SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Reviewed By:	Elaine Burgess
Ratified By:	FGB
Ratified On:	November 2026
Next Review Date:	November 2027

Signed: Chair of Governors

(NB. Please note that where the word 'parent' or carer is used in this document it refers to both 'parents and carers')

Policy to promote the successful inclusion of pupils with special educational needs and disabilities (SEND) at Heathfield Community College.

At Heathfield Community College, we are committed to offering a full and inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. We hold the same high expectations for all, including those with SEND and aim to include all pupils in all aspects of college life.

Not all pupils with disabilities have special educational needs and not all pupils with SEND meet the definition of disability but this policy covers all of these pupils.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she:

. has significantly greater difficulty in learning than the majority of others of the same age, or

. has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for other of the same age in mainstream school or mainstream post 16 institutions (SEN Code of Practice 2014).

. The provision, made by the college for students with identified SEND, is detailed in the SEN information report which can be found on the college website.

Heathfield Community College has a specialist facility for students with high functioning Autistic Spectrum Disorder (ASD). Decisions about admission to this facility are made by County Hall.

The specific objectives of our SEND policy are as follows:

- to identify students with special educational needs and disabilities and ensure that their needs are met.
- to ensure that students with special educational needs and disabilities are able to join in with all the activities of the college, by removing barriers.
- to maintain high expectations for all students including those with SEND and ensure that all learners make the best possible progress.
- to ensure parents are informed of their child's special educational needs and that there is effective communication between parents and college. To work in partnership with parents, involving them in decisions about their child's provision and in developing the college provision.
- to ensure that all staff at the college promote the inclusive ethos and are aware of their responsibilities with regards to students with SEND.
- to ensure that learners express their views at their annual review or through Pupil Voice and are fully involved in decisions which affect their education.
- to promote effective partnership with relevant professionals in Health and Care provisions and involve outside agencies when appropriate.
- to ensure SEND students achieve their potential.

Heathfield Community College is an inclusive school and all staff at the college are expected to show commitment to the inclusive ethos. It is the responsibility of subject teachers to ensure that learning in their classroom is accessible to all. This includes differentiation, consideration of the physical environment and impact of sensory issues where appropriate. Curriculum leaders, Heads of Year and members of the Senior Leadership Team, along with the Special Educational Needs Coordinator (SENDCO) play a key role in promoting the inclusive ethos and in supporting less experienced staff in terms of accessibility for SEND students.

The success of the college's Special Educational Needs policy will be judged against the aims set out below. Annual success criteria will be reviewed and the SENDCO will report annually to the Governing Body on the successful implementation. The annual success criteria will be recorded in the College Improvement Plan. The Governing Body will ensure that it makes appropriate special educational provision for all pupils identified as in need. The range of support made in the college each year in response to identified need is detailed in the College's SEN Information report.

The named SENDCO for the college is Elaine Burgess.

A Link Governor takes a special interest in SEND, although the Governing Body as a whole is responsible for making provision for all pupils with special educational needs, and for ensuring that the college meets the requirements of the Disability Discrimination Act (DDA) (2001 and 2005) and the Children and Families Act (2014).

The Governing Body has agreed with the Local Education Authority admissions criteria which do not discriminate against pupils with special education needs or disabilities, and its admissions policy has due regard for the guidance in the Codes of Practice. Parents or Carers seeking the admission of a pupil with mobility difficulties are advised to approach the college well in advance so that consultations can take place in full knowledge of the student's needs.

Requests for admission to the college for pupils with an Education Health Care Plan (EHCP) come through County Hall. The college will be requested to review the pupil's documentation and respond to the County Assessment and Planning team. At point of admission it is usual to hold a meeting with the pupil's parents, SENDCO or Specialist Teacher and Head of Year to discuss a plan for support and transition needs. Students with SEND but without an EHCP follow the college's normal admission procedure. The Head of Year will identify any existing SEND through discussion with parents or the previous school and will liaise with the SENDCO about appropriate support.

The college has an Accessibility Plan which is reviewed annually. This plan ensures that the college site is accessible to all students, staff and parents.

The college is committed to early identification of SEND through regular assessment and monitoring by class and subject teachers. The college seeks to identify pupils who are making less than expected progress given their age and individual circumstances, this includes academic progress, social needs and their wider development. It is noted that not all pupils who are making less than expected progress will be identified as having SEND and that the first and most appropriate response may be high quality teaching to target the weakness. This is in line with the SEN code of practice (2014).

When a pupil's progress continues to be less than expected despite high quality teaching the subject teacher, form tutor and Head of Year will liaise with the SENDCO to assess whether the pupil has SEND.

The college is committed to ensuring effective partnership with other professionals from Health and Care Services. On occasions when, despite significant school-based intervention, a pupil continues to make less than expected progress the college may refer to other agencies. Parents and pupils will be fully informed about this involvement.

- The College may seek advice from specialist advisory teaching services for children with sensory needs.
- The speech and language therapy service contribute as appropriate.
- Care and Health Services are involved as needed to ensure effective collaboration in identifying and making provision for vulnerable pupils.

In the event that the college feels no longer able to meet the needs of an existing pupil parents will be supported in finding an alternative provision.

Pupils who have an EHCP will have their progress and the support outlined in their Plan reviewed annually and a report provided for the Local Education Authority. An EHCP may be amended or discontinued if a student no longer requires significant additional support to make expected progress.

The college will liaise with primary schools and other agencies to arrange Transition Plans for students with EHCP's. When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Educational (Pupil Information) Regulations 2000.

All staff are expected to undertake training regarding SEND issues. Particular support will be given to Newly Qualified Teachers (NQTs) and other new members of staff. The SENDCO takes responsibility for prioritising the training needs of new staff.

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

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.

Contact information for the local authority SEND team can be found in the College's SEN Information report.