Other Documentation

This Policy should be read in reference with the following documents:

- Safeguarding Policy
- Accessibility Plan
- Equality Policy
- Learning and Teaching Policy

The SEND Policy Is written in line with the following areas of legislation and guidance:

- Education inspection framework (EIF) 2019
- SEN Code of Practice 25 June 2014
- School SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Teachers Standards 2011
- Equality Act 2010: Advice for Schools DfE February 2013

Underpinning the policy are the General Principles of the Code of Practice which are:

- the importance of taking into account the views of children, young people and parent/carers and ensuring they participate fully in decisions
- the importance of supporting parents and children to participate fully in these decisions
- a focus on outcomes for the child or young person.
Roles and responsibilities

SEND Governor

Ms Samantha Charles

Contact: Ms Sarah Johnson, Headteacher's PA

Heathcote School

Assistant SENDCo

Ms Anabel Smith

HLTA i/c 6th pupils with SEND

Ms Lemaani Thomas

Designated Teacher Safeguarding

Mr Neil Hutchins

Safeguarding and for Looked After Children

Ms Emma Austin

Contact details for Heathcote School’s Special Educational Needs & Disability Coordinator.

Julia Gardiner, BSc; PGCE: National Award for SEND

By telephone: 0208 498 5110

By email: jgardiner@heathcote.waltham.sch.uk

By post: Heathcote School and Science College, Normanton Park, Chingford, London, E4 6ES
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Heathcote School Vision and Values

Encourage - We encourage our pupils to take pride in their learning and community – to work hard, pursue continual improvement and achieve to the best of their abilities. Pupils seek and embrace feedback and show understanding and mutual respect to each other.

Challenge - We challenge our pupils to take responsibility for their learning, to be resilient to failure and to self-regulate their behaviour. All our staff and governors are determined that all pupils confidently strive for success and expect them to be present and punctual.

Succeed - We succeed when all pupils reach their academic potential and are thoughtful, caring and honest citizens; leaving Heathcote fully prepared for the next stage of their life – whether that be in education, training or employment. We succeed by letting them do so in a comfortable and safe environment where they take a proactive role and develop socially.

School Improvement Priorities 2019-21

- Pupils are proud of Heathcote and self-regulate their behaviour both in and out of school creating a calm and orderly environment. These high standards are supported by robust structures, staff and pupil leadership and increased parental support to ensure exceptional behaviour, high levels of understanding and respect for all and highly positive attitudes
- High quality CPD and line management enables Middle Leaders to be highly visible, develop a coherent vision and challenge and support staff to meet the highest possible standards in all areas
- The broad and balanced curriculum is reviewed and developed to ensure we have the right intent, impact and implementation for our Heathcote learners at all levels; it is understood by all and ambitiously delivered to ensure all pupils achieve highly
- Both in and out of class, tutoring, learning and teaching, work-related learning and other opportunities - including the pupil passport - are exciting, engaging and allow unique opportunities for all learners ensuring Heathcote provides extensive cultural capital
- Robust monitoring and leadership of attendance enable pupils and their families to take responsibility for school attendance leading to attendance levels above the national average for all groups of pupils.
• The financial deficit is reduced in line with robust targets by ensuring the best deployment of physical and human resources

Heathcote School’s beliefs and values regarding our pupils with Special Educational Needs and Disabilities

• This school believes that all pupils have an entitlement to success and that any additional educational need should not be seen as a limiting factor in achieving this right.
• At Heathcote School we believe that the needs of all pupils who may have special educational needs, either throughout or at any time during their school careers, must be addressed.
• We consider every teacher to be a teacher of every pupil in their charge, including those with Special Educational Needs and Disabilities.

Aims and Objectives

• To identify and provide for pupils who have special educational needs and additional needs.
• To work within the guidance provided within the SEND Code of Practice, 2014
• To operate a “whole pupil, whole school” approach to the management and support for special educational needs.
• To provide support and advice for all staff working with special educational needs pupils.

Heathcote School will set ambitious and challenging targets for all pupils, and work with them and their families to aim to achieve progress at least in line with national

This school will ensure that every pupil’s right to access the full range of curriculum opportunities, extra-curricular, as well as defined curriculum activities.

Links with and Feedback from Stakeholders

A termly parent forum will take place for parents and carers of pupils with SEND to attend, to ensure a continuous dialogue to help shape and improve the service provided for pupils with Special Educational Needs and Disabilities.
Measures are in place for the forthcoming academic year, to allow pupil views of the policy to be considered. In particular, the arrangements at Heathcote for pupils with Special Educational Needs and Disabilities and the impact on their progress, learning and overall well-being within the school.

These include:

- pupil voice activities
- individual meetings for pupils, with their linked worker
- feedback from pupils to be obtained as a part of their EHCP review cycle.
Identifying pupils with Special Educational Needs

The definition of SEND was set out in the Children and Family Act 2014 and restated within the Code of Practice, issued in July 2014:

A child has special educational needs if she or he has a learning difficulty, which calls for special educational provision to be made for her or him.

A child has a learning difficulty if she or he:

- has a significantly greater difficulty in learning than the majority of children of the same age
- has a disability, which either presents or hinders the child from making use of educational facilities of a kind, provided for children of the same age in schools within the area of the local education authority
- is under five and falls within the definition of (a) or (b) above or would do if special educational provision was not made for the child.

Special educational provision means:

- for a child over two, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of the child’s age in maintained schools, other than special schools in the area
- for a child under two, educational provision of any kind.

The Disability Discrimination Act

What the Act means by disability:

- the Act defines disability as a physical or mental impairment, which has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities. People who have a disability and those who have had a disability but no longer have one are covered by the Act
- the Equalities Act requires schools to state their arrangements for admitting disabled pupils
- at the Heathcote School, all our teaching and other spaces are accessible for disabled pupils and adults.
Achieving our Aims: at Heathcote School the special educational needs of pupils are met by:

- establishing a close partnership with parents/carers and with the pupils so that we set challenging and achievable targets and arrangements for support, so they are kept fully informed and involved and they are listened to at all stages. This is in order to ensure that they are able to explain their own needs and the best way in which they feel the school can support them to succeed at Heathcote
- working with colleagues from primary schools, we identify pupils with special educational needs before they join Heathcote, so that we can plan an individual programme of support
- developing a full understanding of the strategies we need to put in place to enable the pupil to succeed
- informing all concerned staff of pupils’ special educational needs and, where necessary, providing whole school training for school staff to enable them to meet specific needs
- ensuring awareness of and regard to the SEND Code of Practice 2014
- recognising, through the systematic review of progress data and feedback from staff, that pupils not registered on the Code of Practice may from time to time have special educational needs, and putting in place plans for these to be addressed
- working with partner agencies to ensure that individual pupil needs are met holistically and additional external support is put in place where required.

Other issues which might impact on pupil progress and attainment and how these are addressed at Heathcote School:

- Disability – the school is fully accessible for wheel-chair use. The school makes ‘reasonable adjustments’ to ensure all aspects of school life are accessible to all pupils regardless of disability
- Being a Looked After Child – equally for pupils who are ‘Looked After’ and who are SEND, there is close working with the lead for ‘Looked After Children’.
- Attendance and Punctuality – this is closely monitored and staff from the SEND Department become involved in supporting the Attendance Team when a pupil with SEND has issues affecting their attendance and or punctuality. This is a key group over-represented in poor attendance and so is part of the SIP 2019-21.
• Health and welfare – pupils with SEND have access to the whole remit of Pastoral Support. They also have regular contact with the school’s SENCO, Assistant SENDCo, Heads of Year and their key worker (If one is allocated). Where necessary the school will set up contact with specialist support agencies. Equally a specialist support agency may contact the department to work with the school to support a pupil.

A Graduated Approach to SEND Support

Admission

We encourage parents and carers, with children who have additional needs, to visit the school during year 5 to discuss their child’s particular needs and how these can best be met. For pupils with an Educational Health and Care Plan, the Local Authority consults with Heathcote regarding our ability to meet the specific needs of the child. Where we believe we can meet the needs but not necessarily as described within the EHCP we advise the Waltham Forest SEND Department and ask for the EHCP to be amended to reflect the way in which we will meet the child’s needs.

The SENCO attends Year 6 Annual Reviews of those children with an Education Health and Care Plans and liaises closely with the primary school class teachers to ensure continuity of education and swift transfer of information. This is the opportunity for the school to describe to the parent/carer the detail of how we will address their child’s specific need and to point out any arrangements that are different to those of the primary school. This information is communicated to the Head of Year 7 who works alongside the SENDCo and uses it when making the child’s form group allocation. The SENCO organises an additional transition day for pupils with an EHCP and other pupils with SEND who may need extra support with transition.

On joining the school each pupil takes the reading test as part of the Accelerated Reading programme. This enables us to identify those pupils not on the SEND list, but who would benefit from additional input to improve their literacy skills to enable them to access the full curriculum. The LASS Lucid test is also used to assess other potential areas of learning needs within the first term of year 7 pupils arriving at Heathcote.
When a pupil, with an Education Health and Care Plan of SEN transfers from Heathcote to another school, up to date records are passed on within 15 school days of request from the receiving school.

From summer 2020, year 9 pupils are tested to assess whether they require 'Access Arrangement' for their examinations to be put in place. These tests and testing arrangements are verified by an appropriate qualified specialist. We will be starting this process for the current year 10 pupils in the Autumn term 2019.

**Transition**

The Careers service make arrangements for additional interviews for pupils with special needs during years 10 and 11. The SEND Department works with the pupil and their family to ensure that appropriate choices and arrangements are in place at the end of Key Stages 3 and 4 and at the end of their 6th form education, if the pupil remains at Heathcote.

Transition interviews are held for any pupil with a EHCP, for Children Looked After and for any other pupil who is considered to be in need of additional support.

**The Role of the Teacher – Please also see the Heathcote Teaching and Learning Policy**

This school believes that the needs of most pupils will be met in the mainstream, and without a statutory assessment of special educational needs. We work hard to ensure that all pupils entitlements, as laid out in the ‘Teaching Standards’, are delivered and we play close regards to our duties for SEND pupils. Those with special educational needs, including children an EHCP, should where appropriate, be educated alongside their peers in mainstream classes.

All teachers know that Quality First Teaching is essential and must be built into each scheme of work. They therefore ensure that teaching strategies enable all pupils to have the opportunity to access the curriculum.

A range of strategies are used to support the needs of individual pupils and special reference given to pupils receiving additional teaching support ensures that they are fully included in their classroom, sitting alongside their peers. They are not to be isolated by the presence of another adult or by the different nature of tasks that they are given to do.
Role of Teaching Assistants

At Heathcote School we employ a team of highly experienced and well qualified Teaching Assistants. They support pupils on the SEND register in a number of ways including:

- Being in class with the pupil to ensure that they settle into the lesson, understand the tasks set and are able to engage in the learning. In doing this they work to develop the pupil’s skills as a learner.
- Providing pre and after teaching on topics to be studied at the end of the school day to prepare pupils and ensure they are ready to learn within the classroom.
- Running time limited programmes outside of the classroom to focus on key concepts and develop skills for learning.

How we manage the needs of pupils on the SEND Register at Heathcote School

How we support pupils with SEND

Education and Health Care Plans:

The SEND register at Heathcote is an active document and it is reviewed on a twice yearly basis. The list includes any pupil with an EHCP. If the school and/ or parent/ carers feel that an EHCP is required to provide additional support for a pupil, this can be assessed. Additional assessments will take place to see if there is enough evidence to support an EHC assessment request. The school will liaise with the family and the Waltham Forest SEND Services and proceed with this, if there is adequate supporting evidence. Please see the link below for further information on EHCP applications within Waltham Forest:

https://directory.walthamforest.gov.uk/kb5/walthamforest/directory/advice.page?id=0VcRlnJHhcQ

SEN K Support

At times, during a pupil’s period in school they may require additional support whilst not reaching the threshold for an ‘Education and Health Care Plan’. Generally, this involves such things as additional in-class support to enable the pupil to access the curriculum, and re/post
teaching strategies for working successfully with pupils being shared with teachers. We will involve parents, carers and pupils in developing these arrangements.

**Additional SEND Interventions**

If there are concerns over a pupil's progress who has SEND, a decision may be taken alongside Parent/Carer support, for the child to take part in a targeted SEND Intervention. These include;

- Read Write Inc (Year 7 and 8 only).
- Lexia (Mainly key stage 3). Computer based Literacy Programme.
- Numicom programme (Year 7 and 8).
- Social skill groups in key stage 3.
- Additional support using Numicom approach (Year 9 in Maths lessons).
- Preparation for GCSE in Maths and English: Intervention groups led by HLTA lead for Numeracy or Maths.

Pupils will be assessed throughout the programmes above to measure impact. This information will be shared with parent/carers.

**Criteria for exiting the SEND Register**

As a part of the Review Process the benefits to the pupil of remaining on the SEND list will be considered and evidence sought from testing of learning needs (e.g LASS Lucid, Key Stage 3, LASS Exact) will be used to inform such decisions.

**Supporting pupils and families**

The school will be setting up a ‘Heathcote’s Parents and Carers of Pupils with SEND Group’ during the 2019/20 academic year. This group will meet to discuss and develop policy issues as well as to share general concerns and offer support and strategies for maximising pupil success at Heathcote. Furthermore, parents and carers are allocated a ‘Key Worker’ available to contact if there are any concerns. From time to time the school will learn about events and programmes for parents and carers with pupils with additional needs. These are often run by voluntary and community organisations. We share this information to parents and carers.
Supporting pupils with medical conditions

At Heathcote we believe that no pupil should be prevented in taking part in the full range of curriculum and extra curriculum activities for health reasons. Please see the separate policy.

Monitoring and evaluation of the SEND

The work of the Special Education Needs department is monitored by the link governor for SEND on a termly basis. The SENCO contributes to the whole school's Self Evaluation Report. Progress of SEND pupils is monitored through the termly Monitoring and Evaluation process.

All interventions begin with baseline assessment and measured against progress over time.

Training and resources

There is a programme of training on SEND themes for all staff at Heathcote. Staff are fully involved in programmes of training offered by the Local Authority and by other providers. Alongside these activities there is regular training for staff that takes place on school INSET days.

Local Offer

The local offer is a guide to all the services that are available for children and young people in Waltham Forest with special educational needs and/or disabilities aged from birth to 25.

Please see the link below for further information;

https://directory.walthamforest.gov.uk/kb5/walthamforest/directory/advice.page?id=cafyw4pyfd8

Additional Deaf Support Department Policy

Definitions

In this document the term ‘deaf’ is used to encompasses students and young people with all levels of hearing loss.
BSL – British Sign Language is the language used by the Deaf community. It has been recognized by linguists as a unique language with its own structure and grammar, based on hand-shapes, spatial concepts, body language and facial expression. Some lip-patterns are used, but no voice.

SSE – Sign Supported English combines English and signs. Signs are used for the key words in spoken English sentences to help support speech reading.

Speech reading – “lipreading” the act or process of determining the intended meaning of a speaker by utilising all visual clues accompanying speech attempts such as, lip movements, facial expressions, and bodily gestures. This takes a lot of energy and concentration and can never give the full picture. It is often reported that only 30% of English is visible on the lips and one recent study found that mean word recognition was barely greater than 10%.

TC – Total Communication incorporates all means of communication; formal signs, natural gestures, fingerspelling, body language, listening, speech reading and so on. The goal is to optimise language development in whatever way is most effective for the individual child.

ToD – A Teacher of the Deaf is a qualified teacher with the skills and knowledge required to provide quality teaching to mainstream learners and with the additional mandatory qualification and expertise in teaching deaf learners.

DSD – Deaf Support Department

NDCS – National Deaf Children’s Society

Vision of the Department

At Heathcote School we believe that our students have the right to equal opportunities that will ensure that they can achieve their full potential. This means ensuring that the deaf learners are given the resources and opportunities they need in order that they can achieve equal outcomes in their future. Students have the right to be educated with their peers, gaining access to a mainstream curriculum within a mainstream environment, unless it becomes evident that it is not facilitating the equal opportunities needed for that student to achieve. All members of staff at Heathcote School share the responsibility to demonstrate inclusive practices. They must be deaf aware, they must participate fully in professional development related to the inclusion of our deaf students and be committed to improving
their knowledge and use of deaf friendly teaching strategies. Through this commitment all staff will be effective role models for all students on how to build and maintain our inclusive community. All hearing students are included in Deaf Studies learning as part of the school’s PSHRE curriculum in order to improve their level of deaf awareness and to facilitate opportunities for developing friendships with their deaf peers.

As a mainstream school mainstream classes are always preferred and prioritised. Deaf students are educated with their hearing peers, and gain access to the mainstream curriculum wherever and whenever possible. Mainstream subject staff are responsible for the academic progress of the deaf learners in their class. Support staff from the DSD work with subject teachers to aid them to include the deaf learners in their lesson, for example by providing communication support. However, subject staff are trained and encouraged to use strategies to maximise their direct interaction with the deaf students in their class (see Fig 1). Subject staff remain responsible for differentiating work in their lessons for the deaf learners. However, the ToDs are able to provide support to teachers to do this, for example by identifying manageable tasks; suggesting different ways of presentation; negotiating suitable class groupings; negotiating the roles of support staff; suggesting more suitable visual/kinesthetic activities/resources and so on.

Teachers of the Deaf monitor the progress of the deaf students and liaise with mainstream subject teachers to ensure that the deaf students are comfortable, happy and progressing well in the class. Where concerns are noted ToDs will liaise with the subject teacher, deaf student and support staff to make necessary adjustments. As part of the continuum of provision of equal opportunities ToDs may also be involved in direct teaching of the deaf students, sometimes through team teaching with the subject teacher and on occasion teaching the deaf students separately for some lessons. This might only be temporarily for a particularly challenging topic for example. Or where there are difficulties within science, the Teacher of the Deaf may work closely with the science teacher, planning some theory lessons to be delivered separately and joining back up with the class for group work and practical sessions. In this way at Heathcote the deaf students are always able to access learning environments that meets their individual needs over time.

**Success Criteria**

We are successful when:
• Deaf students are reaching their potential and are being set challenging targets.
• The level of “deaf awareness” has been raised throughout the school community (students, teachers, support staff, governors and parents), with all members communicating confidently and freely and everyone being respected for their contribution to that community.
• Deaf students are accessing as much of their mainstream age-appropriate curriculum as their potential allows.
• Hearing staff and students feel able to use some British Sign Language to communicate with deaf members of the school community.
• Deaf students feel proud of their identity and are confident members of every aspect of school life.

Specialist Staff

Teachers of the Deaf are responsible for assessing and monitoring the deaf student’s language, literacy and communication skills using specialist assessments. ToDs use this information to inform the planning of specialist 1:1 or small group sessions to target the specific needs of the learners. ToDs work closely with the Special Educational Needs Coordinator to provide the most suitable package of lessons and interventions. This may be within a small group of deaf and hearing learners with similar literacy and language needs or within a group of deaf peers. ToDs monitor data and liaise closely with subject staff to plan specific lessons and interventions to help ‘fill the gaps’ in the deaf students’ learning. Through their childhood deaf students miss out on ‘incidental learning’ and therefore may start many mainstream lessons with less prior knowledge than their hearing peers. Furthermore, deaf students require time to attend to visual aids (e.g. PowerPoint slides, practical demonstrations etc.) and then to attend to the delivery of information (whether through speech reading or sign language). Subject teachers are often not able to match the pace required by the deaf learners and deliver the content of the curriculum. Having small group sessions on their timetable is therefore a vital part of their inclusion in the school. In these sessions, students can have the opportunity to explore concepts at their own pace and with more independence an important skill to ensure they achieve equal outcomes in their future.

Along with bespoke lessons responding to the individual students, ToDs use curriculums that are specifically developed for the unique needs of deaf learners.
Please Note: - Some deaf students with additional needs over and above deafness will have additional hours written into their Education Health Care Plan. There could therefore be additional adults working in the Centre staff team.

For the successful inclusion of deaf students in mainstream classes, certain minimum staffing levels are necessary. Should it ever become impossible to retain these levels we would deem it in the best interests of all the students for mainstream to cease, or at least be seriously modified.

**Current Teacher/Pupil Ratio**

The Centre is funded on a ratio of 1 teacher of the deaf to 6 students

**Staff Roles**

Each student in the DSD is allocated their own Teacher of the Deaf (ToD). They can approach their ToD at any time to get help and support with audiology, homework, peer and friendship issues or anything else. This is a definite benefit of being part of the DSD, compared to a mainstream school without a DSD, where they may only get a ToD visiting from time to time. Their ToD regularly liaises with other professionals such as subject teachers, Speech and Language Therapists, Audiology and so on to ensure that they get the best support and help that they need to flourish. ToDs carry out assessment and monitoring of students’ speech perception, language and literacy skills which then informs intervention in specialist small group teaching in the DSD to help learners to continue to progress. Many parents and families of the students value the close contact and communication that they and their child can have with their ToD. Each ToD is responsible for a maximum of 5 students so is able to develop a close working relationship with the family in order to support the development of their child.

A Deaf Instructor is employed to work with the deaf students, to develop their British Sign Language (BSL) skills and to provide an important role model.

**Communication in the Provision**

At Heathcote School we recognise that every deaf child is a unique individual. Consequently, we use a flexible approach to communication, meeting the needs of each individual student. In order to learn and succeed, students need access to high quality
language. Our team of specialist staff are able to work flexibly to ensure that our deaf learners can access their lessons in whichever way they learn best. Staff use a diverse range of strategies in the classroom to facilitate understanding such as lip-speaking, BSL, SSE, note-taking, drawing diagrams on a whiteboard, looking up information visually on an iPad, etc. At the Secondary stage of their education we place great value on young people becoming independent and taking responsibility and ownership of their own learning. Consequently, we encourage the deaf students to reflect on and develop their own understanding of the communication strategies that work best for them.

We use specialist technology in conjunction with deaf students’ hearing aids or cochlear implants, such as radio aids and Soundfield systems. DSD Staff are able to support students in maintaining their equipment and are further supported by a visiting Audiological Technician once a week. Students are also given assistance to become independent users of their technologies, receiving lessons in how to change hearing aid batteries, tubing and so on. Our Audiological Technician can fit and supply new ear moulds on site, saving learning time lost to extra trips to the Audiology Clinic.

For learners who use British Sign Language or Sign Supported English, we have a team of specialist staff who hold recognised British Sign Language qualifications, two of whom are qualified at the highest level, Level 6. Heathcote School highly values diversity in languages and culture. The whole year group in Year 7 receives a short course of BSL and deaf awareness lessons as part of the school PSHRE curriculum. This helps hearing students integrate with their deaf peers. Many students really enjoy learning this visual, creative language and also attend lunchtime BSL club which is thriving as a fun place for deaf and hearing friends to interact. Some students are now undertaking the BSL Level 1 certificate in an after school lesson. As a department we are ready and prepared for any future developments of a GCSE in BSL.

For deaf students, BSL is taught once a week by our Deaf Instructor who is qualified to teach the National Signature Level 1 and Level 2 exams. Whilst many of our students use speech as their primary communication mode, BSL lessons provide an opportunity to help them communicate with signing peers. BSL also really supports the students to develop self-esteem, confidence and identity, which can be a struggle for students during the teenage years. If not addressed these areas can hold students back both socially and academically. Furthermore, gaining formal BSL qualifications can open doors for their future.
All of our students that have Speech and Language Therapy listed on their Education Health Care Plan will receive specialist assessment and therapy. The school commissions Speech and Language Therapy from a qualified Speech and Language Therapist with experience of working with deaf students.

**Facilities**

In the DSD we have our own classroom where students have their small group tutorials. We aim to create a ‘family’, friendly environment in the DSD and the deaf students know that this is their quiet, safe space that they can come to whenever they need help or support. In a large mainstream school this can be very important for some learners. The students come before school to collect radio aids and to get support with their hearing aids or cochlear implants. Students can come to lunchtime friendship clubs and after school to homework club. Background noise prevents deaf learners communicating with their hearing peers and therefore the Deaf learners can bring their hearing friends into the DSD at breaks and lunchtimes. Within this quieter environment friendships between deaf and hearing friends can flourish.

**Ambition for the Future**

At Heathcote the DSD values the development of the whole range of skills that young people need to be equipped with. We aim for students to mature into confident, caring and well-equipped individuals, ready to make a positive contribution in society. To achieve this we organise a number of events each year that give the students opportunities to develop skills in team-work, communication, presentation techniques and so on. To feel confident students need to accept that they are deaf and to recognise that although this may make life challenging at times it need not be a barrier to achieving their dreams. We aim to inspire students by introducing them to a range of successful deaf professionals who have not let deafness hold them back, which really helps the deaf learners to realise that their deafness need not be a barrier to succeeding in their chosen career.

**Storage and management of information**

Review of Policy

The SEND Policy will be reviewed annually.
Accessibility – Please see the Heathcote School’s Accessibility Policy

Feedback

The school welcomes feedback on its SEND Policy and on our effort to meet the needs of all pupils including those with SEND. If you have any comments please contact Julia Gardiner jgardiner@heathcote.waltham.sch.uk

Complaints

Our aim is to work with pupils and their families to ensure they achieve success at Heathcote. Sometimes however there are issues to be addressed. If you are concerned about any aspect of the provision that the school is making for your child you should contact Julia Gardiner.

If your child has a hearing impairment you may in the first instance wish to contact George Andronic (gandronic@heathcote.waltham.sch.uk), the Lead Teacher for Hearing Impairment.

Alternatively you may prefer to use the ‘School’s Complaints Procedure’. Details of this are available from the school website or from the School Office.