


Houghton On the Hill		
Church of England Primary School		
School Policy For	Special Educational Needs	
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1. Aims

Our SEND policy and Information Report aim to:

- Ensure early identification of pupils with SEND
- Set out how our school will support and offer provision for pupils with SEND
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At Houghton on the Hill C of E Primary School:

- All children have the ability to learn and progress. We work to provide an environment where all children are valued, their potential nurtured and their achievements celebrated.
- We recognise each child as an individual and strive to help them achieve their full potential.

- We value every child regardless of race, culture, religious beliefs and whatever their abilities or needs.
- Provision for children with SEND is the responsibility of the whole school and we expect every member of staff to embrace this responsibility.
- Class teachers are responsible for the teaching, learning and progress of all pupils in their class, including those with SEND and for those who are also supported by specialist staff.
- We recognise and value the importance of working with parents and value the contribution parents make to their child's education. Children also contribute their views on the provision they receive.
- We aim to provide a safe, caring and nurturing environment, where every child is confident, co-operative and independent.
- We ensure that every child has access to a broad and balanced curriculum offering opportunities for awe and wonder.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinator (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

The Code of Practice 0-25 (2014) states:

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCo

The SENCo, Emma Hill, will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the head teacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements • Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEN governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder (ASD) and speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),

- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEN and assessing their needs *The Code of Practice 0-25 (2014)*

states:

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those **whose progress:**

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

If a teacher has concerns, they will liaise with the SENDCo and complete an initial concerns proforma highlighting their concerns and identifying what support they have provided for the pupil.

When deciding whether special educational provision is required, they will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. They will use this to determine the support that is needed and whether it can be provided by adapting our core offer, or whether something different or additional is needed.

Children receiving support that is above and beyond the rest of the class will have an Individual Education Plan (IEP) compiled. This document will state the areas to be developed, formulate targets for the child and document who, how and what the child will be doing to achieve their targets.

These targets will be shared with the child via their Learning Passport (LP) and a 1-1 conference with their class teacher. This LP is a child-friendly document which includes provision/resources that help the child to learn and space to praise progress made towards their IEP targets.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parent's concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record, copies of which can be given to parents, at their request.

We will notify parents when it is decided that a pupil will receive SEND support, at which point an IEP will be formulated. This document will be reviewed with parents termly.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' or SENDCo assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

If a pupil is not making expected progress in subject areas, despite enhanced provision above and beyond the rest of the class, parents will be consulted and a joint decision will be made on the next steps for the pupil. This may involve any of the following:

- Referral to an outside professional
- A SEND support plan maybe formulated to accommodate all of the pupil's needs
- Intervention funding (a request for a pot of money from the local authority for 1 year) maybe applied for to support the pupil. Applications must meet the required criteria to be successful
- An Educational Health Care Plan (a legal document identifying a pupil's SEN, outlining the support they need and the outcomes they are working to achieve) may be applied for. Applications must meet the required criteria.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to.

When transitioning to secondary school, all pupils will have an induction session at their receiving school. Additional sessions maybe arranged, but they are as per the policy of the receiving school.

Our SENDCo will meet with the secondary SENDCo at the receiving school to discuss the needs of the child and ensure all information is passed on.

Children will be supported when transitioning between year groups and phases in our school setting. In school transition will be personalised to the individual needs of the pupil.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

The Special Educational and Disability Code of Practice 0-25 states:

Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

High quality teaching (quality first teaching) is our first step in responding to pupils who have SEND. This will be adapted for individual pupils.

We will also provide a number of interventions that are delivered both inside and outside of the classroom, on a 1:1, or small group basis. Interventions are targeted to the needs of the pupils.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Using recommended resources, for example, phonetic dictionaries, dyslexic friendly books, etc.

5.8 Additional support for learning

We have an effective team of teaching assistants who are trained to deliver a range of interventions and strategies to support children with different needs.

Teaching assistants will support pupils on a 1:1 basis or small groups dependent upon the needs of the pupil(s).

We work with the following agencies to provide support for pupils with SEN:

- Speech and Language Therapists
- Educational Psychologists (EP time is commissioned by the school annually. Pupils are allocated commissioned time on a priority basis and at the school's discretion.)
- The School Nurse
- Paediatricians
- Occupational Therapists
- Specialist Teaching Service
- Autism Outreach

5.9 Expertise and training of staff

Our SENDCo has 1-year experience in this role and completed The National SENCO Award with Northampton University in 2022-2023.

They are allocated 1 day a week to manage our SEND provision.

We have a team of teaching assistants, including higher-level teaching assistants (HLTAs) who are trained in different areas of SEND provision.

Staff have been trained in specialist interventions in Precision Teaching and Supporting Literacy Difficulties. They have also received training in Attachment and Autism.

We use specialist staff for Emotional Literacy Support.

5.10 Securing equipment and facilities

Our SEND equipment and facilities are reviewed annually and developed on a priority basis, to ensure that we are using our best endeavours to support pupils with SEND. SEND is allocated an annual budget to support with this process. For larger projects, we may seek donations or sponsorship.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their targets each term
- Using pupil data to monitor progress
- Reviewing the impact of interventions after delivery
- Using pupil questionnaires

- Monitoring by the SENDCo
- Termly SEND Surgeries with SENDCo and Class Teachers of children with SEND
- Holding person centred reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in assemblies, sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

We make reasonable adjustments, and use our best endeavours and the resources available to us to ensure that we remove any barriers to participation, enabling all children to share the same experiences.

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be school ambassadors (wellbeing, eco, school council, e-safety, anti-bullying)
- Pupils may be referred to our Emotional Literacy Support Assistant (ELSA) to help them develop strategies, management techniques and coping mechanism with areas of difficulty.
- Some pupils with SEND maybe invited to the sanctuary during lunchtime, providing a safe space and promoting teamwork and friendships.
- Targeted pupils may receive mentoring
- With parental consultation and consent, we may consult/commission outside professionals when necessary

We have a zero-tolerance approach to bullying.

5.14 Working with other agencies

We work collaboratively with outside agencies to ensure the best possible outcome our pupils.

With parental consultation and permission, we will refer pupils to specialist outside agencies to ensure that we are supporting pupils and their families to achieve the best possible outcomes.

When holding Person Centred Reviews, supporting professionals will be invited to attend the meeting or provide notes and information and contribute to the outcomes and discussions.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENCO, Emma Hill or Head Teacher, Mrs Woollerson in the first instance. They will then be referred to the school's complaints policy.

5.16 Contact details of support services for parents of pupils with SEND

For details of support services available to parents in Leicestershire, please visit our website www.houghton.leics.sch.uk/home/send

5.17 Contact details for raising concerns

If you have concerns about your child, please speak with your child's class teacher or our SENDCo, Emma Hill

5.18 The local authority local offer

Our contribution to the local offer is explained at: www.houghton.leics.sch.uk/home/send

Our local authority's local offer is published here: www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability

6. Monitoring arrangements

This policy and information report will be reviewed by Emma Hill annually. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions