

Special Educational Needs & Disabilities Policy

Heathcote School and Science College



Approved by the Governing Board: Autumn 2023

To be reviewed: Every 1 year

Next review due: Autumn 2024

Other Documentation

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

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

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

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

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

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

Roles and responsibilities

SEND Governor

Ms Maria Slavocski

Contact: Ms Sarah Johnson, Headteacher's PA

Heathcote School

Designated Teacher Safeguarding

Mr Neil Hutchins

Safeguarding and for Looked After Children

Mr Neil Hutchins (Temporary)

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

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Objectives of the SEND Policy

- Provide a clear outline of how a pupil with SEND will access education and life, at Heathcote School.
- To outline how guidance provided within the SEND Code of Practice, 2014 is adhered to.
- Detail how the school endeavours to operate an inclusive approach towards all learners.

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

Heathcote 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 to ensure they have the same opportunities and right to achieve their academic potential, alongside their peers.

We consider every teacher to be a teacher of every pupil in their charge, including those with Special Educational Needs and Disabilities (SEND).

School Improvement Priorities 2022-23 SEND Dept

- Ensure Quality First Teaching is evident across the school, including a broad and balanced curriculum with inclusive educational pathways for pupils with SEND.
- The graduated approach is embedded within the school with a particular focus of SEND specific interventions.
- Pupils with SEND make academic progress in line or above their target grade with relevant support in place to achieve this.

Definition of SEND and Identification of Pupils with SEND

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 or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.”**

Under the Equality Act, schools must make reasonable adjustments for children which involves a legal duty to try to remove barriers faced in education because of a special needs and disabilities.

How we identify and assess the needs of pupils with special educational needs?

<p>UNDER ACHIEVEMENT IDENTIFIED THROUGH MONITORING OF PROGRESS This could include if progress;</p> <ul style="list-style-type: none"> * is significantly slower than that of their peers starting from the same baseline * fails to match or better the child's previous rate of progress * fails to close the attainment gap between the child and their peers 	<p style="text-align: center;">COMMUNICATE WITH STAFF Throughout the above process, we will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used</p>
<p style="text-align: center;">ASSESS</p> <p>We will use a range of targeted assessment tools to better understand these pupils' learning needs.</p>	
<p style="text-align: center;">CONSIDER ADDING TO SEND REGISTER</p> <p>At this stage, if a special educational need is presenting, with discussion with parent/carers the pupil will be added to the SEND register.</p>	
<p style="text-align: center;">INTERVENTIONS</p> <p>A range of targeted SEND interventions will be used to help narrow the gap in academic progress.</p>	
<p style="text-align: center;">PROFESSIONAL ADVICE SOUGHT</p> <p>When, in spite of targeted support, pupils continue to make slow or no progress, in consultation with parents we will seek advice from professionals outside of Heathcote School.</p>	
<p style="text-align: center;">EHCP</p> <p>In exceptional circumstances, where pupils fail to respond to all of the above, a request will be made to the Local Authority to undertake a statutory assessment of the pupil's needs and consider issuing an Education, Health and Care Plan</p>	

The SEND Register at Heathcote School

This is an active document and it is reviewed formally on a yearly basis. The register includes any pupil with an EHCP as well as pupils with SEN K status.

Pupils on the SEND register with SEN K status

At Heathcote School we can make provision for different kinds of frequently occurring special educational need without an Education, Health and Care Plan. This includes dyslexia, dyspraxia, language and communication needs, autism, Asperger's syndrome, moderate learning difficulties and social, emotional, mental health difficulties. If such pupils require additional special educational provision (Different from or additional to that normally available to pupils of the same age), then it will be considered as to whether they will be placed on the SEND register with SEN K Status. Pupils will then receive additional support in the areas in which this is needed. This may be in the form of in class support, specific SEND interventions, strategies or equipment to help pupils access the learning in the classroom or support with emotional regulation. We will involve parents, carers and pupils in developing these arrangements and they will be added to the SEND register.

Pupils with an EHCP

Heathcote School also currently meets the needs of pupils with an Education, Health and Care Plan with the following kinds of special educational need:

- Language and communication needs
- Cognition and learning needs
- Social, emotional and mental health needs
- Physical and sensory needs

Heathcote School also operates one specialist resourced provision and one alternative provision:

- Deaf Support Department – specialist resourced provision for pupils with a hearing impairment with an EHCP.
- Oak Provision – short term specialist provision for pupils across the Borough with SEMH needs who are struggling to access mainstream education. Access to this provision is gained through the Fair Access Panel.

Applying for an Education and Health Care Plans

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>

If an application for an EHCP is declined, the following steps can be taken;

- The mediation process can be followed in line with guidance provided by the Waltham Forest SEND team.
- Additional professional evidence can be sourced and resubmitted, in line with guidelines from the Waltham Forest SEND team.
- Other avenues are explored to obtain additional support for a pupil.

Annual SEND Audit and Intermittent Amendments

All pupils currently on the SEND register and those pupils who have been raised as a cause for concern (See above process) will be reviewed whether they are to remain on the SEND register or be added or removed. The following information will be used in this process;

- Discussion at year team referral meeting.
- Progress data.
- Reaching triggers on the behaviour system – see behaviour policy.
- Feedback from teacher ‘Round Robins’ which includes a recently devised Speech and Language questionnaire.
- Professional reports, e.g. CAMHS.

As mentioned, the SEND register is a working document and will be amended during the year if needed. Parent/ carers will be informed at different stages of the above.

Staffing Roles within the SEND Department.

SENDCo - has day-to-day responsibility for the operation of the SEND policy and coordinating provision made for children with SEND. They provides professional guidance to colleagues with the aim of securing high quality teaching for children with SEND, and works closely with children, parents and other professionals to ensure children with SEND receive appropriate support. The SENDCo plays an important role with the Headteacher and governing body in determining the strategic development of the SEND policy and provision within the school in order to raise the achievements of children with SEND.

Year Team SEND Lead Structure - 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.

	Year 7	Year 8	Year 9	Year 10	Year 11	6 th Form
Year team SEND Lead	Ifzala Waheed (HLTA)	Sinem Dervish (HLTA)	Sairah Haroon (HLTA)	Rajvinder Kaur (HLTA)	Ben Smith	Georgie Roberts
Area of responsibility Intervention	Literacy	Numeracy	SALT	Social skills	Princes Trust Award	

HLTA - 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. They will be the key point of contact for parents in the allocated year group and oversee SEND provision for pupils in their year group.

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.
- Leading 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.
- Provide emotional regulation for pupils in need of this intervention.

How we Support Pupils with SEND to Make Academic Progress

- At Heathcote School we believe that your child's learning needs will first and best be met through the high-quality teaching delivered by mainstream subject teachers. This means that teachers take into account the learning needs of all pupils and differentiate lessons to match the learning needs of their pupils.
- 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.
- 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 working documents and are updated as the pupil's needs may change. Teaching staff will use these documents to inform their planning.
- In a small number of cases, it might be appropriate to provide additional, small-group interventions in addition to the mainstream curriculum. This can include literacy and numeracy interventions to develop fundamental core skills.
- Specialist advice is sought for pupils who make little or no progress in spite of differentiated and targeted work as outlined above. For pupils with an Education, Health and Care Plan we follow the advice and strategies described in these documents.
- When necessary, accessibility aids and technology may be used to support the pupil's learning, for example we provide Chromebooks for pupils who are unable to write due to physical disabilities or those with difficulties handwriting.
- At Heathcote School we regularly review our Accessibility Plan to ensure that all children have the fullest access to the curriculum and the school site. We work with the local Occupational Health team to ensure specific equipment is obtained when needed.
- This academic year, we have launched a TA/ Teacher toolkit to promote effective collaborative working within the classroom. We are embedding the

toolkit across the school with the aim of promoting good practice in terms of TA support.

Quality Assurance of Teaching Practice for Pupils with SEND

Provision in place for supporting pupils with SEND, including Quality First Teaching, will be monitored through various activities which are reviewed by the SENDCo in liaison with other middle leaders within the school. Mechanisms such as learning visits, shadowing pupils and pupil voice activities will be used to review and quality assure different aspects of the learning experience for pupils with SEND. An action plan will be devised from these monitoring activities including; Whole school and smaller group staff training sessions, organising peer observations to share good practice, liaison Department Leads.

Transition for Pupils with SEND

Primary to secondary transition - 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 – this process takes place in the autumn term when a child is in Year 6. Based on the information available and liaison with the current setting, an informed decision whether our school, can meet the needs of specific pupils.

For those pupils with an EHCP who we feel we can meet their 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 effective 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. At this stage, information regarding other pupils with SEN K status will also have a transfer meeting with their current SENDCo to obtain useful information which is used to aid a successful transition. We can receive consultations for pupils with an EHCP who reside out of borough but this process must be organised via our local Waltham Forest SEND team.

Information obtained at this stage is communicated to the Head of Year 7 who works alongside the SENDCo/ Year Team SEND Lead 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. CATs tests (Cognitive Ability Tests) which are assessments used by schools to assess pupils' overall intelligence, developed abilities and likely academic potential are also used to benchmark pupil's ability.

In year admission for pupils with SEND - If the pupil has an EHCP, then the same consultation process as described above will be initiated by the local SEND team. If the pupil has SEN K status, the Year Team SEND Lead will coordinate with the current SENDCo to

ensure relevant information is obtained and appropriate support is implemented on the pupils start at our school. When a pupil with SEN transfers from Heathcote to another school, up to date records are passed on within 15 school days of request from the receiving school.

Transition between Key Stage 3 and 4 – Heathcote provide a range of different curriculum pathways to ensure that all pupils are offered a range of courses to meet various areas of interest as well as academic ability. Additional support is provided to pupils with SEND in the form of meetings with members of the SEND Department whereby additional guidance of appropriate course choices for key stage 4 is provided.

Post 16 Transition

Career support – We prioritise careers guidance interviews for pupils with special needs during years 11 led by Michelle Burnett (Level 6 - Career Development Professional). The SEND Department works with Michelle, the pupil and their family, to ensure that appropriate choices and arrangements are in place at the end of Key Stages 4 and 5, if the pupil remains at Heathcote. Through this process, pupil's interests and potential future career pathway are explored. Various suitable options for further and higher education with appropriate provision for pupils with SEND are explored (See Careers Policy for further information).

Consultation process – Once a pupil and family have decided upon the next suitable educational placement, the consultation process commences led by Waltham Forest SEND Services. Once this process has been successfully completed and it has been agreed, a new setting will be named in the EHCP. Following this, a transition interview will be organised 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 with professionals at the new setting.

Transition to other provisions within Key Stages - If it becomes apparent that mainstream education is no longer suitable for a pupil, other options are explored with pupils and their families.

1. If the pupil has an EHCP, liaison with the local SEND team takes place through an interim or annual EHCP Review and alternative specialist SEND provisions are explored. If a suitable placement is sought through this process and a successful consultation takes place, the new setting is named on the EHCP.
2. Pupils with or without an EHCP can apply for a place at Alternative Provision from year 10 onwards. The Hawkswood Group links with a number of college settings who cater for post 14 alternative programmes, usually including a vocational pathway. Settings include Big Creative Education, CONEL, Waltham Forest College. Pupils remain on our role whilst they attend their new setting on a dual placement basis.
3. Through the Fair Access Panel, pupils who are struggling to cope within our mainstream setting, including those who have reached thresholds in the behaviour policy, can be offered a short term placement at a specialist provision. Such settings provide a smaller learning environment, bespoke curriculum and more tailored SEMH support. At the end of the placement it is decided if the pupil has made enough progress to return to Heathcote or a longer term placement at a specialist provision is more appropriate.

A Graduated Approach to SEND Support

SEND Specific 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 may include:

	Literacy	Numeracy	Social skills	SALT
Year 7 and 8	Reading practice Developing reading skills in small group ACE Spelling Programme – aim to improve spelling and writing	Catch up sessions reinforcing basic fundamental Maths skills covered in maths lessons	Follow programme as recommended by our SALT . Behaviour for learning (B4L) Aimed at developing positive behaviours to aid learning.	SALT sessions (delivered by TA following SALT recommendation). Our current SALT works on behalf of Learning Talking.
Year 9	Lexia – A computer based Literacy Programme.			
Year 10 and 11	Catch up sessions for GCSE in Maths and English: Intervention groups led by HLTA lead for Numeracy or Maths		Princes Trust Award Instead of one GCSE with additional English lesson with literacy focus.	

For all interventions, the graduated approach of assess, plan, do, review model will be used.

Assess	Include data from screening/ testing (Reading age, CATs, LASS, Boxall), subject progress or referral (Year team referral meetings).
Plan	Based on assessment stage, pupils selected, intervention chosen and parents informed (Usually via Parent Mail).
Do	Interventions do not replace lessons with the exception of the Lexia programme in year 9. Sessions are scheduled at the start or end of the school day to minimize the impact on missing learning in lessons. At the start of each programme, a mini assessment will take place to obtain a baseline. This will be repeated at the end of the programme to measure impact.
Review	Progress is measured and next steps determined. This could be no further support needed or future intervention needed. This will be communicated with parent/ carers.

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

In the summer, 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.

Key Stage 5 Assessment of Exam Access Arrangements

The assessment process for year 12 and 13 is the same as shown in the flow diagram. Differences are referenced below.

Year 12

When pupils with Exam Access Arrangements (EAA) who attended Heathcote in year 11 enter year 12, their EAA needs to be reviewed. Their EAA will only be relevant to GCSE's and other courses sat in year 11.

Therefore, for the first term they will continue to receive all previous exam arrangements as their normal way of working, to build up the evidence of a continued need relevant to the courses they are now taking. This will be evidenced during lessons, assessments and exams.

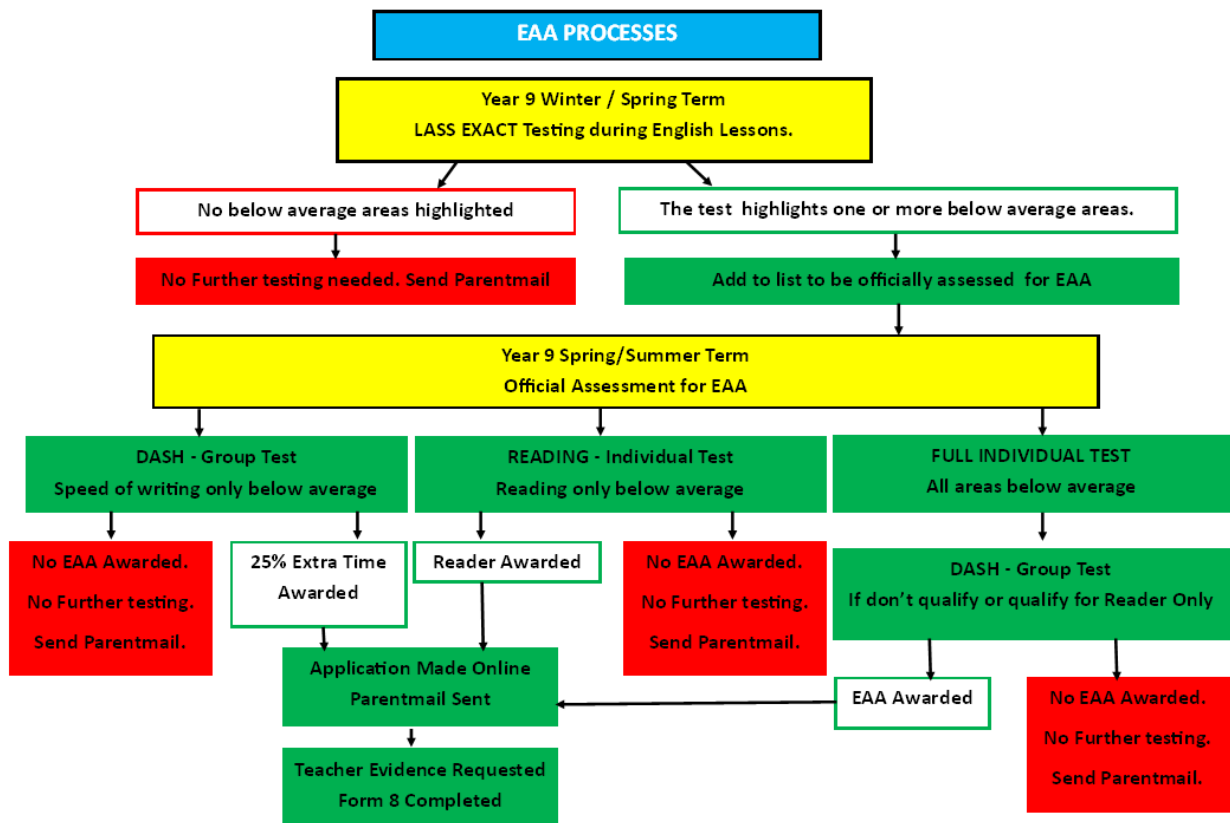
To evidence the need for extra time during exams and assessments when the published exam time has finished and the extra time begins, pupils will change to a different colour pen (ideally red) to indicate the written content completed during extra time. These papers will be submitted to the EAA lead to build up a picture of need.

Extra Time and other arrangements will also be evidenced by gathering information and comments from course teachers to evidence the pupils' normal way of working in the classroom and the continued need for extra time.

Pupils who join the 6th form from other settings and have previously had EAA, will go through the same process as above. We will obtain their previous Form 8 and evidence from their previous setting to help establish and help paint a history of need.

New Referrals –Year 12 and 13

Any pupils identified by course teachers can be referred initially for the LUCID EXACT online screening assessment via the live google form, this will then trigger the process of gathering information from other teachers to evidence their need and their normal way of working. Following the LUCID EXACT online screening assessment the process detailed in the flow chart will then take place.



Supporting Pupils with SEND and Families

Parents and carers are allocated a 'Key Worker' available to contact if there are any concerns. From time to time the school will learn about events and programmes for parents and carers with pupils with additional needs. These are often run by voluntary and community organisations. We share this information to parents and carers.

Supporting Pupils with Medical Conditions

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

Training and Resources

SEND Success - the local SEND advisory service within Waltham Forest. With close liaison with the SENDCo a programme of training is planned and delivered depending on the need of training in that particular academic year. Such training can have a focus on professional development for staff within the SEND team or the wider Teaching staff body.

Independent providers commissioned by the School for specific training.

The SEND team at Heathcote School also have the following local links to ensure we are up to date with current practice in regards to SEND provision at a local level. This includes;

- Waltham Forest SENDCo forum.

- Seven Kings Learning Partnership.
- Various online training modules run by SEND Success.
- Regular in-house training sessions sharing good practice of current Heathcote Staff
- Sharing good practice with local SENDCo's and SEND teams.
- Membership of Waltham Forest SENDCo Forum.
- Various training course run by the Waltham Forest SEND Services.

During this academic year, all teachers and SEND staff have had the following awareness training:

- Strategies for High Quality First Teaching
- Strategies to support different specific learning difficulties. Recently the SEND Department have received training on social stories, zones of regulation and SALT strategies.
- Whole school Trauma informed practice training is due to take place this term.
- Introduction to our new cohort of pupils with an EHCP and high profile SEND needs at the start of the year.
- SEND specific training for Early Career Teachers.

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 Deaf Support 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. Deaf 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 young people with all levels of hearing loss.

Different Communication Preferences

Our 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 recognised 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 – also called “lipreading”, this is 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%.

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 classes. 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. Subject staff remain responsible for differentiating work in their lessons for their deaf learners.

Deaf-friendly Teaching Awards are awarded to those assessed as having demonstrated inclusivity and good communication. The certificates have two levels: Silver and Gold.

NDCS (National Deaf Children Society) Literacy programmed delivered to deaf in KS-3

Supporting 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:

Heathcote School highly values diversity in languages and culture. Each new whole Year 7 intake 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. 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. 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. Those pupils who use speech as their primary communication mode find BSL lessons help them communicate with signing peers. BSL also supports the pupils to develop good self-esteem, confidence and a positive identity, which are things pupils can struggle with 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 within Deaf Support Department

The Role of a Teacher of the Deaf at Heathcote School

We currently have capacity for two Teachers of the Deaf:

Lead Teacher of the Deaf - Mr Monksfield
Teacher of the Deaf - Current Vacancy

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 pupils.

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 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.

Alongside bespoke lessons responding to individual pupil needs, ToDs use curriculums that are specifically developed for the unique needs of deaf learners. They monitor data and liaise closely with subject staff to plan specific lessons and interventions to help 'fill the gaps' in the deaf pupils' learning. Additionally, 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. ToDs also support our deaf pupils in transitioning from and to different education stages, using various preparation techniques.

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. They 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. They 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 a further important role model. Paula also worked with staff within the DSD and mainstream staff members to develop their skills in BSL. She also runs an extra curricular club for hearing pupils to learn BSL.

Facilities

At Heathcote DSD we have 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.

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.

In the main school building classrooms, all Deaf pupils have access to a portable SoundField device, enabling them to hear the class teacher over background noise. In the

humanities building, all classrooms have in-built SoundFields for deaf pupils to access their lessons.

We also have a room for Speech and Language therapy, where all sessions are delivered to 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 assist in 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 professionals who have not let deafness hold them back. These sessions really help 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 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.

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 Jessica Overare jOverare@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 Jessica Overare. 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.