing schools, or academic difficulty after a long absence when key concepts are unclear to the child).

Most of these needs are short term and are dealt with as part of the normal class through quality first teaching, or school procedures such as accessing our pastoral system and require no formal systems.

Children who experience significant and potentially long-term needs are those children who need to be recognised through the school's systems to support children's SEND. These children need to have the support they receive, recognised through SEND support. This support should be planned, co- ordinated, assessed and reviewed, through the use of pupil passports or Educational Health Care Plans (EHC Plans). (Special Educational Needs and Disability Code of Practice: 0 to 25 Years). We use the graduated approach of assess, plan, do, review and ensure decisions taken are student centered and parents/carers are fully informed.

3.1. The SEND provision map should only record that which is additional to or different from the differentiated curriculum.

3.2. Pupil passports are written by our LSA's and contain strategies for teachers to adapt their teaching using Quality First Teaching strategies as advised as best practice in the Children and Families Act 2014. They contain key data and have clear, agreed SMART targets which are reviewed termly

3.3. Pupil passports are kept under continual review and as such there can be no specified length of time for how long they should last for. They will be revisited alongside other reporting arrangements which take place three times per year.

3.4. School has a clear approach to identifying children with SEND. Early identification and making effective provision improves long-term outcomes for the child

4. *Assessment and Identification of SEND.*

The school promotes a graduated approach (Special Educational Needs and Disability Code of Practice: 0 to 25 Years) to assessing, identifying and providing for student's special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEND and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

Many children admitted to the school have already had any SEND identified by their previous school at whatever phase it may have been. Throughout Key Stages 3, 4 and 5 students are assessed to check their progress across all areas of learning/subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and Support Staff play a vital role in raising concerns about other barriers to learning such as; social and emotional or communication matters. A rigorous assessment procedure to track children's progress is continuously used. If a child fails to make expected progress to the next stage, this would prompt investigation and potentially move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of a child's learning difficulties. We incorporate these procedures into our normal working practice.

Following assessment and staff consultation, a child's special needs are identified and the needs are recorded on the SEND Register. As appropriate, specialists from outside school will meet with parents, LSAs and school staff for review meetings, which can take place three times per academic year, including parents' evenings with subject staff.

5. *Provision for SEND.*

5.1 Admissions

At Highams Park School we look at the educational needs of a student with disabilities and, in liaison with all other professionals involved with the student, plan a comprehensive learning package, which will allow for measurable learning opportunities to be put in place. This means that the student and all adults involved in supporting that student will meet to plan the educational provision best suited to the needs of the individual student.

At all times we will work closely with parents to ensure that their child receives the very best educational experience that Highams Park School can offer.

The Trustees and Senior Management Team at the school have identified a budget for SEND which:

5.1.1. Provides time for the SENCO to co-ordinate support and liaise with agencies and teaching staff
5.1.2. Provides a team of Learning Support Assistants who support students in working towards their individual targets and needs
5.1.3. Is used to purchase additional equipment and resources to support students and enable them to achieve their full potential

This provision is used to:
5.1.4. Promote inclusive practice across the curriculum for all students with SEND, including differentiation.
5.1.5. Provide intensive support for students with a higher level of need than others (This may include withdrawal for more focused work on the basic skills of literacy and numeracy, speech and communication and other areas of need).

5.2 Teachers

Teachers have responsibility for enabling all students to learn. Signposting of SEND students for supply teachers, Cover Supervisors and new teachers is part of their induction. All SEND information is available to all teachers at any point in the school year and is also made available to any new school if a student moves. To achieve this they;

5.2.1. Plan appropriate work/activities for their students

5.2.2. Strive to ensure that support is available for all children including "high quality first" (Special Educational Needs and Disability Code of Practice: 0 to 25 Years) teaching

5.2.3. Differentiate the curriculum to take into account the different learning styles, interests and abilities using the information available to all staff about the students on the SEND register

5.2.4. Strive to ensure that all children can be included in tasks/activities

5.2.5. Monitor individual progress

5.2.6. Celebrate achievement

5.2.7. Identify those children who require additional to or different from support in order to make progress

5.2.8. Set targets and discuss these with parents and students

5.3 Deputy SENCos/Assistant SENCos

The SEND Department also has two Deputy SENCos working alongside the SENCo. The Deputy SENCos have specific responsibilities within the department. One deputy SENCo acts as an EHCP coordinator and conducts termly lessons observations, book looks and round robin questionnaires. This information is feedback to teachers, parents/carers and the student. The other deputy SENCo oversees whole school literacy and the implementation and impact of the interventions.

The Assistant SENCo has responsibility has the 'Designated Teacher' for 'Looked after Children'. The Assistant Principal ensures that all students have termly PEPS and that we are compliant in terms of the statutory duties set out. This role focuses on the attendance, behavior and academic progress of looked after children, children who have SGO's and those who are adopted.

5.4 Learning Support Assistants and HLTA's

We have a number Learning Support Assistants (LSAs) working with our SEND students. LSAs have high expectations of all students, and use their subject knowledge to enable all students to achieve the learning objective in lessons. Teaching staff plan lessons to make effective use of LSAs, therefore their impact is significant in contributing to the learning and achievements of our students. In addition to this we have three highly educated and experienced HLTA's who run a number of interventions.

All of our LSAs/HLTA's attend training to continue their professional development. Some areas that they have covered are;

a) Speech and Language – delivered form our SALT therapist
b) Zones of Regulation
c) Mind Mapping
d) Child Protection
e) Variety of literacy interventions
f) Neurodivergent Awareness Training
g) Training from the Educational Psychologist
h) Dyslexia for teaching staff

Designated LSAs will work with children during the morning registration period, working on Literacy skills. LSAs then use identified lessons to withdraw SEND students to carry out specific interventions either as part of a group or individually. Some examples are;

i) Speech and Language therapy
j) Social Skills groups
k) Zones of Regulation
l) Handwriting
m) Numeracy Intervention
n) Touch Typing
o) Literacy Intervention

5.5 Frequency and Timing of SEND Support

This is arranged and timetabled by the SENCo in line with the needs of the child's EHC Plan

6. *Working in Partnership with External Agencies*

The Special Educational Needs and Disability Code of Practice: 0 to 25 Years stresses that schools should work in partnership and be supported by a number of individuals and agencies in addressing the special needs of children within the school. Information regarding this can be found in the LA's Local Offer (Special Educational Needs and Disability Code of Practice: 0 to 25 Years)

Highams Park School works in a collaborative partnership with many different agencies. This means that a supportive and comprehensive plan can be developed to meet a child's needs both in and out of school.

We hold regular meetings to monitor the plan and make changes, when necessary, to the plan. We call these meetings 'Review Meetings' – a meeting where you and your child consult with all parties involved to implement the plans developed to support your child.

Listed below are some of the outside agencies with whom we work collaboratively;

a) Waltham Forest Special Educational Needs Team (SEND Service)
b) SEND SUCCESS
c) Child and Adolescent Mental Health Service (CAMHS)
d) Joseph Clarke Service for the Visually Impaired
e) Educational Psychologists (EP's)
f) SEND Success
g) Speech and Language Team
h) Outreach Team at Whitefield Schools
i) Educational Psychologist Community Service
j) Waltham Forest Parent Forum
k) Waltham Forest Dyslexia Association
l) Social Care
m) Early Help 11-18
n) SENDIASS

7. *Working in Partnership with Parents*

The Special Educational Needs and Disability Code of Practice: 0 to 25 Years states that schools should work in partnership with parents in addressing the special needs of students within the school.

It is vital that parents work closely with the school in order for the student to achieve their learning potential. Parents are responsible for communicating effectively with schools and SEND professionals in order to support their child's education. They should alert school to concerns and relevant information relating to their child's needs and fulfil their obligations to support their child.

Parents will be invited to attend meetings to discuss their son/daughter's progress with the SENCo/Deputy SENCo/Head of Year/Tutor or subject staff as appropriate. These meetings will give parents the chance to contribute to discussions about the current provision in place to make sure that it is still what is required. Under normal circumstances this will be linked to a scheduled parent's evening but will also be at other times as necessary.

8. *Education, Health and Care Plan (EHC)*

A single 'plan' replaced the old Statement of Educational Needs. This is called the Education, Health and Care (EHC) Plan. It covers all areas of Special Educational provision, Health Provision and Social Care provision as appropriate.

Waltham Forest SEND Inclusion team will be responsible for the EHC Plan and reviews will be held once a year to make sure that the provision in place is still appropriate.

Annual reviews will last for one hour and may include a multitude of professionals working with the child. In only exceptional circumstances will an annual review take longer than one hour. Parents are asked to read the EHCP and associated reports ahead of the review. The review will focus on the students' progress in relation to the student targets and outcomes as specified within the EHCP. If a parent would like to ask specific questions about Section F then they may do so and the school has the right to request amendments section F. However, section F may not be discussed if neither party has any changes to propose or make.

If the SENCo or parent/guardian deem that the provision needs to be reviewed then the SENCo can call an 'Interim Review' whereby a SEND officer, parent/guardian/SENCo and other professionals attend. Outcomes that could arise from the review include further funding being requested by the school to the LA, simple adaptations to section F or school and/or parent/guardian stating that we can't meet need resulting in the LA consulting with more suitable education providers.

Please note – section F is the section of the EHCP that states the statutory provision that schools must put in place to meet the child's SEND needs. This is usually agreed by parents, school and the LA in annual reviews, emergency annual reviews or co-production meetings for those students who are issued an EHCP for the first time. Although we always aim to work with parents and agree the provision we can offer, at times we may be directive and specific with the provision we can offer and this may differ form parental views and/or wishes. In instances such as this, we do have the legal right to change section F with the approval of the LA.

We offer LSA/HLTA support in the following subject areas:

- English
- Maths
- Science
- History
- Geography
- R.S
- Food Technology
- Design Technology

We try and place LSA/HLTA's within subject areas for consistency although this is not always possible due to resources and logistics.

We expect students to develop the core values of the school in all other lessons and develop their independent learning. The only time that a student would have 1-1 support would be if they had level 6/7 funding according to the SEND funding ladder – Waltham Forest or equivalent fROM another LA.

The SENCo is consulted and forms part of the decision-making process for all suspensions and permanent exclusions for students who have SEND

9. *Supporting A Child through an EHC Plan*

Where a child's SEND becomes so significant that their needs cannot be met through quality first teaching and intervention, school should request an Education, Health, Care Assessment if this has not already been done by the Parent/ Carer(s) or by another agency connected with the child. An EHC Planning Meeting will be held.

"The purpose of an EHC Plan is to make special education provisions to meet the special educational needs of the child or young person to secure improved outcomes for them across education, health and social care" (Special Educational Needs and Disability Code of Practice: 0 to 25 Years)

EHCP's will only be applied for by the school upon agreement by the SENCo. It must be clearly demonstrated that the student is working significantly below their peers and everything that is 'ordinarily available ' at the school Has been exhausted using the 'Assess, Plan, Do, Review process'.

If it is agreed at the EHC Planning meeting, that progress remains inadequate then with parental agreement and permission it may be decided to request that the authority undertake an assessment of the child's needs. This can lead to the issuing of an EHC Plan which will identify additional support that the child has the right to receive. The Local Authority then decides through the SEND Panel if there is a need to "request to assess". If and when an EHC Plan is agreed and issued a Co- Production meeting will take place with the SEND Team Officer.

10. Students

a) Are encouraged to participate fully in the life of the school
b) Understand the success criteria to enable progress to take place
c) Students are expected to adhere to our behavior policy. We will make reasonable adjustments for students who have SEND but this will be at the discretion of the SENCo and Principal and will be considered on a case by case basis.
d) Have a role to play in voicing their suggestions as to how the teachers can help them to learn better
e) Comment on how they feel they are progressing when their targets/progress are evaluated
f) Students are assessed for exam access arrangement in Year 9/10 so that they are valid until the end of year 11 as they have a 2-year life span. In the 6th Form another assessment is not needed as it is accepted that access arrangements were in place at KS4.
g) Transition between phases is carefully coordinated with the Head of transition along with feeder school, parents and external agencies

Engagement with students will play a key role in promoting a culture of positive expectations. Students are involved in the learning process at all levels.

Throug marking using feedback and response, they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs. Students are invited to comment regarding their provision.

11. School Information Report Summary

To be read in conjunction with The School Offer as published on the school website www.highamsparkschool.co.uk

11.1 Complaints

We hope that complaints about SEND provision will be rare, however, if there should be a concern then please set up an initial meeting with the SENCo to discuss the concern. Alternatively, please follow the school's complaints procedure, details of which are available on the school website or in hard copy from the school reception.

11.2 The Local Offer

Waltham Forest's Local Offer can be obtained from the Borough Councils website:

https://www.walthamforest.gov.uk/service-categories/local-offer

11.3 Frequently Asked Questions

I think my child has SEND. How can I find out about what their needs really are?

What makes you think your child has SEND? Do you feel they are not picking things up as quickly as other children the same age? The actual definition of SEND is that a child has significantly greater difficulty in learning than other children the same age. But at the same time, it is true that all children learn at different speeds and schools are very aware of how important

it is to identify children who may be having difficulties with their learning. You could arrange to meet with your child's subject teacher to talk through your concerns.

If you are still concerned after you have spoken to the class teacher, you could ask them to involve the Special Educational Needs Coordinator (SENCo). They have responsibility for what happens on a day to day basis in the school for students with SEND and also provides advice to other teachers in the school to help all students with SEND to make progress

How can I help my child at home?

You should ensure that they access the Bedrock reading program for a minimum of two hours per week. This will improve their reading age. Research shows that students need a reading age of 15 years to be able to access the GCSE scripts.

How will the school involve me in supporting my child's learning?

Parents will be invited to attend meetings to discuss their child's progress. These meetings will give you the chance to contribute to discussions about the current provision in place to make sure that it is still appropriate. Parents will also be invited along when meeting with professionals to discuss their child and contribute towards targets set to support their child's education.

How do I contact staff to discuss my child?

There are a number of different ways to contact staff.
You can:

- Make an appointment to see the subject teacher by writing a note in your child's planner
- Attend parents evening to discuss your child's progress.
- Attend SEND review meetings to discuss your child's progress.
- Contact the office to make an appointment to meet the SENCo/Deputy SENCo or class teacher. – Please note that most parent meetings will be with one of the Deputy SENCo's unless it needs to be escalated to the Assistant Principal for SEND & Inclusion Mr. Robinson

My child has an EHC plan what does this mean?

An EHC plan is made up of six parts:

Part 1: Personal details such as child's name, address and so on.

Part 2: A description of your child's needs, as identified during the assessment.

Part 3: The provision that the local authority will make for your child's needs; the long-term objectives to be achieved by that provision; and how short-term targets will be set and progress reviewed. The statement will set what your child needs in terms of specific provision e.g. weekly speech and language therapy.

Part 4: Information about the school that your child will attend / arrangements that will be made in order to get the provision.

Part 5: Any non-educational needs that your child has e.g. travelling to school.

Part 6: The provision that will be made to enable your child's needs in section F to be met.

The EHCP should include all the reports that were received by the Board during the course of the statutory assessment.

For details about the EHC pathway please see the Waltham Forest website at

https://www.walthamforest.gov.uk/content/education-health-and-care-pathway-ehc-plans-0

or

www.youtube.com/watch?v=FUy-5MbvvaE