

‘Love one another as I have loved you.’ JOHN 15:12



**HOUGHTON ON THE HILL**  
**CHURCH OF ENGLAND PRIMARY**

## **SEND INFORMATION REPORT 24-25**

### **Overview**

Houghton Primary School is a mainstream setting catering for children aged from 4 to 11 years with 210 pupils on roll. Houghton School strives to be an inclusive school which focuses on inclusive practice and removing barriers to learning. It acknowledges the range of issues to be taken into account in the process of development. All pupils are welcome, including those with Special Educational Needs and Disabilities, in accordance with the admissions policy.

We provide a broad and balanced curriculum for all our pupils including those with Special Educational Needs and Disabilities and ensures full curriculum entitlement and access.

Houghton strives to be an inclusive school engendering a sense of community and belonging through its:

- Inclusive ethos
- Broad and balanced curriculum for all pupils
- Systems for early identification of barriers to learning and participation.
- High expectations and suitable targets for all children

### **Aims**

The aims of Houghton Primary School are based on the school values and guided by the DfE Code of Practice for SEND.

- The school provides a broad and balanced curriculum for all our pupils including those with Special Educational Needs and Disabilities and ensures full curriculum entitlement and access.

- We are committed to maximum integration commensurate with meeting individual needs, the highest quality of education for all pupils and the efficient use of resources.
- All class teachers are aware of their responsibilities to all pupils including those with SEND in their class.
- There are regular sessions of staff training which focus on a range of areas of need to develop staff understanding and provide them with skills, strategies, and resources, human and material, to meet the needs of pupils in their class.
- Planning includes scaffolding to meet the learning needs of all pupils.
- It is expected that within the classroom equal access to learning support from the class teacher is provided for all groups of learners and that not all learning support will be provided by the Learning Support Assistants.
- Class teachers carefully consider where adult and teacher support will be deployed during the lesson. Teachers support all groups of pupils including those with SEND during a sequence of lessons.
- Teachers plan to encourage pupil participation at all stages of the lesson using a variety of teaching methods and strategies including talk work and 'talk partners' so learners can support each other.
- Pupils have opportunities to work as part of a class, in small groups, in pairs and individually. These grouping may be ability grouped or mixed ability encouraging pupils to support each other.

### **Information about the SENDCo**

The SENCo is the professional leader in Special Educational Needs and Disabilities and as such is responsible for:

- the day-to-day operation of the school's Special Educational Needs Policy.
- assisting staff in the identification and assessment of pupils with SEND.
- advising on classroom and other appropriate strategies.
- consulting with parents, support staff and other external agencies.
- maintaining the school's SEND files and record.
- informing and advising the governors.
- continuing their professional development in SEND.
- contributing to staff training. managing the budget for SEND in conjunction with the Head teacher.

Emma Hill is the school SENDCO, but as she is currently on maternity leave, The role will be overseen by the headteacher, Ali Woollerson. If you wish to speak to the SENDCO and/or headteacher, please contact the school office on 0116 2412465 or email [office@hhs.learnat.uk](mailto:office@hhs.learnat.uk).

## THE SEND PROCESS

We believe that all pupils should have access to high quality teaching, but pupils with SEND have the greatest need for excellent teaching so quality first teaching is our starting point. According to the Code of Practice, for some children, 'provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, ' is needed and the SEND process will be started.

Pupils with Special Educational Needs or Disabilities are identified as early as possible. Houghton has established a staged process for identification, assessment, and provision, in accordance with the 2014 Code of Practice, operating an assess, plan, do, review approach.

### **If there are concerns about a child**

**Concerns may be raised by the teacher and/or a parent. There are termly SEND surgeries and Pupil Progress meetings where the teacher will meet with the SENDCo/SLT to discuss pupil progress, but concerns may be raised at other times during the year.**

Concerns may be:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness.
- shows signs of difficulty in developing literacy or numeracy skills that result in poor attainment in some curriculum areas.
- presents persistent social, emotional, or mental health difficulties, which are not ameliorated by the behaviour management policy employed by the school.
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment where appropriate.
- has communication and/or interaction difficulties and continues to make little or no progress despite the provision of an adapted curriculum.

*The class teacher and parents will meet to discuss the concerns and what can be done, such as reasonable adjustments, pre-teaching, interventions etc.*

*The class teacher will record both parent and teacher concerns discussed in the original meeting. This will be shared with the SENDCo, and advice will be given about adjustments made. The class teacher will monitor the impact of any reasonable adjustments made in the classroom or interventions that are put into place over a short period of time.*

*Occasionally advice from another professional may replace this stage.*



### **If concerns continue despite reasonable adjustments\* being made**

**If there are still concerns after this period, a more in-depth initial concerns form will need to be completed. Parental and pupil voice will be included in this, and the impact of provisions will be evaluated. This can be the basis of a more in-depth conversation with**

***the SENDCo. The child may be placed on the SEND register or monitored for a short period of time, with adjustments to the provision.***



### **Placed on the SEND Register**

***After the period of monitoring, the child may be added to the SEND register.***

Indicators may be:

- continues to make little or no progress in specific areas over a long period.
- continues working substantially below that expected of children of a similar age.
- continues to have difficulty in developing English and Maths skills.
- have social, emotional and or mental health difficulties which substantially and regularly interfere with the child's own learning or that of a class group, despite having an individualised plan.
- has sensory or physical needs and requires additional specialist equipment or 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 they are on the SEND register, a termly I.E.P (Individual Education plan) will be implemented. This will contain up to four targets. Each target will have a success criteria and strategies on how to meet these. They will be reviewed, and a new one created in Autumn (October), Spring (February) and Summer (June). The class teacher will meet with the parents and child to complete these and parents will receive a copy. Parental and pupil voice will be included. These will be monitored by the SENDCo, and assessments may be carried out. The SENDCo may consult with external agencies on how best to meet the child's need if required. External agencies may include Autism Outreach, Specialist Teaching Service, Educational Psychologists, Speech, and Language Therapists etc.



### **Additional Funding**

**Sometimes children made need further support and the SENDCo may apply for SENIF (SEND Intervention Funding) or and EHCP (Educational Health Care Plan). Evidence for home, the class teacher and external professionals would be used to provide evidence for the applications.**

#### **SEND Intervention Funding**

This is given by the LA for a set period for specific provisions to be put into place. This can be applied to be extended if required.

#### **EHCP**

If a need is longer lasting, then an EHCP maybe applied for. If this is awarded by the LA, it can be in place up to the age of 25 years but is reviewed on an annual basis. The parents, child, SENDCo, class teacher and any other involved professionals will be invited

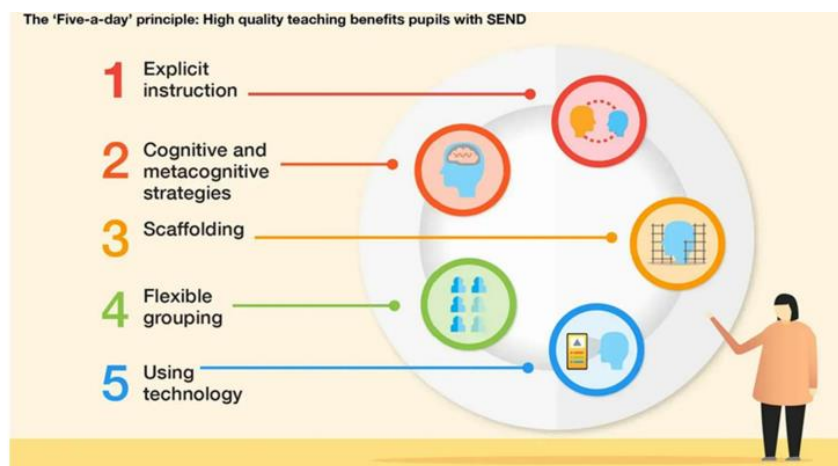
to attend the review. The EHCP will recommend certain provision and support to meet the needs of the child. If a child still needs more specialist support, then this is required for them to access a specialist setting.

## If a pupil is working below age related expectations, will he/she be added to the SEND register?

Not all children who are working below age related expectations will be added to the SEND register. Some children can access the learning through quality first teaching and reasonable adjustments, or they may require extra support for time limited periods or through other kinds of plans e.g. SALT or Positive behaviour charts.

Examples of reasonable adjustments are:

- Buff (coloured) paper, boards etc.
- Overlays
- Extra time
- Movement / brain / sensory breaks
- Boards printed off
- Extra checking of understanding
- Prompting / refocusing
- Seating position
- Hearing technology
- Magnifiers / enlarged texts
- Scaffolding
- Small group work
- Shorter tasks
- Chunked learning
- Checklists
- Assistive technology to support recording
- Visual timetables



## How are SEND pupils supported in class?

**Quality First Teaching** High quality teaching that is differentiated and personalised will meet the individual needs of most children and young people. We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently in class with their peers. Children with SEND are entitled to be taught by their teacher, not always by a Teaching Assistant (TA).

**Differentiation with adult support** Some children and young people need educational provision that is additional to, or different from Quality First Teaching. When allocating additional TA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

**Provision and interventions** the school has a range of interventions available. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to meeting the child's needs. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher – who monitors progress towards the targets during the intervention – and by the SENCo who monitors overall progress after the intervention.

### Can the SENDCo or class teacher diagnose?

The SENCo or other trained staff may need to undertake a range of standardised tests with children. These assessments can be used to add to and inform teachers' own understanding and assessments of a child. Although the school can identify the needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have an underlying medical condition or disability.

### Where can school and parents get further support?

The school can access more specialist help and additional expertise from the LA. This includes support from education, health, and social care professionals such as

- Educational Psychologist
- Inclusion Team
- Early Years Support Team
- Autism Outreach
- Speech and Language Therapy Service
- Education Welfare Officer
- Vision Support Team
- Hearing Support Team
- School Nurse
- Medical support services including physiotherapy, occupational therapy etc.
- Children's, Young People and Families Centres
- Family Support Officer
- Health Visitor

Here is a link to the local offer. [Special educational needs and disability | Leicestershire County Council](#). Here you will find information and guidance on a range of local service providers who support children or young people with SEND. Please speak to the SENDCo if you would like further advice. We are part of a trust of nineteen schools so SENDCOs across the region can provide details of external support too. The website is in the process of being updated to provide further links for support.

## How does the school monitor and evaluate progress?

The SENDCO monitors the progress of all pupils on the SEND register through analysis of data and teacher assessments, attendance and progress of I.E.P. targets. These are discussed in SEND surgeries and pupil progress meetings which are timetabled at regular intervals throughout the year. This information supports provision mapping, adult support, decisions around support from external agencies and if needed, SENIF or EHCP applications.

Class teachers will monitor progress in lessons, interventions and pre-teaching sessions, evaluating the impact of these. These feed into the meetings with the SENDCO and SLT. Monitoring of data is part of the Teaching Standards and 'Every teacher is a teacher of SEND.' Teaching Assistants may support provision and keep records, but teachers will closely liaise with teaching assistants to track, monitor, and evaluate impact.

## How does the school support staff training?

The school ensures all staff engaged with pupils with learning needs have the training and skills to support pupils in their class. SEND provision is a Trust focus for 24-25 and a large amount of our staff meetings this year will relate to the 'inclusive classroom,' as it is a key priority for our school improvement work. Teaching Assistants and teachers receive this input. Ringfenced time is given each week for teachers to meet with support staff to monitor progress and interventions. We also use external sources to develop understanding of different needs such as Autism Outreach and ADHD solutions.

The SENCo and/or headteacher attend a termly network meeting for SENCos where latest information about training is accessed. Houghton has a school nurse within the Health Authority to who references are made in accordance with the procedure for assessment. Health referrals are made to the Leicestershire NHS Partnership Trust and referrals are made to organisations such as 'Early Help' when deemed appropriate. We have also worked with the following services: Educational Psychology, Speech and Language Therapy, Visually Impaired and Hearing-Impaired teams, Physiotherapy, Occupational Therapy, ADHD Solutions, and the Autism Outreach Team.

## How will my child be included in activities outside the classroom?

- Pupils with additional needs are given roles and responsibilities to encourage them to be confident and develop self-esteem. Pupils are represented proportionately in after school activities and on the School Council. The school has a very inclusive ethos to ensure this remains at the forefront of our future planning.
- Pupils with a range of needs are represented well as a proportion of pupils in the school at a variety of clubs. The school offers a wide range of extra-curricular activities and clubs. Where there is a financial implication, pupils in receipt of pupil premium may be subsidised by the school to enable them to attend.
- Risk assessments are completed by staff prior to any educational visits and where appropriate parents are invited to participate.
- Learning Support Staff provide 1:1 support for pupils with a high level of need at playtime/lunch times.

## How will you support my child's social, emotional, and medical needs?

- We have ringfenced the time of our ELSA (Emotional Literacy Support Assistant) to work closely with families and individual pupils. These pupils have been identified by class teachers and at the request of parents who have shared information about difficulties at home e.g. bereavement. Some of these children have SEND needs.
- Houghton School has developed a policy for 'Supporting Pupils at School with Medical Conditions' including the administration of medication. In consultation with parents an agreement about the administration of medications is drawn up and staff with permission will administer medicines at certain points in the day.
- The school has a clear positive behaviour policy which is followed across the school for consistency and takes into account the needs of some of our SEND pupils.
- Where there are pupils with specific difficulties in relation to Social, Emotional and Mental Health Needs, staff training is given to heighten staff awareness and develop strategies to meet those needs as whole school approach.
- Houghton consults with external agencies to access training to support individual needs.
- At Houghton Primary School we encourage pupils to contribute individually to determining the direction of their learning by recognising their own strengths and weaknesses and where appropriate to take an active part in setting and monitoring their own targets.
- Some children enter the school at a different start time or through a different entrance to support transition into school.
- Pupils with additional needs are given roles and responsibilities to encourage them to be confident and develop self-esteem.

### **How accessible is Houghton Primary School?**

The school is on a single level and can offer wheelchair access and disabled parking via the front entrance through the main hall and at the rear entrance of the building to accommodate children with physical difficulties, and a disabled toilet. Where equipment and facilities that are additional to or different from those already provided, the SENCo would contact the relevant health agencies e.g. Occupational therapist to ensure the appropriate equipment to support the pupils learning in school is available.

### **How are parents involved in the school?**

It is the policy at Houghton to actively seek to collaborate with parents and value the contribution they make through their unique strengths, knowledge, and experience.

- Parents are invited and pupils are involved, where appropriate, in all relevant discussions and Personal Target setting.
- Parents will be invited to termly review meetings.
- Parents will always be informed of any action taken by the school and are encouraged to take part in their child's learning. Permission will be requested from parents before the school requests any involvement from external agencies.
- Houghton has an open-door policy and encourages parents to approach staff whenever they have a concern so a suitable time can be arranged to meet.



- Each term parent interviews are planned where the pupils' current levels of attainment are discussed, next steps targets and ways forward to help pupils make progress. Parents will receive information in the form of a target report sheet.
- Annual reports indicate to parents how their child is performing in different curriculum areas in relation to Age Related Expectations.
- Each year a Class Information Sheet is sent home outlining what the children will be learning and how parents can support them with this learning at home.
- The school plans a range of curriculum days for different groups of carers to attend where parents can get actively involved in what their children are learning in their setting.

### **How will Houghton support my child when joining or transferring to a new school?**

- A common system of record keeping, and communication is established with our feeder settings to ensure that pupils with SEND are known to us at transfer and known to schools to which they will later transfer.
- Our EYFS teachers visits the early years settings of our new starters in the summer term and 1:1 meetings with parents are arranged at the start of the new academic year. Parents and early years providers are asked to provide details about the pupils' progress, strengths, weaknesses, and any Special Educational Need or Disability.
- Where there has been involvement with the Early Years team a transition meeting is planned with the parents, teacher and SENCo prior to starting school.
- In the term before transfer SENCO from the feeder school meets with the Year 6 teacher, Year 6 children with SEND and Houghton SENCO to discuss and prepare for transition. Pupils with SEND can make additional visits to their new setting to help them prepare for transition, know where they can go to ask for help and meet staff who will be supporting them.

### **What should I do if I am unhappy?**

Parents are encouraged to discuss any problems or concerns with the school. These should be raised initially with the pupil's class teacher or SENCo. Most problems can be resolved in this way, but if this does not happen, parents may raise the concern with the Head Teacher who will either contact you by telephone or arrange a meeting. Should you wish to make a formal complaint, you must do this in writing. All complaints are taken seriously. Please refer to the school's complaints policy and procedure, a copy of which can found on the school website .