



# **Little Heath School**

## **SEN and Inclusion Policy**

Revised 18/09/20/15

This policy was adopted on 18/09/15  
The policy is to be reviewed on 17/09/17

Signed ..... Chair of governors)

## A. Information about the special educational provision at Little Heath School

Little Heath School is a foundation special school for young people aged 11 – 19, with moderate learning difficulties and more complex needs, including autistic spectrum disorders and some challenging behaviours. Pupils generally have a statement of SEN, although, very occasionally, pupils are placed at Little Heath School on an assessment basis.

Little Heath is a safe, friendly, caring school that is striving to be:-

- A centre for excellence in special needs education
- An innovative resource sharing good practice
- A source of inspiration working with the community

We work in a creative and dynamic way to empower everyone in our school.

We want everyone to learn and achieve to their full potential and to have a meaningful role in society.

We aim for our pupils to be role models for those who follow them.

This policy will contribute to achieving these objectives by ensuring clarity of purpose & consistent practice throughout the whole school. It is part of a continuous cycle of monitoring and review by the school & the governing body and includes regular monitoring and reviewing of pupil progress.

Some pupils at Little Heath School may have learning difficulties as well as difficulties because their first language is not English. Our school has had established links with EMAT (the Ethnic Minorities Achievement Team) and employs a member of staff with responsibility for EAL pupils.

### Special Opportunities

Staff:

- Specialist teachers
- Team of Learning Support Assistants
- Parent Pupil Adviser (PSA or Home/Community Development Officer)
- Team Teach trainer
- Behaviour therapist
- SENCO

Facilities:

- Whole School network with high pupil/computer ratio
- High teacher : pupil ratio (compared to mainstream schools)
- in-class LSA support
- Outdoor education (sailing, forest conservation)
- Complex/ ASD classes (gated play areas, PECs, structured day, Makaton)
- LHS 'nurture' groups
- Multi-sensory room
- Calming rooms
- Some individual 1:1 teaching
- Some individual counselling (PSA)
- Sailing, horse riding, swimming (as part of PE, at local pools, when available)
- Residential experiences across the school curriculum for all ages
- SALT
- Access to EPS, PCT, OT, CAMHS

Accessibility:

- Wheelchair Access to every classroom
- 4 x Disabled toilets & 3 x shower rooms
- Lift in new Sixth form building

Daily Extra Curricular Activities:

- Breakfast Club
- Break time Activities
- Lunchtime Activities/Clubs

Weekly after Schools Clubs:

- Youth clubs

Community links:

- Links/Projects with Mainstream and Special schools, local colleges
- Connexions (Careers Advisers)
- Work experience placements
- Links with a range of businesses
- LSAs from other special schools shadow LSAs from our school
- Pensioners as a curriculum resource
- NASEN
- Local branch of AFASIC
- Local places of worship and religious visitors
- Redbridge Music Service: recitals, programmes
- SSAT
- Challenge Partners (London Special & AP Hub)

## **B. School policies for the Assessment and Provision for all pupils with special educational needs**

The needs of our pupils are identified and reviewed in line with the new Code of Practice (2014) and the Local Authority banding descriptors. All pupils have a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). The conversion of Statements into EHCPs is being rolled out till April 2018.

### **Roles & Responsibilities/Co-ordination of Provision**

#### *Governing Body*

The school governors have a specific responsibility to:

- Ensure that the necessary provision is made for all pupils with SEN
- Ensure that pupils' needs are made known to all who are likely to be involved with them
- Ensure that teachers in the school are aware of the importance of identifying and providing for pupils with SEN
- Consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole

The Governing Body evaluates the success of the education provided at Little Heath School by:

- Identifying governors who link with key areas (including curriculum areas, health & safety issues, finance) through visits, phone calls, attend meetings etc., then report back to the Governing Body.
- Feedback on pupils' National Curriculum progress statistics as part of target setting process

#### *Teacher*

We are all teachers of pupils with SEN and adapt the curriculum to meet their needs. All staff, including LSAs, are involved in the development and review of the SEN policy, and are aware of the procedures of identifying, assessing and making provision for young people with SEN.

### *Subject leaders*

Subject leaders are responsible for formulating written guidelines and policy for their curriculum area. They review and evaluate the policy and syllabuses in conjunction with staff teaching the subject area and/or related subject area(s). They also ensure their policy takes account of multicultural issues, fostering equal opportunity for all, etc.

### *SENCO*

The SENCO's responsibilities include:

- Co-ordinating provision for pupils with SEN
- Liaising with & advising fellow staff
- Liaising with parents
- Liaising with Outside Agencies
- Chairing and quality assuring Annual Reviews and Education, Health and Care Plan (EHCP) Reviews.

### *Learning Support Assistants (LSAs)*

Our school has a team of full and part-time LSAs whose priorities are:

- Supporting the pupils
- Supporting learning
- Supporting the teachers
- Being part of a team

### *Parent Pupil Adviser (PSA, formerly Home Community Development Officer)*

Little Heath School has a Parent Pupil Adviser who is our school's Child Protection Co-ordinator. She is one of the Designated Members of Staff, along with the Head teacher. Her responsibilities include  
To help pupils/parents or guardians experiencing particular difficulties  
To foster good relationships within the community including sponsorships for the school

## **Admission & Inclusion**

We are committed to providing inclusive education at Little Heath School and, if applicable, we encourage and support the integration/inclusion of our pupils in LEA mainstream schools. Depending on the pupils' strengths or difficulties, the established links with our LEA schools (mainstream and special) facilitate this integration/transfer.

All young people are entitled to a broad and balanced curriculum, including the National Curriculum & RE (The Agreed Syllabus). We work towards external accreditation for all our pupils (e.g. Entry Level Certificate and Entry Pathways, GCSE, a range of ASDAN awards and qualifications, AQA awards). This policy ensures that teaching arrangements and strategies are fully inclusive.

## **Differentiated Curriculum**

Differentiation means teaching young people in ways & at levels that match their learning styles & needs. Not all pupils learn in the same way and may need additional support. Our pupils receive help through a differentiated curriculum by means of the following (this list is not exclusive):

- Support
- Materials
- Contents
- Groupings
- Peer support

- Questioning
- Specialist equipment
- Teaching styles
- Additional literacy support for targeted pupils with specific learning difficulties
- Additional numeracy support for targeted pupils with specific difficulties

The majority of our pupils will have their needs met through normal classroom arrangements and appropriate differentiation. Generally speaking, we provide for all pupils learning challenges appropriate to their needs.

The school is organised in different ways according to need. Pupils are grouped broadly into Key Stages but placed in classes according to their learning difficulties, social and communication needs and complex Autistic Spectrum disorder.

## C. Staffing Policies and Partnership with Bodies beyond the school

### **Arrangements for training and development of all staff including LSAs and administrative and site staff**

Staff training needs are identified through annual performance management and the departmental development process which feed into the School Improvement and Development Plan.

The Assistant Head teacher/ SENCO is the senior member of staff with responsibility for Continuing Professional Development (CPD).

The training needs are met through

- Whole School Staff Training days
- Staff meetings
- Courses
- Twilight training sessions and a variety of individual opportunities, organised by the school, the LA and other agencies, in and/or out of school

### **Use of Teachers & Facilities**

Little Heath School has support from

- A teacher from the Hearing Impaired Outreach Support Service
- Teacher from the Visually Impaired Outreach Support Service
- School Link Inspector
- Speech and language team
- Occupational Therapy
- Physiotherapy
- School nurse
- EPS
- CAMHS

The LHS Outreach Service provides training, consultation, advice and in-class support to mainstream schools in Redbridge and neighbouring boroughs. The Head of Service contributes to improving the standards of work at LHS through participation at staff and leadership meetings.

Staff at Little Heath School also provide information & training to other to other schools, teachers and Teaching Assistants.

## **Partnership with Parents/Carers**

Little Heath School values the contribution parents provide to improve the educational experiences and outcomes for their children. The school holds regular Staff-Parent/Carer Consultation days and welcomes parental requests for individual meetings. Half termly newsletters are sent home. All pupils have a home-school diary which is used as a means of communicating to and from the pupils' families. It includes information about the school's rules, uniform, time tables, IEP targets, the reward system etc. Some more complex children have additional home/school contact books.

A staff-parents' group called the 'Friends of Little Heath' supports the school by fund-raising and organizing events such as summer fayres and family discos, to which families and staff are invited.

The school has a strong pastoral system which has a structured approach from form tutor as the first port of call, moving through to Head of Department, then Deputy Head.

The management of pupils' behaviour has an equally structured approach, from class teacher to form tutor, to Head of Department, then Deputy Head, the Head teacher as the final port of call. All incidents are recorded on the school Incident Monitoring Record. Matters of concern are recorded in the Observations log.

## **Pupil Participation**

Pupils at Little Heath School demonstrate an enthusiasm for learning and are warm & welcoming to visitors to the school. They enjoy being active partners in their education. The school builds on this using a variety of means including regular assemblies, a school council, celebrating success through a merit/voucher system, award assemblies, certificates, prizes and Jack Petchey awards. Their views are valued through interviews, questionnaires, surveys & self-evaluation.

## **Arrangements for managing the transition between Key Stages**

KS2 to KS3:

Little Heath School has established a structured programme for liaising with our primary feeder schools (special & mainstream), starting with Year 4/5 pupils visiting the school and meeting the Head teacher, Head teacher visits to see the pupils in their primary setting in Year 6, SENCO or Head of KS3 attending Annual Review/ EHCP meetings etc. later in Year 6.

Year 6 pupils also spend time at Little Heath School attending lessons and activities and meeting staff they will be working with.

KS3 to KS4:

Induction programmes are put in place for pupils in Year 9 to allow them to meet their new classes and teachers in the summer term and attend lessons and activities.

KS4 to KS5 or Post-school placements:

Older pupils have the opportunity to visit local colleges to ease transition to Further Education for those who are leaving at the end of Year 11.

Pupils who need improvement in their independence and other life skills may apply to join our Sixth Form to gain more time to develop further & prepare for Further Education. The provision is under review but currently we offer one-year, two-year and three-year placements.

KS5 to Post-school placements:

Pupils have the opportunity to visit a range of appropriate settings, including local colleges, to ensure an effective transition to the next stage of their education.