

Special Educational Needs Policy

Updated: September 2023

Scheduled Review Date: September 2024



POLICY

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Appendices- graduated response, EHCP cycle, One page profile, Initial concern form, Quality First Teaching – Universal Strategies to support students with SEND, COVID 19 amendments to practise with SEN register intervention, COVID 19 EHCP risk assessment profoma

1. Details of staff training and training provider

Name/attendees	Title	Provider	Durations
Azean Mohamad	Makaton taster	The Makaton Charity	2 hrs
Azean Mohamad	Early Years Educator level 3		5 days
All TA s	Protective behaviours	Early Help	morning
All TAs	Trans Inclusion	Equaliteach	morning
Julie Pettitt Marijana Miholjac Amy Byrne	Makaton level 1	Speech and Language	930-1.30
All TAs	Safeguarding training- Raising Awareness of Child on Child Abuse	TES Develop Educare	2 hours
Jenny Buxton Karimah Dallas Vittoria De Spirito Sarah Hrymajlo Sarah Jobity Marijana Miholjac Azean Mohamad Jiang Zhu	Safeguarding Children with Special Educational Needs and Disabilities	TES Develop Educare	1 hour
Amy Byrne Hayley Greenfield Bernice Monk Raman Naphray Leila Perduka Shabeenah Saumtully	Dyslexia Awareness	Dyslexia Awareness	2 hours
All TAs	Supersonic phonics	Hannah Dowsett	1 hour
All TAs	Precision teaching Teach Meet	EP team	1.5hrs
Elayne Souter	Anxiety and trauma Gender dysphoria	Martyn Lee, Early Help Professional	2 hours
Sandy Zhu Rachel Maple	Blanks	SALT	2 hours
Jenny W Marijana M, Jenny W	Makaton Level 1	SALT	1 day
V Thomson	EY SEND conference	Beds Boro	1 day
V Thomson	Supporting High Needs learners	Beds Boro	1 day
Julie Pettitt Fiona Cartwright	Communication books	Communication Specialist Teacher	30m
ES/VT/VdS	TA meet - Early Reading Recovery training	VT/ES/EP team	1hr 1hr
All TAs	- Precision teaching		
All TAs	TA meet - Consistency of practice - IEP overviews - Spelling strategies - Engagement model - Super sonic phionc friends - Beginning of the day - Codes/ Post its in books in class	- VT/ES	1.5hr

2. SEN team

School SENDCo/Deputy Headteacher
National Award for SEN completed October 2019

Mrs V Thomson (vthomson@thehillsacademy.co.uk)

Designated Governor Mr C Jones

Mrs E Souter (Assistant SENDCO)	
Mrs A Akhtar	Miss C Buxton
Mrs J Buxton	Mrs F Cartwright
Mrs N Cordell	Miss K Dallas
Mrs S Hrymajlo	Mrs S Jobity
Mrs R Maple	Mrs B Monk
Mrs R Naphray	Mrs V de Spirito
Mrs J Pettitt	Mrs H Greenfiled
Mrs C Thompson	Miss R Nahr
Mrs L Perduka	Ms A Byrne
Mrs C Williams	Mrs M Miholjac
Mrs A Mohamad	Mrs S Saumtally
Mrs S Curtin	Mrs T Stewart
Mrs J Walker	

SEND Assistant: David Ramsden

Name of Designated Teacher with specific
Safeguarding responsibility

- Mrs M Whitehead, Safeguarding Lead
- Ms Caroline Starr, Deputy Safeguarding Lead

Named member of staff responsible for managing
PPG/LAC funding

- Mrs D Bennett/Mrs J Arnold-administrative support

Name of member of staff responsible for managing
the schools responsibility for meeting the medical
needs of pupils

- Mrs C Starr

3. Legislative Context

In light of the current SEN reforms this policy was created by the school's SEN team, with the SEN Governor and in liaison with staff and parents of pupils with SEND.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (DfES 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (updated June 2014).
- SEND Code of Practice 0-25 (January 2015)
- Schools' SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (Sept 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2014)
- Safeguarding policy
- Accessibility Plan
- Teachers' Standards (2012)

The Children and Families Act 2014 requires the governing bodies of maintained schools, nursery schools and the proprietors of academy schools to publish a report on their website detailing how they have implemented their policy for pupils with Special Educational Needs and Disabilities (SEND) and the outcomes for these pupils.

The information must be updated annually and any changes occurring during the year must be updated as soon as possible. The information required is set out in the SEND Information Regulations and reflects information required for the local offer.

The statutory duties on schools under the Equality Act (2010) remain. Schools must not discriminate and they must make reasonable adjustments, including the provision of auxiliary aids and services, for disabled children and young people

4. Definition of Special Educational Needs and Disability

The Special Educational Needs and Disability Code of Practice (0-25 years) 2015 states that:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age; or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions.
- A child under compulsory school age has SEN if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them.

This provision will be **additional to or different from** that normally available in a thoroughly differentiated curriculum.

Many 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 and substantial adverse effect on their ability to carry out normal day to day activities.”

This definition includes children and young people with long term medical conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN but where a child requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010, they will additionally be covered by the SEND definition. Schools must also have regard to statutory guidance re supporting pupils with medical conditions (DfE 2015)

This SEN Policy details how The Hills Academy will do its best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are made known to all who are likely to teach them. The school will use its best endeavours to ensure that all teachers, and support staff at The Hills are able to identify and provide for those pupils who have special educational needs.

Pupils with special educational needs will be able to join in the activities of the school together with their peer group. This will be done as far as is reasonably practical and compatible with the child receiving special educational provision with due regard to the efficient education and health and safety of the pupils with whom they are educated.

The Hills Academy will have regard to the **Special Educational Needs Code of Practice** and the school **Disability Equality Scheme** when carrying out its duties with special educational needs. We will ensure that parents are notified of a decision by the school that SEN provision is being made for their child. Partnership with parents plays a key role in enabling children and young people with SEN to achieve their potential. The school recognises that parents hold key information, and have knowledge and experience to contribute to the shared view of a child’s needs and the best ways of supporting them. All parents of children with special educational needs will be treated as partners and supported to play an active and valued role in their children’s education.

Children and young people with special educational needs often have a unique knowledge of their own needs and we will seek their views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in the decision-making processes where appropriate and contribute to the assessment of their needs, the review and transition processes.

5. Roles and Responsibilities

Provision for students with special educational needs is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENDCo, all members of staff have important responsibilities.

Governing Body:

The Governing Body endeavours to follow the guidelines as laid down in the SEND Code of Practice (2015) to:

- use their best endeavours to make sure that a child with SEND gets the support they need – this means doing everything they can to meet children and young people’s Special Educational Needs and disability.
- ensure that children and young people with SEND engage in the activities of the school alongside students who do not have SEN.
- designate a teacher to be responsible for co-ordinating SEND provision – the SEND co-ordinator, or SENDCO.
- ensure that the SEND information report shows the arrangements for the admission of disabled children, the steps being taken to prevent disabled children from being treated less favourably than others, the facilities provided to enable access to the school for disabled children and their accessibility plan showing how they plan to improve access progressively over time.

Headteacher:

The Headteacher has responsibility for the day-to-day management of all aspects of the school’s work, including provision for children with special educational needs. The Headteacher will keep the Governing Body fully informed on special educational needs issues. The Headteacher will work closely with the SENDCo and the Governor with responsibility for SEND.

SENDCo:

In collaboration with the Head teacher and governing body, the SENDCO determines the strategic development of the SEND policy and provision with the ultimate aim of raising the achievement of students with SEND.

The SENDCo takes day-to-day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents/carers and external agencies. The SENDCo provides relevant professional guidance to colleagues with the aim of securing high-quality teaching for children with special educational needs.

Through analysis and assessment of children’s needs, and by monitoring the quality of teaching and standards of students’ achievements and setting targets, the SENDCo develops effective ways of overcoming barriers to learning and sustaining effective teaching.

The SENDCo liaises and collaborates with class teachers so that learning for all children is given equal priority.

The principal responsibilities for the SENDCo include:

- Overseeing the day-to-day operation of the SEND policy
- Co-ordinating provision for SEND students and reporting on progress
- Advising on the graduated approach to providing SEN support – Assess, Plan, Do, Review

- Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Monitoring and contributing to relevant SEND professional development for all staff
- Leading and performance managing the SEND team
- Overseeing the records of all children with special educational needs and ensuring they are up to date
- Liaising with parents/carers of children with special educational needs
- Being a point of contact with external agencies, especially the local authority and its support services
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- Liaising with prior and potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned
- Monitoring the impact of interventions provided for students with SEND
- To lead on the development of high quality SEND provision as an integral part of the school improvement plan
- Working with the Headteacher and the school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

All Teaching and Non-Teaching Staff:

- All staff are aware of the school's SEND Policy and the procedures for identifying, assessing and making provision for students with special educational needs.
- Class teachers are fully involved in providing high quality teaching, differentiated for individual students. This includes reviewing and, where necessary, improving, their understanding of strategies to identify and support vulnerable students and their knowledge of the SEN most frequently encountered.
- Class teachers are responsible for setting suitable learning challenges and facilitating effective special educational provision in response to students' diverse needs in order to remove potential barriers to learning. This process should include working with the SENDCo to carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil as well as previous progress and attainment.
- Teaching assistants will liaise with the class teacher and SENDCo on planning, on pupil response and on progress in order to contribute effectively to the graduated response, (assess, plan, do, review).

6. Philosophy

We believe that the general aims of education are the same for all children and that they should all have an equal right to attain their full potential. This includes a commitment to meeting the special educational needs of pupils and ensuring they make the best progress they can and are fully included in all aspects of school life. It is our responsibility to offer a broad, balanced and relevant curriculum which will meet the needs of all children within our school.

During their school life, pupils may need SEN support for a limited time or throughout their primary school years. In developing a safe but aspirational environment where pupils needing SEN provision feel confident we recognise that consideration will be given to the whole child and not just their special educational needs.

We believe every teacher is a teacher of every child who will nurture, plan for, support, challenge and assess their whole class, taking into account the type and extent of any individual needs. The National Curriculum's statement on Inclusion details that: 'Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. We believe teachers should use appropriate assessment to set targets which are deliberately ambitious. A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving.'

7. Aims

To engage the pupil, family, school staff and other professionals in genuine partnerships when planning for and implementing high quality, needs-led provision that is consistent across the school. This is to ensure all pupils at The Hills Academy have access to the same opportunities for learning and social development achieving maximum progress, fulfilling their potential and promoting their well-being.

8. Objectives

- To work within the guidance provided in the SEND Code of Practice, 2015.
- To identify and provide for pupils who have special educational needs and additional needs.
- To assess these needs and provide a suitable work programme that will match the child's abilities and provide access to the curriculum (it may be necessary to modify the work programmes and offer differentiated work) to meet the child's educational needs within the constraints of time and finance.
- To operate a whole pupil, whole school approach to management and provision of support for special educational needs using the Assess-Plan-Do-Review process.
- To provide a Special Educational Needs Co-ordinator who will develop and apply the SEN Policy.
- To provide support and advice for all staff working with special educational needs pupils.
- To raise the aspirations of and expectations for all pupils with SEN, setting appropriate individual learning outcomes based on prior achievement, high aspirations and the views of the learner and family.
- To help build the child's self-efficacy by setting work at appropriate levels which can be in small structured steps, thus removing the threat of failure.
- To monitor, evaluate and record children's progress at regular intervals.
- To establish close contact with parents, through both formal and informal meetings, to ensure they are fully informed in the consultation processes and to encourage their involvement and support.
- To establish close liaison with all those involved in the child's school life, i.e. Education Welfare Officer, Medical Services, Educational Psychologist and other outside agencies as appropriate. This would be to seek further advice and support for the child.
- To establish, maintain and enhance a bank of readily available resources, which colleagues are aware of and are able to utilise with support, including access to ICT by use of e.g. reader pens or other specialist equipment.
- To implement and review administrative procedures where appropriate, i.e. Education, Health and Care Plan applications.
- To liaise with feeder and receiver schools to ensure continuity, progression of support and smooth transition.

9. Areas of special educational needs

Special educational needs and provision can be considered as falling under four broad areas.

1. Communication and interaction

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism

2. Cognition and learning

Children with learning needs may learn at a slower pace than other children and may have difficulty developing English or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing). Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD), and
- Profound and multiple learning difficulties (PMLD)

3. Social, emotional and mental health

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained.

Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD
- ADHD
- Attachment Disorder

4. Sensory and/or physical

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including deafness and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

10. Arrangements for Access to a Broadly Based Curriculum

Pupils at all levels within the school will follow all the curriculum subjects. Teaching material will be provided at appropriate levels for all pupils. It is the aim of the school that pupils requiring further help will receive additional focus teaching in those subjects identified. Their needs will also be met by adopting appropriate teaching styles and methods to ensure differentiation.

1. Organising in pairs or groups, making use of collaborative learning.
2. Awareness at the planning stages of termly work outlines of the need to incorporate strategies for special needs children within the class.
3. The positive attributes of the pupils will be emphasised.
4. Consultation will be made with the curriculum co-ordinators to ascertain possible strategies and material available to support needs whether they are able pupils or children with specific learning needs.
5. Effective use of ICT to enhance and develop skills, e.g. Touch typing, spellings/maths programs.
6. All children with special educational needs will be encouraged to join in every aspect of the social, academic and extra-curricular activities provided at The Hills Academy depending on their physical and/or learning, emotional, behavioural limitations.

All children are taught in mixed ability classes and take part in all activities appropriate to their age group. It is a natural part of the school provision for the class teacher to provide adjustments to tackle barriers to learning at the quality first teaching stage (eg: pastel paper for pupils with Dyslexia and further examples in Appendix 5).

Class teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants.

High quality first teaching is the first step in responding to pupils who have or may have special educational needs. Any additional support and intervention cannot compensate for lack of good quality teaching.

The Hills Academy has a timetable of monitoring and review; in addition to performance management systems, regular Learning and Teaching walk-about reviews the quality of teaching and learning across the school. Where necessary this review may include improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

11. Identification

The four broad areas of SEN (outlined in section 6) give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action we need to take and not to fit a pupil into a category. We will consider the needs of the whole child not just their special educational needs.

There are three main ways in which children with special needs may be identified. This includes children at both ends of the ability range, those who have specific learning difficulties and children with more complex needs.

- a) Information from parents – medical, social, emotional or learning difficulties, prolonged absence from school.
- b) Teacher observation – if a member of staff feels a pupil is experiencing difficulties in any aspect of school life, the child should be closely monitored in order to target the areas of difficulty. They should then consult with the SENDCO.
- c) Year group and school based assessment procedures – eg: Parallel spelling results, external SATS, Arbor assessment data tracking

The school will assess each child's current levels of attainment on entry in order to ensure that they build upon the pattern of learning and experience already established during the child's pre-school years. If the child already has an identified special education need, this information may be transferred from the Early Years settings and the SENDCO and the child's class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum;
- Identify and focus attention on action to support the child within the class;
- Use the assessment processes to identify any learning difficulties;
- Ensure on-going observation and assessment and provide regular feedback about the child's achievements and experiences to form the basis for planning and provision for the next steps of the child's learning;
- Involve parents in implementing or continuing a joint learning approach with home.

Assessments available to support the assessment of all pupils once in school, including those with SEN, include:

- Foundation Stage assessment, e.g. Early Years Foundation Stage Development Matters
- Year 1 Phonics Testing- National.
- National Curriculum Record sheets, SATS levels, Teacher Assessments and Reports (based on Arbor data) provide a means to measure progress. They enable us to see the broad areas where a

child is failing to make satisfactory progress or where they have made accelerated progress measured against A.R.E. (Age Related Expectations).

- **In Years 2-6** there is an additional Parallel Spelling Assessment. This is a twice yearly internal spelling assessment, giving standardised scores and percentile ranks.
- If a child is experiencing difficulties with English then diagnostic tests such as Neale Analysis of Reading Ability, British Picture Vocabulary Scale, a test of receptive vocabulary or phonic checklists can be administered. Numeracy problems will be checked in a similar way by the SENDCO in order to specify where the problems lie.
- Outside agencies use additional assessment procedures for children with special needs and these will help to provide an overall picture of the child's problems e.g. Bedford Borough Educational Psychology Team, Health services etc.

The 2015 SEN Code of practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the interventions and adjustments and high quality personalised teaching.

The identification and assessment of the special educational needs of children, whose first language is not English, require particular care. Where there is uncertainty about an individual child, teachers will look carefully at all aspects of a child's performance in different subjects to establish whether the problems they have in the classroom are due to limitation in their command of the language that is used there or arise from special educational needs.

12. The Assess-Plan-Do-Review Cycle

In order to help children who have special educational needs, the school will adopt a graduated response that recognises there is a continuum of special educational needs that brings increasingly specialist expertise to bear on the difficulties that a child may be experiencing. The school will record the steps taken to meet the needs of individual children.

The SEND Code of Practice 0-25 promotes the use of the '**assess, plan, do, review cycle**'.

This cycle can be used to meet the needs of children/young people and improve practice at many levels ensuring that:

- individual children/young people at SEN support and those with an EHC plan receive the best possible provision and achieve positive outcomes
- SEN provision made by an educational setting evolves to meet the needs of all children/young people with SEN
- the EHC needs assessment, planning and review processes support children/young people, their families and educational setting



Assess - clear analysis is made of needs based on:

- views of the child/young person and their parents / carers
- teacher assessments and observations
- pupil's current attainment
- pupil's previous progress and attainment
- tracking of progress and comparisons with national data
- assessments by external agencies if appropriate

Plan - following assessment, the teacher, SENDCO, parent / carers and pupil, agree on a plan of action to include:

- time limited outcomes for the pupil
- the adjustments, support and actions to be put in place
- a date for review

All planning is pupil centred and outcomes focussed and recorded.

Do - all the pupil's teachers and support staff are made aware of the plan and implement the adjustments and support. Teachers are responsible for:

- differentiating and personalising the curriculum
- delivery of 'additional and different' provision for a pupil with SEN in class

The SENDCo will support teachers in:

- planning, support and impact measurement of all SEN group and one-to-one interventions delivered by support staff
- linking interventions to classroom teaching
- the effective implementation of provision

Review - the quality, effectiveness and impact of provision is evaluated by the review date. This includes sharing information with pupil and parent/carers and seeking their views.

The cycle then starts again at assess with the updated needs of the pupil being considered before planning a continuation of or change to provision.

At The Hills we follow the 'assess-plan-do-review' process at the **initial concern phase** and once a pupil has been added to the **school SEN register**.

13. Recording and Managing pupils records

The SENDCO will have responsibility for ensuring that SEN records are kept, including those that class teachers are responsible for, and available as needed.

Staff have developed overview provision maps as a staff team, detailing the types of support available in areas of need and the core curriculum areas of maths and English. There is a gradual strengthening of support, detailed in The Hills Academy Graduated Response (Appendix 1).

If teachers have a significant concern, beyond that which can be accommodated by excellent quality first teaching and differentiation, they will begin to track their **assess-plan-do-review** provision adjustments on an **Initial Concern Form (ICF)** (Appendix 4). Parents are involved at this stage to see if early amendments to provision can address some of the identified barriers to learning. The ICF is reviewed on a six weekly basis with SENDCo/ SEND Assistant support where necessary. Class teachers will identify focus group actions as part of pupil progress discussions and plan and implement steps to close emerging areas to address from the data. Class teachers are responsible for the outcomes of these groups

If the cycles of ICF targets are not successful, external advice or SENDCo testing may be necessary to drill down into the concern and increase the level of support and the pupil may be put on the **SEN register** as a result and the **assess-plan-do-review** cycle will continue. Ongoing quality first teaching provision continues to be the key focus of provision at this level.

This may develop into their identification of pupils for short term time-limited focus groups. Special needs support may take the form of in class support or group or individual support as appropriate to the need and IEP (individual Education Plan) targets. Specific language support may take place in small groups or on an individual basis if advised by the Speech and Language Therapist.

14. SEN Support

The current SEN arrangements, called SEN support, came into force in September 2014 and were updated January 2015.

SEN support replaces:

- School Action or School Action Plus
- Early Years Action or Early Years Action Plus

ICF reviews with the SENDCO, parents and staff may lead to the conclusion that a pupil requires help over and above that which is normally available within the particular class or subject. The triggers for intervention through SEN Support will be concern, underpinned by evidence, about a child (who despite receiving differentiated, individualised support and sustained amendments to quality first teaching detailed in the Initial Concern Forms):

- Continues to make little or no progress in specific areas such as developing English or mathematics over a long period even when teaching approaches are targeted particularly in a child's identified area of weakness
- Continues working at ARE (Age Related Expectations) substantially below those expected of children of a similar age
- Has emotional, mental health or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs that require additional specialist equipment, regular advice or visits by a specialist service
- Has an on-going communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning

The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap growing wider
- Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures access to the full curriculum
- Demonstrates an improvement in self-help, social or personal skills
- Demonstrates improvements in the child's behaviour

The SENDCO and the child's class teacher will decide on the action needed to help the child to progress in the light of all the information gathered and assessments. This may include:

- Different learning materials or specialist equipment
- Some group or individual support
- Workshops focusing on ICT/ handwriting skills/ numeracy/ spelling/ social skills

- Additional time to devise the nature of the planned intervention and to monitor its effectiveness
- Continual staff development and training to introduce more effective strategies
- Access to Local Authority (LA) support services for advice on strategies or equipment

The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. A request for support from external services is likely to follow a decision taken by the SENDCo and colleagues, in consultation with parents, at a review of the child's IEP. At *SEN support* the external support services, will usually see the child or may offer a 'drop in' advice surgery so that teachers and parents can be advised on fresh targets, accompanying specialist strategies or support materials. More specialist assessments may be provided to inform planning and the measurement of a pupil's progress.

Interventions may involve bespoke packages or a programme developed specifically for that pupil or group of pupils and may target spelling, reading, numeracy, writing, handwriting /co-ordination skills, Social Skills, Emotional Literacy, Speech and Language Therapy support, Dragonflies (outdoor learning group) or individual mentoring needs.

Interventions and support will continue to follow an **assess-plan-do-review** monitoring cycle. Where an intervention with a pupil is not found to be effective, the school will endeavour to find out why and put in place a more effective programme. SEN provision is regularly reviewed and discussed with pupils and parents/carers through the Individual Education Plan reviews at consultation evenings. This ensures that interventions are effective; parents are involved in the decision making process and aware of how to support at home and that the school is continually striving to improve their programme of intervention.

Our Special Needs Register will be updated on Arbor half termly or sooner if needed. It is essential that class teachers maintain responsibility for all children within their care through Quality First Teaching. The SENDCO is able to provide additional support, advice and testing.

Criteria for evaluating the success of our provision

- The early identification and awareness of members of staff of the individual needs of pupils in their charge.
- The reflection in evidence and review records that progress has been made.
- That reading ages on any applicable norm referenced tests indicate an average/above average spread of results within year group
- The gradual removal of individual children from the Special Needs Register due to the development of individual confidence, skills development, independence and success.

Exit Criteria

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEN Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the school's SEND register.

15. Individual Education Plans

Records of all children on the support register will be kept in the SENDCO's room. Each class teacher will have a copy of the Individual Education Plan relating to the pupils and can have access to records as required. A pupil's locked Team file will be used to keep open channels of communication with parents and also store copies of all key SEN documents such as one page profiles and IEPs. A copy of the **Individual Education Plan** (IEP) is also given to the teaching assistants working with specific children. IEP folders are organised so coverage of the IEP targets is tracked and can be monitored.

Strategies employed to enable the child to progress will be recorded within an Individual Education Plan (IEP). The IEP will include information about:

- The short term targets set for the child
- The teaching strategies to be used
- The provision to be put in place at home and at school
- When the plan is to be reviewed
- Outcomes (to be recorded when IEP is reviewed)

The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus upon three or four individual targets that match the child's need and have been discussed with the child and the parents. Individual Education Plans are reviewed prior to parental consultation weeks while they continue to be on the Register or as new speech advice is issued. Some children may require reviews at more regular intervals. At each review the pupil's progress is assessed in order to make any necessary changes and plans for future provision. Parents' views on their child's progress will be sought. The child will take part in the review process and be involved in setting some targets. IEPs are created, reviewed and provision is mapped using the online tool Provision Map. These are then stored in a private e-folder on the pupil's teams page.

16. One Page Pupil Profiles

The new **Special Educational Needs Code of Practice (2015)** refers to **One Page Profiles** and **Person Centred Planning**, a part of the **personalisation agenda** (involvement in shaping any support) already established in health and social care.

At The Hills Academy, a One Page Profile is a short introduction to a pupil, which captures key information on a single page, giving anyone involved with them an understanding of their interests, needs and how best to support them. One Page Profiles are useful as they will enable all staff (including specialist music or French teachers and our team of teaching assistants) to have an accessible summary of the information about a child, it will also help to inform new staff at the point of transitions between year groups.

A **One Page Profile** (Appendix 3) captures key information to assist in understanding and appreciating a child's world. It often reveals information that may not be gathered in more formal contexts, like the classroom. It is a simple but effective way of considering provision from the starting point of the child. Therefore parent and pupil contribution to this is key in capturing a child's uniqueness and what motivates, interests or engages them.

One page profiles are reviewed regularly at parent consultations so that we maintain an up-to-date picture of pupils currently on the SEN register, their needs and interests.

These are stored in a private e-folder on the pupil's teams page.

17. Education Health and Care Plan (EHCP)

An Education Health and Care Plan (EHCP) will include:

- The pupil's name, address and date of birth
- Details of all of the pupil's special needs
- Identify the **specific** special educational provision necessary to meet the pupil's special educational needs
- Identify the type and name of the school where the provision is to be made
- Include relevant information on the educational needs of the child
- Include information on non-educational provision.

All children with EHCPs will have short-term targets set for them that have been established after consultation with parents, child, teacher and SENDCO to include targets identified in the statement of educational need. These targets will be set out in an IEP and be implemented, at least in part and as far as possible, in the main classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher under the guidance of the SENDCO.

All EHCPs must be reviewed at least annually with the parents, the pupil, the LA, the school and professionals involved. All are invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the EHCP. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved. The current EHCP review cycle is outlined in Appendix 2

18. Admissions

These are in line with the Borough Admissions Policy. A copy of which is obtainable from the Headteacher on request.

The Governors and Headteacher at The Hills Academy will not knowingly prevent the admission of any child with special needs if that need is deemed able to be met by the resources available at the school. The school does not have a special unit and therefore there are no specific admission arrangements.

19. Special Facilities

The school has gentle slopes or flat access to the main parts of the school. It has suitable wheelchair access to all rooms and accessible toilet facilities in both buildings. The school has an Accessibility Plan where the SENDCO, Governors and SLT members proactively assess the site and its provision and action any short term or long term accessibility needs.

20. Transition

The Hills Academy understands that transition between schools and other establishments is sometimes an anxious time for parents/carers and pupils, especially for pupils with SEN. Children with SEN who are coming to The Hills Academy from Nursery schools and other providers are visited in their current setting and a transition and, if appropriate, a planning meeting convened with parents/carers and other professionals. Necessary adjustments and modifications can then be made to support the individual.

Currently, pupils transfer to local schools for Year 7. The Heads of Year from these schools may organise open session visits or meet with Hills teachers and pupils prior to transition to gain as much information as possible about pupils, including SEN information. For pupils with SEN, the SENDCO and Assistant SENDCO at The Hills Academy liaise with SENDCOs from our feeder schools and all relevant information, including SEN files is transferred. SEN pupils can request additional visits to their new schools and if indicated a multi-professional meeting is held to further inform transition.

Parents/Carers of pupils with SEN at The Hills Academy are also invited in to a weekly coffee morning to get to know other parents and our Parent Support Worker, Mrs Marcia Harcombe.

The Hills Academy creates its class groups with great care. The Leadership Team and class teachers work together to ensure that all available information is considered when classes are split, based on pupils' individual needs. Transition to new year groups or classes is carefully planned for individual pupils with SEN. Prior visits, photographs, discussions and schedules for new activities are put in place if needed. Workstations are set up as needed in classrooms. Daily transition is also supported through visual timelines, based on PECS (Picture Exchange Communication System).

21. Supporting SEN pupils - the expertise of school staff

Where a pupil is diagnosed with a special education need, support will be put in place to help them make progress. Such support might involve: further differentiation in class by teachers, advice to teachers on a pupil's needs and strategies to be implemented. Additionally, there may be one-to-one or small group targeted intervention sessions with a learning mentor, a specialist teaching assistant, the SENDCO or in-class teaching assistant support.

- 4 Teaching Assistants are trained and accredited in the Better Reading Partnership
- All staff delivering interventions have been appropriately trained 'in-house' and externally
- 2 Teaching Assistants are trained learning mentors
- Other Teaching Assistants have NVQs at levels 2-5
- All TAs complete staff training day hours in line with their contracted hours (eg a TA with a 26 hr weekly contract will complete 26 hours of training across the year)
- All TAs attend TA-meet training focused on whole school development plan foci and enabling TAs to support learning confidently across the primary age range.

22. Working with outside agencies

Where a pupil with SEN is not making progress and The Hills Academy feel that they need advice and support from external professionals, we will discuss such a need with parents. If it is felt appropriate, we will then refer a pupil to an external agency and/or professionals for diagnosis, support or advice by completing an EHA (Early Help Assessment-Appendix 7). An Early Help Assessment (EHA) is designed to help a child receive the right support at an early stage, eliciting information from a family or young person so that the appropriate support can be offered in a timely way. The Early Help Team comprises of six Early Help Professionals (EHPs) attached to school cluster localities. The new Early Help Service comprises of the following teams:

- Family Focus Service
- Inclusion Support Team
- Education Welfare Service
- Education Support for 14 - 19
- Family Information Service

- Early Years Team
- Early Help Coordination
- Early Help Team
- Triple P (Positive Parenting Programme)

Subsequent to such a referral, we will work with the external agency to support such pupils, using their support and advice. The Hills Academy has a contract with Bedford Borough to whom we make referrals for Advisory Support Teachers and Educational Psychologists. The Hills Academy works with external agencies such as:

- Speech and Language Therapy
- CAMHS (child and adolescent mental health service)
- Physiotherapy and Occupational Therapy Services
- CHUMS -Mental Health & Emotional Wellbeing Service for Children and Young People (providing therapeutic support)
- The Vision Clinic at Union Street
- The School Nurses
- Early Years Support Team (EYST) - supporting pre-school and Reception age pupils
- Sensory and Communication Support Team (SCST) - supporting pupils with hearing & visual impairments
- Autism Spectrum Advisory Teachers (ASATs) - supporting pupils with Autism & sensory difficulties
- Psychology Team (EP) - supporting a range of pupils to promote their learning and development

Teaching Assistants deliver programmes written by external professionals for example, individual speech and language sessions and occupational therapy motor skills work.

23. Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

The school has a medical room for the discreet management of pupils' specific medical needs and seeks professional advice as needed (eg: specialist nursing advice from Great Ormond Street). Support for pupils with medical conditions is detailed in the school's policy for supporting pupils with medical conditions.

24. Social, emotional and mental health

The school recognises that 'Social, emotional and mental health' is one of the four areas of special educational needs. The procedures outlined in the policy above for children with special educational needs or a disability also apply to children who are experiencing psychological stress or mental health issues.

In addition, the staff are committed to promoting wellbeing throughout the school. They recognise the role that the school plays in promoting the resilience of all our pupils. We work to ensure that our school is a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.

Class teachers are well placed to spot changes in behaviour that might indicate a problem. We aim to support children experiencing any of these events and intervene well before mental health problems develop.

Difficult events that may have an effect on pupils are:-

Loss of separation –death, parental separation, divorce, hospitalisation, loss of friendships, family conflict which results in child having to live elsewhere, being taken into care or adopted.

Life changes – birth of a sibling, moving house, changing schools.

Traumatic events – abuse, domestic violence, accidents, injuries, terrorism or natural disaster.

When does mental health become a special educational need?

Children with mental health problems may need to be put on the SEN register if it is significantly affecting their ability to learn and special provision has to be made for them. Special provision may need to be made for:

- Problems of mood (anxiety or depression)
- Problems of conduct (oppositional problems and more severe conduct problems including aggression)
- Self-harming, substance abuse or eating disorders

The Deputy SENDCo is a named Mental Health First Aider, has completed all the CHUMs training and is supported in this role by the SENDCo who has also completed the Mental Health First Aider training.

Our 2 school mentors can support pupils in dealing with the issues above. The frequency of mentor sessions can be varied according to need, from a one-off session to an extended period of weeks. The Deputy Safeguarding Lead also supports pupils' SEMH needs by following up My Concern nurture needs and managing nurture provision.

25. Parent and child involvement

The Hills Academy puts working with parents/carers and pupils at the centre of its work. Pupils are regularly involved with reviewing their progress and encouraged to express their needs and concerns with relevant staff. Pupils with SEN are encouraged to express any concerns they may have to the SENDCO, learning support assistants, their class teacher, or any other member of staff with whom they feel comfortable to talk about their concerns.

Parents and Carers are equally at the centre of supporting their children. They are fully involved in decisions about support for their child, including decisions to investigate a potential diagnosis, referral to external agencies, planning and evaluating support. They are encouraged to contact any member of staff at school if they have any concerns about their child. The SENDCO is always pleased to discuss any concerns involving SEN with parents and carers. Targets and next steps for all of our pupils will be readily available and accessible from Arbor.

26. SEN Access Arrangements

Pupils with specific needs may need additional arrangements so they can take part in KS1 and 2 tests. Types of support include:

- additional time to complete the tests
- early opening of test packs, to modify test papers
- compensatory marks for spelling
- using scribes, readers, word processors or other technical or electronic aids
- making transcripts
- written or oral translations and using apparatus in the mathematics test
- the use of prompts and rest breaks
- arrangements for pupils who are ill or are injured at the time of the tests
- administering the tests at an alternative location

The SENDCO in liaison with the Assessment Coordinator, KS Coordinators and Educational Psychology Team will oversee the implementation of The Standards and Testing Agency Access Arrangement Guidance.

27. Local Offer

Please see on our website:

<https://www.thehillsacademy.co.uk/page/?title=Policies+%26amp%3B+Documents&pid=13>

Bedford Borough has written a Local Offer of services and facilities available to young people with SEN and their families. To see their local offer click on the link.

<https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page>

28. Storing and managing information

The Hills Academy pupil records are stored in the SENDCo's room. Pupil SEND records will be kept in accordance to the DfE guidance contained in "Statutory Policies for schools" (February 2014)

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf)

29. Complaints procedure

At the Hills Academy, we pride ourselves on our positive relationships with parents but recognise that there may be occasions when a formal route for complaints may need to be instigated.

The school will send an acknowledgement of a written complaint on the day it is received and will aim to send a response within 5 school days.

30. Resources, funding and training

Funding for SEND in mainstream schools is mainly delegated to the schools' budget. It is the expectation that schools provide support to their students with SEND from their SEND budget.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff undertake training and development.

All staff at the school engage in regular training sessions when Quality First Teaching is strengthened.

The SENDCo and SLT members provide regular CPD to other staff in school in specific aspects of learning and teaching including meeting the needs of students with SEND.

All staff have regular CPD meetings. The progress of all students including those with SEND is a core aspect of the appraisal process and appraisal targets will look at how to develop staff skills in meeting individual pupil needs as necessary.

External trainers are brought in periodically to address more specialist training needs such as dealing with specific medical conditions (e.g. epilepsy, hearing impairment) or to train staff in the use of specific interventions.

Peer support and guidance is available daily for all staff in school and some of the best training development occurs through professional dialogue with colleagues looking at meeting the specific needs of a pupil.

The SENDCo and Deputy SENDCo deliver regular TA training focused on SDP priorities, strengthening primary-ready curriculum knowledge and relevant information about the range of SEN needs currently evident in the school. Additional training is identified and targeted through performance management meetings and as training opportunities are advertised. Co-ordinators are released to deliver TA training as needed. TAs attending training are supported in cascading course content back to the SEN team.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school's SENDCO regularly attend Bedford Borough's SENDCO network meetings in order to keep up to date with local and national updates in SEND. Currently the school subscribes to Nasen (National Association for Special Educational Needs) membership and uses a range of their best practice models and advice to inform our SEN provision.

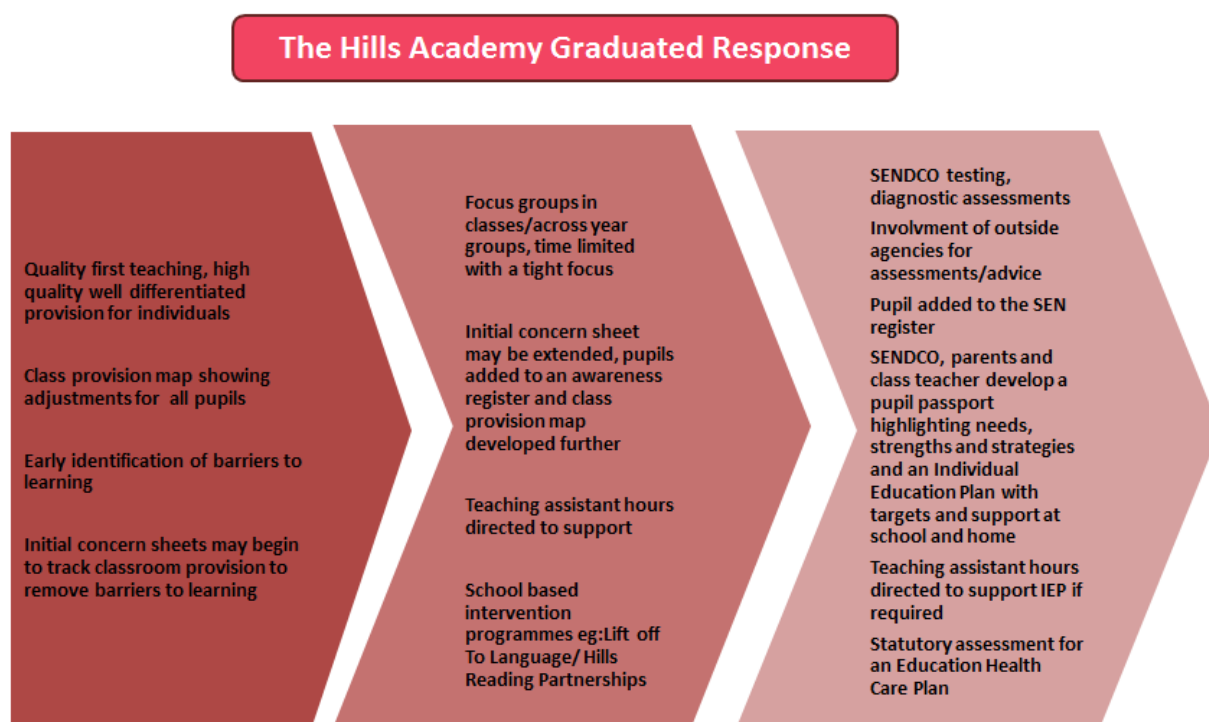
Class teachers are responsible for liaison with the SENDCO who will provide help and support for individual pupils. The SENDCO has time allocated for both assessment and support. Pupils with an EHCP will have an extra allocation of support staff and a suitable timetable will be discussed to provide the most appropriate support as set down in their individual statement.

Books and other resources will be based in the SENDCO's room. All staff have access to the reference books in the library and SENDCO's room.

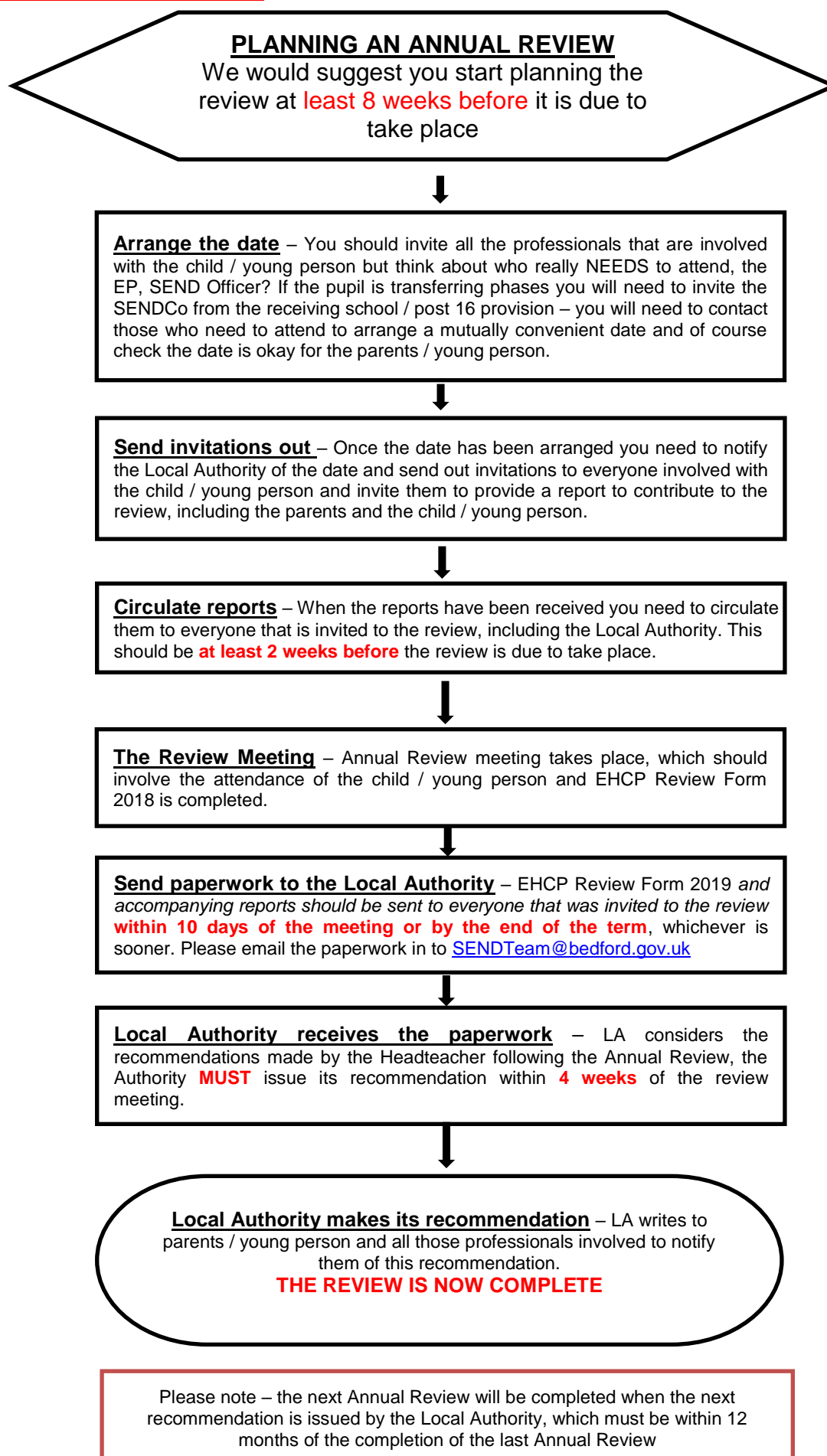
31. Review

This policy will be reviewed at least annually.

APPENDIX 1 The Hills Graduated Response



APPENDIX 2- EHCP cycle



APPENDIX 3- The One Page Pupil profile




My one page profile



Name: Class: Area of Need:	I learn best when: Pupil voice: Teacher voice: Parent voice:	What I find difficult: Pupil voice: Teacher voice: Parent voice:	
	I am good at: Pupil voice: Teacher voice: Parent voice:	The strategies that help me to be more independent: Pupil voice: Teacher voice: Parent voice:	
	Other key info:	The resources that help me:	Children that I work well with:

APPENDIX 4 - Initial Concerns Form

 The Hills Academy Initial Concerns Form							
Pupil Name	Pre-school setting/Previous school/s	Achievement data FS Profile scores					
DOB							
Class teacher	Medical information	Attainment in ARE b/w/s					
Year group			Y1	Y2	Y3	Y4	Y5
Attendance % (less than 95%?)		R					
		W					
		M					
Home language	Specialist services involved to date Health, Education, Social Services, other	Progress summary – Sub-levels over time in reading, writing, maths etc					
Baseline information – provide detail where there is an area of relative strength or difficulty							
Speech and Language : eg- immature language, speech sounds, speech patterns or impediments, confidence, expressive, receptive, ability to follow instructions, social and functional, communication with peers/ adults,.							

Spelling: Phonic phase – spelling High Frequency Words – spelling
Reading: Word attack skills, Fluency and confidence Phonic phase – reading, High Frequency Words – reading Comprehension Book band level
Writing : Letter formation Sentence structure Handwriting Fluency
Number and calculation Number recognition to... Numbers pupil can count to _____ forwards and count to _____ backwards Numbers pupil can confidently calculate within _____ + _____ – _____ ÷ _____ X

Behaviour for learning	
Concentration	
Co-operation	
Independence	
Engagement	
Confidence	
Self-esteem	
Organisation	
Self-control	
Work rate	
Physical or sensory e.g. co-ordination, gross / fine motor control, pencil grip, clumsy, hearing, visual i.e.: not hearing instructions or unable to copy accurately, mentions words swim. blur on the page when reading.	
Parents' and pupils' perspective on child's strengths/additional needs Summarise information from discussions with parents/carers. What concerns have been shared with parents/carers to date?	Parent Pupil
Additional observations – note any key issues raised by support staff, previous class teacher(s), lunchtime supervisors etc	

Individual assessments completed to support identification of need Include standardised assessments (reading/ spelling age, working memory etc)	Test	Date	Outcome

Initial Concerns Actions

Name _____ Class _____

Date _____

Differentiated classroom provision implemented over time	Start and finish date	Outcomes / Impact
Date: Please list initial 6 week targets/strategies		
Date: Please list next 6 week targets/strategies		
Date: Please list next 6 week targets/strategies		
Date: Please list next 6 week targets/strategies		
Date: Please list next 6 week targets/strategies		

Outcome of meeting agreed action

- Advice from SENDCO
 - Further discussion of strategies for supporting the pupil through class differentiation
 - Further assessment required
 - Further modifications to teaching approaches etc
 - Targeted provision at School Support
 - Other
- : _____
- _____
- _____
- _____

Class teacher _____ SENDCO: Mrs V. Thomson Date of next review _____

APPENDIX 5 Quality First Teaching – Examples of Universal Strategies to support students with SEND

Some key points for teaching and supporting students in the mainstream classroom – many of the strategies are useful for supporting students with a range of needs –

Dyslexia / Literacy Difficulties

- ✎ Helpful resources available and used where necessary – e.g. pencil grips, coloured overlays. Dictionaries, thesauruses, key word lists and spellcheckers available.
- ✎ Read aloud information from the board / powerpoint as independent reading can be slow / inaccurate.
- ✎ Provide reading materials at a suitable reading age.
- ✎ Provide clear written instructions for tasks, especially for homework.
- ✎ Print out material rather than expecting dyslexic students to copy large amounts.
- ✎ Clear materials with no unnecessary detail and with helpful visuals.
- ✎ Print out on cream/ pastel colours and use a cream / pastel background on presentations as this can make it easier to read.
- ✎ Allow use of ICT for word-processing (or voice-text software if suitable).
- ✎ Sufficient time allowed for reading and writing tasks.
- ✎ Provide planning and writing frames to support structure and organisation of written work.

Speech, Language and Communication Needs

- ✎ Identifies and explains new vocabulary, including idioms and non-literal language.
- ✎ Uses objects, pictures, visuals and diagrams to support spoken language.
- ✎ Provides clear written instructions for homework.
- ✎ Allows sufficient processing time (up to ten seconds) for students to make sense of the questions and to formulate answers.
- ✎ Encourages students to take responsibility for not understanding and teaches how to seek clarification.
- ✎ Shows finished examples of work.
- ✎ Uses helpful resources to support language (e.g. key word lists with visuals, writing / planning / speaking frames, sentence starters, talking dictionaries)
- ✎ Models and teaching appropriate social communication skills.

APPENDIX 6-Early Help Assessments(EHA)

EHA explained for parents and carers

What is the Early Help Assessment (EHA)?

The Early Help Assessment (EHA) is a designed to help you support your child.

The EHA will help professionals to:

- Help you and your child receive the right support at an early stage.
- Complete a shared assessment, so that you and your child will not have to repeat the same information to different workers.
- Ensure that everyone involved with your child – such as teachers and health visitors – works together to support your child.

When is an EHA used?

When a family would like or benefit from support.

EHA is used if you or someone who works with you or your child, for example from their school or Children's Centre, would like them to receive extra support.

An EHA can be completed by parents, teachers, health visitors and other professionals.

By completing the assessment form with other, you and the professional will identify strengths and needs and identify whether other services might be needed to support you, your child or the whole family.

An EHA must always have parental consent and where appropriate the consent of the given person. You will be given a copy of the form and will be told who will see it, where it is stored and how it will be used.

Older children may feel able to discuss their situation on their own with the worker. A young person's wish to keep information confidential from parents may be respected by the worker, where this is in the young person's best interests.

What happens?

When an EHA is completed a plan is developed agreeing the support that would be helpful. Some parts of the plan can begin based on the information you and your child provide, the worker can begin to complete an action plan with you and all those who can help your child. This may take place straight away or the worker may need to make some enquiries and contact you again straight away and the other parts may need further action or referral.

Sometimes it is not clear what support is needed for you and your child, and in these cases the EHA is discussed by a group of professionals and allocated to an appointed service where possible.

If there are needs which may be met by a number of different services then a 'Team around the Family' (TAF) will be formed. Normally only those who need to know about your child will receive the information.

What is a Team around the Family?

A Team around the Family (TAF) is a meeting where group of people who will discuss with you the support you and your family need. They work together with you to ensure all needs are met in a co-ordinated manner.

What is a Lead Professional?

A member of the Team around the Family may be chosen as 'Lead Professional'. This person will keep you informed, listen to your views and support you. They will also co-ordinate all the services supporting your child. You and your child will have a key input into who should be the Lead Professional.

Who is involved in EHA?

In Bedford Borough, EHA has been adopted by all the professionals who work with children and young people within the Early Help Service. This means there is support from schools, children's centres, school nurses, health visitors and more.

Confidentiality

The information which you and your child provide will only be shared with your consent. However, there may be times when the people working with you need to share information.

For example:

- When they need to find out urgently if a child is at risk of harm
- To help a child who is at risk of harm
- When an adult is at risk of harm
- To help prevent or detect a serious crime

During the EHA process

Your Lead Professional is the single point for you to contact if you need advice about your plan or what is happening next. You will be able to agree who this will be at your TAF meeting.

Your Lead Professional will share their contact details with you so that you can contact them directly.

Amendments

Amendment Details	Made By	Date
Staffing updated and policy rewritten	V Thomson	February 2018
Staffing and staff training updated	V Thomson	September 2019
Removal of 'waves' of support	V Thomson	September 2019
Staff training	V Thomson	September 2020
Frequency of TA meet	V Thomson	September 2020
Covid 19 appendix	V Thomson	September 2020
TA team changes/training	V Thomson	September 2021
E folder use for one page profiles and IEPs – section 15/16	V Thomson	September 2021
Provision Map management tool	V Thomson	September 2021
Section 24 DSL nurture role	V Thomson	September 2021
Removed appendix 6 – Focus group tracking sheets no longer in use	V Thomson	September 2021
Covid appendices and 2020 Early Help diagram removed	V Thomson	September 2022
Staffing and training updated	V Thomson	September 2022
Staffing and training updated Target Tracker replaced with Arbor Provision map information updated	V Thomson	September 2022