HEATHFIELD COMMUNITY COLLEGE
Special Educational Needs and Disability (SEND)
Information report

The Children and Families Act 2014 says that all maintained schools must publish a Special Educational Needs and Disability (SEND) Information report every year. This report explains how our school meets the needs of children with SEND. It is published on our college website.

This report pertains to the information prescribed by the Special Educational Needs and Disability Regulations 2014, to Section 6 of the "Special Educational Needs and Disability Code of Practice: 0-25 years" and to Section 69 (2) of the Children and Families Act 2014. This report is also the information we provide to the East Sussex local offer which shows the support that is available for children and young people with special educational needs and disabilities in East Sussex www.eastsussex.gov.uk/localoffer. The College also has a SEN policy in place which should be read in conjunction with this document and can be found on the College website.

The report is reviewed annually and will involve consultation with Parents and Young people through the annual review process. If you wish to give your views about this report please contact the school office on 01435 866066.

Heathfield Community College is an Inclusive mainstream secondary school and as such it aims to meet the needs of students within its catchment area who are deemed suitable for mainstream education. Like all mainstream secondary schools, it has a designated team who work to support teachers in meeting the needs of students with identified SEND. This team is called Learning Support and is led by the College's Special Educational Needs Co-ordinator (SENDCO).

In addition to the above the College hosts one of the Local Authorities' Autism Spectrum Disorder (ASD) specialist facilities. This Facility has 12 commissioned places for students with a statutory plan and autism as their primary need. Applications for the ASD facility go through the Local Authority and places are for students with needs that could not be met with an Education Health and Care plan (EHCP) alone.

The basis of our Inclusive ethos is that the needs of most students should be met by our universal College offer. The college aims to provide high quality teaching within the classroom and regularly trains staff in teaching and learning and accessibility to ensure this aim is achieved. All staff receive regular training in all aspects of SEND. In this way the needs of many students at Risk of Dyslexia or with diagnosis such as ADHD or Autism can be met in the classroom without additional intervention (see fig 1).

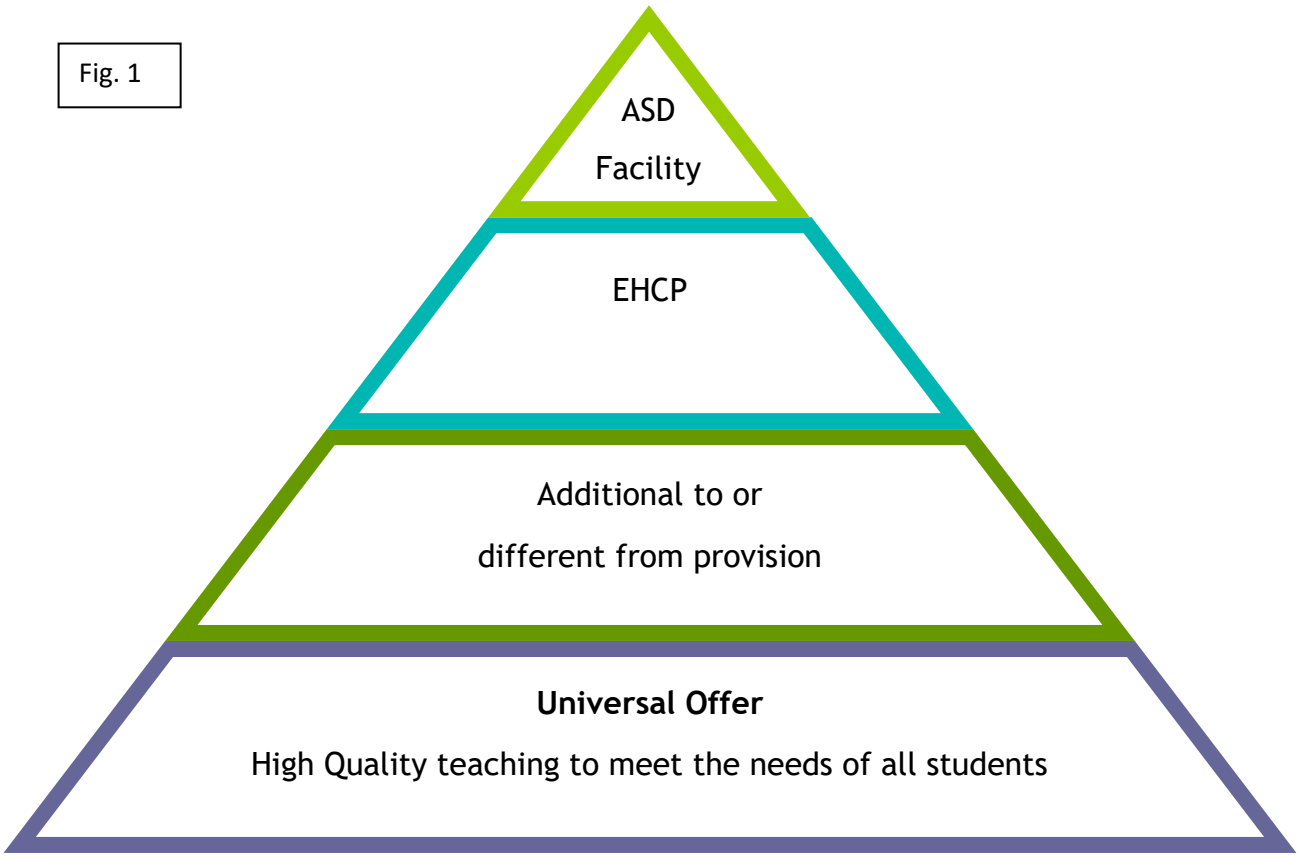
Some students may require significant intervention additional to or different from that which is provided by the universal offer.

A number of students within the College will have SEND that requires provision to be formalised in a statutory plan know as an EHCP.

12 students within the College have an EHCP and Autism at such a level that they require a Specialist Facility place to access a mainstream environment.

Students at all levels are taught within mainstream classes with the expectation that they access a broad and balanced curriculum alongside their Non-SEN peers.

Fig. 1



What should I do if I think my child may have Special Educational Needs?
Who should I contact?

In the case of existing students, parents should contact their child's form tutor in the first instance. This may then lead to discussion with the pastoral manager, Head of Year and SENDCO.

There is a clear procedure for investigating a SEND need which includes historical information, observation, gathering evidence and data from teaching staff and information from parents and carers.

Admissions
Applications for admission to the College for new Education Health and Care Plan (EHCP) students or for the ASD Facility should go via the Assessment and Planning team at County Hall.

General admission enquiries, including those for students with identified SEND but without an EHCP should be made to the college Office. These applications will be considered in the same way as applications for students without special educational needs.

Parents of students with physical or mobility difficulties which will require specific equipment or adaptions are advised to contact the SENDCO directly to discuss how these needs can be accommodated.

Key Staff

Head of Learning Support and ASD Facility Lead	
Special Educational Need and Disabilities Coordinator (SENDCO)	Miss Elaine Burgess
SEND Link Governor	Ms Helen Abbott
Deputy SENDCO	Mr Ben Barnett
SEN Specialist Teaching Assistant	Mrs Sophie Murray
SEN Specialist Teaching Assistant	Miss Amy Matthews

The School SENDCO and SEN specialist staff have their teaching timetables allocated to working with students identified as having SEND.

Which children does the college provide for?

We are a Maintained Secondary School and Sixth Form. The SEND Code of Practice 2014 lies at the heart of the college's inclusive ethos. In line with the SEND Reform the college has a SEND Register which is contained in the Closing the Gap directory. Students on this register are designated as "facility", EHCP and SEND Support. The term 'facility' refers to a student being allocated a place in the College's specialist Provision for students on the Autistic Spectrum. EHCP designates students who have a statutory plan and SEND support are students who receive school based additional or different provision. This designation is allocated by the SENDCO.

The college has students with a range of needs and diagnosis to include:

Dyslexia
Dyspraxia
ADHD
Autism/Aspergers
Medical/hereditary conditions
Communication and Interaction difficulties
Difficulties with cognition
Visual Impairments
Social emotional and mental health issues
Physical disabilities and impairments

How will the college aim to meet the needs of children with SEND?
How will school staff support my child?

We are an inclusive school and, as such all staff are trained to meet the needs of students within the mainstream classroom.

• Learning Support staff provide this training and oversee the provision for students identified as having SEND.
• The school has a team of Learning Support Assistants (LSAs) specifically trained to support teaching staff and students.
• Some students receive additional to, and different from, provision in order to aid academic progress.
• Students with an Education Health Care Plan receive information about their individual plan in their Annual Review meeting.

The provision for students with SEND is based on an Assess – Plan – Do – Review model. Specialist staff work with subject teachers to design outcomes and plan provision that is built from baseline assessments or professional advice. Provision is evaluated at regular intervals to

ensure that there is impact and to assess where outcomes have been met. Further provision is then designed based on this assessment and evaluation. Parents and Students are involved in the Assess- Plan- Do- Review model and in setting and reviewing outcomes alongside college staff. Provision is designed to be child centred and individual where possible and pupil and parent voice are used frequently to facilitate this.

The college aims to promote an inclusive ethos where no member of the college community is treated less favourably. All students and staff receive input from the SENDCO regarding disability equality issues and awareness of different SEND conditions. This occurs through regular assemblies led by the SENDCO and in PHSE where specific curriculum lessons have been designed to address this aim.

How will the curriculum be matched to my child's needs?

- Staff hold the same high expectations for all students, including those with SEND and from other disadvantaged groups.
- Students with SEND have a full curriculum offer delivered alongside their peers.
- Teachers are expected to ensure that work is delivered at a level which can be accessed by students of all abilities. Consideration is given to groupings and some teaching groups are set according to ability.
- Students who are not making the expected progress are identified through teacher assessment and the curriculum is adapted accordingly. This is done in consultation with staff from the Learning Support Department and Head of Year.

How does the college identify SEND?

The college aims to identify SEND as early as possible to ensure the best possible outcomes for every child. A child has SEND when their learning difficulty or disability calls for provision that is additional to or different from that normally available to peers of the same age.

Children may have one or more broad areas of special educational need:

- **Communication and Interaction** – including speech and language difficulties and autism.
- **Cognition and Learning** – including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, Emotional and Mental Health Difficulties**- including difficulties with Attention Deficit Hyperactivity disorder and Attachment Disorder.
- **Sensory and /or Physical needs**- including visual and hearing impairment, dyspraxia, cerebral palsy and other physical disabilities or medical conditions which affect the child's learning.

There is a clear procedure for identifying students with SEND at the point of transition into Year 7 as follows:

• Primary Special Educational Needs and Disability Coordinator (SENDCO) responds to forms asking for any information on additional needs.
• Parents have the opportunity to highlight SEND on admission forms.
• Secondary SENDCO will visit primaries to discuss, if necessary.
• Designated member of staff from Heathfield visits every feeder primary school.
• Records and files are transferred from Primary to Secondary provisions.
• Information is shared with teaching and non-teaching staff.

• Students with an Education Health Care Plan (EHCP) often benefit from an enhanced transition package and will be familiar with key school staff at phase transfer.
• Information regarding students with SEND is shared with staff to inform planning and future provision.
• Once a student is admitted to the College there are systems in place to monitor academic progress. If a student is not making expected progress subject teachers will monitor this and identify the need for further investigation. This will then be passed to the Head of Year and SENDCO.

At the beginning of year 7 the whole year group undertake baseline testing. The results of these test are shared with teaching staff and are used by the SEND department to identify students who may require further testing or provision. These students fall under the Assess- Plan- Do – Review cycle and are retested at appropriate intervals to measure progress.

There are clear procedures for identifying existing students, after year 7, who may have SEND. Students are continually assessed and subject staff liaise closely with the SEND team to identify students who are not making expected progress. In the case of these students the College will consider whether this is a result of having special educational needs or another factor. To ensure early identification these procedures are highlighted in regular staff training sessions and teaching staff are made aware of referral procedures regularly in staff meetings.

How does the college teach and support Children with SEND?

The college aims to provide quality teaching in the classroom and there is an expectation that the needs of SEND students will be met by their class teacher through targeted planning and intervention. Subject teachers receive training and advice on meeting the needs of students provided by the SENDCO and Specialist teachers. The quality of teaching is evaluated regularly through staff appraisal and Quality Assurance activities when lessons are observed and feedback is given.

Some students with SEND will require additional intervention for literacy, social communication skills and sensory needs which may be provided by the specialist SEND staff using the Assess – Plan- Do – Review model. This intervention is regularly evaluated for impact through SEND department meetings and reviews with parents and students.

How will the curriculum and learning environment be matched to the child's needs?

The college aims to provide an inclusive curriculum which is accessible to all students, in line with the SEND Reforms it aims to meet the needs of most SEND students with quality first teaching in the classroom. Teaching staff are supported in achieving this in the following ways:

. Receiving Pupil Profiles
. Strategy sheets
. Staff training
. Being provided with visual resources and behavioural prompts.
. Specialist SEND staff offer team teaching alongside subject staff.

All students have access to a broad and balanced curriculum, we set high expectations for all. The curriculum is differentiated for individual students or groups. In some subjects, students

are streamed into groups matching their ability. Students with SEND, who are not making expected progress may be offered a programme of "additional to and different from" provision which could include:

. Individual literacy or language work
. Small group literacy, language or social skills
. Computer based literacy interventions
. Homework support
. Exam/revision skills
. Numeracy intervention
. Sensory circuits
. Additional adult support in lessons via a Learning Support Assistant.

All curriculum activities are available to students with SEND. Students in the ASD Facility or with an EHCP may be supported by additional adults on trips, some students receive additional adult support in order to access physical education.

Support is available for students with emotional, social and mental health needs via the following:

. Referrals to Child and Adolescent Mental Health Service (CAMHS) where necessary
. College based social skills activities and groups
. Staff training on mental health issues
. A designated area allocated during unstructured times for those who find the college environment challenging.

The college is developing its own package to support the Mental health and wellbeing of students, this is outlined below and is available to all students.

How are parents and carers involved in reviewing children's progress and planning support?

The College is committed to working in partnership with parents and carers to ensure high quality provision. Parents will receive a report which identifies the progress students are making. The SENDCO and Specialist Staff in the Learning Support Department review these reports and use them to inform decisions about provision. There will also be a Parent Feedback Evening once a year where there is the opportunity to speak to subject teachers and teachers from the Learning Support Department.

Students with an Education Health Care Plan will have an Annual Review meeting led by a member of staff from Learning Support. At this meeting reports from subject teachers will be discussed. The provision plans and outcomes for students with SEND are reviewed three times a year in consultation with parents.

The Learning Support Department regularly carries out Parent Voice to gather the views of parents regarding outcomes and SEND provision. There is a SEN parent support group aimed at giving parents a voice in developing SEND provision at the college. This group facilitates parental peer support and sharing of strategies between parents and staff.

How are children involved in reviewing their progress and planning support?

The College recognises the central role of student voice in terms of planning support and reviewing progress. All students with an EHCP or an Additional Needs Plan are invited to attend review meetings where their provision, progress and outcomes are discussed. The Learning Support Department regularly carries out pupil voice to gather the views of young people. Students have a member of the Learning Support Department attached to them as a key worker. This member of staff supports the students in planning outcomes and discussing the support that will be needed to achieve these outcomes.

How will the school prepare and support my child to transfer to College or the next stage of education and life?

All students receive careers guidance through the PSHE curriculum and via mentoring provided by their form tutors or members of the Learning Support Department.

Students with an Education Health Care Plan will be able to discuss their careers options in their Annual Review meetings from year 9 onwards. In these meeting staff, students and parents will work collaboratively to set and review outcomes which will support the student in preparing for adulthood.

The Learning Support Department can support students in completing application forms and in preparing students for interview.

In preparation for transition, communication between the new provision and Learning Support staff is often important and this occurs through email, phone and meetings. Students are encouraged to attend taster days or make visits to the new provision before transition.

What training have the staff had who support children and young people with SEND?

The SENDCO and Deputy SENDCO have achieved or are working towards level 7 qualifications in specific areas of SEND.

- There is a SEND training package for all staff which is reviewed and enhanced annually. Both teaching and non-teaching staff receive Autism awareness training which is updated regularly. In addition, throughout the academic year staff briefings and inset training provide staff with information and strategies for all areas of SEND and focus particularly on how to ensure learning and the curriculum are accessible to all students.

• Learning Support staff receive training in a wide range of areas related to SEND which include: Dyslexia, Speech and Language Difficulties, Attention Deficit Hyperactivity Disorder (ADHD), Autistic Spectrum Disorder (ASD), dealing with challenging behaviour and mental health difficulties.

In addition to this there are regular briefings and meetings regarding strategies for current students and reviews of their progress.

How does the College measure how well it teaches and supports children with SEN? How does the College know that the provision for pupils with SEND is effective?

The college's SEND Provision is evaluated through the College Improvement Plan, Learning Support Department Improvement Plan and Learning Support results analysis. These evaluations are annual. Termly evaluation of the deployment of support staff and

interventions for students with SEND happen at Learning Support departmental meetings. This includes analysis of progress and attitude to learning data. The college evaluates how accessible the curriculum is through regular quality assurance, pupil and parent voice. This is then used to inform staff training needs and best practice.

The progress of SEND students is reviewed and monitored by the College assessment procedure in the same way as non-SEND students. Students with SEND also fall under the College's Closing the Gap strategy which monitors and targets intervention to those students in identified vulnerable groups. The Learning Support department undertakes progress reviews of students on the SEND register via departmental meetings following data capture points throughout the year. SEND students are included in the Closing the Gap strategy which provides additional monitoring and intervention for students in recognised vulnerable groups.

How accessible is the school environment and how does the college arrange equipment and facilities children need?

Heathfield's site is accessible to wheelchair users and to those with mobility difficulties via lifts and specially fitted ramps. Consideration is also given to the sensory needs of students and reasonable adjustment is made to the College environment where it is needed. This is reflected in the College's Accessibility Plan.

The College has a designated suite of rooms for the Learning Support department. This includes a disabled toilet. There are additional disabled toilets situated around the school site.

For students who require additional equipment due to their SEND needs the College seeks the advice of other professionals and would arrange funding for this equipment on an individual case by case basis.

How will my child be included in activities outside the classroom including school trips?

The College will make every effort to ensure that all students have access to the wider curriculum. This may include making reasonable adjustments to staffing, transport and timetabling of extra-curricular trips. In addition to this, the Learning Support Department runs clubs and activities specifically aimed at meeting the needs of students with SEND.

What support will there be for my child's overall wellbeing and their emotional, mental and social development?

The College is actively developing its provision for wellbeing, information about this can be found on the college website. The college has employed a safeguarding and Wellbeing officer to enhance its provision.

The College recognises the important role that student wellbeing plays in terms of their ability to learn and to reach their full potential socially, emotionally and academically. We hope to establish and maintain an ethos of collaboration and tolerance and one where students and staff are actively engaged in developing their own wellbeing and supporting that of others.

Students with SEND who have social communication or emotional difficulties may receive individual or small group intervention from specialist staff. This intervention is evaluated through the Assess- Plan- Do – review model.

The College has a well-established pastoral system. Students have their Form Tutor as their main point of contact. Tutors will liaise with Pastoral Managers, Heads of Year or Senior Staff over pastoral issues if required. For students with SEND the Learning Support Lead Team are an additional point of contact for parents. Contact can be most easily made by email.

The Learning Support Department is open at break and lunch for students in the ASD Facility who find the main school difficult to manage at busy times. During these times the department offers activities based around social skills and building positive relationships.

The College aims to work in partnership with other services such as the Child and Adolescent Mental Health service and early help to support students' wellbeing and emotional development.

What specialist services does the college use to support children and their families?

Teachers in the Learning Support Department have or are working towards specialist qualifications in SEND. Members of the Learning Support Department liaise with a number of outside agencies in health and social care, in order to support in-school provision; these include the Child and Adolescent Mental Health Service (CAMHS), ISEND and the Speech and Language therapist. The department frequently works with the Local Authority, voluntary support services and Children's Services, particularly when supporting students who have looked after status.

The college welcomes the input and expertise of other professionals and outside agencies and will make every effort to engage in and facilitate collaborative working.

How can I be involved? Who can I contact for further information, advice or support?

We greatly appreciate the support of parents and recognise that, as the people who know your child best, you play an important role in their provision at school.
If you would like to contact the Learning Support team please do so via the College Reception on tel no. 01435 866066 or email **office@heathfieldcc.co.uk**.

The county local offer document can be found at: East Sussex Local Offer

If you wish to raise a concern regarding the SEND provision for your child please contact a member of the SEND Lead team:

Ben Barnett, Deputy SENDCo bbarnett@heathfieldcc.co.uk

Complaints Procedure

(Special Educational Needs and Disability Regulations 2014 # 9)

In some cases, or if a satisfactory conclusion cannot be reached this may be escalated to the Head of Learning Support and SENDCO, Elaine Burgess, or to a member of the senior team. The college's complaint procedure is set out on the college website.

Contacting the Local Authority SEN team:

In accordance with Section 32 of the Special Educational Needs and Disabilities Regulations 2014 parents of students with SEND can contact the Assessment and Planning team at:

County Hall.
East Sussex County Council
County Hall
St Anne's Crescent
LEWES
East Sussex
BN7 1UE

01273 336740
Sen.caseworkassistants@eastsussex.gov.uk

Other Support Services:

Additional support can be found on C zone using the following link

https://czone.eastsussex.gov.uk/inclusion-and-send/isend-services/