



**Little Heath School**

**SEND Information Report and Policy  
2020**

**This policy was adopted on 10/06/2020**

**The policy is to be reviewed on 20/10/2021**

**Signed ..... Chair of governors)**

Little Heath School is a foundation special school for young people aged 11-19 with a wide range of learning difficulties and disabilities. Each pupil has an EHC plan and all have communication and interaction needs. They may be on the autistic spectrum and/or have speech and language difficulties with associated behaviour challenges.

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

- Develop pupils' communication and interpersonal skills
- Maximise pupils' opportunity to function independently within society
- Enable pupils to reach their potential in areas of interest and achievement
- Develop pupils' self-esteem and well-being
- Maximise pupils' opportunities for inclusion into a variety of community settings
- Enhance our pupils' capacity for enjoyment and fulfilment

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

All staff, including Learning Support Assistants (LSAs) are involved in the development and review of the SEND policy and information report and are aware of the procedures of identifying, assessing and making provision for young people.

Subject leaders are responsible for formulating written guidelines and policy for their curriculum area. They review and evaluate the policy and schemes of work in conjunction with staff teaching the subject and/or related subject area(s).

LSAs priorities are:

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

The Special Education Needs and Disabilities Coordinator's (SENCo) responsibilities include:

- Co-ordinating provision for pupils with SEND
- Liaising with and advising colleagues
- Liaising with parents
- Liaising with external agencies
- Chairing and quality assuring annual reviews and Education, Health and Care plans
- Overseeing Pupil Premium
- Co-ordinating Looked After Children and Personal Education Plan reviews

## **Key Elements**

This document provides information, as required by the DfE, about the implementation of Little Heath School's Special Educational Needs Policy during 2019-2020

## Table of contents

### Special Educational Needs Information Report and Policy for Little Heath School 2019-2020

1. How does Little Heath School identify children and young people with SEN?
2. How does Little Heath Schools support my child?
3. How will the curriculum be matched to meet my child's needs?
4. How will I know how my child is doing?
5. How will you help me to support my child's learning?
6. What support will there be to support my child's overall wellbeing?
7. What specialist services or expertise are available at or accessed by the school?
8. What training have staff members supporting pupils with SEND had?
9. How will my child be included in activities outside of the classroom?
10. How accessible is the school environment?
11. How will the school support my child in starting school and moving on?
12. How are the school's resources allocated and matched to pupils' SEN?
13. How are decisions made about how much support my child will receive?
14. How do you evaluate the effectiveness of your provision?
15. Who can parents/carers contact for further information?

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. (SEND Code of Practice 2014, DFE)  
The following report is in compliance with the duty (Section 69 of the Children & Families Act 2014) placed on schools to publish a Special Educational Needs (SEN) Information Report.

## **1. How does Little Heath School identify children and young people with SEN?**

All pupils at Little Heath School have special educational needs in one or more of the following areas: Autistic Spectrum Condition, Speech Language and Communication, Severe Learning Difficulties, Profound and Multiple Learning Difficulties, Multisensory Impairment, Visual Impairment or Hearing Impairment.

Pupils with more than one area of difficulty may be described as having complex needs. All pupils who enter Little Heath have already been assessed as having SEN and have been issued with an Education, Health and Care Plan (EHCP), which sets out their needs and the services which will be provided to meet those needs and help them to make progress.

On occasion pupils are referred to Little Heath for the purpose of a full assessment so that an Education, Health and Care Plan can be agreed. Some pupils may develop additional needs during their time at the school. Alternatively, areas of need which are not identified as part of their EHCP may become apparent as part of on-going assessment by the school. If this is the case the school may seek additional advice from a professional with the relevant expertise, such as an Educational Psychologist or a Speech and Language Therapist, and as a result of this advice they may ask the local authority to amend the Education, Health and Care Plan.

Each year the school will conduct a Person-Centred Review at which relevant professionals will be invited to prepare a report and/or attend and discuss progress during the year and review the EHCP. The Review is structured so that the child's voice is heard and so that parents have every opportunity to be part of the discussion. If it is agreed that changes are needed to the EHCP the school will ask the local authority to make them. If a parent is concerned that their child has needs which have not been fully identified or are not being met the first thing to do is to speak to the class teacher and discuss their concerns. The SENCO and the Family Support and Safeguarding Lead will also be happy to speak to parents to talk about how their child's needs are being met.

## **2. How does Little Heath School support my child?**

Little Heath School provides highly personalised support for pupils with SEN. Classes are small and have high staff: pupil ratio in-class, LSA support and all staff receive specialist training. Teachers work with their class teams, with parents, professionals and pupils to agree individual learning objectives and strategies for learning. Quality First teaching, with appropriate, targeted differentiation in place according to pupil needs.

## **3. How will the curriculum be matched to meet my child's needs?**

Little Heath school has developed its own curriculum, designed to meet the needs of pupils who attend the schools and provides a safe, nurturing and creative environment, which helps pupils to reach their full potential.

The ethos of the school is to ensure that all pupils have a voice and 'communication' is at the heart of our curriculum. The school is organised in different ways according to need. Pupils are grouped broadly into Key Stages and placed in classes according to their learning abilities, and social and communication needs.

Our curriculum is highly personalised and differentiated to meet pupils' individual learning styles and needs. Not all pupils learn in the same way and may need additional support. Pupils may receive support by means of the following (this list is not exclusive):

- Adult support
- Materials
- Contents
- Groupings
- Peer support
- Interventions for additional literacy support for targeted pupils
- Interventions with numeracy support
- Questioning
- Specialist equipment
- Teaching styles
- External professional advice and strategies

They may learn through a sensory approach, through play and practical activities or through a more formal approach. The curriculum supports children and young people to develop effective communication, to improve their physical skills and their ability to explore the world around them, to learn the skills of reading, writing, mathematics, science and ICT when they are ready to do so and to make positive relationships, work alongside other people and play their part in society.

The school aims to prepare young people for their adult lives whether in employment, supported living or social care. All young people are entitled to a broad and balanced curriculum, including the National Curriculum and RSHE (the agreed syllabus<sup>1</sup>). We work towards external accreditations for all pupils including Entry Level certificates, Entry pathways, GCSE, AQA Unit Scheme Awards and a range of ASDAN awards and accreditations. This policy ensures that teaching arrangements and strategies are fully inclusive.

We build strong relationships with families and others in the community. Our key community links are:

- Friends of Little Heath School (FOLH) charity
- Projects with mainstream and special schools and colleges
- Connexions (careers advisors)
- Work experience placements and links with a range of local businesses
- National Association for Special Educational Needs (NASEN)
- Local places of worship and religious visitors
- Redbridge Music Centre (organising dance and music recitals and other programmes)??
- School Students and Teachers SSAT network
- Challenge Partners
- National Autistic Society

#### **4. How will I know how my child is doing?**

Parents are invited to attend a Year 7 parents' meeting prior to the start of the school year, and a 'Meet the teacher' meeting after their child has been at Little Heath School for six to eight weeks. From then on parents attend three Staff-Parent/Carer Consultation (SPC) meetings each year to hear about their child's life in school, to discuss progress and achievement and to set learning goals for the future. A bespoke arrangement will be made for new starters in other year groups.

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<sup>1</sup> To be introduced and implemented in September 2021

Teachers generally keep in touch with families by writing in home-school books or through email, telephone contact or via a Zoom meeting

Parents receive a written annual report and will also receive copies of Certificates and other records when their child has done particularly well.

The Family Support and Safeguarding Lead is always happy to speak to parents or to meet them if there are any questions about the school. She and the Designated Safeguarding Lead are responsible for:

- Supporting pupils/parents or carers with pastoral and welfare needs
- Supporting pupils and families with social and emotional needs, which could include counselling and drawing-talking therapy input
- Advising families in a range of issues

Little Heath School also has a Behaviour Intervention Lead who works with the Assistant Head and is responsible for managing and supporting behavioural challenges across the school. This support comes in the form of:

- working with class teams to create behaviour programmes
- Liaising with external agencies
- Supporting parents with home behavioural support programmes
- Providing autism training for parents and staff
- Providing Team Teach training for staff (Positive manual handling).

#### **5. How will you help me to support my child's learning?**

Parents are fully involved in agreeing IEPs (Individual Education Plans) and discussing their children's progress towards this. These are set in collaboration from all professionals and the EHC review and discussed and updated during Parent/Carer consultation day.

The Family Support and Safeguarding Lead provides advice and support for individual families and runs regular parent groups and workshops covering teaching, learning and behaviour. The school warmly welcomes suggestions from parents about future possible workshops.

#### **6. What support will there be to support my child's overall wellbeing?**

Little Heath School is fully committed to ensuring that all children and young people are safe in school and enjoy learning. Classroom staff work hard to help the children and young people see that they are valued for themselves. The school celebrates progress and achievement, helping children and young people to develop self-confidence and feel good about themselves.

The school follows the '5P Approach' which improves the lives of children and young people by identifying any causes of behaviour of concern and helping children and young people to respond calmly.

Teachers, supported by the Behaviour Interventions Lead, write Green Zones and Intervention hierarchies to record the ways children and young people are supported. This follows the 5 P approach designed by Linda Miller and provides a proactive and personalised approach. This is a 'master plan' that ensures the positive well-being of the pupil, that their needs are met, make progress and that issues and situations which might cause stress and lead to behaviour challenges are avoided. It provides guidance to pre-empt or

head off behaviour challenges as they emerge and reactive strategies to be used once behaviour has occurred.

All staff act as advocates for their pupils so that their voices are heard and they are supported to make choices and exercise control. The school is developing expertise in mental health and emotional wellbeing in order to further support individual needs. The Assistant Head and Behaviour Interventions Lead also attend weekly strategy meeting with the Clinical Psychologist to discuss the mental well-being of pupils who have been identified as needing external support through CAMHS.

Pupils have the opportunity to attend Breakfast Club, break time and lunch time activity clubs as well a range of different after school activities. Please note this is not currently taking place due to COVID-19 guidance.

### **7. What specialist services or expertise are available at or accessed by the school?**

Teachers and LSAs have had specialised training in autism at Level 2. (AET).

The Family Support and Safeguarding Lead provides advice and support for families at all points in their lives and particularly when young people are entering Little Heath or are moving on at the end of their time in school.

The school has access to music therapists, a Speech and Language Therapist, Occupational Therapist, physiotherapist, Educational Psychologist and a Clinical Psychologist. This team provides individualised support to meet pupils' needs where they are spelt out in an EHCP.

The school is able to refer to services within the London Borough of Redbridge, such as CAMHS, specialist children's services, Early Help Team, Adolescent Mental Health Services. Through SEATTS the school can also refer pupils for support for Hearing or Visual Impairment.

### **8. What training have staff members supporting pupils with SEND had?**

Some members of the Leadership Team have specialist qualifications in SEN at Master's level and above. All staff are trained in safeguarding and the 5P Approach and in behaviour support, safe moving and handling, communication and

All staff attend annual safeguarding training and the Designated Safeguarding Lead, Family Support and Safeguarding Lead and the Deputy Head and Assistant Head are all trained to Level 3 in safeguarding.

All teachers and LSAs are trained in Team Teach, and in the administration of Buccolam and Epipen. Classroom staff who work with pupils with medical needs receive appropriate additional training.

There is also a school-based programme of in-service training for teachers and LSAs.

### **9. How will my child be included in activities outside of the classroom?**

Specialist facilities on site include sports halls, an adventure playground and exercise area, a calm room and a sensory room.

The curriculum at Little Heath includes outdoor experiences such as:

- Horse riding
- Sailing

- Forest conservation
- Bounce

Please note that due to COVID-19 these activities are not currently taking place.

Pupils in the 6<sup>th</sup> form and KS4 work on the allotment near to school or in the school gardens. All pupils join in school-wide activities including expressive arts, celebrations and physical activities. Some represent the school at sport or join arts projects with local agencies.

Pupils use the local community for learning, visiting local shops, playgrounds and other leisure facilities. Pupils benefit from educational visits to places of interest around the local area. Some pupils are able to take part in short residential experiences.

#### **10. How accessible is the school environment?**

Building programmes over the years have ensured that all parts of the school building are accessible to children and young people who use wheelchairs. In the new 6<sup>th</sup> form building there is a lift to the first floor.

#### **11. How will the school support my child in starting school and moving on?**

Parents are invited to visit the school with their child before a place is agreed and they can tour the school with the Head teacher. During this initial visit the school will gather key information to discuss how to meet the child's needs. The Head teacher, KS3 leader, a Lead LSA and, in some cases, the Behavioural Interventions Lead and/or the SENCO will visit pupils in their current school to gather further information. A one-page profile is prepared and shared with all teachers.

All new KS3 pupils take part in taster days and an induction day where possible.

Little Heath School works in partnership with parents to identify the next steps for young people as they leave school. All reviews include discussion of future plans with reviews from the age of 14 looking at preparing pupils for adulthood, options beyond school and the school will make every effort to adapt the curriculum in order to prepare young people for the next steps in their lives.

All pupils in KS5 have the opportunity to visit local colleges.

The Family Support and Safeguarding Lead and SENCO support parents in their discussions with the local authority, social services and possible future placements so that all can be confident that the right decisions have been made and that the young people are as well prepared as possible. Pupils in the 6<sup>th</sup> form who are moving on to further education are encouraged to complete a taster day in the new setting.

#### **12. How are the school's resources allocated and matched to pupils' SEND?**

The needs of our pupils are identified and reviewed in line with the Code of Practice (2014). All pupils at Little Heath have an Education, Health and Care Plan (EHCP).

Education, Health and Care Plans set out the level of support which pupils need and the funding which will be made available. The Senior Leadership Team (SLT) plan classes so that pupils are in an appropriate group with the right levels of support in line with their EHCP.

The SENCO liaises with and monitors the external services such as Speech and Language Therapy and physiotherapy to ensure that they are allocated fairly across all pupils who need them.

Specialist interventions are provided to pupils who have been highlighted in needing this support. This can range from literacy and numeracy support to following a tailored program called 'Special Friends' which is delivered by trained staff.

### **13. How are decisions made about how much support my child will receive?**

Parents, carers and pupils contribute to the review of EHCPs through the EHCP process, at Person Centred Review meetings. They also discuss progress in general and towards targets on Individual Education Plans (IEPs) at SPC days.

Following assessment by a Speech and Language Therapist, Occupational Therapist, physiotherapist, music therapist, Educational or Clinical Psychologist and Hearing/Visual Impaired specialists, targets are set with parents, carers and pupils.

### **14. How do you evaluate the effectiveness of your provision?**

The Head teacher reports to the Governing Board on the effectiveness of the school's provision for all pupils. This self-evaluation is based on a range of data, including learning walks and lesson observations, sampling of pupils work and examination of progress data.

The Governing Board have specific responsibilities to ensure that:

- Necessary provision is made for all pupils with SEND
- Pupils' needs are made known to all who are likely to be involved with them
- Teachers in the school are aware of the importance of identifying and providing for pupils with SEND
- Consult the LA and the Governing board of other schools, when it seems necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole

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

- Identifying Governors who link with key areas ( curriculum, health and safety issues, finance, careers, ASC, etc.) through visits, phone calls and attending meetings etc.; then report back to the Governing board
- Feedback on pupils' progress as part of target setting process

### **15. Who can parents/carers contact for further information?**

Parents who wish to find out more about the admissions process should contact the Head teacher via the school phone or email address.

For parents of current pupils, in the first instance the best contact is with the class teacher, after that the Family Support and Safeguarding Lead or the KS Leader will be happy to help. For advice on EHCPs please contact the SENCO.

The school office number is 020 8599 4864 and the school email address is [school@lheath.net](mailto:school@lheath.net).

Further information within Redbridge, please refer to the London Borough of Redbridge's 'Local Offer' of support which can be found on the Redbridge web site at: <http://find.redbridge.gov.uk>

Links to other LA local offers can be found through these links:

Essex County Council - [Essex.LocalOffer@essex.gov.uk](mailto:Essex.LocalOffer@essex.gov.uk)

London Borough of Barking and Dagenham, - <https://www.lbbd.gov.uk/local-offer>

London Borough of Havering - <https://www.sendlocaloffer.org/havering/>

London Borough of Newham - [local.offer@newham.gov.uk](mailto:local.offer@newham.gov.uk)

Parents and carers may approach the Head teacher, James Brownlie at [jbrownlie@lheath.net](mailto:jbrownlie@lheath.net) or the SEND Link Governor, Nadia Rahman, at [nadia.rahman@lheath.net](mailto:nadia.rahman@lheath.net). Anyone wishing to raise a complaint, should follow the school's Complaints Policy, which can be found on the school website at <https://www.lheath.net/downloads/Complaints%20Policy%202018.pdf>