

**A Policy Document**  
**for**  
**Special Educational**  
**Needs and**  
**Disabilities**



**‘Learning Together, Achieving  
Together’**

**Updated December 2022**

# Howletch Primary School.

## Special Educational Needs Policy and Guidelines for the successful inclusion of all pupils with SEN and disabilities

### Introduction

- This document is a statement of the aims, principles and strategies for successful inclusion of all children with Special Educational Needs and Disabilities at Howletch Primary School.
- It was developed during the Autumn Term of 2014 through a process of consultation with teaching and non-teaching staff.
- It was approved by the Governing Body in November 2014.

At Howletch Primary School, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities.

For the purposes of this policy we have used the term Special Educational Needs as defined by the Special Educational Needs and Disability Code of Practice: 0-25 implemented in September 2014.

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. (*Code of Practice D.F.E. 2014*)

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

- a) has a significantly greater difficulty in learning than the majority of pupils of the same age; or
- b) has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision which meets the needs of children and young people with SEN includes:

- High quality teaching that is differentiated and personalized to meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special provision under Section 21 of the Children and Families Act 2014.

### Rationale

Howletch Lane Primary School is an inclusive school, catering for a wide range of SEN, including pupils with:

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

Our school welcomes all children and values them as individuals, treating them equally and with respect. We believe that all children have the right to have their own particular needs recognised and addressed in order to achieve success. We believe that all teachers are teachers of children with SEN and it is therefore a whole school responsibility to ensure that these children's needs are addressed. Through staff working together as a team, and in partnership with pupils and their parents, we strive to ensure that the following aims are met.

### Aims

- To follow the guidelines set out in the SEN Code of Practice;
- To ensure that all pupils have equal access to a broad, balanced curriculum, which is differentiated to meet individual needs and abilities;
- To identify children with SEN as early as possible and plan a program of support and intervention to address their needs;
- To regularly track the progress of children with SEN through school tracking systems, review meetings, lesson observations and provision maps and support plans;
- To provide good quality and regular training for staff in relevant areas of SEN;
- To evaluate the impact of staff training and provision/intervention programs;
- To develop good relationships with parents/carers to ensure pupils with SEN are supported well both at home and at school;

- To ensure that all staff working with SEN children are clear about their roles;
- To ensure that the SEN budget is used appropriately to fund high quality resources for children with Special Educational Needs.
- To work effectively with a range of other external agencies;
- To make good links with other mainstream primary schools, secondary schools, and special schools.

### The role of the Governing Body

- Have regard to the SEND Code of Practice and should oversee the implementation of the reform and provide strategic support to the head teacher
- Publish information on the school's websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN.
- Ensure that there is a qualified teacher designated as SENDCO.
- Cooperate generally with the local authority including in developing the local offer and when the school is being named in an EHC plan.
- Ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.

### The Role of the Head Teacher

- Take overall responsibility for implementing the code of practice.
- Ensure that the SENDCO is able to influence strategic decisions about SEN.
- Ensure the wider school community understands the implications of SEN provision for whole school improvement (from governors to classroom teachers and teaching assistants).
- Put in place arrangements to ensure parents are regularly engaged in discussions about the progress of their child (at least three times a year).
- Ensure a process is in place for involving parents and young people in reviewing provision and planning for those currently on school action/plus and any newly identified pupils with SEN.

### The Role of the SENDCO

- Oversee day-to-day operation of school's SEN policy;
- Coordinating provision for children with SEN;
- Liaise with designated teacher where a Looked after Child has SEN;
- Advise on graduated approach to SEN Support;
- Advise on use of delegated budget/ other resources;
- Liaise with parents of children with SEN;
- Maintain links with other education settings and outside agencies;
- Liaise with potential next providers of education;
- Work with head and governors on Equality Act
- Ensure that SEN records are up to date.

### The Role Class Teachers

- Focus on outcomes for the child: Be clear about the outcome wanted from any SEN support.
- Be responsible for meeting special educational needs: Use the SENDCO strategically to support the quality of teaching, evaluate the quality of support and contribute to school improvement.
- Have high aspirations for every pupils: Set clear progress targets for pupils and be clear about how the full range of resources are going to help reach them.
- Involve parents and pupils in planning and reviewing progress: Seek their views and provide regular updates on progress.

### The Role of SEND Support Staff

Class teachers work with SEN support staff to plan effective provision for pupils with SEN. Effective liaison between support staff and class teachers is essential to ensure planned activities are linked to targets set out in support plans.

- SSA/TAs are part of the whole school approach to SEN working in partnership with the class teacher and the SENDCO to deliver pupil progress and to narrow gaps in performance.
- The support they give should be focused on the achievement of specific outcomes within the graduated approach to SEN support agreed with parents in the context of high quality teaching overall.
- SSA/TAs can be part of a package of support for the individual child but should never be a substitute for the teacher's involvement with that child.

### Parental involvement

- Parents are actively encouraged to work in partnership with the class teacher in target setting, assessment and review cycle within school for their own children with SEN.
- Parents are invited to review meetings to discuss the progress made in relation to their targets.
- Parents are invited to Annual Review meetings to discuss their child's progress with all agencies involved.

### Identification of Pupils with SEN

At Howletch Primary School we aim to identify SEN as early as possible. It is important that there is early identification, assessment and provision for any child who may have SEN since the earlier action is taken, the more responsive the child is likely to be, and the more readily an intervention can be made. Identification may come as a result of the following methods of assessment:

- **Prior to admission** – Parents are asked to supply us with certain information when they put their child's name down for the Nursery Unit or school. They are asked to include details of any difficulties in their child's development.
- **In the Nursery Unit** – The details given at the time of application for a Nursery place are all checked on admission, amendments made and supplementary information noted.
- **On entering school**- This is continued into Reception and progress against the Early Learning Goals are recorded and reported at the end of the year.

Through their discussions, observations, assessments and data analysis the SENDCO, class teachers, key workers and support staff will identify any children who appear to have SEN. Children with SEN may also be identified by outside agencies and organisations. Parents and carers may also inform the SENDCO or teaching staff of any concerns and possible Special Educational Needs. When a child is identified as having SEN they will be placed on the SEN register as school support.

### SEN Support Plan

When a class teacher or the SENDCOs identify a child with Special Educational Needs, the class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. The triggers for SEN support are that, despite receiving quality first teaching the child:

- continues to make little or no progress in specific areas over a long period;
- continues working at National Curriculum levels substantially below that expected of children of a similar age;
- continues to have difficulty in developing literacy and mathematics skills;
- has emotional difficulties which substantially and regularly interfere with the child's own learning or that of the class group.
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service;
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

If a child has School support the SENDCO may refer the child to outside agencies such as Educational Psychology or Specialist Support Teams for additional support.

## **Referral for Education, Health and Care Needs Assessment**

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of a child, or the child has not made expected progress the school or parents should consider requesting an Education, Health and Care Needs Assessment. To inform this decision the local authority will expect to see evidence of action taken by the school. These include:

- Records of regular reviews and their outcomes;
- The pupil's health including the child's medical history where relevant;
- Early Learning Goals and National Curriculum levels of attainment in literacy and mathematics;
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist;
- Views of the parents and of the child;
- Involvement of other professionals such as health, social services or education welfare service.
- Costed provision maps

Parent or school are the only partner who can request an Education, Health and Care Needs Assessment.

## **Education, Health and Care Plan (EHCP)**

An EHCP includes the following and will be reviewed annually:

- The pupil's name, address and date of birth;
- Details of all of the pupils special needs, including health needs;
- Identification of the special educational provision necessary to meet the pupil Special Educational Needs;
- Short term targets for the child to work towards;
- Identification of the type and name of the school where the provision is to be made;
- Relevant non-educational needs of the child;
- Information on non-educational provision;
- Reports and views of any other specialist involvement.

All children with EHCP will have short-term targets set for them that have been established after consultation with parents, and the child. An EHCP will be reviewed annually and will last until the child is 25, or all targets are met.

## **Assessment and Monitoring Progress**

The progress of children with SEN is monitored in a number of ways. These include:

- Reviewing of support plan targets;
- Discussion at review meetings;
- Regular Reading and Spelling tests;
- Optional SATs;
- Key Stage 1 and 2 SATs
- Record Sheets for specific Intervention Programmes.
- School tracking systems

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;

## **Annual Reviews**

It is a statutory requirement for children with an EHCP to have an Annual Review. At Howletch Lane Primary School we hold annual reviews for children with an EHCP and SEN support. Parents/carers and other agencies, where appropriate, are invited to these. Some reviews are part of the Parent/Teacher evenings in the Autumn and Spring Terms. During these reviews, feedback is given about a child's progress and new targets are agreed where necessary.

## **Parent Partnership**

At Howletch Lane Primary School we place a great deal of value on the role of the parent/carer. We understand that it can be difficult in some cases for parents to deal with the fact that their child has additional needs and we are particularly sensitive in the early stages when a child is first identified. We aim to reassure parents/carers and clarify issues/information for them throughout the SEN process. We recognise that parents hold key information and have knowledge and experience to contribute to the shared view of their child's needs and the best ways of supporting them. All parents of pupils with Special Educational Needs will be treated as partners and supported to play an active and valued role in their pupil's education. We will always keep parents/carers well informed about their child's special needs and invite them to all review meetings.

## **Pupil Involvement**

It is important that children with SEN, where they are able, are aware of their targets and the additional support that is being put in place for them and why. We ensure that children are given regular feedback about their progress and are also given the opportunity to give their opinions about the progress they are making and the provision/intervention they receive. Where appropriate we encourage children to help to set new targets for themselves. Children with SEN support or EHCP will have a regular review meeting with their parents and the SENDCO.

## **Links with Other Agencies**

We have very strong links with a wide range of external agencies and services, providing a wealth of expertise for our children with SEN. These include:

- Speech and Language Therapy
- Physiotherapy
- Educational Psychology
- ASD Team
- Occupational Therapy
- Specialist Support Services for children with Physical Disabilities
- Parent Partnership
- Health, including School Nurse and Health Visitors
- School Counsellor
- Social Services

## **Admission arrangements**

The admission arrangements for children with SEN are as County Policy. Our school admission limit is 54 with 39 places in nursery am and pm.

Key stage 1 has 2 disabled toilets and wide doorways, suitable for wheelchair access.

Key Stage 2 has a disabled toilet and shower room and wide doorways, suitable for wheelchair access.

The ELP wing has been fully adapted including a disabled toilet, with a hoist, changing facilities and a shower area.

There are two other hoists available within the sensory room and in the therapy room.

All areas of our school building are wheelchair accessible and the outside areas have been adapted to ensure wheelchair access.

Date of last review: December 2022

Date of next review: December 2023