



HOWE GREEN HOUSE SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

ISI Reference	17a
Issue Number	
This policy is endorsed by	Governing Board and the Head
This policy is owned by	The SENDCO
Review Body	Education Committee

Most Recent Revision Date	June 2024
Last Reviewed by Governors	June 2024
Period of Review	Annual
Next Review Date	June 2025
Previous Reviews	

To be made available	YES
To be on website	YES
Internal staff only	NO
Internal students only	NO
Internal staff and students	YES

Special Educational Needs and Disability Policy

Howe Green House School Including the Early Years Foundation Stage

Statement of Intent

The Governors and staff of Howe Green House School believe that we should provide a caring, positive, safe and stimulating environment, which promotes the intellectual, social, physical and moral development of the individual child.

Howe Green House is an independent school for pupils from the ages of 2-11. The School is committed to the equal treatment of all pupils including those with special educational needs and disabilities ("SEND"). This policy works towards eliminating disadvantages for pupils with SEND by;

- using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the School's educational provision.
- we believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We will respond to learners in ways, which take account of their varied life experiences and needs.
- making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage
- ensuring that pupils with SEND engage as fully as practicable in the activities of school alongside pupils who do not have SEND.
- ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.

This policy applies to our whole school and to Early Years, including Little Oaks Nursery.

This Policy is updated annually and *is written with due regard to the SEND and Disability Code of Practice, 0-25 years (January 2015), Part 3 of the Children and Families Act 2014 and the Equality Act 2010: advice for schools DfE June 2014. Working Together to Safeguard Children (2020) Keeping Children Safe in Education (2023) SEND Review and Green paper (2022) Statutory Framework for the early years foundation stage (September 2021).*

Definition of Special Educational Needs

(SEND Code of Practice, paragraph 1.8, 2014)

Special Educational Need and/or Disability covers a wide range of conditions such as dyslexia, dyscalculia, dyspraxia, attention deficit disorder and communication impairments such as autistic spectrum disorders. Categories of need fall under the following headings of: Cognition and Learning; Communication and Interaction; SEMH; Physical, Neurological and Sensory Needs, Visual and/or Hearing Impairment.

The Code of Practice states that, 'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.'

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

- has a significant greater difficulty in learning than the majority of others of the same age, or
- 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 is provision that is additional to, or different from that made generally for other children or

young people of the same age.

In accordance with the Code of Practice, pupils are not regarded as having a learning difficulty solely because of limitations of having English as an additional language. The Code of Practice states that 'identifying and assessing SEND for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND or a disability.'

Definition of disability

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010). Not all pupils who have SEND are disabled. Not all disabled pupils have SEND.

Objectives

We aim:

1. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with learning difficulties and / or disabilities.
2. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
3. To provide full access to the curriculum through adapted planning by, class teacher, nursery manager, SENDCO, and support staff as appropriate.
4. To provide adapted class room provision, for those pupils recorded on our SEND register.
5. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
6. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
7. To involve parents/carers at every stage in plans to meet their child's SEND needs.
8. To involve the children themselves in planning and in any decision making that affects them.

Responsibility for the coordination of SEND provision

Governor and staff responsibilities

The governing body is responsible for determining school policy. The Head is responsible for overseeing all aspects of the School's SEND provision and keeping the governing body fully informed of the implementation of the School's policy and SEND provision in practice.

Responsibility for children with SEND is a matter for the whole school: 'Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.' (para 6.36 SEND Code of Practice 2014)

The **EYFS Red** Pre-Prep and Prep SEND Coordinator (SENDCO) is Mrs. Caroline Martin

The EYFS /Little Oaks Nursery Coordinator (SENDCO) is Mrs. Julie Sellaars

This policy is overseen by the Education Committee.

SEND Governor: Mrs Mary Sanders

The role of the SENDCO

SEND arrangements are coordinated by the SENDCO whose role includes:

1. Overseeing the day to day operation of the school's SEND policy;
2. Carrying out observations and assessments of individual pupils to help support and provide for them;
3. Liaising with and advising teachers and TAs/keyworker, managing these where appropriate, offering specialist advice and support so that they can apply targets and make provision for identified pupils;
4. Coordinating learning support, and where appropriate, delivering this;
5. Keeping the Headteacher informed about provision, training needs, pupils' needs and changes to statutory requirements;
6. Reviewing progress of children with SEND through regular engagement with teachers;
7. Maintaining the school's electronic SEND register including one-page profile, one plans, EHCP's and other records and overseeing other information for all pupils with SEND;
8. Identifying and monitoring areas of need and provision across the school, reporting to the Headteacher;
9. Advising on the purchasing of appropriate teaching materials to meet the identified needs of particular individuals or groups of children;
10. Liaising with parents of children with SEND, keeping notes of these meetings;
11. Contributing to and promoting in-service training of staff both in-house and external as well as networking with other SEND coordinators;
12. Liaising with external agencies including Educational Psychology Services, Health and Social Services and the schools to which pupils transfer;
13. Ensuring that suitable examination and other access arrangements are made for pupils who have identified difficulties with the usual procedures, ensuring that appropriate resources are made available; and
14. Advising staff on the graduated approach to providing SEND support.

It follows from this that the SENDCO has planned time to administer the school's SEND arrangements.

The SENDCo reports informally on a regular basis to a member of the Senior Leadership Team ("SLT") and is also available in order to discuss learning support issues with all staff members. Arising SEND issues, concerns or updates are also discussed during daily staff briefings or weekly staff meetings as and when appropriate.

An important part of the SENDCo's role is discussing the needs of particular pupils with other teachers and keeping close and positive contact with all parents concerned.

The role of the teacher

1. Identify pupils of concern and liaise with SENDCO;
2. Keep updated and relevant confidential notes on SEND pupils;
3. Plan work suitable for all pupils;
4. Liaise with SENDCO to plan work for pupils with one plans and EHCP's;
5. To review and write one plans/annual reviews when required (supported by SENDCO);
6. Liaise with TA regarding adapted planning, individual targets and interventions;
7. Tracking pupil progress and measuring the impact of provision.
8. Each member of staff is expected to keep up-to-date with information about SEND children that they teach; and
9. Liaise with the parents of identified pupils.

The role of the Headteacher

1. Ensure that the SENDCO and other staff have sufficient time allocated to carry out their teaching and administrative roles;
2. Liaise with SENDCO regularly regarding individual children;
3. Discuss staff training needs with SENDCO;
4. In discussion with SENDCO arrange sharing of good teaching practice;
5. Look at resource requests for the teaching staff.

Arrangements for coordinating SEND provision

1. The SENDCO will meet with each class teacher at least three times a year to discuss additional needs concerns and to review One plans.
2. At other times, the SENDCO will be alerted to newly arising concerns through meetings with class teacher/nursery manager.
3. Where necessary, reviews will be held more frequently than three times a year for some children. Particularly within Little Oaks Nursery and EYFS stages as early intervention is essential.
4. Targets arising from One plan meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. adaptation, neuro-diverse environments, varied teaching styles.
5. The SENDCO supports planning for SEND.
6. The SENDCO, together with the SLT (Senior Leadership Team), monitors the quality and effectiveness of provision for pupils with SEND.
7. SEND support is the responsibility of the class teacher and or nursery manager. Additional support may be delivered through adaptive teaching methods by teachers, teaching assistants (TAs) and Keyworkers (Nursery) throughout the school. This is overseen and supported by the SENDCo.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by:

- Baseline assessment results
- Progress measured against the objectives in the National Curriculum 2014
- Progress measured within the Nursery and Reception against 'The Statutory Framework for the EYFS September 2021'.
- Standardised screening and assessment tools
- Observations of behaviour, emotional and social development
- An Education Health Care Plan (EHC plan)
- Assessments by a specialist service, such as educational psychologist, identifying additional needs

Based on the school's observations and assessment data and following a discussion between the class teacher, SENDCO and parent, the child may be recorded as needing either:

1. Adapted curriculum support within the class which would be regularly monitored
2. Additional support through One planning / One-page profile provision

At Howe Green House School and Little Oaks Nursery we are mindful of the guidance in the SEND Code of Practice 2015 on record keeping (paragraph 6.72) which states:

"It is for schools to determine their own approach to record keeping in line with the requirements of the Data Protection Act 1998. The provision made for pupils with SEND should be recorded accurately and kept up to date..."

The school's SEND register adheres to the following stages and children may be moved on or off the register at any point.

This approach starts with the class teacher using adaptive teaching strategies to meet the individual needs of pupils. A pupil is placed on a monitoring list if staff have any concerns about them but are currently able to manage their learning within the classroom through group work and adapted activities. Parents are kept informed by the class teacher about concerns which may or may not involve the SENDCO.

We follow a graduated response known as SEND support and we follow the pattern of assess, plan, do, review.

- **Assess:** The School will carry out an analysis of the child's needs so that support can be matched to need. If a pupil does not make reasonable progress, the teachers may conclude that the strategies currently being used with that pupil are not resulting in their learning as effectively as possible. In these circumstances, the class/subject teacher will raise concern through conversation or email with the SENDCO.
- **Plan:** Where it is decided to provide SEND support, the teacher and the SENDCO will agree in consultation with parents and the pupil the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place. This will take place during a one plan meeting.
- **Do:** Teachers will work closely with the SENDCO to assess and monitor the targeted plan of support and the impact of support and interventions in place for the child.
- **Review:** The effectiveness of any support and its impact on the child's progress will be reviewed as agreed between the School and parents on a case by case basis. Teachers, working with the SENDCO will revise the impact and quality of the support and interventions in light of the pupil's progress and development and will decide on any changes to the support in consultation with parents and the pupil (as appropriate).

The School recognises that some pupils with a SEND may also have a disability. The School will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the School can adequately cater.

If, despite receiving an intervention programme, the child still makes little or no progress we would encourage the parents to consult a specialist or outside agency. Parents/guardians will be asked to fund any assessments and will be asked to inform the school of the outcome of the assessments. A meeting must be arranged with the parents and interested parties in school to discuss the outcome.

For a very small number of pupils the above steps may not be enough to secure progress and if that is the case, in addition to involving specialist or outside agencies, parents may wish to seek an Educational Health Care Needs Assessment from their Local Authority. This process will be supported by the school and outside agencies as arranged by the parents.

Adapted Curriculum Provision

In order to make progress, a child may only require adaptation of the plans for the whole class, which falls under High Quality Teaching. The adaptation may involve modifying learning objectives, teaching styles and accessing resources. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Adaptation will be recorded in the planning by the class teacher/nursery manager.

Monitoring of progress will be carried out by the class teacher/nursery manager and used to inform future adaptation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention.

The school uses the definitions of adequate progress as suggested in the *Code of Practice 2014*, that is, progress which:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

Where a period of adapted curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, a one plan will be put in place.

One Plans

One Planning; a person-centred approach to assessment and planning, should start with the individual and must have regard to the views, wishes and feelings of the child, child's parents, their aspirations, the outcomes they wish to seek and the support they need to achieve them (SEND Code of Practice: 0-25 years, 2014, Section 9.21).

One plans are based on a cycle of assess, plan, do and review. A one plan is used to plan the support for a pupil which is additional to, and different from, that available to all. It focuses on up to three or four key outcomes with SMART targets that are measurable and achievable.

The one planning process consists of:

What's working and not working - an analysis of what needs to be continued, and what needs to change or stop, from different perspectives

Appreciation - a record of a pupil's positive characteristics, strengths and abilities

Person-centred review meeting - the context in which person-centred tools are used

Reviews between SENDCO/ class teacher/ TA/Keyworker and Parents, as frequent as considered necessary by all parties, no less than three times a year.

Monitoring will be carried out on a regular basis by all those involved with the child. Significant achievements and difficulties will be recorded. The SENDCO will look at the monitoring information on a half-termly basis and adjust the provision for the child, if appropriate.

Records

The SEND provision records are as follows:

- The SENDCO keeps records of any observations that they make.
- One plans are kept by the SENDCO and Class Teacher. Copies are kept in the pupil's SEND file. For all year groups, the one plans and one-page profiles are on the school intranet system and may be downloaded in hard copy form by the class teacher/nursery manager.
- School based assessments are stored on our intranet system as part of the tracking system. It is the responsibility of the teachers to read any relevant assessments and to put into their class teaching the recommendations that the SENDCO has made.

- It is the responsibility of the class teacher/nursery manager/key worker to familiarise themselves with the reports and one plans.
- Any other records, Educational Psychologist's reports, Speech therapy etc are kept by the SENDCO, with copies in the pupil's SEND file.
- The register of pupils with special educational needs is on the staff intranet and all records are updated by the SENDCO when appropriate. The SENDCO informs all staff drawing their attention to the list when it is updated at the start of each term.

These records will be kept on a register: detailing provision for all pupils currently receiving support. If the child no longer requires a one plan their paperwork will be archived. After three years their records will be deleted.

At the beginning of each term staff discuss the SEND register and it is updated. All staff have access to the current SEND Register including the monitoring list. For every pupil on the register with a current support plan, this is kept in the teacher's inclusion file. One plans are working documents and used when planning – they are accessible in a file or on the school system but remain confidential.

School request for an assessment of Education, Health and Care needs

For a child who is not making adequate progress, despite a period of support on One Plan, and in agreement with the parents/carers, the school or parent may request to the LA where the child lives to carry out an assessment of Education, Health and Care needs in order that special educational provision to be made for the child or young person in accordance with the EHC plan.

The local authority must decide and communicate the decision to the child's parents or to the young person within 6 weeks of receiving the request – specific information about timescales is available on the relevant local authority local offer. The local authority must give its reasons for this decision where it decides not to proceed. Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Education, Health and Care plan for Special Educational Needs

A child with an EHC plan will continue to have arrangements as for a child with a one plan, unless additional funds are provided by the Local Authority or parents to the school in order to implement the provision that is additional to the one planning as outlined in the EHCP.

EHC plans must be reviewed by the school and Local Authority as a minimum every 12 months. There will be an Annual Review, chaired by the SENDCo, to review the progress made towards the outcomes, appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHC plan or to the funding arrangements for the child if applicable and if the placement remains appropriate.

The School's Arrangements for SEND and Inclusion In-Service Training

Meeting SEND and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged and matched to these targets.

The SENDCO attends courses to update and revise developments in Special Educational Needs and Inclusion. In-house SEND and Inclusion training is provided through staff meetings by the SENDCO.

All staff have access to professional development opportunities and are able to apply for SEND or Inclusion training where a need is identified either at an individual pupil or whole class level.

Teachers and facilities from outside the school, including support services

The SENDCO liaises frequently with a number of other outside private or NHS agencies as appropriate, for example:

1. Educational Psychologists
2. Community Pediatrician
3. Speech Therapy
4. Physiotherapy
5. Occupational Therapy

Arrangements for partnership with parents/carers

Staff and parents/carers will work together to support pupils identified as having additional needs.

Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.

Parents bear the overall responsibility for taking decisions about the management of their child's special educational needs or learning difficulties. A parent who would prefer to have an external formal assessment must ensure that the school is given copies of all advice and reports received.

Links with home, other schools/transfer arrangements

Little Oaks staff will carry out home visits prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCO after this meeting. Where necessary the SENDCO will arrange a further meeting.

When children join from other schools we will receive information from the previous school; if there is a SEND need or concern the SENDCO will telephone to further discuss the child's needs. Children transferring from Howe Green House School to new schools will have their records transferred to their new school to inform them of details of particular needs and additional provision made by the school. The SENDCO will discuss these children with other schools on request and an official transfer form will be completed by Howe Green and the receiving school.

Children transferring to Howe Green House Reception class will be given transition visits. Year 6 pupils with SEND who transfer to Secondary Schools may be offered extra transition visits, according to need.

Assessment/Examination Procedure

Access arrangements, such as seeking extra time for examinations, may be determined by the SENDCO, SLT and the class teacher, recommendations may be given in writing after an EP or other professional assessment has taken place.

Personal Development

Considerable attention is paid to the child's overall development and progress. It is the school's aim to fully integrate each child into full school life and to develop the child's self-esteem in the classroom and through school activities.

Future Schools

The Headteacher advises all parents as to the pupil's future secondary school placement when this becomes appropriate. In the event of the pupil having SEND, advice is given to parents as to the amount of continuing support the pupil may need and reports are sent to the future school highlighting the pupil's needs. No documentation will be sent to the future

school without the parents' permission. Great care is taken in choosing a future school that has the facilities to cater for a pupil's needs.

SEND Admissions for pupils without an EHCP

The school will treat every application from a SEND pupil in a fair, open-minded way. The school will assess all pupils for admission on the basis of its selection criteria. It also endeavours to ensure that it is able to fully support the needs of all prospective pupils. We do not have the facilities to offer highly specialised and intensive treatment.

Parents of children with SEND are advised to discuss their child's requirements with the school before the school considers the application for a place and before they attend the school taster day(s) so that adequate provision can be made for them during their visit.

Parents are asked to provide a copy of a medical report or educational psychologist's report to support a request, for example, for large print material, extra time, use of laptops or other special arrangements. The School will assess whether it is able to adequately cater for and meet any SEND through discussion and meetings with parents, consideration of any professional reports and references from previous schools, assessment and observation of the pupil through our assessment process, as appropriate.

An offer of a place may not be made if the School determines, following consultation with parents, that they are unable to meet and provide for a child's needs, or that the child will not be able to fully access the curriculum on offer. The School will always consider its obligations under the Equality Act 2010 and each pupil with a learning difficulty or disability requires special consideration and treatment. If appropriate and reasonable, adjustments will be put in place. Should any child have already been identified with a learning difficulty and/or disability, relevant reports should be brought to school so that the SENDCo can look at them. The SENDCo's expertise is sought if teachers, including the Head, are concerned about a child and whether Howe Green House School would be a suitable school for them.

Should the child's needs change before or after joining the School, the School will review the provision and whether it is appropriate for the child to join or remain at the School.

The School's Admissions Policy is available on the School's website. It applies equally to all prospective pupils and details how the School supports those applicants with SEND and/or a disability.

Access to the Environment (see School Accessibility Plan)

Arrangements for providing access to learning and the curriculum (see also School Accessibility Plan)

The school will ensure that all children have access to a balanced and broadly-based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)

Working with disabled parents/carers

Howe Green House school recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers activities. We also make sure that we hold parents/carers meetings in rooms that are accessible.

Disability equality and trips or out of school activities

Howe Green House school tries to make all trips inclusive by planning in advance and using accessible places. All

children are welcome at our afterschool activities if they have an EHCP they may require 1:1 support, which may come at an additional cost out of school hours.

Policy review by SENDCOs June 2023

Reviewed by Education Committee:

Chair:

Head:

Next Review: June 2024

Coordinators Caroline Martin Foundation Stage/ Pre-prep/Prep Julie Sellears Nursery

Signed:

