



Physis Heathgates Academy

Special Educational Needs and Disability Policy

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This policy observes the statutory guidance set out within the Department for Education (DfE) document [Special educational needs and disability code of practice: 0-25 years](#) (last

update April 2020). It has also been written with reference to the following guidance and policies:

- Equality Act (2010)
- [Supporting pupils with medical conditions at school](#) (DfE, 2015)
- [Teachers' Standards](#) (last update December 2021)
- Designated Teacher for looked-after and post-looked after children
- Accessibility Plan
- Child protection and Safeguarding

1. Definitions

Special educational needs

In this policy, 'special educational needs' (SEN) refers to a learning difficulty that requires special educational provision.

The SEND Code of Practice (2015) says that children and young people 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 had a learning difficulty or disability if they:

- Has a significantly greater difficulty in learning than the majority of others of the same age
- Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Difficulties related solely to limitations in English as an additional language are not SEN.

Special educational provision

Special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.

2. SEND Provision at Heathgates Academy

Aims and objectives

Our aim is for high standards of attainment by providing an individualised bespoke curriculum. To ensure the students are provided with a safe and secure nurturing environment. Helping students to have a positive and confident attitude towards themselves and belief in their abilities in order for them to achieve their full potential.

The underlining ethos of the school is humanistic in that we maintain a strong commitment to our belief that given the appropriate level of engagement, support, resource and encouragement, that children and the young people we work with can make sense of their past experiences, make full use of opportunities on offer, and subsequently live fulfilled and productive adult lives.

Heathgates Academy is committed to catering for the learning needs of all students. All students are treated as individuals through inclusive, high-quality teaching whether students have an EHCP (Education Health and Care Plan) or identified SEN or not.

Our SEND aims are:

- To ensure that all students with SEND have their needs identified in order to support academic progression and continued good physical and mental health and wellbeing.
- To ensure that every student is protected from harm and that every effort is made to enable them to learn and grow independently.
- To ensure that all students can access a balanced curriculum, differentiated where appropriate.
- To ensure that all students with SEND are able to fully access the curriculum by providing extra support or additional resources where appropriate and by removing barriers to their learning.
- To develop a positive working partnership with parents/carers and the students' other stakeholders.

Our objectives are to:

- Identify the needs of students with SEND as early as possible. This is most effectively done by gathering information from parents/carers, education, health and care services prior to the student's admission to the school.
- Monitor the progress of all students in order to aid the identification of students with SEND. The whole school monitoring system, individual teacher feedback will identify those students whose progress is insufficient and requiring help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure students with SEND have full access to the curriculum. This will be coordinated by the SENDCo and leadership team and will be carefully monitored and regularly reviewed in order to ensure that individual targets are met and that all students' needs are catered for.

- Work with parents/carers and social workers involved with the student to gain a better understanding of their child or young person and involve them in all stages of their education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's or young person's progress, and providing information on the provisions for students, and the effectiveness of the school's SEND work.
- Seek support from outside agencies when a need has been identified and discussed with parents/carers and social workers.
- Create a school environment where students feel safe to voice their opinions of their own needs. This means providing regular one to one meetings between students and their key teacher/SENDCo and will be made easier by carefully monitoring the progress of all students. This will be reflected in decision-making but also encouraged through wider opportunities for participation in the school community e.g., being part of School Council.

Responsibility and arrangements for the coordination of SEND provision

The person with overall responsibility for overseeing the provision for students with SEND is Craig Seretny (Headteacher)

The person with responsibility for the operation of the SEND policy and coordination of provision made to support individual students with SEND, including those who have Education Health and Care plans (EHCP) is Cheryl Matthews (SENDCo).

The SENDCo is responsible for:

- Holding details of the following records: for students receiving SEND Support, for students with Provision Plans, for students with an EHCP, all Support Plans for individual students.
- Being a key point of contact with parents/carers and external agencies, especially the placing local authority and its support services; social care team, inclusion team, SEND case workers and Virtual School.
- Ensuring that appropriate Learner Passports and learning targets are in place, that relevant background information about student with SEND is collected, recorded and updated from virtual schools, social workers, SEN teams and previous education settings.
- Coordinating provision according to need.
- Writing and updating the SEND policy and SEND Action Plan
- Ensuring that the SEND policy is understood by and adhered to by all staff.
- Ensuring that every placing local authority protocol and paperwork is applied and completed accurately
- Putting into place and monitoring systems that meet the 'Special educational needs and disability code of practice: 0 to 25 years'
- The overall monitoring of students who have SEND
- The overall monitoring of the progress of students who have SEND

- Provide professional guidance to colleagues and working closely with staff, parents and other agencies, disseminating and training staff in SEND related issues (SEND CoP 6.89)
- Be aware of the provision in the SEND Local Offer of each placing authority and be able to work with professionals providing a supportive role to parents and or care homes and social workers to ensure that students with SEN receive appropriate support and high-quality teaching.
- Liaising with other education settings, educational psychologists, clinical services, health and social care professionals, and independent or voluntary bodies
- Liaising with potential next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned
- Working with the Headteacher to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all students with SEN up to date

The role of the Headteacher:

- The Headteacher is involved in developing and monitoring the Policy. They are kept up to date and knowledgeable about the provision.
- The quality of SEND provision is continually monitored, evaluated and reviewed.
- SEND provision is an integral part of the School Development Plan.

All staff can access:

- The Heathgates Academy SEND Policy
- The SEND Register
- Guidance on identification in the SEND Code of Practice (2015)
- Information on current legislation
- Information on individual students' special educational needs including Individual Education Plans
- Practical advice, teaching strategies, and information about types of SEND.

In this way, every member of staff will have complete and up-to-date information about all students with SEN and their requirements which will enable them to provide for the individual needs of all students. Information for parents/carers and other stakeholders can be provided by request.

Admission arrangements

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes children and young people with SEND; those with an EHCP and those without.

Students at Heathgates Academy are predominately Looked after children often placed outside of their local authority. Admissions to Heathgates Academy are agreed as part of a collaborative decision made between the school, parents/carers, Social Worker, Virtual School and SEN team (where applicable). If Heathgates Academy is considered the most

appropriate educational provision by all parties concerned, then a child or young person will be placed at the school.

All SEND paperwork should be passed to the SENDCo by the previous school or setting or parents/carers or social worker as soon as possible. If the student is transferring from another school, a meeting may be set up by the SENDCo to aid the smooth transition of the student and discuss arrangements to be made as well as any other important information relating to that student's needs. Where a meeting is not possible, contact will be made using telephone and or email.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to the child or young person joining the school.

3. Identifying and managing special educational needs

Identification and assessment

All students at Heathgates Academy are to be considered as being within the SEN support category owing to their accessing specialist educational provision.

The SEND Code of Practice 0-25 (2015) identifies 4 broad categories of need.

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD (Autism Spectrum Disorder), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour, so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

Sensory and/or physical

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health. 9 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

We also recognise that consideration needs to be given to other factors. The following needs are NOT considered to be SEND but they may impact on a child's progress and attainment:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Receiving a pupil premium allowance
- Being a looked after child
- Being a child of a serviceman/woman

We identify and assess need through a graduated approach. This is a four-part cycle (assess-plan-do-review) through which actions are revisited, refined and revised with a growing understanding of the students' needs and of what supports the student in making good progress and securing good outcomes. Our partnership with carers, clinical services and our placing authorities is key in the development of interventions to meet the need of the 'whole child'.

Upon entry to Heathgates Academy, the data and information provided by students' previous education setting, past PEPs and other documentation varies in quality and robustness. When starting at the school, students are supported to complete a range of baseline assessments

including WRAT4 and BKS English and Mathematics. This, in addition to the data and information provided by previous settings can help to inform the Learner Passport. This data also provides a benchmarking tool against which progress can be measured and the effectiveness of provision and interventions can be monitored.

Facilities, interventions and support for students with SEND

The whole school approach at Heathgates Academy is providing High Quality Teaching. Students are taught 1:1 or in very small groups. Staff also use an Emotion Coaching approach. All students have a Learner Passport which is shared with teachers. The Learner Passport is a document that outlines students' strengths and difficulties, with suggested strategies for teachers to best support their learning.

Teachers will take steps to provide appropriately differentiated learning opportunities that will aid students' academic progression and enable teachers to better understand the provision and teaching style(s) that best meets the students' needs. The teaching and learning for all students are regularly reviewed. This includes giving teachers access to a range of strategies to identify and support students. We consider this to be **Wave 1: Universal support**, with every teacher being responsible and accountable for the progress and development of all students they teach.

Wave 2: Targeted support is where we provide targeted support when we consider it appropriate to make additional short term special educational provision to remove or reduce any barriers to a student's learning, or to help them catch up. This targeted support may take place as a 1:1 or small group intervention outside the classroom, limited to a number of weeks to minimise disruption to the regular curriculum.

We use a range of Intervention Tools, these are research-led, using information supplied by bodies such the Education Endowment Foundation, to support strategies, interventions and plans. The school has access to a range of SEND interventions, these include:

- Precision Teaching
- SNIP Literacy
- Talkabout for Teenagers
- Talkabout Transitions
- The Listening Program (for Auditory Processing)
- Fine Motor Skill development
- Gross Motor Skill development
- Handwriting fluency and legibility
- Typing Club (for learning Touch Typing)
- Activities to develop attention and listening skills
- Activities to develop auditory memory

We feel it is important to remember that no particular strategy can be seen as a 'cure-all', and careful exploration and diagnosis of the reasons why an individual student is struggling is very important when considering intervention strategies.

Wave 3: Specialist support is where we will seek specialist advice and or regular support from a specialist outside the school in order to plan for the best possible learning outcomes for those students who struggle to make progress in spite of high quality teaching and targeted intervention. This may include assessment and or support from:

- An educational psychologist
- A speech and language therapist
- An occupational therapist
- Sensory advisory teachers for students with, for example, visual or hearing impairments
- A dyslexia consultant

4. Working in partnership

Partnership with parents/carers

We believe that effective support for students with SEND depends upon close cooperation and positive partnerships between Heathgates Academy and student's parents/carers.

We promote a culture of cooperation between parents/carers as well as more widely, other members of the Physis Group (e.g., Clinical Services) and student's local authorities. We believe this is important in enabling anyone with SEND to achieve their full potential.

We aim to share information with parents/carers through informal conversations, individual meetings and school reports as well as via the PEP, Looked After Review and the Annual Review processes. Information sharing includes notifying parents/carers as soon as possible with additional concerns, and there is always a willingness to listen to parent/carer issues or concerns brought forward for discussion.

Parents/carers are invited to attend education review meetings as appropriate, to discuss progress and to be involved in setting targets with appropriate intervention strategies that aim to help the student both in school and at home.

We respect the differing needs of parents/carers such as a disability or communication and linguistic barriers and will work with parents/carers to involve them in their child or young person's education in the most constructive manner.

Partnership with students

Students, who are capable of forming views, have a right to receive and make known information, to express an opinion, and to have that opinion taken into account in any matters affecting them where possible in all the decision-making processes by:

- Contributing to their Learner Passport and Communication Passport through individual consultation with a member of staff.
- Contributing termly to their student voice section of their PEP.
- Discussing option choices and careers with key teachers, SENDCo and CEIAG Lead.
- Having regular opportunities to discuss their needs and problems with a key teacher, the SENDCo or other member of staff.

- Where applicable, through Annual Reviews of their EHCP's.

Partnership with external agencies

Heathgates Academy works with a wide range of services when it is felt specialist advice and support is required. These services might include:

- Educational Psychologists from Shropshire and or from a student's placing authority
- Looked After Children teams from placing authorities
- Shropshire SEND Team and from student's placing authority
- Students' Virtual Schools
- Shropshire Sensory support service – for visually and hearing-impaired students
- Occupational Therapy Services
- Speech, Language and Communication Services
- CAMHS
- Dyslexia Consultants
- Exam Access Arrangements assessors

Transition partnerships

We always want to make sure students have well supported and successful transitions to new placements and or education settings. We have a Transition Policy that informs of our plan to support the transition of any student from Heathgates Academy.

When a student is transitioning to a new setting, we will work with that student's local authority team (SEND and Virtual School) to ensure that the correct process is followed. We also, where possible, work with the student's new education placement.

When a student has an EHCP, as such any new provision must be able to meet their needs and outcomes stated within this statutory document. Process described in the SEND Code of Practice (2015) should also be followed. The SEND team from the student's placing authority need to consult with any new education setting to ensure that they can support the student appropriately and meet their needs. Consultation should take place before the student starts at a new education setting.

5. Managing and supporting students with medical conditions

Heathgates Academy recognises that students at the school who have medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children and young people with medical conditions may be disabled and, where this is the case, the school will make 'reasonable adjustments' to comply with its duties under the Equality Act (2010).

6. Accessibility

The school has a duty under the Equality Act (2010) to increase its accessibility for disabled students. There is an Accessibility Plan which outlines strategies to increase accessibility.

At Heathgates Academy we endeavour to offer all curriculum opportunities and activities available to all students and make reasonable adjustments where necessary to sustain an ethos of an inclusive environment.

Staff will receive input from Sensory support service where required, to enable them to adapt their teaching methods, adapt teaching and learning aids and or the learning environment to support students with hearing and visual impairment. Staff, where required, will also receiving training on how to confidently use hearing monitors.

Parents/carers or students with disabilities will receive information through letter, text and email and sometimes through a follow up telephone call depending upon their preferred method of communication.

7. Evaluating the success of SEND provision at Heathgates Academy

SEND provision at Heathgates Academy is evaluated against the objectives stated on this policy. Staff, parents/carers and students are involved in the evaluation process. Evaluation is ongoing and is part of our self-evaluation arrangements and is included as part of our Development Plan.

Monitoring and evaluation are through analysis of termly data, regular contact with parents/carers and students within termly PEP meetings and through feedback from subject staff.

The Headteacher, support by the SENDCo, will observe lessons to monitor the quality of teaching, and for those students with SEND focus specifically on the extent to which teachers adapt their lessons and resources as set out in the Learner Passports.

Evaluation is ongoing which means that the SEND provision is always subject to continuous assessment and review.

8. Monitoring arrangements

This policy will be reviewed at least annually or following any government updates, by the SENDCo and or Headteacher. The policy will also be approved by the school's Governing body.

9. Complaints procedure

We endeavour to do our best for all students but if there are any concerns or complaints, we encourage parents/carers to approach the SENDCo in the first instance. If the SENDCo is unable to resolve the concern, then parents/carers can contact the Headteacher, and a response will be made as soon as possible.

Parents/carers are informed about the Independent Advice and Support Service (IASS), so that they can obtain support, advice and information from them if they wish.

Monitoring

	Signature	Date
Policy Reviewed By:		
Next Review Date:		
Interim Review Comments:		
Policy Reviewed By:		
Next Review Date:		
Interim Review Comments:		
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Next Review Date:		
Interim Review Comments:		