



Heathfield School

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POLICY OR DOCUMENT

SPECIAL EDUCATIONAL NEEDS

Special Educational Needs Policy

Policy By: Hazel Soffe (Assistant Headteacher)
Date: November 2016

Signed: *June Goble*
Chair of Governors

To be reviewed: November 2017

As a Rights Respecting School, we know that education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment.(Article 29) We know that a child with a disability (special needs) has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families.(Article 23)

All children are valued regardless of their level of ability, their learning difficulties and their behaviour, and should have access to a broad balanced curriculum that includes the Early Years Foundation Stage & the National Curriculum and is also designed to meet their personal educational and social needs.

We strive for our leadership and staff to.....

- Be inspirational leaders
- Demonstrate excellent leadership of learning
- Have high expectations of the whole school community
- Be dedicated to ensuring the children reach their full potential
- Be committed to enabling and encouraging children to overcome their barriers to learning
- Value everybody and foster respectful, trusting relationships

We strive for the teaching and learning to.....

- Be of high quality
- Be tailored to the individual needs of each pupil
- Access exceptional resources and learning environments
- Prepare the pupils for life beyond heathfield
- Be fun, motivating, enjoyable and innovative
- Encourage confident, independent learning
- Ensure the best outcomes for the children
- Enable and facilitate communication

Heathfield is a day special school for primary aged children who experience learning difficulties. Our range of pupils include children with physical disabilities and additional needs of varying complexity such as; language delay/disorder, visual impairment, hearing impairment, autism and medical conditions. Many children have additional sensory, physical, emotional, behavioural and communication needs. Each child is an individual and we strive to overcome all barriers to their learning. We are aspirational and aim for all the children at Heathfield to learn, achieve and succeed in different ways to reach their full potential. We are committed to excellence in education for our pupils. Our shared vision is 'Learn and Grow'. Our core values are embedded in the curriculum.

1. PROVISION FOR DIVERSITY

Our Aims are achieved through the following means:

The Heathfield Curriculum is in line with the National Curriculum statutory entitlement for all children. The National Curriculum underpins our learning, yet it is adapted to meet the individual learning needs of our young people. A personalised, differentiated and purposeful broad and balanced curriculum is at the heart of the teaching and learning. Heathfield School offers all pupils a modified curriculum that is highly structured, and is delivered at a pace and level matched to the pupil's individual needs. This modified curriculum is practical and delivered through first-hand experience, with frequent opportunities to generalise skills into other contexts. We always start with the child and their specific learning priorities, the curriculum delivery is modified to take account of pupils' preferred way of learning.

Pupils are taught in varying sized groups by staff with experience and expertise in facilitating the learning of children with S.E.N. This is done through a differentiated approach within a broad and challenging curriculum. The curriculum includes the Early Years Foundation Stage and the National Curriculum, delivered at an appropriate pace and level for each pupil. Curriculum planning and pupil assessment are informed by the QCA P Levels, and a range of approaches and organisational strategies are employed in the classrooms according to the needs of the pupils.

The EHCP and subsequent Annual Review Reports identify learning targets for the coming year that are carried forward into the short term objectives in the Individual Educational Plan for each child. These targets are reviewed regularly. The children are where appropriate in their year groups. The school has smaller specialist classes for children who needs require specific approaches.

Inter-professional Collaboration

We believe that the special educational needs of some children can best be met through working together with other professions as appropriate. Therefore decision-making, planning and assessment within the school are based upon collaboration among the key professionals concerned and through regular meetings and liaison, which may involve any of the following personnel:

Teachers, Learning Support Assistant, Educational Psychologists, Teacher Advisers, , Medical Consultants, Physiotherapists, Occupational Therapists, Speech Therapists, Children's Services, Sensory Integration OT

It is very important that the school culture celebrates diversity, so that children with differing abilities are valued and respected by both peers and adults. P levels are used to assess those children working below the age related expectations of the National Curriculum. The child's level of attainment will be addressed through progression guidance targets and yearly targets which are closely monitored to ensure robust progress for all pupils, IEP targets, learning objectives and the provision of suitable activities and resources. Children should be engaged in activities

alongside their peers, also carrying out parallel activities where this is more appropriate. It is vital that at times children are able to function independently alongside an adult or within a group, and are given frequent opportunities to practice, without assistance, the skills that they have mastered.

The school is a fully accessible single storey building, with specialist accessible facilities. The school offers; a shallow water swimming pool, a sensory/soft play room, a designated ELSA area, a Nurture room staff by trained nurture leaders, specialised art provision, extensive outdoor grounds with plenty of opportunities for quality learning and play, state of the art computing equipment. We have a purpose built, fully accessible outdoor classroom within our grounds.

2. ASSESSMENT AND REVIEW PROCEDURES.

The school views assessment and recording of pupil achievement as an integral part of the learning process. The very nature of the learning needs of pupils placed at Heathfield and the way in which the curriculum is delivered means that the identification and review of a pupil's special educational needs is an on-going process. However there are certain formalised procedures that provide a focus for this endeavour once a pupil has been admitted.

- The school use the B Squared Assessment tool to assess and review the progress and achievement of the children.
- Each child has a baseline assessment, upon arrival to the school. Staff liaise with therapists according to the needs of the child and if the pupil does not have an EHCP, one will be triggered at this stage.
- At the end of year R children are assessed using the Early Years Foundation stage Profiles.
- If inter-disciplinary assessments are required for any child in the school then a referral will be made
- The statutory Annual Review Report reviews the special educational needs identified in the EHCP.
- The Individual Education Plan (IEP) is based on specific short-term objectives derived directly from the outcome objectives identified on the EHCP or the most recent EHCP Annual Review Report for each pupil. The pupil's attainments in relation to the objectives concerned are reviewed every half term; therefore there is on-going monitoring of achievement regarding identified targets/needs.
- The IEP is a working document and will be reviewed at least half termly and re-written termly.
- The IEP should be accessible in the classroom and will be readily shared with parents or other professionals.

- Each child has an IEP bag containing tasks tailored to the children's needs and specific targets. These activities have challenge and encourage independence.
- The most recent IEP provides the focus for discussion at the Annual Review Meeting and forms the basis for the drafting of the learning targets stated on the Annual Review Report, and in order to review the pupil's special educational needs.
- An up to date IEP will accompany the pupil on moving classes within the school and on transition to another school.
- Pupils will have the opportunity to access the Statutory Assessment Tasks at end of key stage, if deemed appropriate.
- The school also uses empirical evidence in assessing the children.
- The school uses standardised testing of phonics, reading, spelling and maths.

3. MONITORING BY THE GOVERNORS

The Governing Body will monitor success of the SEN Policy annually in the following ways:

- By discussing at the Governing body meetings an account of the outcomes and success of the school's special needs policy during the period since the last report.
- By liaising with the Headteacher about current concerns, trends and specific issues related to pupils.
- By noting and discussing comments and responses made by parents regarding any aspect of the school's provision for their child.
- By regularly discussing and monitoring the progress of the Strategic Plan for School Improvement.
- By seeking the support of the Local Education Authority Officers and Inspectors, in order to monitor the success of school policies.
- By holding meetings with school staff in order to discuss policies, by seeking professional information from a range of staff members and responding to enquiries from parents.
- By visiting school at any time with or without prior arrangement.
- By participating in both on and off site school activities.
- By undergoing appropriate Governor training, and participating in training with school staff.
- By meeting with the Senior Leadership Team in order to discuss current training priorities and their intended outcomes, in the light of the Strategic Plan for School Improvement.

4. PARENTAL INVOLVEMENT

The school aims to promote and extend parental involvement. The school staff and Governors share the responsibility of ensuring parental involvement and partnership. Parents are encouraged to play a vital part in a range of school events and there are number of ways in which this can be achieved.

- By regular opportunities to discuss the child's work, or direct involvement in their child's IEP through the process of setting and working on targets.
- Access to school staff on request in order to discuss any worries or concerns regarding any aspect of their child's development.
- The availability of home-school communication systems appropriate to the child's age/development, which keep parents informed about their child's performance in school.
- The opportunity to receive home visits.
- Formal opportunities to discuss the child's achievements, throughout the year, in the form of Parents Evenings, and the EHCP Annual Review Meeting.

LINKS WITH OTHER SCHOOLS

Heathfield School has established and is committed to developing links with other schools at various levels and for a range of purposes. Links with mainstream, special schools and pre-school settings are considered a vital aspect of the school's role within the continuum of provision for meeting special educational needs. Such links are constantly developing as they are to some extent driven by pupil need as it arises. However, examples of existing links with other schools are as follows:

- Where appropriate the school can provide integration experiences for Heathfield children as part of the process of assessing how they will respond to a mainstream school environment and their readiness for a planned return to mainstream education.
- We arrange part-time or block placements for children in their local mainstream school or other special schools, and have strong links with the other campus schools, St Francis and Ranvilles Infant and Junior Schools, in order to achieve this when appropriate.
- We have achieved accreditation as a provider of outreach support inclusion for children with special needs in mainstream school settings.
- We implement transition planning for pupils who are transferring to other schools for a variety of reasons:
 1. When the child is moving to secondary education at the end of Year 6.
 2. When a child is involved in trial or fulltime integration in a new school.
 3. When a child is transferring to an alternative special school set
 4. A smooth transition with adequate inter-school support and liaison is our aim in all such cases

LINKS WITH OUTSIDE AGENCIES

The school is committed to working closely with outside agencies, which are also supporting children with special educational needs and enhancing the quality of provision for them and their families. The involvement of outside agencies may be, on a formal level However that informal involvement of such agencies may well occur prior to this stage.

Health professionals work on site as part of an inter-disciplinary team and currently the school is allocated a number of sessions involving Physiotherapist, Speech Therapists and Occupational Therapists.

- Confidentiality is respected at all times. Information is disclosed only for statutory requirements or within the child's best educational interests.
- The school endeavours to provide a wide source of information concerning other agencies/charities/voluntary groups etc. that may be useful to parents
- Parents will be informed when consultation is undertaken with other agencies and mutual action plans may result.
- When Annual Review Meetings are held, a representative from the other agencies involved is invited to attend.