

Harlow Fields School & College

SPECIAL EDUCATIONAL NEEDS

Code of Conduct




ADOPTED: **JANUARY 2024**

COMMITTEE: C&PR

DATE FOR REVIEW: JANUARY 2025

AUTHOR: Ms Kathleen Faherty

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Signed by Chair of Governors	



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Overview

Harlow Fields School and College Special Educational Needs and Disability (SEND) Policy works within the guidelines and inclusion policies of the SEND Code of Practice (2014), the Local Education Authority and other policies current within the school.

It complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (2014), and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013.
- 2014 Children and Families Act and its SEND Code of Practice 0-25
- Schools SEN Information Report Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1, 2, 3, 4, and Post 16
- Safeguarding Policy
- Accessibility Policy
- Teacher Standards 2012
- NASEN Guidance: Updating SEN Policy for Schools 2014

Definitions of Special Educational Need (SEN)

A child is considered to have a learning difficulty, which calls for special educational provision to be made if he or she has:

- Significantly greater difficulty in learning than the majority of children of the same age.
- Disability that either prevents or hinders the child from making use of the educational facilities generally provided for children of the same age in schools within the Local Authority (LA)

3. Areas of Need are included under the following headings:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory
- Physical

Disability

Some children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘a physical or mental impairment which has a long-term (a year or more) and substantial (more than minor or trivial) adverse effect on their ability to carry out normal day-to-day activities’.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term or ongoing health conditions such as asthma, diabetes, epilepsy etc.

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Entry to the School

The Local Authority remains the admitting agent to the school and this is undertaken on a pupil by pupil basis in consultation with the Head teacher/Senior Leaders and Governing Body.

The main presenting special educational need for pupils attending Harlow Fields School and College is complex and severe learning difficulties including Autism. Additional and secondary learning difficulties may also be present. All pupils will have a lifelong condition or will have a need for lifelong learning and support.

Pupil Characteristics

One or more of the following characteristics may describe individual pupils in the school:

- They will have severe and/or complex learning difficulties.
- They may be on the Autistic Spectrum and have impaired social interaction and communication skills including speech and language difficulties and/or emotional difficulties with challenging behaviours.
- They may have physical or neurological impairments.
- They may have specific syndromes contributing to their learning difficulties, or determining their physical condition.
- They may require specialist care of their medical conditions e.g. stoma management, catheterisation, epilepsy, diabetes, asthma.
- They may have suffered physical or emotional traumas.
- They may have visual, sensory, or hearing impairments.

Pupil Profile

All of our pupils have Special Educational Needs and Disabilities (SEND) and have current Educational Health Care Plans (EHC Plans) and which provide support from birth – 25 years. All pupils have Special Educational Needs relating to the four areas of need identified within the most recent SEND Code of Practice (September 2014):

- Communication & Interaction
- Cognition & Learning
- Social, emotional and mental health
- Physical / Sensory

We provide an education for pupils aged 3-19 years with severe and/or complex learning needs in conjunction with:

- Autistic spectrum condition
- Communication difficulties
- Multi-sensory impairment
- Significant medical conditions
- Physical disability

Some learning needs as identified above may have associated challenging behaviours.

Our Aim:

It is the aim of Harlow Fields School and College to provide children and young people with the highest possible standard of education and care throughout their time in school. This will be achieved by close working with parents and all other agencies involved with the child or young person. Our motto 'Working together to Succeed' embodies this principle.

We are committed to offering our pupils access to a broad, differentiated and relevant curriculum which meets their individual needs and which prepares them for the future. We aim to develop confident and skilled learners who, as adults, will become active members of their community.

Our Key principles:

Entitlement – all pupils are entitled to be safe, to have equality or opportunity and access to high quality learning experiences

Empowerment – all pupils have the right to realise their full potential, to raise their confidence and self-esteem in all settings.

Enablement – all pupils have potential to learn from high quality learning experiences

Curriculum Design:

The school curriculum is designed to meet both statutory guidelines as well as being relevant to each individual or group of learners. This takes into account the National Curriculum, Lower School, Upper School and 6th Form topics and accredited courses.

Individual learning comes in the form of Personal Learning Targets (PLTs) based on Key Skills and set at each Annual Review. These key skills give a holistic view of learning for each pupil in the following areas:

- Personal, social and health skills
- Communication skills
- Numeracy skills
- Physical skills
- Problem solving skills
- Computing skills
- Improving own learning and performance skills

We will achieve our aim by:

- Having a detailed knowledge and understanding of the needs of each individual
- Having consistently high expectations of each individual
- Through good team work between staff and including our multi agency partners
- Working closely with parents, carers and governors
- Presenting a curriculum designed to help individual achievement in which teaching and learning focus on progression
- Sharing personal learning targets and curriculum targets/objectives with pupils, so that they know what is expected of them and what their next steps towards are towards achieving their targets
- Recognising and celebrating achievement at all levels and in all areas
- Teaching in a variety of groupings and settings including in the community
- Engaging in community based activities that can enhance learning and self esteem

- Promoting an environment in which individuals feel safe, valued and learn to co-operate with one another
- Commitment to continued professional development for all staff

The school environment

We believe that the physical environment is important in setting the climate for learning with some classrooms having overhead mobility hoisting, dedicated hygiene area, and a height adjustable interactive screen.

The school provides the following facilities for pupils with special educational needs:

- Wheelchair access to all areas of the school
- Specialist toilet facilities for disabled pupils
- Interactive Learning Room, soft play and therapy rooms
- Specialist rooms for science, design technology, food technology, computing and art
- Hydrotherapy pool (currently closed)
- Outdoor play facilities, accessible by all and leading to allotment/orchard area
- Greenhouse and allotment area
- Medical room for use by the School Nurse
- Therapy room for use by the Therapy team
- Specialist early years rooms
- Dedicated 6th form
- Dedicated PMLD classrooms

Teaching and Learning Organisation

The school is committed to providing a broad and balanced curriculum. This is key skills driven and based on the National Curriculum for those pupils of compulsory school age. This curriculum provides opportunities for pupils to develop functional skills, independence skills, and work related skills as appropriate in line with the 14-19 Curriculum. We recognise achievement and expertise in all curricular areas through our merit award assemblies.

We believe in the right of all pupils, regardless of disability, gender or race to have access to the National Curriculum.

Harlow Fields School and College provides a curriculum that is designed to cover all National Curriculum subjects as appropriate at each key stage. In addition to this all pupils are provided with learning opportunities in Religious Education and Personal, Social & Health Education including Citizenship and Sex and Relationship Education. Pupils also have the opportunity where appropriate to partake in a range of activities and experiences such as Work Experience in order to prepare them for life beyond Harlow Fields.

Teaching and Learning Delivery

All pupils at Harlow Fields School and College have SEN and therefore teaching and supporting pupils with SEN is a whole school responsibility. Class teachers are responsible for planning and delivering the learning programme with individual support and differentiation on a daily basis, and managing the Learning Support Assistants in their class. Teachers and Learning Support Assistants respond to pupil and family needs by:

- Acknowledging and maintaining a close partnership between school and home.

- Providing close support for pupils and their families who need help with communication, language and literacy planning and delivery.
- Developing pupil understanding by utilising all available senses and experiences, offering a sensory diet where appropriate
- Planning for pupils' full participation within all learning activities
- Helping pupils to self-regulate and manage and own their behaviours and emotions, participating in learning activities effectively and safely.

We believe that pupils work most effectively within a supportive classroom setting but acknowledge that some pupils require a more secure and less challenging environment, where social interaction with other pupils and adults is closely regulated and managed. We aim to have all pupils working and functioning as independently as possible, reaching their academic and social potential. The school provides structured individual support as required so that pupils can best meet the challenging and aspirational targets set within learning programmes. These targets are subject to continuous assessment and ongoing review as required. Class teachers work closely with their Heads of Department, other professionals and parents in placing any necessary interventions; these are monitored closely for progress.

Health and Therapies

Staff work closely with the school nurse and the therapy team to integrate health related and therapy input into the timetable as appropriate. Speech Therapy, Occupational Therapy and Physiotherapy staff are commissioned through the Local Authority and work with pupils as appropriate to their needs. A school doctor and dentist undertake regular surgeries at school. Class based staff support and deliver professionally set health/therapy programmes. All professionally recommended strategies are supported by class based staff to ensure continuity and a holistic approach. Staff are trained to meet the care and health needs of each of our pupils as required.

Access to extra-curricular activities

Our pupils have access to lunchtime and after school clubs, which develop personal interests and engagement with the wider curriculum. Regular class trips into the community are also a key feature of our curriculum, and we aim for all pupils to benefit from them by practicing and using their personal skills within an appropriate context. No pupil is excluded from a trip because of SEN, disability or medical needs, although clearly these factors have to be taken into account within risk assessments. Post16 pupils experience a wide range of off-site work related learning experiences and work experience with accreditation. All vocational placements are made subject to individual needs and personal interests and abilities, and are monitored closely throughout by identified school staff.

The school also offers residential activities as they become available, and this is at the discretion of staff. All learning activities and placements are carefully selected, risk assessed, closely monitored, and staffed to the highest levels. Residential trips form an important part of a young person's personal development, often being their first taste of life away from their home and family.

Identification, Assessment and Review Procedures

Responsibilities

Enabling provision for pupils with special educational needs is the responsibility of the whole school. The Governing body, Head teacher, Leadership Team and all other members of staff, particularly the class teachers, support staff and specialist therapists, all have important day to day responsibilities in the identification, assessment, and review of learning.

Assessment

Class teachers hold the responsibility for assessment for those pupils they teach and this approach is implicit in reviewing pupil progress against Education Health Care Plans. On entry to the school, teachers will undertake a baseline assessment to establish or confirm educational attainment. The school uses Early Years Excellence for EYFS – a government approved provider, and the BSquared application thereafter; this application is used throughout the school.

Assessment of pupil academic and social progress is monitored on an ongoing basis by the Class teacher and Support staff with interim, termly reviews of individual and class progress undertaken by the Class teacher and Senior Leaders.

Education Health Care Plan (EHCP)

Pupils of statutory school age will have an Education, Health and Care Plan (EHCP) when they enter the school. In the case of the Early Years, referrals for statutory assessment, if considered appropriate, are made before the child reaches statutory school age. On receipt of the referral the Local Authority must consider the evidence supplied and decide whether or not to issue an EHCP. The criteria for deciding whether to draw up an EHCP is set out fully in the Special Educational Needs and Disability Code of Practice: 0 to 25 (2014). The EHCP will indicate the support each child or young person needs and how this should happen.

Education Health Care Plans (EHCPs) will be reviewed each year via the Annual Review Meeting, a pupil centered meeting to which the parents/carers and all the professionals involved with the pupil are invited to attend and/or send reports. The purpose of the review is to consider a variety of perspectives on pupil's progress and to ensure that the provision made still meets identified needs. The School will request written reports from invited parties – parents/carers, class teacher, and any other professionals closely involved with the pupil. Copies of all advice received will be circulated either prior to or at the review meeting. The Annual Review meeting should involve parents/carers and assess progress against the objectives and outcomes specified in the EHCP, and inform future planning.

The Special Educational Needs and Disability SEND Code of Practice: 0 to 25 (2014) places strong emphasis on the importance of pupil participation in all stages of the SEN procedure. Pupils are invited to attend their Annual Review meeting and give their views as appropriate. 'Child-friendly' targets are shared with pupils in a variety of ways, encouraging pupils to be involved in self-assessment. Where appropriate the school will hold joint educational and social care reviews to ensure a wraparound service for pupils and their families. Parents are formally invited into school twice each year to discuss progress, in addition to the Annual Review meeting.

The annual review paperwork will include:

- The short term targets set for the pupil – built on prior learning and skills
- The teaching strategies to be used – reference to communication needs, sensory diet, behaviour management
- The provision to be put in place – any specific staff training, other professionals or resources required
- How the targets will help the child in their learning – targets matching need, scaffolding skills
- How the child can be successful – key indicators based on small step progression

Behaviour

The school monitors and reviews pupil behaviour in the same way that it does academic progress, behaviour in itself though does not constitute a Special Educational Need as directed within the SEND Code of Practice 2014.

The school has a robust method of recording behaviour incidents which provide an ongoing chronological record for School, Parents/Carers, and other professionals. These may be required if the pupil is felt to have long-term social, emotional or mental health needs - for example around anger management and self-regulation. Such plans will involve parents/carers in their setting and maintenance. The school offers a range of social skills or therapeutic interventions such as Rainbows. These interventions are generally delivered by teachers and Teaching Assistants who develop good trusting relationships with pupils. Where pupil behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we will work closely with the family and support the pupil by accessing counselling, this may be through in house support, the community nursing team, or via Child and Adolescent Mental Health Services (CAMHS). In such instances the school encouraged parents to seek additional support and referral from their own family General Practitioner GP.

Behaviour is monitored and responded to consistently in line with the school's current Behaviour Policy. The school will make reasonable adjustments as required in relation to the maintenance of pupil behaviours, and this may be critical in terms of maintaining provision in the face of a managed move. The school has a zero-tolerance approach to bullying and will respond promptly to any allegations or incident involving bullying and will work with both parties to secure a solution.

Partnership and Support

Supporting Parents and Carers

Harlow Fields School and College values close liaison with parents and carers, and we foster School/Parent Partnership and believe this is in the best interest of the pupils. Parents and carers are welcomed at school to discuss any issues and are encouraged to use the daily home school diaries and telephone to maintain close contact, as many pupils live a considerable distance from the school. Twice yearly Parents' Evenings are arranged to discuss the progress of pupils, and by prior appointment parents can also meet with their child's class teacher or other professionals to discuss their child's progress. Parents/Carers are sampled regularly for their views and opinions on the school, and results are carefully monitored and reviewed by Senior Leaders and Governors to improve provision and practice.

Links with other Schools and Colleges

The school maintains good working relationships with a local Tertiary College in Harlow. The school also works with a range of other providers such as NCS.

Continuing Professional Development (CPD)

School staff have access to a wide ranging and well-resourced CPD programme delivered in house and by outside specialist providers. Senior Leaders match training to identified staff needs, through the Professional Review process. Additional training is placed on an individual pupil need basis as required. The school staff development programme seeks to incorporate the needs of the staff, both as a group and individuals. This includes whole school training for teachers and teaching assistants, as well as after school meetings and courses during the day. The training is given to support the development of the curriculum, as well as specific teaching requirements, such as Behaviour de-escalation and Management – Essex Steps, Child Protection/Safeguarding, PECS, Makaton, Moving and Handling, Epilepsy Management, First Aid or other specific interventions.

Transition Arrangements

The school recognises that transition to a new school or college placement, or even a new class within the school can be a stressful time for pupil and parent/carers alike. We make every effort to ensure as smooth a transition as possible for each individual and place the following aspects of provision and strategies to best support all parties.

- Additional meetings and consultations for Parents/Carers as required.
- Home visits or visits to the feeder school as required – by Class teacher or Senior Manager.
- Transition placement days as required.
- Part time entry for EYFS until they are statutory school age.
- Visits to the new classroom environment to settle and reassure, understand new routines, and familiarise with adults and pupils.
- Class Details - staff, timetables, locational map, key staff photographs
- Liaison and support between Home and LA in respect of Pupil Transport Needs
- Travel Trainers working in school to support individual pupils and their parents/carers.
- Additional support can be made via Class teacher and Senior Managers within the Annual Review process.

Governance

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of all pupils with SEND, following the requirements of the SEND Code of Practice September 2014.

The Governing Board is informed by the Curriculum and Pupil Related committee and the termly Head teacher Report.

Complaints

The school aims to have positive relationships with all parents/carers. Any formal complaints that cannot be resolved by Senior Leaders will be passed to the governing board and dealt with under the procedures of the School Complaints Policy.

School Local Offer

The school Local Offer is published in the school website www.harlowfields.essex.sch.uk, and is closely aligned to this policy. It sets out available provision and support within the school.

Essex Local Offer

The Essex Local Offer is available on the LA website www.essexlocaloffer.org.uk, and sets out to detail available provision, services and support throughout the county, and how to access them. It includes provision from birth to 25, across education, health and social care.

Equal Opportunities

The school has an Equal Opportunities policy, and is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school life. We promote entitlement for all within a culture of mutual respect and care.

Review Framework

The policy will be reviewed annually (or sooner in the event of revised legislation or guidance)

