



Hedgewood School

SEND Policy

Date policy last reviewed: July 2024

Signed by:

_____ Co-headteacher Date: _____

_____ Chair of governors Date: _____

Last updated: 1 July 2024

1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND

Set out how our school will:

- Support and make provision for pupils with special educational needs and disabilities
- Provide pupils with SEND access to all aspects of school life.
- Help pupils with SEND fulfil their aspirations and achieve their best
- Help pupils with SEND become confident individuals living fulfilling lives
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

Hedgewood School is a primary special school for pupils aged 4 to 11 years old. It is currently designated for pupils with Complex Moderate Learning Difficulties including Autism. The school is a designated local authority maintained special school.

The school caters for primary age pupils with:

- Moderate Learning difficulties, which is defined as pupils who have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. Pupils may also have associated speech and language delay, low self-esteem, low levels of concentration and under developed social skills.
- Autistic Spectrum Condition (ASC) at a complex level, for pupils who are no longer able to cope in a mainstream classroom. ASC pupils admitted to Hedgewood must fit within the cognitive and general profile for admission.
- A range of complex sensory impairments including pupils with hearing aids and input from the visual impairment team. The pupils any impairments must fit within the cognitive and general profile for admission.
- Many of the pupils have multiple difficulties, which include sensory and/or physical, medical, behavioural and social needs.
- Communication difficulties who may be nonverbal, pre verbal, echoic, echolaic or verbal.
- Many of the pupils have multiple difficulties, which include sensory and/or physical, medical, behavioural and social needs.

- Communication difficulties who may be nonverbal, pre verbal, echoic, echolaic or verbal.

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND

In making provision for pupils with complex SEN, our aims and objectives are:

- to create a learning environment that meets the special educational needs of each pupil;
- to ensure that the special educational needs of pupils are identified, assessed and provided for from the earliest possible age;
- to ensure that all partners in the process of meeting a pupil's individual needs understand and fulfil their responsibilities;
- to ensure, in particular, that all school staff understand and fulfil their roles and responsibilities in providing for pupils';
- to have the highest expectations of the progress in learning which can be achieved by all individual pupils, regardless of their individual needs;
- to enable all pupils, including those with complex SEN, to have full access to all elements of the school curriculum, and to maximise their learning and achievement;
- to ensure that parents or carers are able to play their part in supporting their child's education;
- to ensure that, wherever possible and appropriate, pupils with complex SEN have a voice in deciding how their individual needs might best be met;
- to ensure that all necessary resources are made available to meet pupils' individual needs.

3. Legislation and guidance

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (2014) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors' responsibilities for pupils with SEND

- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Educational Inclusion and equal opportunities

At Hedgewood School, we are committed to offering an inclusive curriculum that ensures the best possible progress for all of our pupils whatever their needs or abilities. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

We are dedicated to providing a curriculum that addresses the unique barriers to learning each of our pupils may face. Teaching and learning at Hedgewood are highly personalised to meet each child's needs effectively. This approach aims to:

- prepare pupils for their future lives
- enable pupils to be happy, successful, and eager to learn
- provide pupils with diverse quality educational experiences in all areas of life
- develop effective communication skills in pupils to express thoughts, feelings, and choices
- create a safe and joyful environment for pupils to strive for their best
- help pupils build confidence, self-esteem, self-reliance, and make informed choices
- offer well-researched, broad, and balanced school curriculums that meet statutory requirements and are adapted to all pupils' needs
- encourage the development of good social skills to help pupils form friendships and be sensitive to others' feelings and needs.
- develop the moral, cultural and spiritual awareness of all pupils including preparing them for life in modern Britain through helping them to maintain fundamental British Values.

5. Definitions

5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

Support for Learners.

The four areas of Special Educational Needs and Disabilities (SEND), which are allocated as primary need (DfE) are as follows:

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none">• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia• Moderate learning difficulties• Severe learning difficulties• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none">• Mental health difficulties such as anxiety, depression or an eating disorder• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder• Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>

AREA OF NEED	
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

Pupils with Autism may experience difficulties & challenges that span all four areas.

6. Roles and responsibilities

The Governing Body

The governors are responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil gets the support they need
- Make sure that all pupils engage in the activities of the school.
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to the needs of pupils
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils.
- Monitor the quality and effectiveness of provision within all phases in the school and update the governing board on this
- Work with the co-headteachers to determine the strategic development of the SEND policy and provision in the school

6.4 The Co-headteachers

The Co-headteachers will:

- Work with the governors to determine the strategic development of the SEND policy and provision within the school
- make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for all pupils, and their progress
- Have responsibility for monitoring the school's notional budget and top up funding allocated by the LA to support individual pupils
- Have an overview of the needs of the current cohort of pupils.
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- monitor to identify any staff who have specific training needs regarding and incorporate this into the school's plan for continuous professional development
- regularly review and evaluate the breadth and impact of the outreach and in-reach support the school offers to local mainstream schools and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

6.5 The Senior Leadership Team

The Senior Leadership Team will:

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
 - Be the point of contact for external agencies, especially the local authority (LA) and its support services 6
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date • Work with the Senior Leadership Team and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability • Monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- Regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer

- Identify any patterns in the school's identification of SEN, both within the school and planning their next steps.

6.6 Class teachers

Each class teacher is responsible and accountable for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of the pupils in their class, including accessing support from teaching assistants or specialist staff.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Delivering High quality teaching, differentiated for individual pupils
- Understanding of strategies to identify and support vulnerable pupils and their knowledge of autism and other SEN encountered at the school.
- Working with the Senior Leadership Team review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report

Communicating with parents regularly to:

- Set clear outcomes and review progress towards them
- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents' concerns and agree their aspirations for the pupil

6.7 Parents or Carers

Our school values the input of parents or caregivers in all decisions regarding the pupils. We actively seek their opinions through various channels such as the SeeSaw App, home/school book, parent coffee events, home visits, Family Service involvement, Learning Journeys on SeeSaw, termly meetings, our open-door policy, parent training sessions, and email communication with teachers.

We encourage parents and carers to actively engage with their child's personal Learning plan (PLP) and be a 'learning partner', working in collaboration with their class teacher so, together, it supports pupils to achieve the best possible outcomes.

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review and contribute to the Personal Learning Plan (PLP) for their child/ren.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil

- Given an annual review report on the pupil's progress reviewing provision that is in place for their child through co-production meetings at phase transfer years (Year 2 & Year 5)
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs.

6.8 Pupil Participation

We encourage pupils to take responsibility and to make choices. This is part of the culture of our school and relates to pupils of all ages and abilities. We seek to celebrate the success of pupils' individual outcomes, as well as planning their next steps. The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEN information

Our school publishes SEN information and our local offer on our website.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Accessibility arrangements

To meet the diverse needs of pupils, the following strategies have been put into place to ensure that all pupils have equality of opportunity and access to the curriculum in order to make maximum progress and achievement.

8.1 Learning Environment

The school strives to provide an autism friendly, total communication environment.

A sensitive allocation to teaching groups and careful modification of the curriculum, timetables and social arrangements ensures access for all. An awareness to provide appropriate materials, teaching aids and adapted accommodation is implemented as required. We are preparing pupils for their next stage in education and adult life.

8.2 Physical environment

The buildings and sites meet the requirements of the Equality Act 2010. The school is sited on a flat plot, with the majority of the learning area on the ground floor with flat access and some specialist learning environments in raised modular buildings with accessible ramps. Internal doors can accommodate wheelchairs with wide corridors to enable free movement of wheelchair users in our newly built modular buildings. There are disabled toilets sited throughout the buildings. There are changing tables in many toilet areas. There is an extensive fob system that moderate access to rooms and corridors and ensure the safety of our young people. You can find our [Accessibility Plan and Policy](#) on the school website or you can request a copy from the school office.

9. Evaluating the effectiveness of SEN provision

9.1 The co-headteachers' and the Senior and Middle Leadership Team monitor the progress of pupils.

9.2 The Curriculum & Assessment Leaders are involved in supporting teachers in assessing achievement and setting targets for the pupils in their class. The co-headteachers' and the

Curriculum & Middle Leaders hold regular meetings to review the work of the school in this area.

9.3 This policy is reviewed annually, or sooner if necessary, or in response to changes in national SEN policy.

9.4 Annual Reviews

All EHCPs are reviewed annually with the parents/carers, the LA and the school. All professionals involved are invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the document. The annual review takes a person centred approach and focuses on aspirations and achievements as well as on any difficulties that need to be resolved. The school is responsible for the co-ordination of the annual review and disseminating relevant reports and information to be considered two weeks before the review.

Long term objectives that are outlined within the EHCP are reviewed with input from all persons and professionals working with the child.

Prior to the review the follow documents are offered;

- The school Annual Review report
- The parent / carer contribution document
- The pupil's contribution document wherever possible
- Therapy reports & other professional reports

The school will complete the annual review paperwork and include any relevant notes or information from the meeting and disseminate this to relevant parties within two weeks of the meeting.

10. Expertise and training of staff

Across the school. pupil support is tailored to meet needs through focused, Autism specific training of the staff team, utilising environmental autism friendly structures in a low arousal context. Enhancing staff specialist skills, knowledge and understanding is an important focus of the school's CPD programme, key elements of which are set out below. Our aim is to quality assure our specialist practice.

- AET (Complex Autism Module)
- Studio 111 (Low arousal approach to behaviour)
- Positive Behaviour Support (PBS) through Hedgewood ABC (PTR Model)
- Sensory Integration (SI) and Sensory Programmes
- EFL (Essentials for Living)
- VB-MAPP (Verbal Behaviour Milestones Assessment and Placement Program),
- ABLLS- (Assessment of Basic Language and Learning Skills)
- AFLLS- (Assessment of Functional Living Skills)
- Sign- Along (signing and symbols)
- Intensive Interaction
- Zones of Regulation
- Attention Autism
- PCS (Picture Communication Systems) or SVN Communication (Subject, Verb, Noun)
- Augmentative and Alternative Communication (AAC)

- CONNECT PSHE curriculum
- TEACCH (Treatment and Education of Autistic and other Communication Handicapped Children)

Staff have detailed awareness of the particular needs of their pupils through key information documents:

- a detailed pupil profile plan
- An Individual health care plan
- A Hedgewood ABC plan (proactive and reactive strategies to positively support behaviour)
- a behaviour risk assessment when necessary.
- a therapy plan

11. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Educational psychologists
- General practitioners or paediatricians
- Child and adolescent mental health services (CAMHS LD)
- Education welfare officers
- Social services

12. Complaints about SEND provision

We will attempt to resolve the complaint internally through the stages outlined with our Complaints Policy. That addresses all the points at issue and provides an **effective** response and **appropriate** redress, where necessary and provides **information** to the school's senior management team so that services can be improved.

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the co-headteachers in the first instance. They will be handled in line with the school's Complaints Policy

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

To find out about disagreement resolution and mediation services in our local area, [\https://fmacs.org.uk/locations/hillingdon/#:~:text=At%20Hillingdon%20Family%20Mediation%20%26%20Counselling,a%20time%20that%20suits%20you.

You can request mediation by contacting <https://fmacs.org.uk/contact-us/>

13.2 Monitoring the policy

This policy will be reviewed **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the full governing board.

14. Linked policy

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy (including children missing education)
- Admissions Policy
- Supporting Pupils with Medical Conditions Policy

- SEN information report/ local offer
- Accessibility Plan and Policy
- Admissions Policy
- Complaints Policy
- Behaviour and Safety policy
- Equality information and objectives
- Intimate care policy
- First Aid policy
- Health and Safety Policy
- Attendance policy

