

Introduction:

This policy has been drawn up with regard to the Code of Practice issued by the Secretary of State for Education.

Definition of Special Educational Needs:

“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 2014 (Introduction xiii page 15)

A child must not be regarded as having a learning difficulty solely because the language or form of the language of the home is different from the language in which he/she is taught. At Houghton Regis Primary School, special educational needs and disabilities is defined as an individual's need for modification in order to have access to a broad and balanced curriculum.

The Code of Practice 2014 identifies four areas of need

- 1) Communication and Interaction.
- 2) Cognition and Learning.
- 3) Social, Emotional and Mental Health Difficulties.
- 4) Sensory and/or Physical.

Aims:

We work together to ensure that there is a common understanding of and coherent approach to special educational needs by teachers, pupils, parents, governors and the wider community, to:

- Enable all children to have access to a broad, balanced and appropriate curriculum
- Identify children's needs as early as possible
- Provide appropriate teaching programmes that will help all children to reach their full potential
- Work in partnership with parents so that children's needs are fully understood and communicated between all parties
- Work as a whole school to develop awareness of and provision for the needs of the children in our care

Special Needs Provision in the School:

All the pupils at Houghton Regis Primary School are entitled to achieve their potential academically, socially and experience the joy of learning as outlined in the school aims. We recognise that for certain children it will be necessary to make additional provision for a limited or sometimes prolonged period of time in order for these aims to be met. Each class has a teaching assistant to work with all children including those with special educational needs. We also have a teaching assistant timetabled to work with identified children to offer regular individual support. All curriculum development within our school is aimed at providing sufficient differentiation to ensure all pupils can access the National Curriculum. Parents are informed of the arrangements made to develop their children's knowledge and skills, also, if possible, children are supported during recreational periods if this is needed.

Responsibilities:

The Headteacher has overall responsibility for SEND provision within the school. The SENDCo leads and co-ordinates the day to day management of the provision. Regular meetings are held to discuss policy, practice and individual children's needs. The SEND governor meets termly with the Headteacher and the SENDCo to monitor SEND provision at the school and feeds back to the governing body. The SENDCo liaises with and advises colleagues. She also maintains the SEND register, oversees pupil's records, including Individual Education Plans, and co-ordinates provision for children's needs. Non-contact time is made available for these duties. Class teachers, with support where needed, are responsible for the identification, monitoring and teaching of special needs children within their classes.

The SENDCo is responsible for co-ordinating provision for pupils with special educational needs as follows:

- The daily implementation of the school's policy
- Liaison with and advising colleagues
- Liaison with parents
- Maintaining the special educational needs policy
- Overseeing class based SEN records
- Contributing to the in service training of staff
- Working without outside agencies and voluntary organisation
- Reviewing of policy and practice

Admission Arrangements

The admission arrangements for children with special educational needs do not differ from our usual School Admissions Policy. Any necessary requirements for additional resources and/or modifications will be considered when admission is requested.

Inclusion Arrangements:

Children with Special Educational Needs are considered full members of the class and school environment. This is explored further in our inclusion policy.

Identification, Assessment and Review Procedures:

- Children who enter school with special needs already identified will have their needs addressed immediately. Children undertake a baseline assessment while in Early Years. The results of this along with close observations will help identify any children with special needs
- A range of diagnostic tools can be used to identify any children that are experiencing difficulties
- Teachers everyday assessments and observations play a vital role in identifying any children with difficulties
- A child can be identified at anytime throughout their time at Houghton Regis Primary School

When a child has academic difficulties they may work below the expected level of the National Curriculum. To allow us to track the children's levels and ensure they are making sufficient progress we will use P-Scales which are a national document. If your child is working at these levels their class teacher will explain them in more detail.

When a teacher first has a concern about a child they will monitor the child, appropriately differentiating the work within the class environment. At this point the child is not considered as having special needs. At Houghton Regis Primary School we monitor these children to ensure we identify all needs as early as possible. The SENDCo will be informed at this point.

If the child does not make satisfactory progress then the parents will be consulted and the child will be placed on the Special Educational Needs Register and an Individual Education Plan (IEP) with individual targets will be written. This is known as **Stage 1**. IEP's will be shared with parents and signed. IEP's will then be reviewed termly, parents will need to attend the review meeting with the class teacher and new IEP targets are set and shared with parents.

If the child's progress is still limited it may be necessary to gain advice from an outside agency and more support is needed, this is referred to as **Stage 2**. When it is unclear as to the agency required or if more than one agency is needed then a Common Assessment Framework (CAF) form may be filled in. This is completed in conjunction with parents. IEP targets will continue to be set and reviewed on a termly basis. During Stage 2 it will be necessary for the SENDCo and parents to begin filling in a 'SEND Support Plan' to pinpoint children's specific areas of need and the multi-agency support surrounding the child.

The next stage is to apply for an 'Education, Health and Care Plan' (EHCP). This can only be applied for when evidence has been collected and submitted to the Local Authority. Application for an EHCP is reviewed by the LA and will set specific targets for the school and care needed. In some cases an EHCP may not be granted. Parents may also apply for an EHCP themselves which they can also discuss with the SENDCo if appropriate. EHCP's are reviewed annually and all agencies are invited to join the review or send a written report.

Resources:

Many children with special educational needs will not need resources outside those normally found in the classroom. Differentiation of class work within a curriculum framework will help to meet the learning needs of all children. However, some children may need a particular piece of equipment, or additional teacher support to support their learning. SEN resources are audited regularly and updated in relation to the needs of the children. Teaching assistants have been assigned to classes in order to support all children including those experiencing difficulties. This is funded by monies identified within the schools budget. Where monies are identified for individual pupils, by the LEA, this will fund the specific help for that particular child.

Complaints Procedures:

The governing body has an established complaints procedure within the school which also applies to pupils with special needs.

Partnership with Parents:

Concern over a child's progress, behaviour or well being is treated with equal importance whether initiated by a parent or teacher. Our school operates an open door policy, parents being encouraged to discuss concerns with teachers and vice versa as they arise. Parents also have the opportunity to meet their child's teacher, the SENDCo and the head-teacher, if requested, at the termly open evening. Parents of all children are asked to support their child's education. Parents of children with Special Needs are invited to review meetings to discuss their child's Individual Education Plan and the support they feel able to give their child at home. Parents of identified children can have regular contact through a home-school book if appropriate. Parents who are unable to come into the school are kept informed of their child's special needs and the help being given by letter or telephone.

Involvement of Children:

At Houghton Regis Primary School we believe it is of paramount importance that the children are involved at every stage of the process where appropriate. This ensures they are aware of the difficulties they have and allows them to take responsibility for their own learning.

Links with other Schools:

Transition to other schools can cause anxieties; at Houghton Regis Primary School we follow a structured transition plan to ensure the smooth transfer of the children.

Links with External Agencies:

There are times when it is necessary for the school to seek advice and support from outside agencies. With parental permission the SENDCo will refer children to the appropriate agencies.

Examples of available external agencies:

- Education Psychologist
- Early Years Support Team
- Social, Emotional and Behaviour Support Services (The Jigsaw Centre)
- Speech Therapists
- School Nurse
- ASD Outreach Services
- Occupational Therapists

- The Edwin Lobo Centre
- CAMH
- Chums
- Sorted
- Parent Support Advisors

Equal Opportunities:

Opportunities to take part in all areas of school life must be open and available to all pupils. All children should be allowed access to and given confidence in the different activities offered, regardless of their ability, gender, religion or culture/ethnic background. The content of lessons and the resources available should ensure that all pupils are valued equally, are able to participate with enjoyment and are able to achieve qualities and standards appropriate to their age, experience and ability.

Monitoring and Evaluation:

Criteria for monitoring and evaluating the success of this special needs policy:

- Where provision is good, the pupils make the greatest progress possible
- The special educational needs of the pupils are systematically assessed and the teaching is carefully matched to their needs
- Professional and material resources are effectively deployed to ensure all pupils are well integrated into the life and work of the school
- Attitudes to those with special educational needs are positive and constructive
- There is judicious use of professional support services
- Parents are consulted regularly
- Learning intentions are clearly understood by teachers, teaching assistants and pupils
- High expectations are evident throughout the school
- Training needs are met
- Expertise is used to the fullest
- IEP's are relevant, specific and of a high standard
- Special Educational Needs Register is up to date

Special Needs provision will be monitored continually by staff, governors with special needs responsibilities, SENDCo and Head teacher.

For further information please refer to 'SEND Information Report' (Local Offer).

See policies: ARR Policy, Equal Opps Policy, Disability Policy, Inclusion Policy, PSCH Policy, Behaviour Policy

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