



Outcomes
First Group

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Heath Farm School



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Statement of intent and the school's values

Heath Farm School believes that all students are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

This policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for students with SEND.

Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

The school will work with the LA, or equivalent, in ensuring that the following principles underpin this policy:

- The involvement of students and their parents in decision-making.
- The early identification of students' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of students with SEND.
- Greater choice and control for students and their parents over their support.
- Successful preparation for adulthood, including independent living and employment.

(The Equality Act 2010 (Amendment) Regulations 2023 (Amendment Regulations) came into effect on **1 January 2024**)

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a student is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

How does the school know when a young person needs extra help?

Heath Farm School offers a unique and stimulating environment where every student is able to make outstanding progress in their personal development and enjoy success in their education.

With modern, well-resourced classroom pods, the expertise of the dedicated staff team ensures that each child can put past failures behind them in a calm and settled atmosphere.

Each student is motivated through a personalised curriculum and clear targets.

Heath Farm lies in a spacious rural setting near Ashford, and attracts students from across Kent, neighbouring counties and parts of London, because of its growing reputation for success.

How does the school know when a young person needs extra help?

Heath Farm School provides education for students of primary, secondary and the Heath Farm college supports Post 16 school age that are identified as having a range of special educational needs. A high number of students attend the school because of their social, emotional and behaviour difficulties linked to their autism and ADHD diagnosis. All students who attend Heath Farm School have an Education, Health and Care Plan that sets out each child's individual needs. These plans outline the support we must make in order to meet each child's needs.

In addition to this, the school undertakes a broad range of formal and informal assessments to enable us to constantly review the needs of our students and respond accordingly. We have excellent systems in place to discuss and share progress with parents, carers and guardians and this allows any issues to be discussed promptly and, where necessary, change support or plans within the school.

How will the school staff support my young person?

Class sizes are small in comparison to mainstream schools with a maximum of eight or nine students who are supported by a tutor team of a teacher, a teaching assistant and a varying number of learning support assistants. This allows for a high level of support for learning within the classroom. The tutor team is responsible for each child's individual learning plan; personal learning and behaviour targets are set and reviewed regularly throughout the year. A member of the tutor team will contact parents and carers on a regular basis.

Staff formally assess student progress ongoing throughout the term and Individual Education Plans are updated termly, three times a year. If required, and in consultation with the school's senior leadership team, arrangements are made for additional support or other methods to help students overcome their barriers to learning. The school's proprietor, Acorn Education and Care under the outcomes first group (OFG), is actively involved in the life of the school and receives reports on all aspects of student progress and whole school performance through a detailed and comprehensive governance cycle.

Trauma-informed pedagogy in SEND provision at HFS, prioritises safety, trust, and emotional regulation, recognising "disruptive" behaviour as a survival response to unmet needs. It shifts from punitive discipline to active and proactive supportive, consistent routines, nurturing relationships, and "curiosity over compliance" to help students with complex trauma feel secure enough to engage in learning.

Key Components of Trauma-Informed SEND Practice supported at Heath Farm School:

- **Prioritising Safety & Connection:** Establish unwavering, predictable routines (e.g., visual schedules) and create calm, non-threatening environments. Warm, consistent, and safe relationships with adult's act as the primary buffer against trauma.
- **Curiosity Over Compliance:** When behaviour challenges arise, ask "What happened to you?" instead of "What have you done?". This approach views behaviour as communication, recognising it as an adaptation to stress.
- **Regulation Before Education:** Embed, explicitly teach, and model emotional regulation techniques, such as sensory tools, breathing exercises, and movement breaks.
- **Preventing Re-traumatisation:** HFS staff do not tolerate and actively challenge and/or avoid punitive measures like seclusion or isolation, which can mimic abandonment or fear. Instead, HFS use restorative, relational approaches to address behaviour.
- **Empowerment and Choice:** Foster a sense of control by allowing students to make choices about their learning, such as offering alternative activities or sensory-friendly spaces.
- **Staff Well-being and Support:** Ensure staff are trained to recognise the signs of trauma and have access to support themselves, as the approach requires high emotional resilience.

Key Aspects of the 3 Cs Model:

- **Connect:** Prioritizing safety and trust-building over correcting behaviour.
- **Co-Regulate:** Helping to calm the “fight, flight, freeze” response by staying calm yourself, which helps build emotional regulation skills.
- **Co-Reflect:** Exploring incidents together after calm is restored to support learning, using non-shaming, collaborative, and empathetic approaches.

This model helps caregivers, educators, and professionals understand the underlying needs behind behaviours rather than reacting to them.

How will the curriculum be matched to my young person’s needs?

The curriculum is based on the vision statement of ‘A place of love, commitment and opportunity’.

Heath Farm Curriculum Model



‘Love’ represents the unconditional love that is provided through the well-being support provided to all students resulting in them being able to overcome and manage their differing needs.

‘Commitment’ represents the commitment to providing our students with a purposeful and engaging academic curriculum resulting in them gaining relevant accreditation so that they leave with a world of opportunity at their feet.

‘Opportunity’ represents the life skills that we will develop in the students resulting in them leaving school fully prepared for adulthood and their working life.

It is key that each of these are of equal importance and in fact all support each other equally:

- a. Develop a child’s well-being and you improve their chances of achieving academically. They will also develop the confidence to tackle and understand those key life skills for success.
- b. Prove to a child that they can be successful academically and you will do wonders for their well-being. They will also be better able to reflect on and develop those key life skills
- c. Give children the skills to be successful in life and again their well-being will rise significantly. They will also grow in confidence within their academic subjects and value and appreciate the importance of academia more readily

Provision of a rich, inclusive, holistic learning environment where every learner is empowered to progress and achieve at the highest level, is fundamental to the philosophy at Heath Farm School.

The curriculum is the whole learning experience offered by the school, including the therapeutic, well-being and Positive Behaviour and Reinforcement system (PBRS) aspects of the school ethos and are underpinned by trauma informed practice (TIP). See the person-centred behaviour policy.

How students learn is as important as what they learn. Students are learning all the time, and it is our responsibility to optimise learning opportunities throughout the school day, in curriculum time, during Well-being sessions and at social times. Within our established ethos and person-centred values, students will gain confidence in making positive, healthy choices and increase their knowledge and understanding of the world around them.

All teachers and professionals engaged in teaching and learning activities will be partners in learning and continuously develop their skills and competencies for providing an appropriate range of strategies to inspire all of our learners.

We aim to ensure that the curriculum:

1. Is broad, balanced and relevant focusing on demonstrable positive impact upon all aspects of the individual needs of each student, including their SEMH needs.
2. Will encourage all students to reach their full potential.
3. Is flexible enough to meet the needs of the diverse population within the school and matched to the individual needs of the student at the current point in their development.
4. Builds on students' existing knowledge, skills and understanding.
5. Recognises that students often enter the school with low academic and wellbeing starting points and provides individualized support to close the gaps and overcome barriers to learning.
6. Reflects the multicultural nature of society and builds on Fundamental British Values.
7. Develops confidence, resilience, high self-esteem and independence.
8. Develops a respect for themselves, other people and the environment.
9. Prepares students for the opportunities, responsibilities and experiences of adult life including all aspects of the Skills Builder curriculum from KS1 through to Post 16.
10. Enables students to develop knowledge, understand concepts and acquire skills, and be able to choose and apply these in relevant situations including preparation of adult life.
11. Supports students' spiritual, moral, social and cultural development.
12. Supports students' physical development and responsibility for their own health and encourages them to be active.
13. Ensures equal access to learning, with high expectations for every student and appropriate levels of challenge and support.
14. Provides subject choices that support students' learning and progression and enables them to work towards achieving their goals.
15. Develops students' independent learning skills and resilience, to equip them for further/higher education and employment.

Teachers plan their lessons to enable all learners to make good progress and to be challenged. This includes planning different tasks for students of differing abilities, allocating increasing amounts of support or setting open ended tasks and allowing students to respond according to their level of understanding. In the primary phase, there is an emphasis on nurture and preparing children for learning, at all phases Literacy and Numeracy are threads that are evident within a broad range of activities.

While much of the curriculum is compulsory for all students, there is an element of increasing choice as students move through the school. College, work experience and other vocational pathways ensure that the curriculum, as far as possible, matches to the student's needs, strengthens and interests. Students can access a range of vocational courses which are facilitated through partnerships in the community.

Organisation and planning and curriculum intent

At Heath Farm School we give particular emphasis in our curriculum to the development of:

- Academic skills including Literacy, Numeracy and ICT skills.
- Social, Emotional and Mental Health skills, including SRE (Sex and Relationships Education).
- The Thrive Approach as both a targeted individual intervention and as a whole class activity;
- Self-Governance Skills as supported by the PBRS and TIP;
- Physical Skills including PE, Swimming, Individual Therapies, using the community and Life Skills.
- Work-related and Vocational Skills including the Skills Builder Program
- Outdoor Learning and connecting to the Environment;
- Increasing diversity awareness with a focus upon FBV and RE within the context of

SMSC;

- Regular careers guidance from KS3;
- Weekly rewards sessions for students who have followed the PRBS;

Each Department has a Curriculum Map, designed collaboratively between subject, Key Stage and Senior Leaders, which reflect the learning opportunities provided. We acknowledge that due to our students SEMH needs, they benefit from access to a holistic curriculum where equal priority is given to maintaining and developing their well-being and ensuring that their academic needs are met.

In addition, we have developed a Wellbeing Curriculum, including the Thrive Approach. As students move from Key Stage 3 to Key Stage 4 and Post 16 the emphasis shifts more towards preparation for adulthood and maximising independence, including work experience and college based learning opportunities whilst continuing to access the support of Heath Farm School in order to support them plan for the transition process and prepare for life after school. Learning in KS3, KS4 and Post 16 is accredited at an appropriate, aspirational level including Entry Level, GCSE's and Functional Skills.

Across the school SOLAR and EFL is used to record students' working levels, and progress made. **Evidence for Learning** (EFL) is a digital platform that demonstrates a learner's progress, skills, and engagement by capturing qualitative data like photos, videos, and notes. It provides a comprehensive, evidence-based view of learning, tracking progress against specific targets, EHCPs (Education, Health and Care Plans), and curriculum frameworks.

Please see the Assessment Policy for further information.

From KS3 onwards, students are assessed and can gain a range of accreditations from Entry Level, which includes a range of AQA, and OCR qualifications up to L2 qualifications. Students are also entered for a range of GCSE's if appropriate. Accredited courses are continually under review, and we seek to provide the best options possible to our students for supporting their continued development as learners. A full Options curriculum offer is in place for students from KS4 onwards.

Students may also study for Functional Skills accreditation in English, Maths and ICT. Class teachers are responsible for reviewing the overall progress and achievements of students and for maintaining current assessment and progress data. Student progress is reported to parents and carers on a number of occasions during the school year. Written information is sent to parents as part of the Annual Review process and once within each full term. In addition, Parent and Carers Drop-in Sessions are held for all students in each term following the Celebration Assemblies. Parents and carers are welcome to discuss their student's progress at any other time during the year, preferably by prior arrangement.

What support will there be for my young person's overall well-being?

Heath Farm School has a very strong ethos, based on our core values of Love, Commitment and Opportunity. We have strong pastoral systems in place, and we promote self-belief and encourage aspirational personal achievements. Most students attending Heath Farm School have experienced difficulties in their previous mainstream education, resulting in fixed and sometimes permanent exclusions. Here at Heath Farm School, students can access a very high level of support to improve behaviour.

Expectations are high and students have targets set that relate to their behaviour, well-being and learning. These are graded each lesson and during breaks and then monitored by the tutor teams. Students are taught to take responsibility for their behaviour and there are clear consequences if behaviour is detrimental to their own learning or that of other students. If this happens students must complete work missed in their own time, privileges may be withdrawn or students may be asked to work away from peers. We have a rewards system that is tailored, whenever possible, to individual interests.

Students are encouraged to reflect on their behaviour through a trauma informed approach and consider alternative strategies to better manage themselves when they are challenged by set tasks and social situations. We aim to support students to return to learning with their peers as quickly as possible and, other than in exceptional circumstances, students start afresh each day.

All students have detailed student profile documents, and they also include an individualised 5 - point scale. The 5-Point Scale (often called "The Incredible 5-Point Scale") is a visual, evidence-based tool to help students with Special Educational Needs (SEN), particularly autism, understand, express, and manage emotions and behaviours. It breaks down abstract concepts like anger, anxiety, or volume into some concrete 1-5 scale, enabling students to identify their current state, predict escalations, and implement calming strategies before reaching a crisis.

All non-attendance is followed up on a daily basis, and we work very closely with our students, parents and carers to ensure high attendance is maintained and celebrated and that any attendance issues are dealt with promptly. Through our trauma informed approach, HFS support and are trained in emotional based school avoidance theory and practice (EBSA). EBSA describes children and young people experiencing severe difficulty attending school due to emotional factors, such as anxiety, rather than just wilful school refusal. It is a protective, often involuntary, response to overwhelming distress, frequently linked to SEND, bullying, or social pressures.

The student voice is represented through the active school council which meets on a regular basis. They annually conduct whole school student surveys, the results of which are published on the school website.

Nurture Provision and SEND support for all the students

Nurture groups were established at Heath Farm School in 2006, with the underlying philosophy that children who are exhibiting SEMH behaviour are experiencing emotions and behaviours that are rooted in earlier developmental stages and are inappropriate for their chronological age. Furthermore, the lack of developmentally necessary experience means that the social and psychological foundations for learning are not laid down. The main theory underpinning our Nurture Groups is that of Attachment Theory. This refers to the dynamic relationship between children and their caregivers. Inadequate or disrupted relationships have left the young people stuck at an earlier developmental stage.

In general, young people taken into the groups do not engage successfully with people and/or events. They tend to fall under one or more of the following broad headings:

- Isolated and withdrawn from others.
- Craving affection/connection and making indiscriminate and short-lived attachments.
- Pre-nursery behavioural features and immature dependent relationships.
- Limited or under-developed play/language/motor development etc.

- Underdeveloped social relationships; can't share; resists control; interfering and disruptive; poor tolerance for frustration, disappointment or failure; may have temper tantrums.
- Resistive, manipulative and/or explosive behaviour in children who are in other ways underdeveloped and show features of dependency.
- Problems of attention to and concentration on age-appropriate activities in general.

At Heath Farm School students in the pre-formal, semi-formal or formal classes are all taught in small groups with a high level of staff support. Initially established for younger students, the provision has been developed and extended across the whole school and, while all classes promote and engage with nurture approaches, currently there are five specialised nurture type groups: three for primary age students and 2 for KS3/4 students.

Primary age students are taught in a formal nurture group or pre-formal or semi-formal style; the aim is to support their reintegration into the formal school groups within a time frame that is suitable for the individual child. For some students, a semi-formal and a vocational based, life skills approach can be implemented and supported throughout their time at HFS, as their complex SEN and cognition skills are limited and we adapt our curriculum to meet the needs of every student that attends our provision. See the curriculum policy and our comprehensive accreditation pathways document and qualifications offer.

Students in this group will be offered distinct behavioural and educational challenges, and much focus is put on education through social interaction, play and experiential learning, using personalised programmes of study. While they make progress in core subjects and enjoy thematically delivered studies, they learn social skills; turn taking; sharing; how to play formally and informally; etc. They enjoy a wide range of visits to support their studies, as well as learning to enjoy listening to stories, art and craft, gardening etc.

In Lower Secondary we support students from Year 7-9 who are taught using a primary model, with a high level of personalised programming around their specific interests and needs, and use again of social interaction, problem solving and experiential learning to support their progress. Our Upper Secondary nurture type groups are taught at an individual level suitable for them but using the principles as outlined above.

Within our Secondary Nurture groups, the vast majority of their lessons are delivered by the same teaching team who expertly know and understand their complex needs and are able to better support them throughout all learning opportunities.

Academically there is particular focus on core subjects; a synthetic phonics programme supports reading, and a structured maths scheme offers personalised learning. They have a wide programme of educational visits to enhance their learning experience, enjoy drama and storytelling from Dickens to Dahl, and take part in practical activities such as gardening, construction cookery and sports. A key focus remains the development of their self-esteem and sense of personal well-being.

Students with a wide range of needs, including social and emotional issues, learning difficulties, mental health problems and associated conditions, are able to enjoy extraordinary outcomes and be happy at school.

From its nurturing TIP approach for primary students, through to the relaxed working environment of the specialist Heath Farm College provision in Maidstone, all students are encouraged to reach high standards in every aspect of their lives, hopefully reaching and maintaining their full potential.

Students move on from Heath Farm to college courses, apprenticeships and jobs, and we are always confident they can take the learnt transferrable skills to lead happy and meaningful adult lives, when students sadly leave our care.

The Thrive Approach as a whole school support intervention

The Thrive Approach is grounded in the current scientific developments in neuroscience. The field of neuroscience has undergone rapid advances in recent years, prompted by significant innovations in brain imaging. These have yielded important insights about how the brain and nervous system function and develop. In particular, scientists have discovered that the neural pathways of the brain and wider nervous system are relatively unformed at birth, undergoing much of their development during the first three years of life in response to relational experiences with primary caregivers. A key development during this period is the establishment of the body's stress-response system. This lays the foundation for our social and emotional development throughout life, affecting our capacity to relate, love, learn and manage stress in healthy ways. However, research has also revealed the inherent 'plasticity' of the brain – its capacity to forge new neural connections in response to experience. The fact that the brain retains this property to a greater or lesser degree throughout life means that where brain development has been less than optimal, it remains possible to intervene at a later stage to fill the gaps.

In the Thrive Approach we use a developmental model to help us understand how we develop socially and emotionally from birth through to adulthood. This model gives us a framework for understanding what healthy child development looks like in terms of behaviour and learning and clarifies what the role of adults should be in facilitating a child's development at each of the different stages. In addition, the model gives us a lens through which to look at and interpret children's behaviour, enabling us to identify the particular developmental needs being signalled by their behaviour and to choose appropriate, targeted interventions designed to meet those needs.

The emotional regulation system in all of us is made up of three levels. These three levels are shaped in our early experience in our closest relationships. They are addressed within the Thrive model: Being, Doing and Thinking. The good news is that with loving attention and repeated experiences we can reshape these three levels – or fill in any gaps – at any time if we are in a positive significant relationship. The Thrive Approach shows us how.

Because our emotional state has such an impact on the way we think and act, it profoundly affects our behaviour choices. Our behaviour in turn helps us to get on with others and to be able to settle to learning.

We can develop resilience rather than false fixed strength. We can feel empowered and confident to work with life rather than needing to have power over others or events. We can care about others as well as ourselves. We can be empathetic and compassionate rather than fearful and grasping. We can have dreams and ambition.

We can be creative and divergent in our thinking. We can aim for excellence without putting others down in the process. We can appreciate diversity and embrace change. We can love life and thrive.

Thrive uses arts and play-based activities with children to support healthy neural development, promote a positive sense of self and build optimal learning capacity. There are many artistic mediums that you can work with in the Thrive Approach, sand play, puppetry, storytelling, music, drama, movement and dance, painting and drawing, each of which has particular benefits and strengths. The Thrive Approach integrates arts and creativity to support children's emotional and social development.

Clinical support and person-centred ways of working

Our person-centred ways of working fall into 3 themes:

- 1) Interdisciplinary team working and being part of the school community.
- 2) The practicalities of working as a clinician and assistant at HFS and as part of OFG.
- 3) How the clinical team all contribute towards clinical excellence and expect high standards of professional conduct.

The clinical team and HFS staff are defined as one team working towards the goals and outcomes of our students.

Teachers, TAs, SENCOs, clinicians and assistants all working as one interdisciplinary team.

On site presence: Heath Farm School has access to in-house multi-professional support from a fully qualified and registered team of clinicians, including psychotherapists, speech and language therapists and occupational therapists, offering therapeutic input in the classroom and around the school to ensure students and staff are fully supported through the school day with an integrated educational and therapeutic approach.

Regular Meetings: these are scheduled with teachers, school staff, and administrators to discuss ongoing cases and integrate therapeutic goals with educational objectives. These meetings are used to raise any concerns using a solutions-focused approach.

Professional Development: clinicians conduct and participate in professional development sessions to share insights on trauma informed practice (TIP), the HFS Autism approach model –ask, accept and develop framework (AAD), as well as mental health and behaviour support strategies, and any other relevant topics.

Proactive Attitude: the clinical team adopts a ‘how can we help’ approach at all times around the school site, including support with lunch times, transitions and contributing to establishing the general therapeutic, trauma-informed and co-reflective culture of the school through contributions to briefings and debriefs, person-centred behaviour approaches, modelling best practice for trauma-informed language-use and sensory strategies, and creative inclusive communication and sensory-friendly classroom environments.

The clinical team also works with other OFG clinical teams in the south east region, sharing evidence-based good practice and offering reflective practice and peer support sessions which strengthens Heath Farm School's therapeutic culture and ensures governance of best, integrative practice.

Heath Farm School's Clinical Offer

Clinical support is given at different levels in the **OFG Clinical Pyramid**. This pyramid differentiates the levels of clinical therapeutic support according to the strengths, differences, traits and needs profile of every individual.

For a period, some **individuals** or **groups** may require more **specialist direct support**, or more **focused support** to meet need, however, **all** individuals receive support at the universal level at Heath Farm School as part of OFG's focus on creating holistic, therapeutic environments in which individuals can thrive and progress towards achieving their potential.

At Heath Farm School the following **input** at the **All** level includes but is not limited to:

- Clinically informed policies, standards, guidance and procedures
- Gathering baseline information at admission and referral point (i.e. EHCP review, available records, parent/education views)
- Basic screening to identify clinical need
- Putting general supports in place and identifying further group or individual involvement
- informed student documents (Communication Profile, My Sensory World, Clinically Understanding Me)
- Critical incident response around any whole school incident
- Emotional Regulation Strategies (e.g. The Zones of Regulation, Autism Level up!)
- Sensory Circuits
- Communication-Friendly Environment (e.g. Visual timetables, Task Boards)
- Neurodiversity Affirming Social Communication and Interaction Support strategies (e.g. Lego Therapy, Social Stories)
- Whole school Trauma Informed and AAD clinical training and practice
- Movement Breaks
- Fine Motor and Handwriting support and Guidance
- Sensory Regulation Support
- Vocabulary Enrichment (e.g. Classroom Word Walls)

- Self-Advocacy
- An accessible clinical team offering staff advice, guidance and training
- OFG Online CPD Training Platform relating to therapeutic support
- Students have support within their learning from therapeutic insight and understanding
- Interoception curriculum available as required
- Collaborative working with parents/carers and external agencies

In addition, any and every student at Heath Farm can also receive input at either of the two other levels of support, **Group** and **Individual**, according to what needs they may be presenting with at that time.

Individual students' levels of need regarding clinical input are regularly reviewed in a number of different ways. These include but are not limited to:

- A weekly MDT meeting which every clinician is required to attend and to which the Thrive team, FLO, SENCo, Safeguarding Lead and Wellbeing lead are also invited.
- An internal referral system through which staff can refer students for further student-focused consultation with a clinician, with a view to the possibility of further assessment or intervention.
- Attendance by the lead clinician, wherever possible, at 3x yearly pupil progress meetings with the class lead and head teacher, for discussion and evaluation of how the student's clinical needs are currently being met

We are fortunate to have clinicians in all three disciplines at Heath Farm, as well as highly experienced therapy assistants. There is a robust system of communication in school between education teams and clinical teams, making the process of referrals and reviews a fluid and constant dialogue. The lead clinician is also part of the senior leadership team, which aims to ensure that the clinical voice is embedded in all aspects of the running of the school.

Individual inclusive timetables - IITs

The IITs at Heath Farm School was established and implemented from September 2024 to meet the needs of three groups of students;

- Those joining the school who, because of period of disrupted attendance, or a significant history of school rejection, or a personal history of disruption and insecurity, could not immediately access full time attendance even at a small school such as ours due to their significant SEMH needs.
- Those undergoing therapeutic or personal crisis who were jeopardising their school and sometimes care placement by their presenting behaviours, and who needed a 'time out' from the social and emotional pressures of school life.
- Those reaching the end of their school placements who rejected formal schooling and were in danger of missing out on education during transition or failing to gain appropriate accreditation.

Our team develop a bespoke support package for each child, with highly focused support, which includes both academic and therapeutic interventions. There is a strong emphasis on helping children who are part of the IIT process to build strong, trusting relationships, so they can overtime be integrated back into a learning group or peer group classroom. The majority of students make significant progress with this bespoke level of rotational support and are able to reintegrate into the regular classroom environment at Heath Farm School or mainstream education if this would better meet the individual's needs.

It is important to add that we do not offer 1:1 support or key workers at HFS, as this doesn't support the student's attachment difficulties or they can become over attached to key individuals and this can leave students vulnerable if staff leave or are absent if they become unwell or have to attend training etc. Support is offered as a team approach and on a rotational basis and is coordinated and facilitated by the SENCO, in collaboration with the clinical and well-being teams, as well as the allocated class teacher, department lead and TA.

For the majority of students, integration or reintegration into either Heath Farm School or another appropriate school provision is the focus of work. Our IIT approach provides a clear assessment which informs planning, which is supported by regular reporting to, and communication with, parents/carers or guardians and other involved professionals. IITs link closely to our admissions and EBSA approach and supports the EHCP holding authorities to ensure that clear information and support is available to inform planning.

For those students joining Heath Farm School, IITs support and personalised integration packages, which may involve part time attendance; part- or full-time attendance, are inclusively supported by Well-being team, teachers and mentors; initial attendance at social events etc. Each student therefore re-enters school life at the pace and in the way that best supports success for them as an individual.

Students who struggle to engage over time with the IIT approach and remain out of a class based environment or cannot participate or access this higher level of bespoke support for significant periods of time (6-12 months from their enrolment date), in collaboration with the students' parents, carers or guardians and KCC SEN, HFS may have to conclude that they cannot meet need, and another more bespoke or specialist setting may have to be considered through the EHCP annual or emergency review process.

The majority of students on IITs however, do make significant progress as they attend regularly, complete work and improve their academic standards and social skills. As a result, their self-esteem is improved and they become more capable and independent learners. The well-being and clinical teams are able to work with students throughout their stay at Heath Farm School, and this continuity of care confirms for them the progress they have made.

IIT students can and will join the rest of the school for assemblies where their achievement is celebrated by the whole school community on a termly basis.

How will both you and I know how my young person's doing and how will you help me to support my young person's needs?

Support from home is vital in securing the best possible outcomes for children in education. At Heath Farm School we aim to ensure this is achieved through a variety of ways. Parents and carers receive a daily communication from a member of the tutor team, and this provides the opportunity to celebrate successes and for matters that may cause concern to be discussed, this allows for any issues to be dealt with promptly.

We make judgements about your child's progress based on a range of indicators, including national expectations of progress for children of the same age, your child's prior learning and progress as well as progress made in specific areas requiring additional help and support; this can be in relation to learning or behaviour needs.

Teachers will report on your child's progress both formally and informally. As well as the regular informal communication to parents and carers there are events and more formal subject reports that will record your child's progress against national indicators.

All parents will also have access to our full-time Family Liaison Officer who will be able to meet with you either in school or within the home to discuss any issues or concerns that you may have. They will also be able to provide you with additional supportive ideas to further engage and support your child.

These are some ideas to help you support your child's learning at home:

- Discuss your child's day with them and encourage them to talk about their learning and what is happening at school.
- Praise your child if they are working hard and have achieved something either in school or at home.
- Talk to your child about their strengths and interests.
- Encourage any reading and look for opportunities to develop literacy and numeracy skills, especially when out in the community
- Encourage them to complete tasks on their own and then for them to explain things to you afterwards.

- In addition, you can contact the school at any time to make an appointment to see your child's tutor, class subject teacher or member of SLT.

1. Legal framework

This policy has due regard to all relevant legislation including, but not limited to, the following:

The legal framework for SEND schools in England is primarily governed by the [Children and Families Act 2014 \(Part 3\)](#), which mandates that local authorities and schools identify needs and secure appropriate provision, often through Education, Health and Care (EHC) plans. Key components include the mandatory SEND Code of Practice (2015), the Equality Act 2010 regarding reasonable adjustments, and specific regulations on funding and safety.

Key aspects of the legal framework include:

- [Children and Families Act 2014](#): This Act is legally binding, requiring schools to comply with its provisions regarding identifying and supporting special educational needs and disabilities.
- [SEND Code of Practice \(0-25 years\)](#): This statutory guidance must be followed, outlining the duties of schools to provide for pupils with SEND, including early identification and tailored support.
- [Education, Health and Care \(EHC\) Plans](#): These are legally binding documents detailing a child's needs and the mandatory provision required. Special schools are often named in EHC plans.
- [Equality Act 2010](#): Schools must make "reasonable adjustments" to prevent disabled children from being placed at a substantial disadvantage.
- [Parental/Child Rights](#): Parents have the right to express preference for a specific school (including special schools) during the EHC planning process.
- [Safeguarding and Welfare](#): Schools must meet statutory duties to safeguard children under the Children Act 1989 and Education Act 2002.
- [Area Guidelines](#): Specific regulations (Building Bulletin 104) exist regarding the physical space requirements for special schools.

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Student Equality, Equity, Diversity and Inclusion Policy
- Student Confidentiality Policy
- Data Protection Policy
- Supporting Students with Medical Conditions Policy
- Curriculum Policy
- Safeguarding Policy
- Careers Policy
- Suspension and Exclusion Policy
- Behaviour Policy
- Attendance Policy
- Complaints Procedures Policy
- Accessibility Policy

2. Objectives

Heath Farm School is required to identify and address the SEND of the students that they support. Through the implementation of this policy, the school will:

- Use their best endeavours to make sure that students with SEND get the support they need to access the school's broad and balanced curriculum.
- Ensure that students with SEND engage in the activities of the school alongside students who do not have SEND.
- Ensure there is high-quality provision to meet the needs of students with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards students with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled students.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled students are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENCO and Deputy SENCO.
- Inform parents when they are making special educational provision for their child.
- Review, prepare and publish important information about the school and its implementation of relevant SEND policies, including:
 - Accessibility plans setting out how they plan to increase access to the curriculum and the physical environment for students with SEND.
 - Information about the admission arrangements for students with SEND and the steps taken to prevent them being treated less favourably than others.
 - A SEN information report about the implementation of the school's policy for students with SEND.

3. Roles and responsibilities

The governing board will be responsible for:

- Ensuring this policy is implemented fairly and consistently across the school.
- Ensuring the school meets its duties in relation to supporting students with SEND.
- Ensuring that there is a qualified teacher designated as SENCO for the school.

The Headteacher is responsible for ensuring the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experience of for all students, including students with SEND.

In enacting this policy, the Headteacher will:

- Ensure the school holds ambitious expectations for all students with SEND.
- Establish and sustain culture and practices that enable students with SEND to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and SEND of students, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND code of practice.
- Work with the governing board to ensure that there is a qualified teacher designated as SENCO for the school.
- Ensure the SENCO has sufficient time and resources to carry out their functions.
- Provide the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Regularly and carefully reviewing the quality of teaching for students at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against students with SEND.

The SENCO and Deputy SENCO will be responsible for:

- Collaborating with the governing board and Headteacher, as part of the SLT, to determine the strategic development of the SEND policy and provision in the school.
- The day-to-day responsibility for the operation of SEND policy.
- The coordination of specific provision made to support individual students with SEND.
- Liaising with the relevant designated teacher for CIC with SEND.
- Advising on a graduated approach to providing SEND support.
- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Liaising with the parents of students with SEND.
- Liaising with early year's providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies, as required.
- Being a key point of contact for external agencies, especially the LA and LA support services.
- Liaising with the potential future providers of education to ensure that students and their parents are informed about the options, and a smooth transition is planned.
- Working with the relevant governors and the Headteacher to ensure that the school meets its responsibilities under the Equality Act 2010, regarding reasonable adjustments and access arrangements.
- Ensuring that the school keeps the records of all students with SEND up-to-date, in line with the school's Data Protection Policy.
- Providing professional guidance to colleagues, and working closely with staff, parents and other agencies.
- Advising on a graduated approach to providing SEND support.
- Being familiar with the provision in the Local Offer and being able to work with professionals who are providing a supporting role to the family.

Teachers will be responsible for:

- Planning and reviewing support for students with SEND on a graduated basis, in collaboration with parents, the SENCO and, where appropriate, the students themselves.
- Setting high expectations for every student and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every student achieving.
- Ensuring every student with SEND is able to study the full national curriculum.
- Being accountable for the progress and development of the students in their class.
- Being aware of the needs, outcomes sought, and support provided to any students with SEND they are working with.
- Understanding and implementing strategies to identify and support vulnerable students with the support of the SENCO.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include the Headteacher.

4. Identifying SEND

The school recognises that early identification and effective provision improve long-term outcomes for students. As part of the overall approach to monitoring the progress and development of all students, it has a clear approach to identifying and responding to SEND as outlined in the school's SEN Information Report.

With the support of the SLT, classroom teachers will conduct regular progress assessments for all students, with the aim of identifying students who are making less than expected progress given their age and individual circumstances.

‘Less than expected progress’ will be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Does not match or better the student’s previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

The school plans, manages and reviews SEND provision across the following four broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

5. Safeguarding

The school recognises that evidence shows students with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that students with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.

The school recognises that there are additional barriers to recognising abuse and neglect in this group of students. These barriers include, but are not limited to:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the student’s condition without further exploration.
- These students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students.
- The potential for students with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers and difficulties in managing or reporting these challenges.

The Headteacher and governing board will ensure that the school’s Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving students with SEND, staff will have due regard for the procedures outlined in the school’s Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with students with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

6. SEND support

The school is aware of its statutory duty to provide a broad and balanced curriculum and recognise that high quality teaching, which is differentiated for individual students, is the first step in responding to students who have or may have SEND.

Teachers at the school will:

- Set high expectations for every student.
- Plan stretching work for students whose attainment is significantly above the expected standard.
- Plan lessons for students who have low levels of prior attainment or come from disadvantaged backgrounds.
- Use appropriate assessment to set targets which are deliberately ambitious.
- Plan lessons to ensure that there are no barriers to every student achieving.
- Be responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff.

Decisions on whether to make special educational provision for students will be based upon:

- Discussions between the teacher and SENCO.
- Analysis of the student's progress – using internal formative and summative assessments, alongside national data and expectations of progress.
- Discussion with the student and their parent.

Once a student has been identified with SEND, the school will employ a graduated approach to meeting the student's needs. This will be through the adoption of a four-part cycle – **assess, plan, do, review** – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. The process is as follows:

- **Assess:** establishing a clear assessment of the student's needs
- **Plan:** agreeing the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review
- **Do:** implementing the agreed interventions and support
- **Review:** analysing the effectiveness of the interventions and their impact on the student's progress in line with the agreed review date

Where higher levels of need are identified, the school will access specialised assessments from external agencies and professionals.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a student, they have not made expected progress, the school, in consultation with parents, will consider requesting an Education, Health and Care needs assessment.

EAL

Heath Farm School is aware that there may be students at the school for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when students with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will consider the student within the context of their home, culture and community and look carefully at all aspects of a student's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of English or arise from SEND.

7. Heath Farm School Admissions

Objectives

The objectives of the school's admission policy are that:

- All concerned will have a clear understanding of the criteria used in assessing the appropriateness of a placement for individual students at the School;
- All concerned will have a clear understanding of the processes of judging the appropriateness of that placement;
- Parents/carers, each student and representatives of Local Authority, social service departments and other interested professionals have clear understanding of the opportunities on offer at the School;
- Parents/Carers, each student and representatives of Local Authority, social services departments and other interested professionals understand all key aspects of school life at the School and are prepared to play their part in ensuring the success of any placement.

Admission Criteria

- The student will admit students aged between 5 and 18 years of age;
- The student will have an Education, Health and Care Plan (EHCP);
- The EHCP will specify that the student has social, emotional and mental health needs (SEMH) or a diagnosis of autism or demonstrate behaviours associated with autism (ASC);
- The student will normally have been assessed as within the average ability range of educational functioning. (In some cases, student's levels of ability as measured using psychometric tests may prove difficult. In these cases the school will base its judgements on its ability to meet needs);
- The student may have learning difficulties and/or low attainment that are associated with their SEMH/ASC needs;
- The student may have one or more specific learning difficulties;
- The student will express a commitment to the placement;
- The student's parents/carers will express a commitment to the placement;
- For all "Children in Care", there must be permanently named carers and a permanent home base for the student, available at any time throughout the year. The school cannot be the main residence for any child.

The LA will:

- Provide the school with all current advice and information concerning the student;
- Nominate the School in Section IV of their EHCP;
- Agree contractual arrangements for transporting the student to and from school;
- Make any arrangements for transporting the student to and from school.
- Email confirmation agreeing Core funding and additional funding if specified in the assessment.
- Also provide a signed IPA (Individual Placement Agreement)

The school will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named the school in their EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of students with SEND from applying for a place.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.

- Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary. Arrangements for the fair admissions of students with SEND are outlined in the Admissions Policy and will be published on the school website.

8. Transition

The school is aware of the importance of planning and preparing for the transitions between phases of education and preparation for adult life.

Where students have EHC plans, these will be reviewed and amended in sufficient time prior to a student moving between key phases of education, to allow for planning for and, where necessary, commissioning of support and provision at the new setting.

9. Involving students and parents in decision-making

The school is committed to working in partnership with all parents in the best interests of their child and will provide an annual report for all parents on their child's progress.

Where a student is receiving SEND support, the school will regularly liaise with parents in setting outcomes and reviewing progress. The class teacher, supported by the SENCO and/or deputy SENCO, will meet with the parents two times each year, in addition to the termly educational updated progress reports and the EHCP annual review.

The planning that the school implements will help parents and students with SEND express their needs, wishes and goals, and will:

- Focus on the student as an individual, not allowing their SEND to become a label.
- Be easy for students and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the student's strengths and capabilities.
- Enable the student, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in the future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on parents.
- Bring together relevant professionals to discuss and agree together the overall approach.

Where the LA or funding LA, provides a student with an EHC plan, the school will involve the parents and or the carers and the student in discussions surrounding how the school can best implement the plan's provisions to help the student thrive in their education, and will discern the expected impact of the provision on the student's progress.

Where necessary, the school will facilitate support from an advocate (FLO) to ensure the parent's views are heard and acknowledged.

10. Funding for SEND support

Where additional student needs are identified the school will use its delegated funding allowance to provide early intervention support for the benefit of students identified with SEND.

Where students with SEND have been receiving early intervention support but are still not making sufficient progress, the school will consider accessing high needs top-up funding from the LA to provide additional specialist support.

11. EHC needs assessments and plans

The school recognises that, despite having taken relevant and purposeful action to identify, assess and meet the SEND of a student, some students may not make expected levels of progress. In these cases, the school will consult with parents and consider requesting an EHC needs assessment.

The purpose of an EHC plan is to make special educational provision to meet the SEND of the student, to secure the best possible outcomes for them across education, health and social care and prepare them for adulthood.

As part of the EHC needs assessment, the school will meet its duty by:

- Responding to any request for information as part of the EHC needs assessment process within six weeks from the date of the request, unless special exemptions apply as outlined in the SEND code of practice.
- Providing the LA with any school-specific information and evidence about the student's profile and educational progress.
- Gathering any advice received from relevant professionals regarding their education, health and care needs, desired outcomes, and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

If, following the assessment, the LA decides not to issue an EHC plan, the school will be provided with written feedback collected during the EHC needs. It will use this information to contribute to the graduated approach and inform how the outcomes sought for the student can be achieved through further special educational provision made by the school and its partners.

Where the LA decides to issue an EHC plan, it must consult the prospective school by sending a copy of the draft plan and consider their comments before deciding whether to name it in the student's EHC plan. The school will meet its duty to provide views on a draft EHC plan within 15 days.

The school will admit any student that names the school in an EHC plan and will ensure that all those teaching or working with a student named in an EHC plan are aware of the student's needs and that arrangements are in place to meet them.

12. Reviewing EHC plans

The school will ensure that teachers monitor and review the student's progress during the year and conduct a formal review of the EHC plan at least annually.

The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the student prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst students and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.

- Clarify to the parents and student that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the student's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each student's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a student's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing board or Headteacher will request the LA or funding LA to conduct a re-assessment of a student whenever they feel it is necessary.

13. Supporting successful preparation for adulthood

The school is aware that being supported towards greater independence and employability can be life-transforming for students with SEND. It recognises the importance of starting early, centring on student aspirations, interests and needs, and will ensure that students are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education.

The school will:

- Ensure that the EHC plan review includes a focus on preparing for adulthood, with additional focus on transition and preparing for adulthood from Year 9 onwards.
- Build transition planning into the revised EHC plan to identify appropriate post-16 pathways for higher education and employment, and support preparation for independent living, maintaining good health in adult life and participating in society.
- Seek partnerships with employment services, businesses, housing agencies, disability organisations, and arts and sports groups, to help children understand what is available to them as they get older, and what it is possible for them to achieve.
- Engage with FE providers as necessary to help plan for any transitions.
- Ensure students from Year 8 until Year 14 are provided with independent careers guidance and participate in an individualised interview, with an accessible action plan document.

The school's Careers Policy details how the school will fulfil its statutory duties under section 42 of the Education Act 1997 and work with students with SEND to ensure they are prepared for the workplace.

14. Managing complaints

The school will publish the Complaints Procedure Policy on the school website.

Following a parent's serious complaint or disagreement about the SEND provision being made for their child, the school will contact the LA immediately to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

The school is aware of the formal and informal arrangements for resolving disagreements at a local level and will work with the LA in responding to requests for information as part of procedures for:

- Disagreement resolution.
- Mediation.
- Appeals to the SEND Tribunal.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the 'Special educational needs and disability code of practice: 0 to 25 years'.

15. Staff training and improving practice

Heath Farm School is committed to the learning and development of all its staff members and training opportunities will be provided and delivered in line with the school's CPD and Training Policy.

The school SENCO and deputy SENCO, will assess staff competencies and ensure that CPD provision allows staff to develop their awareness, skills, and practices in identifying, educating, and assessing students with SEND.

16. Use of data and record keeping

All information about students will be kept in accordance with the school's Records Management Policy and Data Protection Policy.

The school's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the student's time in the school, as well as its impact, e.g. through the use of provision maps.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all students.
- Maintain an accurate and up-to-date register of the provision made for students with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.

The school keeps data on the levels and types of need within the school and makes this available to the LA and Ofsted.

Confidentiality

The school will not disclose any EHC plan without the consent of the student's parents, except for specified purposes or in the interests of the student, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LAs.
- To any person in connection with the student's application for students with disabilities allowance in advance of taking up a place in HE.
- To the Headteacher (or equivalent position) of the setting at which the student is intending to start their next phase of education.

The school will adhere to the Student Confidentiality Policy at all times.

17. Publishing information

The school will publish information on the school website about the implementation of this policy.

The information published will be updated **annually** and any changes to the information occurring during the year will be updated as soon as possible.

The SEN Information Report will be prepared by the governing board and will be published on the school website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

18. Joint commissioning, planning and delivery

The school will work closely with local education, health and social care services to ensure students get the right support.

The school will assist the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families Act 2014).

The school will draw on the wide range of local data sets about the likely educational needs of students with SEND to forecast future needs, including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among children at the national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate students with SEND.
- An analysis of local challenges or sources of health inequalities.

The school will plan, deliver and monitor services against how well outcomes have been met, including, but not limited to:

- Improved educational progress and outcomes for students with SEND.
- Increasing the identification of students with SEND prior to school entry.

Where students with SEND also have a medical condition, their provision will be planned and delivered in coordination with the EHC plan.

SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

19. Local Offer

Heath Farm School, OFG and the Acorn Education and Care (AEC) governing board will collaborate with and support the LA or funding LA's at their request, in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** Where appropriate, the school will work with LAs, parents and students in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- **Accessible:** The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to

students' and parents' needs, e.g. by broad age group or type of special educational provision; and is well-signposted and - publicised.

- **Comprehensive:** The school will help to ensure that parents and students understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up to date:** The school will work with the LA to review the Local Offer to ensure that, when parents and students access the Local Offer, the information is up to date.

Heath Farm School will provide the LA with information about their existing SEND provision and capabilities to support students with SEND to aid in the drafting of the Local Offer, where required.

20. Monitoring and review

The policy is reviewed on an **annual** basis by the Headteacher in conjunction with the governing board; any changes made to this policy will be communicated to all members of staff, parents of students with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme. The next scheduled review date for this policy is **September 2026**.



Outcomes
First Group