

LITTLE HEATH SCHOOL

SUPPORTING STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

MANAGEMENT OF THE POLICY

APPROVED BY	Full Governing Body
DATE	September 2025
REVIEW CYCLE	Annual
NEXT REVIEW DATE	September 2026
STATUS	Statutory
POLICY OWNER	Headteacher, Deputy Headteacher Student Support and SENDCO
GOVERNOR SUB-COMMITTEE	BWS
ASSOCIATED POLICIES	Teaching and Learning, Behaviour for Learning, Home/School Agreement, Appraisal, ECT

PURPOSE AND BACKGROUND

Our aims, in relation to students with SEND, are the same as our aims for all students and are in line with the Special Educational Needs and Disability Code of Practice: 0 to 25 years September 2014: *“All young children and young people are entitled to an education that enables them to make progress so that they:*

- *Achieve their best*
- *Become confident individuals living fulfilling lives*
- *Make a successful transition into adulthood, whether into employment, higher education or training”*

We recognise that some students will need additional support in order to make progress and achieve success, and we ensure that such support is tailored to their particular and personal needs.

This benchmark of high quality provision for our students is our minimum expectation as a school and a strong foundation from which to build further success.

This policy relates to provision for all students who face barriers to learning as a result of learning difficulties and or physical disabilities. We recognise that students may also face barriers to learning as a result of behavioural or social emotional and mental health difficulties. Our response to these issues is set out in separate policy documents (Behaviour Policy/Equality Policy).

The purpose of this policy is:

- to support students with SEND and to enable them to access the curriculum. Where possible this should be in an inclusive, mainstream classroom setting, where Quality First Teaching, (QFT) with support, stretch and scaffolding are the foundation of students’ learning. *“Teachers are responsible and accountable for the progress and development of the pupils in their class.”* (2014 SEND CoP);
- to provide appropriate additional support for individual students, based on a careful analysis of individual needs;
- to work in partnership with students, parents/carers and relevant external agencies in order to improve provision for students with SEND;
- to provide guidance, information and training for teaching and support staff in order to improve the quality of their planning, differentiation of materials (Support Stretch and Scaffold) and delivery of lessons, so that all students, including those with special educational needs, achieve well.

POLICY IN PRACTICE

As stipulated in our Teaching and Learning Policy, 'Every student has the right to learn in a positive learning environment where they are encouraged, supported and stretched to do their best. This means that at Little Heath School we have high expectations for attitudes to learning, progress and behaviour.'

Through our inclusive curriculum we endeavour to ensure that no child shall suffer a limit to their ambition and achievement. The curriculum and teaching strategies work together to remove barriers to learning, aid social mobility and ensure that students can achieve in line with or above expectations, regardless of background.

ADMISSIONS POLICY

Priority of admission is given to pupils with an Education, Health and Care Plan if Little Heath School is named as the parental choice in all relevant legal documentation. In all other cases, procedures remain as stated in our admissions policy. The school retains the option of giving detailed consideration to individual cases where there is justifiable and sufficient professional concern that, *"the attendance of the child or young person (at LHS) would be incompatible with the efficient education of others, or the efficient use of resources."* (2014 SEND CoP)

Comprehensive and often personalised additional support is given to students with SEND in making the transition from primary to secondary school. Key staff will liaise closely with primary school colleagues to ensure that students are offered effective provision. We may also offer the student additional visits to Little Heath before he/she joins to help them to familiarise themselves with the school.

IDENTIFICATION

Students with SEND may be identified in various ways:

- Students who have diagnosis from outside agencies
- Identification from data – e.g. CAT tests, internal assessment etc., with a particular focus on progress across curriculum subjects.
- Referral by subject teachers / departments.
- Parental concerns.
- Referrals by doctors, Local Authority services, Educational Psychologist or related external services.
- Students who have been identified as SEND at primary school

REVIEW

The Student Support Department regularly reviews the progress of students who are on the whole school SEND register. The SEND register is reviewed and updated on a regular basis and information relating to this review is communicated to staff via ARBOR.

SUPPORT AND ACHIEVEMENT PLANS (SAPS)

SAPS are created for an identified cohort (all EHCP students and students with high levels of need) and managed in accordance with the 'Assess, Plan, Do, Review' model as set out in the 2014 SEND CoP

SAPs are overseen by the core leadership group of the Student Support Department, in collaboration with Learning Mentors, students and teaching staff. SAPs are discussed with, and distributed to, the students, their parents and relevant staff.

The school will review annually provision for individual students who have an Education, Health and Care plan in partnership with the student, their parents and other relevant agencies, as outlined in the 2014 SEND CoP.

FACILITIES TO SUPPORT STUDENTS WITH SPECIAL EDUCATIONAL NEEDS

The Student Support Department is led and managed by teaching and non-teaching members of staff who are able to provide students with specific support. These teaching areas are equipped with appropriate resources for SEND students. Two of the teaching spaces have ICT facilities alongside laptops for class and individual pupil use.

The Student Support Department is able to support pupils with various needs. We support with one to one and small group literacy work, delivering bespoke packages of learning to pupils in Key Stage Three and Four. Our

team delivers the ASDAN programme for Year 9 onwards and this package of work is part of our Curriculum Pathways pathway for a set number of pupils each year.

We are also able to help pupils with social, emotional and mental health needs and some behavioural needs. We have our own trained and accredited ELSA and a school counsellor is employed full time by Little Heath School to provide additional emotional and social support to students on a referral basis across all Key Stages. This provision is available to all pupils, including our SEND cohort.

ACCESS TO THE CURRICULUM

A student with SEND can be given personalised support to enable them to access the full school curriculum where appropriate. If it is felt that a student should be dis-applied from a subject in order to further support them and/or close gaps in their learning, and to enable them to make better progress, for example in functional literacy or numeracy, then this will be discussed fully before any decisions are made.

All students should be able to access the full range of extra-curricular activities provided at Little Heath School. Our 'Best endeavours' (2014 SEND CoP), are made in all cases to ensure excellent progress and full integration for students with SEND.

LEVEL OF SUPPORT

A student with SEND can be given the level of support appropriate to his or her needs and we implement the 'Assess, Plan, Do, Review' cycle. As such, a student's support is monitored and reviewed in consultation with them, their class teachers and the Student Support Department.

Learning Mentors and Technical Support Assistants (LMs/TSAs) are allocated across the curriculum to help our SEND students make progress in lessons.

Teachers, LMs and TSAs may differentiate work as appropriate to suit the level of individual students within a class in accordance with 2014 SEND CoP, *'SEND provision is underpinned by high quality teaching and compromised by anything less.'*

Students may with be grouped within a class for specific, small group intervention or teaching as appropriate, with support, stretch, scaffold materials employed to meet their needs.

SPECIALIST TEACHING

Specifically identified students are given specialist support to improve their functional literacy and/ or numeracy skills. Students identified in Year 7 receive small-group or individual teaching. Additional support is given during afternoon registration for some students, with LMs working with students on a range of programmes (i.e reading intervention or numeracy provision).

Older students may also be given bespoke curriculum packages. In these cases, the student will receive small group teaching in literacy and/ or numeracy and may work towards a different qualification, for example ASDAN or Functional Skills qualification.

Our students with SEND are assessed regularly to ascertain their progress and plan future intervention. The support they are given is reviewed regularly.

SUPPORT SERVICES

The school has secured the services of HIVE Educational Psychology, with 2 very experienced Educational Psychologists (EP), who support the school on a regular basis with specific student referrals, including for EHCNA.

An ASC advisor works closely with the school, running 1-2-1 and small group sessions for students on a fortnightly basis.

Where appropriate, the Student Support team will consult other external agencies i.e. Sensory Support Service, CAMHs and designated SEND schools and resources for guidance or to access specialist support for individual students.

Excellent working relationships have been established with both West Berkshire and BFFC SEND Teams and we are able to access additional support and guidance as necessary.

STAFF TRAINING

The Student Support Department will receive appropriate training in relation to SEND on an ongoing basis, where appropriate, attending courses regularly to update their knowledge and understanding of effective SEND provision. Working in close partnership with both WB and BFFC SEND services.

All new staff and Early Careers Teachers trainees receive training in working with students with SEND and our NQTs receive an introduction to the Student Support department as part of their training programme.

The school runs an induction programme for new members of the Student Support team. They receive ongoing training in relation to working with students with SEND, some led by our own staff and some by external providers. Our existing colleagues are given training opportunities as they are available to enhance their knowledge of how to support our pupil cohort.

Our SIP identified a priority for the school in developing the skills of all of our staff in meeting the needs of individual students and to this end, we are creating a series of CPD sessions for staff to improve QFT and intervention work with students with SEND.

Our Intranet is developing, with a range of support materials for staff on a range of areas of SEN.

RECORDING, MONITORING AND REVIEWING PROVISION FOR STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The governing body is ultimately responsible for reviewing and evaluating the quality of the school's provision in relation to students with special educational needs, and therefore receives regular updates on SEND provision.

A member of the governing body is the Student Support Department's linked governor. The Behaviour Welfare and Safety committee is the Governing Body group responsible for reviewing the quality of provision for students with special educational needs, and for reporting to the full governing body. Deputy Headteacher i/c Student Support, with the SENDCO updates this committee regularly on the SEND cohort within the school.

The Student Support department regularly reviews aspects of their practice and amends procedures and structures as appropriate. The department welcomes feedback from all staff in school about the effectiveness of the support that is being offered

In addition to the school's regular tracking of pupil progress measures, students with SEND will be assessed regularly and monitored by the Student Support Department to examine if gaps in their learning are closing and that students make at least expected progress. Criteria for success may include data showing that the student has made progress in terms of their reading or spelling age.

COMMUNICATION

All students at Little Heath School, including those with special educational needs, are encouraged to work in partnership with staff, and communication is an important element of this. Students are encouraged to speak to their tutor, Head of Year or a member of the Student Support team if they are experiencing difficulties. Parents are also encouraged to work closely with the Student Support department, contacting the relevant member of staff (see Appendix 3) to discuss any issues that may arise in relation to their child's learning.

Subject teachers, Form Tutors and Heads of Year liaise regularly with the Student Support team, helping to identify any students who may be in need of additional support.

The school has a complaints policy in place should parents wish to raise formal concerns in about individual or whole school SEND provision. This policy operates in line with complaints procedures outlined in the 2014 SEND CoP (Section 11 – P.254 – 260).

DEFINITIONS

SPECIAL EDUCATIONAL NEEDS

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

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.

DISABILITY

Pupils 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.

THE 4 AREAS OF NEED

The needs of pupils with SEND are grouped into 4 broad areas. Pupils 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 pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	DEFINITION
COMMUNICATION AND INTERACTION	Pupils 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 not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
COGNITION AND LEARNING	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • 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 pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
SOCIAL, EMOTIONAL AND MENTAL HEALTH	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • 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 These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
SENSORY AND/OR PHYSICAL	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.