

Houghton Regis Primary **School**

SEND Policy

2023 - 2024



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At Houghton Regis Primary School we believe that it is every child's right to achieve their full potential regardless of ability, gender, race or socio-economic circumstance. We recognise that although the majority of children achieve this through an appropriately adapted and/or differentiated curriculum, there are some children whose learning, emotional or physical and medical needs require special provision. We are committed to the academic and personal development of all pupils and in order to achieve this we adopt a whole school approach to Special Educational Needs and Disabilities. All staff work together to ensure the inclusion of all pupils. We also work in partnership with other agencies to ensure that all of our pupils with SEND have the best possible educational experience at Houghton Regis Primary School.

Definition of Special Educational Needs and

Disability (SEND) Children have special

educational needs if

- they require additional support in order to gain equal access to learning opportunities
- or**
- they have a learning difficulty or disability which calls for special educational provision to be made for them, namely provision different from or additional to that normally available to pupils at the same age.

A learning difficulty or disability can be described as:

- having a significantly greater difficulty in learning than the majority of children of the same age
- or**
- having a disability which prevents or hinders the child from making use of the educational facilities in the school.

Children may experience difficulties with:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical and medical conditions.

When examining progress and attainment, and considering identifying a Special Educational Need it is important to be aware of what does not constitute SEND:

- Disability – The Code of Practice outlines the duty of 'reasonable adjustment' as provided under the current Disability Equality legislation, but this alone does not constitute SEN.
- Health and welfare
- Attendance and punctuality
- Being in receipt of Pupil Premium Grant (PPG)

- Being a Looked After Child (LAC)
- Having English as an additional language (EAL)
- Being a child of a service man/woman.

Aims

1. To provide all children with a broad and balanced curriculum that is differentiated, adapted to the needs and ability of the individual and delivered through Quality First Teaching (QFT).
2. To ensure that all pupils make good progress and realise their full potential.
3. To identify pupils with SEND as early as possible and to meet their individual needs.
4. To have in place systems whereby all relevant staff are aware of their needs and have the skills and expertise to effectively address them.
5. To recognise that each child's needs will be different and will change over time.
6. To be proactive, reactive and reflective in designing and delivering support when it is needed.
7. To support each child's needs by providing a strong partnership between children, parents, school, governors and outside agencies.
8. To make reasonable adjustments to allow children with disabilities to develop, learn, participate and achieve the best possible outcomes.

Identification

It is vital that pupils with SEND are identified as early as possible, beginning with targeted questions included as part of the School's admissions process, and that staff remain sensitive and alert to any emerging difficulties thereafter. Monitoring pupil progress is a continuous and rigorous process in our school and any child experiencing difficulties will be quickly identified. Using records from feeder schools/nurseries and information from parents, teacher observations and assessments, we are quickly able to build an overall picture of a child's barriers to learning, as well as their strengths, and their consequent needs.

Following the settling in period (applicable to some children such as new starters or Year Reception children), the class teacher will inform parents at the earliest opportunity of any concerns they may have and of any changes of provision being made for their child. We will expect to work closely with parents as their son or daughter progresses through the school.

The identification, assessment and provision for SEND is a matter for the school as a whole. **All** teachers are teachers of children with SEND.

The Graduated Approach to Pupil's Needs

The school will have regard to the DfE/DoH SEND Code of Practice 2015 (CoP) when carrying out its duties towards all pupils with SEND. CoP describes a continuum of SEND which is responded to through a graduated response bringing increasing specialist expertise to bear on the difficulties that a child may be experiencing.

At the heart of every class is a continuous cycle of assessment, planning, delivery and review which takes account of the wide range of abilities, aptitudes and interests of each child. The majority of children will learn and progress within these arrangements. Should a parent or

carer have initial concerns about their son's or daughter's general progress or behaviour, or in a particular area of learning in comparison to his or her peer group, the parent or carer should discuss their concerns with the Class Teacher in the first instance.

Should the child continue to give rise to concern, further discussions will take place among the class teacher, parents and SENDCo. The SENDCo then will observe, assess the child and advise teacher and parents/carers accordingly. It could be at this point that the pupil joins the SEND register for continuous monitoring of the additional and/or different provision that has been created for that pupil.

As described above the graduated approach will be taken:

Assess – The class teacher, SENDCo, pupil and parents/carers will discuss the pupil's needs. It may be necessary to carry out some further observations or assessments to identify the barriers to learning.

Plan – In agreement with parents the school will decide the outcomes they are seeking; the adjustments, interventions and support they will put in place and a date to review the impact on progress, development or behaviour. The Class Teacher and SENDCo will consider an appropriate approach, which may include:

- deploying extra staff to work closely with the child for short periods
- instigating staff development or training
- providing additional support within a small group for some lessons
- devising personalised interventions and monitoring their effectiveness.
- providing different materials or equipment.

Do – The Class Teacher, alongside the SENDCo, will ensure that any interventions and support taking place is monitored for effectiveness of this provision.

This is recorded in two different ways:

- **Provision Map:** Maps out interventions with baseline and exit data for pupils across the school.
- **Individual Educational Plans (IEPs)** – for children working significantly below their chronological age, for pupils with EHCP and for those for whom evidence is being gathered in order to apply for an EHCP or **Pastoral Support Plans (PSPs)** – for pupils with SEMH difficulties impacting behaviour.

Review – The effectiveness of the support and the impact on the child's progress will be reviewed termly at Pupil Progress meetings and termly at IEP meetings where next steps are also planned. Parents/carers are informed of provision and outcomes of interventions at parents' evenings, where a copy of their child's IEP is shared with them. In addition to that, details will also be shared in otherwise arranged meetings when required (eg. external agency involvement is required as an outcome of a referral or review).

The SENDCo may refer to the Local Authority (LA) SENDAT team, or other relevant outside agencies, for advice on strategies, equipment or support for staff development. The child may

be observed in school by a colleague from one of these services who will then provide a written report and recommendations for further actions. This may include further intervention from the service or advice for the school to follow. Parental consent will always be obtained before seeking involvement of outside agencies and parents/carers will be kept fully informed of any recommendations.

In some cases, where despite the school taking action to meet the child's needs, the child has not made expected progress, the school or parents may consider requesting an Education, Health and Care (EHC) needs assessment from the Local Authority. If the request is successful the Local Authority will consider whether to issue an EHC plan (EHCP) for the child.

An EHCP is designed to plan out the best possible provision and outcomes for children with significant needs across education, health and social care system. For further information, please visit the Local Offer on Central Bedfordshire Council (see link below). The EHCP will:

- Establish and record the views, interests and aspirations of the parents/carers and child
- Provide a full description of the child's special educational needs and any health and social care needs
- Establish outcomes across education, health and social care based on the child's needs and aspirations
- Specify the provision required and how education, health and social care will work together to meet the child's needs and support achievement of the agreed outcomes.
- Additional funding is attached for the implementation of the provision as it is outlined in the EHCP.

EHCPs will be reviewed at least annually, but also at any interval deemed appropriate, at the school. More detailed information about EHCP can be found on the Local Authority website under the Local Offer:

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

For children with SEND, transition reviews will be held as they move to new schools. This enables the receiving school to plan appropriate provision for the child. This may also happen if a child with previously identified SEND is due to move into our school from another setting.

The identification and assessment of SEND of children whose first language is not English (EAL) requires 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 limitations in their command of the English language or arise from SEND, or both. Parental views will be gathered to further inform the next steps. First language assessment may be carried out by the SEND Co or EAL co-ordinator before referring to outside agencies.

Time and Resources

The Head Teacher, together with the SEND Co are responsible for the operational management of the specified and agreed resourcing for special needs provision within the

school, including the provision for children with EHCPs.

The Head Teacher/ SENDCo informs the Governing Body of how the funding, allocated to support special educational needs, has been deployed.

The Head Teacher plans the use of funding directly related to EHCPs in consultation with the SENDCo.

The Role of the Teacher

The class teacher is responsible for:

- ensuring that their planning and teaching includes strategies and teaching methods which will ensure that children identified as having SEND have every opportunity to access the full curriculum.
- maintaining an up to date Class File for their class, detailing individual children, their needs and action being taken.
- being familiar with and implementing relevant aspects of the SEND policy.
- keeping the SENDCo informed of any changes to need or circumstances.

The Role of the SENDCo

The responsibilities of SEND Coordinator, Ms D Alexis, include:

- overseeing the day-to-day operation of the school's SEND policy
- coordinating provision for children with special educational needs
- liaising with and advising teachers, TAs, parents and carers
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- referring to and liaising with external agencies including the local authority's support and educational psychology services, health and social services, and voluntary bodies.
- assessing children's needs
- mentoring Class Teachers and TAs
- leading specific interventions
- gathering evidence and writing EHCP applications
- carrying out the EHCP annual reviews
- attending and delivering training to staff
- monitoring effectiveness of provision

The Role of the Governing Body

The Governing Body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

All Governors, especially the SEND Governor, Mrs Stacey Bartlett, are up to date and knowledgeable about the school's SEND provision.

The SEND Governor meets with the SENDCo termly to discuss, challenge, and support the school in its duty to implement the SEND code of practice. The SEND Governor then feeds back on their findings to the Governors.

Partnership with Parents

The school prides itself on our strong parental engagement.

The school website holds details of our policy for special educational needs, and the arrangements made for children with SEND in our school.

Parents and carers are fully informed of their child's learning and involved in planning the child's educational provision. This is informed through parents'/carers' wishes, feelings and knowledge of their child. We encourage parents to make an active contribution to their child's education.

Parents and carers are regularly informed of any training offered either by the school or external agencies (eg. information leaflets displayed on the school websites and weekly newsletters).

Any complaints about special educational need support given by the school, will be dealt with in accordance with the school's Complaints Policy.

Supporting Pupils at School with Medical Conditions

The school will use its best endeavours to meet the needs of every child. This includes those children with medical conditions. Please see the Policies for Accessibility and Administration of Medicines. Some pupils who have a medical condition may be disabled, and where this is the case Houghton Regis Primary School will comply with the duties placed on it by the Equality Act 2010. The school is required by legislation to have an Accessibility Plan in order to promote access for disabled pupils to the school curriculum. This includes access to teaching and learning and also to the wider curriculum of the school, such as participation at after school clubs.

Partnership with Receiver Schools

Meetings will take place between the teaching staff and the SENDCo and the secondary school SENDCos where individual leavers' progress will be discussed. The receiver school SENDCos will also be invited to attend the annual review meeting of children with Education and Health Care Plans during Year 6, where the secondary school placement has been decided at this point. The SEND record files of children on the SEND register will be passed on to the receiver schools once a pupil is on the receiver school's roll.

Success of the Special Needs Policy

The success of the Special Needs Policy will be highlighted by:

- Pupils being identified early in their school career.

- Good overall progress being made by pupils with SEND from their starting point.
- Pupils' views being sought and taken into account as is appropriate to their level of ability.
- Pupils with SEND experiencing success and developing high self-esteem.
- The movement of pupils on the spectrum of SEND support. As a result of regular evaluation and review, pupils with SEND will either be removed from the SEND register due to their need being met/academic gap with peers has closed or the school involved outside agencies for further advice and guidance.

Evaluation and Review

An evaluation of the effectiveness of the SEND provision provided by the school will be undertaken by the Governing Body periodically. The provision in place to meet current needs will be reported to the Governors each term.