

Special Educational Needs & Disabilities Policy

Heathcote School and Science College



Approved by:

Governors

Date: 7th June 2021

Last reviewed on:

November 2019

Next formal review due by:

Autumn 2021

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

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Heathcote School

Assistant SENDCo

Ms Anabel Smith

Designated Safeguarding Lead

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Contents

Vision and Values	6
School Improvement Priorities	6
Beliefs and values regarding our pupils with Special Educational Needs and Disabilities	7
Aims and Objectives	7
Links with and Feedback from Stakeholders	8
Identifying Pupils with Special Educational Needs	8
The Disability Discrimination Act	9
Achieving our Aims	9
Other issues which might impact on pupil progress and attainment	10
A Graduated Approach to SEND Support	11
Admission	11
Exam Access Arrangements	12
Transition	13
The Role of the Teacher – Please also see the Heathcote Teaching and Learning Policy	13
Role of Teaching Assistants.....	14
How we support pupils with SEND	16
Education and Health Care Plans	16
SEN K Support	16
Additional SEND Interventions	16
SEND Finance and Provision	17
Criteria for exiting the SEND Register	17
Supporting Pupils and Families.....	17
Supporting Pupils with Medical Conditions	18
Monitoring and Evaluation of the SEND	18
Training and Resources	18
Local Offer	18
Additional Deaf Support Department Policy	19
Vision of the Department	19
Education Provision	20
Support Effective Communication	20
Staffing	22
Current Teacher/Pupil Ratio	25
Facilities	25
Ambition for the Future	26

Storage and Management of Information	27
Review of Policy	27
Feedback	27
Complaints	27

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 2020-21

- To ensure that our revised curriculum (supported by a clear IT strategy) fully develops each pupil's capacity to process, remember and apply information (Rosen shine) through high and consistent standards of learning and teaching backed up by an exemplary remote learning offer at all key stages, a cultural capital pledge and a VESPA research project at post 16
- To ensure that pupils of all ability levels are challenged to achieve academic success and success in their adult lives relative to their starting point irrespective of their personal circumstance or Covid experience. There will be a specific focus on disadvantaged pupils and ensuring Year 11 and 13 have every opportunity to reach their potential ensuring intervention and remote learning provide additional support
- To ensure that all operational processes associated with a post Covid world are implemented to keep all stakeholders safe in school and that pupils meet these high standards leading to continuing improved standards of behaviour and an improvement in key indicators
- To ensure that attendance in school for all stakeholders increases with a focus on disadvantaged and Year 11 and 13 pupils and to ensure HR processes support and challenge staff to improve attendance

- To ensure that our mental health and professional conduct policies for staff and pupils have lasting impact and create a more consistently happy and stable community
- To ensure that we consider all aspects of marketing and rebranding the school and finding our USP to ensure that parents, staff and pupils choose Heathcote as a first preference including finding alternatives to the traditional Open Evening and ensuring we can remain financially viable
- To develop a high-quality AP provision that contributes to the improved life chances of the target groups by supporting them to return successfully to their original schools

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 pupils with special educational needs and disabilities.

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 average.

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

It is aimed that 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 and Disabilities

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

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

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 and disabilities 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 and support pupils on their transition to secondary school.
- 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 2020-21.
- 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, Year Group SEND lead, 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.
- Pupils with SEMH/Behaviour needs that are presenting for a sustained period of time may be added to the SEND register so that personalised support may be implemented. It is likely that liaison with outside agencies such as CAMHS will take place so specialist support can be put in place. Within school pupils with such needs will be supported within the classroom and a personalised approach will be adopted. More specific interventions may need to be applied to provide a more tailored approach.

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 SENDCo or new Year 7 SEND lead will, where possible attend 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 SENDCo organises an additional transition morning 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 for pupils highlighted in need of additional assessment.

When a pupil, with an Education Health and Care Plan of SEND transfers from Heathcote to another school, up to date records are passed on within 15 school days of request from the receiving school.

Exam Access Arrangements (EAA)

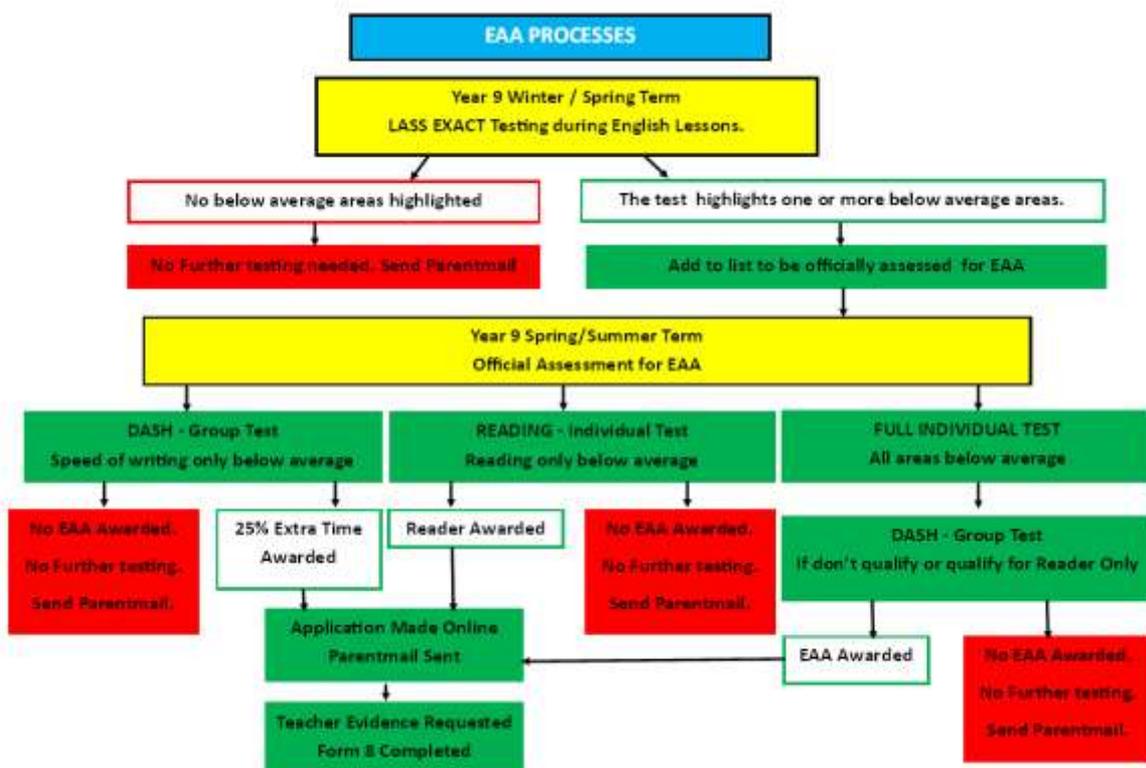
Key Stage 3 Exam Access Arrangements

From the start of Year 7, information gained from primary school regarding EAA put in place in Year 6 will be carried forward during Key Stage 3. During each of the termly Challenge Week assessments pupils with EAA will be given this entitlement. This is usually the form of 25% extra time, but also can be access to a scribe, reader pen, laptop or a quiet room.

Key Stage 4 Assessment of Exam Access Arrangements

From summer 2021, Year 9 pupils are tested to assess whether they require 'Exam Access Arrangement (EAA)' for their examinations to be put in place. These tests and testing arrangements are verified by an appropriate qualified specialist. The aim is for EAA to be in place for pupils that qualify for the start of the Key Stage 4 programme of study. Additional information re EAA assessment procedures.

Process for Assessment for EAA



All pupils with an EHCP automatically are entitled to 25% extra time for all assessments. A more personalised approach to Exam Access Arrangements is implemented after formal assessment of what these entitlements may look like. This may be a scribe, access to a reader, a quiet room or an oral language modifier. This will also apply to all pupils who are part of the Deaf Support Department.

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.

Each pupil on the SEND register has a Pupil Profile and this is accessible to all staff members. This includes information regarding a pupil's SEND as well as suggested strategies to support the pupil in the classroom. These Pupil Profiles are a working document and are updated as the pupil's needs may change.

Regular monitoring and evaluation reviews take place through various different methods including learning walks and pupil voice activities. The outcomes of such activities are used to devise an action plan which may include staff training, sharing of specific SEND resources. It is an important part of the department to keep up with current SEND pedagogical developments.

When pupils with SEND approach Key Stage 4, they will receive support to ensure that they choose a suitable curriculum pathway. Where possible, more accessible courses will be offered as an alternative to the GCSE pathway to ensure that pupils achieve the best possible outcome. This offer will be based on the particular SEND needs of a year group and reviewed annually.

As new legislation is being implemented across the country within secondary schools in terms of HRSE (Health, Relationships, Sex Education), our school has considered with the consultation of parents how to approach such topics with pupils with SEND. It is important that all pupils receive education on this topic, but the approach will need to be considered carefully and delivered with a sensitive and differentiated approach.

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.

- Monitoring of engagement of learning activities and progress will take place so that clear action plans can be devised.
- Will be a keyworker to a small group of pupils and will be their 'go to person' and the first point of contact for parents/carers.

Role of HLTA/Assistant SENDCo

Below is an outline of the roles of the HLTA/Assistant SENDCo. Each of these members of the team will act as a year group SEND lead as well as a lead of an area of intervention across the school.

Staff Member	Year Group Lead	Area of Responsibility
Sinem Dervish (HLTA)	Year 6 Transition	Numeracy
Sarah Connor (HLTA)	Year 7	SALT, Social Skills, Prince's Trust
Georgie Roberts (English Teacher with SEND Responsibility)	Year 8	
Shameem Aziz (HLTA)	Year 9	Literacy
Anabel Smith (Assistant SENCO)	Year 10	EAA Assessor

- Each member of staff will support pupils in a particular year group with SEND and the management of other teaching assistants.
- The HLTA role will also include a higher level of responsibility for organising and delivering intervention classes or small groups on a regular basis as appropriate or determined by the need of the cohort. Be the key point of contact for parents in the allocated year group.
- Year Team Leads will analyse academic attainment for all pupils with SEND in their year group. They will then liaise with Heads of Departments to ensure pupil progress is of a good level.
- The HLTA who has responsibility for numeracy and literacy will specifically work with pupils with SEND to ensure additional support is implemented so that pupils with SEND at least reach their target grade in Maths and English.

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

Education and Health Care Plans:

The SEND register at Heathcote is an active document and it is reviewed formally on a yearly basis and informally with parents on a termly basis. The register includes any pupil with an EHCP as well as pupils with SEN K status.

If the school and/ or parent/ carers feel that an EHCP is required to provide additional support for a pupil, this can be applied for. 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=0VcRInJHhcQ>

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 and they will be added to the SEND register.

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;

- Lexia (Year 7 and 8 only) – A computer based Literacy Programme.
- Literacy catch-up sessions (Year 9).
- Social skill groups in key stage 3.

- Additional numeracy support (Year 7, 8 and 9 in Maths lessons).
- Preparation for GCSE in Maths and English: Intervention groups led by HLTA lead for Numeracy or Maths.
- SALT sessions (delivered by TA following SALT recommendation). Our current SALT works on behalf of Learning Talking.

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

SEND Finance and Provision

The school receives a notional budget for every child on the SEND register. If a child has an Educational Healthcare Plan, then they receive additional 'top up funding' to provide additional support to meet their higher level SEND needs. Such support may include interventions stated above as well as some additional in class support. SEND support will be implemented to meet the outcomes as set out in the EHCP. A provision map will be in place demonstrating such support.

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 Boxall Exact) will be used to inform such decisions.

Supporting Pupils and Families

The school has previously set up a 'Heathcote's Parents and Carers of Pupils with SEND Group' and this will be reestablished during the 2021/22 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.

If a family receive support from outside agencies such as the Early Help Team, Social Care, CAMHS or other medical professionals, the SEND team will work closely in a collaborative approach to ensure the best support is provided for the young person and the family.

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 SEND Success 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

Vision of the Department

At Heathcote School we believe that our pupils have the right to equal opportunities that will ensure that they can achieve their full potential.

- This means ensuring that deaf learners are given the resources and opportunities they need in order that they can achieve equal outcomes in their future.
- Pupils have the right to be educated with their peers, gaining access to a mainstream curriculum within a mainstream environment.
- 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 pupils 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 pupils on how to build and maintain our inclusive community.

In this document the term 'deaf' is used to encompass pupils and young people with all levels of hearing loss.

- **Different uses of Communication** – The goal is to optimise language development in whatever way is most effective for the individual child. This may include:
 - 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.
 - 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%¹.

Education Provision

- All hearing pupils 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.
- Deaf pupils 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 deaf learners in their lessons, for example by providing communication support. However, subject staff are trained and encouraged to use strategies to maximise their direct interaction with the deaf pupils in their classes (see Fig 1).
- Subject staff remain responsible for differentiating work in their lessons for their deaf learners.
- The deaf-friendly certificate is awarded to those that have been assessed as having demonstrated inclusivity and good communication. The certificate has two levels: Silver and Gold.
- NDCS (National Deaf Children Society) Literacy programmed delivered to deaf in KS-3

Support Effective Communication

At Heathcote School we recognise that every deaf child is a unique individual:

- We use a flexible approach to communication, meeting the needs of each individual pupil. In order to learn and succeed, pupils 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 Heathcote we place great value on young people becoming independent and taking responsibility and ownership of their own learning.
- We encourage deaf pupils to reflect on and develop their own understanding of the communication strategies that work best for them.
- We provide specialist technology in our classrooms, for use in conjunction with deaf pupils' hearing aids or cochlear implants, such as radio aids and SoundField systems.
- DSD Staff are able to support pupils in maintaining their equipment and are further supported by a visiting Audiological Technician once a week.
- Pupils are given assistance to become independent users of their technologies, receiving lessons in how to change hearing aid batteries, tubing and so on.
- The Audiological Technician can fit and supply new ear moulds on site, ensuring learning time is not 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 level 3 minimum, two of whom are qualified at the highest level, Level 6.
- Heathcote School highly values diversity in languages and culture.
- Each new 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 pupils integrate with their deaf peers.
- Usually Heathcote pupils who enjoy learning this visual, creative language can attend our lunchtime BSL club, which is thriving as a fun place for deaf and hearing friends to interact.
- As school returns to normality after the pandemic some pupils are now undertaking the BSL Level 1 certificate in an after school programme.

- As a department we are ready and prepared for any future developments of a GCSE in BSL.

For Deaf Pupils

- BSL is taught once a week by our Deaf Instructor, who is qualified to teach the National Signature Level 1 and Level 2 courses.
- For those pupils use speech as their primary communication mode, BSL lessons help them communicate with signing peers.
- BSL also supports the pupils to develop good self-esteem, confidence and a positive identity, which can be a struggle for pupils during the teenage years. If not addressed, these areas can hold pupils back both socially and academically.
- Gaining formal BSL qualifications can open doors in the future.

SALT – Speech and Language Support

- All of our pupils that have Speech and Language Therapy listed on their Education, Health and 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 pupils.

Staffing

The Role of a Teacher of the Deaf at Heathcote School

We currently have two Teachers of the Deaf:

- Mr Andronic (Head of the Deaf Department)
- Mr Monksfield (Teacher of the Deaf)
- Our Teachers of the Deaf (ToDs) support Deaf pupils' progress through the flexible delivery of support and teaching in a wide variety of ways, including small group teaching and 1:1 session with Deaf pupils, as well as producing individualised learning programmes.

- They direct their focus on the development of language and literacy skills, as needed. This is complimented by liaising with class teachers to develop teaching strategies, approaches, specialist materials and resources to support our deaf children.
- Heathcote's ToDs provide high level language models for our deaf pupils across the range of communication modes (speech, BSL, SSE, etc.) as well as supporting our deaf pupils' communication needs.
- Teachers of the Deaf are responsible for assessing and monitoring deaf pupils' language, literacy and communication skills using specialist assessments.
- ToDs also monitor and advise on the pupils' hearing and language levels through a range of specialist assessments in addition to interpreting information from other professionals (such as audiologists, speech and language therapists, etc.).
- Lessons and interventions are then planned and delivered to support each deaf pupil's progress.
- Along with bespoke lessons responding to individual pupil needs, ToDs use curriculums that are specifically developed for the unique needs of deaf learners.
- ToDs monitor data and liaise closely with subject staff to plan specific lessons and interventions to help 'fill the gaps' in the deaf pupils' learning.
- ToDs also support our deaf pupils in transitioning from and to different education stages, using various preparation techniques.
- ToDs are able to provide support to teachers to 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.

In addition to a focus on language, communication and hearing:

- Heathcote's ToDs strongly believe that it is vital to support the social and emotional development of our deaf learners.
- This is implemented through strategies such as: individualised mentoring, modelling of social interaction, organising extra-curricular workshops and events, and providing opportunities for interaction with positive deaf role models.
- Building excellent relationships with our deaf learners, our ToDs are able to provide pastoral care, build self-esteem, maintain good classroom management and promote independence.

The Role of a Communication Support Worker at Heathcote School

The DSD (Deaf Support Department) currently have 6 CSWs, four are full-time and 2 are part-time. Three are Level 6 qualified and three are Level 3 qualified.

- Communication Support Workers (CSWs) provide communication and learning support to our deaf pupils at Heathcote Secondary School in classes and during other school activities.
- Communication support may include: interpreting information from the mainstream subject teacher into British Sign Language (BSL) or Sign Supported English (SSE), note-taking or lip-speaking, supporting the effective use of SoundFields and/or radio aids, as well as breaking down and expanding subject information. This is all tailored to each child's unique needs and capabilities.
- CSWs are also responsible for creating a relationship with our deaf pupils so that they can identify specific language or conceptual problems.
- CSWs liaise with other staff to fill gaps in a pupil's learning.
- Communication support also continues throughout assessments, tests and exams (according to exam and school guidelines). This ensures that our deaf pupils are given every opportunity to achieve their full academic potential.
- CSWs aim to promote the independence and social skills of our deaf pupils in a variety of ways.
- CSWs focus on ensuring that deaf pupils are competent in independently using their assistive technologies (hearing aids, cochlear implants, etc.) by explaining and modelling.
- CSWs support the social development of our deaf pupils by promoting the importance of relationships with other deaf pupils.
- CSWs encourage attendance at Deaf Clubs. Our deaf pupils are also encouraged and supported to develop relationships with their mainstream peers.

The Role of a BSL Teacher/Instructor at Heathcote School

All BSL lessons are delivered by our BSL Teacher/Instructor, Paula Mattison.

Heathcote's BSL Teacher/Instructor promotes:

- The linguistic development of our deaf pupils by providing differentiated BSL lessons.
- This eventually gives our deaf pupils the opportunity to gain accredited BSL qualifications and certificates, to the equivalent of a GCSE.
- The BSL Teacher/Instructor is also a positive deaf role model to the deaf pupils.
- Additionally, a Deaf Instructor is employed to work with the deaf pupils, to develop their British Sign Language (BSL) skills and to provide an important role model.

Current Teacher of Deaf / Pupil Ratio

The Centre is funded on a ratio of 1 ToD to 6 pupils

Facilities

At Heathcote DSD we have the following:

- Our own DSD (Deaf Support Department) classroom, where pupils can take part in small group tutorials.
- We aim to create a friendly environment in the DSD. Deaf pupils know that this is their quiet, safe space and that they can come here whenever they need help or support.
- In main school building, all Deaf pupils have access to portable sound field, enable to hear the class teacher over background noise.
- In the humanities building, all classroom has in build soundfields for deaf to access the lesson.
- Pupils access the DSD before school to collect radio aids and to get support with their hearing aids or cochlear implants.
- Pupils can come to the DSD to join our lunchtime friendship clubs and our after-school homework club.
- Background noise can make it difficult for deaf learners to communicate easily with their hearing peers. The DSD provides a space where deaf learners can bring their hearing friends at breaks and lunchtimes.
- In this quieter environment, friendship between deaf and hearing friends can flourish.
- Salt room for Speech and language, where all session are delivered to the deaf pupils.

Ambitions 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 pupils to mature into confident, caring and well-equipped individuals, ready to make a positive contribution to society.
- To achieve this, we organise a number of events and opportunities each year that give the pupils the chance to develop skills in teamwork, communication and presentation techniques:
 - NDCS – National Deaf Children Society workshop (Listening Bus)
 - KIT – Keep in touch day (invitations to meet with pupils in different deaf provision, when deaf pupils can mix and compete against each other)
 - Remark Deaf Club – Deaf pupils can attend the Deaf Club weekly.
 - Deaf Aspirations – We aim to inspire pupils by introducing them to a range of successful deaf professionals who have not let deafness hold them back.
These sessions really helps deaf learners to realise that their deafness need not be a barrier to succeeding in their chosen career.
- Careers – We liaise with the relevant agencies and individuals to organise work experience and careers meetings with advisors; we forge relationships with organisations such as RAD, Remark!, City Lit and universities to develop future opportunities.
- BSL Qualifications – we encourage our deaf pupils to gain qualifications in BSL to improve their language skills further.
- To feel confident, pupils 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.
- Transitions post 16 where deaf pupils may continue if they meet the criteria entries for 6th Form level 3 or A level courses. However, if unsuccessful they will be supported for alternative post 16 provision in WF (Waltham Forest)

Storage and Management of Information

Review of Policy

The SEND Policy will be reviewed annually. *Although the policy is normally reviewed annually and ratified by the Full Governing Body, amendments will be made to ensure current provision is reflected depending on the needs of the pupils at any particular time, for example provision of interventions.

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.