



HERITAGE HOUSE SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Approved by: [FGB]

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding learners with SEND
- Set out how our school will:
 - Support and make provision for learners with special educational needs and disabilities
 - ⇌ Provide learners with SEND access to all aspects of school life
 - Help learners with SEND fulfil their aspirations and achieve their best
 - Help learners with SEND become confident individuals living fulfilling lives
 - Help learners with SEND make a successful transition into adulthood
 - Communicate with learners with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the learner
- Explain the roles and responsibilities of everyone involved in providing for learners with SEND
- Communicate with, and involve, learners with SEND and their parents or carers in discussions and decisions about support and provision for the learner
- Make sure the SEND policy is understood and implemented consistently by all staff

A child with a disability 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. Article 23 (children with a disability) of the UN convention of the rights of the child.

2. Vision and values

Heritage House School is a special school for learners with severe, profound and complex disabilities. All learners attending the school have Education Health and Care plans. The school is focused on learning and we thrive on creating opportunities to develop the individual learner in all aspects of their education through specialized teaching and learning. The school provides a safe, supportive physical environment and has amazing provision over two sites for learners from 3 years to 19 years old.

The staff team consists of learning support assistants, therapists, a family advocate, learning coaches and teachers. Together with our admin & site team we aim to ensure the school continues to meet all the needs of our community at Heritage House School, working in partnership with our families.

Heritage House School puts the learner at the centre. Each learner has a personalised learning plan to support progress which considers the learners specific interests and diverse learning needs. Learners work within one of three pathways: exploratory, semiformal and formal.

The Intent of the Heritage House School curriculum:

- provides holistic learning experiences which are personalised to meet the unique needs of learners
- provide a broad, balanced and relevant curriculum focusing on functionality
- uses learner interests and talents to provide exciting, motivating and engaging learning experiences
- is flexible in order to meet the needs of the diverse population within the school and matched to the individual needs of each learner
- develops confidence, high self-esteem and independence
- develops a respect for other people and the environment
- prepares learners for the opportunities, responsibilities and experiences in life beyond Heritage House School

Heritage House school is a Rights Respecting school and has the Gold accreditation.

3. Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for learners with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for learners with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The governance guide for [maintained schools](#) which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all learners, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all learners the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that learners with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs

A learner has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them. All learners at Heritage House School have Special Educational Needs.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- 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

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.

5.2 Disability

Learners are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of learners with SEND are grouped into 4 broad areas. Learners can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the learner's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Learners with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Learners who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Learners with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where learners are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Learners may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the learner becoming withdrawn or isolated.</p>

AREA OF NEED	
Sensory and/or physical	<p>Learners with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Learners may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These learners may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

Special Educational Needs provision for learners at Heritage House School is a matter for the school as a whole. In addition to the governing body, the school's headteacher and all other members of staff have important day-to-day responsibilities.

6.1 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- › Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- › Do all it can to make sure that every learner with SEND gets the support they need
- › Make sure that learners with SEND engage in the activities of the school
- › Make sure parents are kept updated about the special educational provision for their child
- › Make sure that the school has arrangements in place to support any learners with medical conditions
- › Provide access to a broad and balanced curriculum
- › Have a clear approach to identifying and responding to SEND
- › Provide an annual report for parents on their child's progress
- › Record accurately and keep up to date the provision made for learners with SEND
- › Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- › Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- › Determine their approach to using their resources to support the progress of learners with SEND
- › Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

6.2 The Headteacher

The headteacher will:

- Work with the leadership team and governors to determine the strategic development of the SEND policy and provision within the school
- Work with the leadership team and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for learners with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual learners
- Have an overview of the special educational needs of all learners
- Advise the LA when an EHC plan needs an early review
- With the leadership team, monitor specific staff training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the leadership team, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

6.3 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet learner needs through a graduated approach
- The progress and development of every learner in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Review each learner's progress and development, and decide on any changes to provision in collaboration with the multidisciplinary team
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the learner and the school
 - Work collaboratively with parents and agree their aspirations for the learner

6.4 Coaches, therapists and support staff

Coaches, therapists and support staff are also responsible for:

- Liaising with the class teacher
- Assessment and identification of barriers to learning
- Multi-professional planning
- Implementation of specialist teaching and learning strategies/ therapeutic approaches
- Record keeping
- Reporting

6.5 Family Advocate

Our Family Advocate supports and encourages parents and carers to enable them to achieve the best outcomes for their child or young person by ensuring that parents' and carers' wishes and aspirations for their child are clearly communicated and heard. This fosters a truly collaborative approach between families, school and other agencies and organisations, which puts the child or young person at the centre.

The support provided by the Family Advocate might include:

- › being an impartial link between home and school
- › interpreting and explaining rules and procedures and supporting parents and carers to navigate a path through them to achieve the desired outcomes for their child e.g. by assisting with completion of DLA forms or accessing more suitable housing
- › attending meetings to support families, including meetings with other agencies, e.g. Social Care Services
- › attending in school Paediatric clinics and ensuring that families' concerns are properly addressed and resolved
- › information sharing and signposting parents and carers towards sources of support, advice and information
- › making referrals to outside agencies e.g. the Community Learning Disability Nurses
- › encouraging parents and carers who wish to do so to access support for their child by drafting formal requests to access the specialist support provided by the local Social Services Children with Disabilities 0-25 Team
- › hosting drop-in sessions (sometimes with guest speakers chosen by parents) in The Potting Shed Cafe at school, giving parents and carers the chance to benefit from peer-to-peer support in a non-judgemental environment
- › assisting with form filling and letter writing
- › organising an annual Transitions Fair for older learners who are preparing to transfer to adulthood

6.6 Parents or carers

Parents/ carers will always be given the opportunity to provide information and express their views about their child's SEND and the support provided. They are invited to participate in discussions and decisions about this support and co-produce plans. They will be:

- › Encouraged to communicate with school via the learner's communication book
- › Given termly personalised learning plans
- › Invited to contribute to the coproduction of Stress Reduction Support Plans
- › Invited to attend parent sessions alongside their child in school
- › Invited to annual review meetings and provide their parent contribution
- › Asked to keep school updated of SEN support outside school and any changes in the learners needs
- › Given the opportunity to share their concerns and, with school staff, agree their aspirations for the learner
- › Given a journal to show the learner's progress at the end of the autumn and spring term and an annual report on the learner's progress in the summer term

The school will take into account the views of the parent or carer in any decisions made about the learner.

6.7 The learner

Learners will always be given the opportunity to provide information and express their views about their SEND and the support provided. During each annual review, photos and videos of the learner are shared representing their voice. Where possible, they will also be invited to participate in discussions and decisions about support. This might involve the learner:

- › Explaining what their strengths and difficulties are (communication supports are available to support learners with this)
- › Contributing to setting targets or outcomes
- › Attending review meetings
- › Giving feedback on the effectiveness of interventions

The learner's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

All learners at Heritage House School have an Education Health and Care plan. This plan is a legal document that describes the needs of the learners, the provision that will be put in place, and the outcomes sought.

Upon joining Heritage House School, all learners have a six-week assessment and observation period. This identifies their strengths and areas for development to get the best from their EHCP. Each learner then has a personalised learning plan outlining the provision they will have to support progress. These plans are reviewed termly. Learners work within one of three pathways; exploratory, semi-formal or formal.

There may be exceptional circumstances in which the local authority asks the school to offer an assessment placement to a learner without an EHCP. In such cases, we will assess the learner's current skills and level of attainment when they join the school, building on information from previous settings. We will consider any evidence relating to the learners need/ disability and identify desired outcomes. We will use this to determine the support that is needed and whether we can provide it, or whether something different is needed.

8.1 Consulting and involving learners and parents

The school will put the learner and their parents at the heart of all decisions made about special educational provision.

The Annual Review of learners Education, Health and Care Plans ensures that at least once a year parents, carers and learners meet with the school, all the professionals involved in the learner's education, health and care, and where appropriate the Local Authority, to consider the appropriateness of the provision and Educational Placement in relation to progress, resources and the Schools Offer.

This review is an important opportunity for parents, carers and learners to share their views and discuss changes to the learner's Education Health Care Plan. At the review, the learner's progress towards achieving the outcomes set in the plan will be discussed. There will also be consideration of any changes that might need to be made to the outcomes, the description of the learners needs and/or provision outlined in the plan.

An early review may be called in certain circumstances; for example, if the learners needs have changed significantly.

8.2 Level of support

Education, health and care (EHC) plan

All learners at Heritage House School have an Education Health and Care plan. This plan is a legal document that describes the needs of the learners, the provision that will be put in place, and the outcomes sought.

The provision for these learners will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

8.3 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for learners with SEN by:

- › Tracking and reviewing learners progress, including by using Evidence for Learning, learning journals and progress reports
- › Using learner, parent and staff questionnaires
- › Learning Walks
- › Deep Dives
- › Lesson observations
- › Monitoring by the senior leadership team
- › Holding annual reviews for learners with EHC plans
- › Getting feedback from the learner and their parents

9. Attendance

Many learners with SEND face complex barriers to attendance. Their right to an education is the same as any other learner and therefore the attendance ambition for these learners is the same as it is for any other learner. However, they may need additional support.

Our approach to supporting learners who are absent from school due to their SEND is set out in our attendance policy.

10. Safeguarding

We recognise that learners with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers, and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer learners with SEND, and the support we provide to help learners overcome any communication barriers they face, see our safeguarding/child protection policy.

11. Expertise and training of staff

All staff members update their knowledge and skills through a personalised Continuing Professional Development package identified as part of the school's staff training plan and the school's staff appraisal process. This enables staff to meet the diverse needs of learners at Heritage House School.

12. Links with external professional agencies

Heritage House school works with external support services to meet the needs of learners such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists,
- Physiotherapists
- General practitioners or paediatricians
- Learning Disability nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Local Authority SEN Team

13. Admission and accessibility arrangements

13.1 Admission arrangements

Heritage House school is a maintained community special school, for which Buckinghamshire Council is the admitting authority. The provision is a Community Special School, and it is expected that the catchment area will primarily be the Chesham area. Learners from other areas will be considered upon request by Buckinghamshire Local Authority.

A child or young person is eligible to be considered for placement if they meet the following criteria:

- › If they have an Education & Healthcare Plan or in exceptional circumstances a Statutory Assessment is under way and the learner has been referred to the school by the Local Authority.
- › The child or young person is aged 2 – 19 years old.
- › The school is able to meet the child's needs academically, socially and medically.

Heritage House School does not cater for learners whose cognition lies within the mainstream range and/or whose primary need is their emotional and behavioural difficulties.

The admitting authority for special schools is Buckinghamshire Local Authority and requests for placement at Heritage House School will be considered by the local authority's provision panel. If the panel considers that the child meets the criteria for a place, consultation will take place with the nearest appropriate provision to the home address that has an available place. Should parents state a preference for a place which is not at the nearest available school, parents would be responsible for the home to school transport if a place is allocated at their preferred school.

The school being consulted will respond directly to the Local Authority indicating if they feel that they can meet the learner's needs as per schedule 27. Schedule 27 of the Education Act 1996 requires the Local Authority to comply with parental preference unless:

- › The school is unsuitable to the child's age, ability, aptitude or special educational needs
- › The placement would be incompatible with the efficient education of other children with whom the child would be educated

- › The placement would be incompatible with the efficient use of resources

Learners will be admitted:

- with due regard to our legal responsibilities, the SEN Code of Practice, GDPR, data protection and the constraints set out by the Local Authority (e.g. Admissions Criteria and County Transport Policy).
- after due consideration of the referral papers by the admissions officer, head teacher/ ~~assistant~~ deputy head and, where appropriate, teaching staff and governors and if there are places available within the agreed place number or physical capacity set by the Local Authority

13.2 Accessibility arrangements

Please refer to Heritage House School's Accessibility plan, which is available online on the school's website, and paper copies are available on request.

- › Heritage House School offers a specialised curriculum for all learners and learners have personalised plans with learning foci effectively selected to support progress.

- › The environment is adapted to the needs of learners as required. This includes:

- Ramps
- Lifts
- Automatic doors
- Hoists
- Corridor width
- Disabled parking bays
- Disabled toilets and changing facilities
- Specialist furniture/ equipment

- › Heritage House school liaises with the specialist teaching service including Hearing Impairment, Visual impairment, multi-sensory impairment and Down Syndrome teams.

- › School uses a range of communication methods to make sure information is accessible. This includes:

- Internal signage
- Large print resources
- Braille
- Pictorial or symbolic representations

14. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school's complaints which can be found online on the school's website.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the learner themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

Each Local authority has a SENDIAS service which provides free, confidential, impartial information, advice and support on all matters relating to special educational needs and disability for children and young people aged 0 to 25 and their parents/carers. This service can be found on each Local Authorities Local offer page.

Families who live in Buckinghamshire can access Buckinghamshire's SENDIAS service here: [Bucks SENDIAS service | Buckinghamshire Council](#)

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- › All staff's awareness of the strengths and needs of learners with SEND
- › Learner's progress and attainment
- › Whether Learners with SEND feel safe, valued and included in the school community
- › For learners in our Young People phase, how well prepared these learners are for adulthood
- › Comments and feedback from learners and their parents

15.2 Monitoring the policy

This policy will be reviewed by Headteacher **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

16. Links with other policies and documents

This policy links to the following documents

- › SEN information report
- › The local offer
- › Accessibility plan
- › Relationships policy (formally known as Behaviour policy)
- › Equality information and objectives
- › Supporting pupils with medical conditions policy
- › Attendance policy
- › Admissions policy
- › Safeguarding / child protection policy
- › Complaints policy