



Guiding small steps to lifelong learning

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Updated September 2025
Adopted by Governing Body:

Identifying Special Educational Needs

'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.' (Para: 6.15, Code of Practice 2014).

There are four broad areas of need:

- Communication and Interaction difficulties (C & I)
- Cognition and Learning difficulties (C&L)
- Social, Emotional and Mental Health (SEMH)
- Sensory and Physical Difficulties (S & P)

Definition of a Disabled Person

A disabled person is defined as someone who has a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on their ability to do normal daily activities

School Aims and Objectives for children with SEND

1. To provide a happy and stimulating environment for children, staff and parents.
2. To facilitate the development of lively enquiring minds encouraging independence and a positive attitude towards learning.
3. To achieve high standards enabling each child to develop their full potential.
4. To provide a broad relevant curriculum reflecting the needs of the individual child and fulfilling the requirements of the appropriate Curriculum.
5. To provide opportunities for children to work co-operatively, to develop their social skills and heighten their awareness of others.
6. To promote equality of opportunity for all children, encouraging any special interests, activities or aptitudes.
7. To establish close links with parents and the local community and involve parents in the learning process.
8. To encourage a sense of responsibility towards the environment.

Inclusion

We aim to ensure that each child is fully included in all aspects of school life. Fundamental to this aim is the belief that each child has a right to access a broad, balanced, relevant and challenging curriculum appropriate to their individual needs and full access to all extra curricula activities on offer. We aim to achieve this by setting appropriate learning outcomes, learning activities and access strategies for each child. This may include programmes delivered outside the classroom to develop skills to enable the child to access the curriculum more effectively. We aim to ensure children are not disadvantaged through these programmes and maintain full access to the curriculum.

Single Equality Scheme

We aim to provide a high-quality service that is effective, efficient and fair. Fundamental to this aim is a belief in equality of opportunity for all pupils and staff working in our school. We believe there should be no discrimination on the grounds of any protected characteristics. **Please refer to the equality information and objectives document for further information.**

Roles and Responsibilities

The Governing Body

The Governing Body must:

- do their best to ensure that the necessary provision is made for any pupil who has special educational needs
- ensure that, where the responsible person has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach him or her.
- ensure that Class teachers in the school are aware of the importance of identifying, and providing for, those pupils who have special educational needs.
- consult the LA and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.
- ensure that a pupil with Special Educational Needs or a disability joins in the activities of the school alongside pupils who do not have special educational needs or disabilities. They must ensure that the provision is consistent with their learning needs, there is efficient use of resources, and it does not interfere with the education of others.
- have regard to the Code of Practice when carrying out their duties toward all pupils with special educational needs.
- ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

*** School Improvement Committee**

This committee takes particular interest in and monitors the school's work on behalf of children with Special Educational Needs or disabilities.

*** The 'Responsible Person'**

Every school must have a 'responsible person' who makes sure that all those who are likely to teach a pupil with an Education and Health Care Plan (EHCP) are told about the child's identified needs.

Currently the 'responsible person' is Liz Jobling.

The Headteacher

The Headteacher has responsibility for the day to day management of all aspects of the school's work including provisions for children with Special Educational Needs or disabilities. The Headteacher keeps the governing body informed whilst working closely with the school's SENCo.

The Special Educational Needs Co-ordinator

The Special Educational Needs Co-ordinator (SENCo) has responsibility for managing the day to day operation of the school's SEND policy and for co-ordinating provision for pupils with Special Educational Needs or disabilities. Currently the SENCo is Alison Goodman.

The Class teacher

The Class teacher has responsibility for identifying, assessing and making provision for pupils with Special Educational Needs or disabilities, liaising with the SENCo as and when appropriate to the needs of the child. They also have responsibility for communicating with parents regarding the special educational needs of the children and keeping them updated with records and support being offered. They also have a responsibility to use the correct paperwork and share this with parents and the SENCo. They have a responsibility to work with advice from outside agencies and use this to support the child in class through their provision. The class teacher is responsible for organising the resources for intervention, along with records of progress which they will then use to review outcomes. The class teacher, alongside the SENCo, is responsible for using the correct paperwork for children with complex and high needs who may need to have an EHCP assessment.

Teaching Assistants

Teaching Assistants work with Class teachers and the SENCo to support the needs of the children. This could be both in the class or outside, working in small groups or with individuals depending on the level of need.

Special Facilities

Howe Park School has been purpose built for access with wheelchairs. There are toilet facilities for adults and children in Nursery, Foundation and at main reception. There is also a disabled car parking space.

SEND Resources

Funding for children at SEN Support and for those with Education and Health Care Plans are detailed in the school's budget. The school chooses to use this funding in the following way:

- It employs a SENCo who manages all Special Needs and disability issues in school.

- It employs Teaching Assistants across the school, who either support SEN children as part of Quality First Teaching, or through interventions. This support is organised by the SENCo and teachers who name specific children and identifies whether they should have 1-1 support or work as a group. The teacher organises the interventions and reviews outcomes.

Materials are provided which enable pupils to work at appropriate ability levels. These include:

- General language and maths based equipment located across the school.
- SEND resources located centrally specifically for the use of SEND children working with a Teaching Assistant individually or in small groups on Personal education plans, support plans or EHC plans.
- Computing – Ipads are used to support SEN children when removing barriers so that they can access the curriculum. Additional resources are purchased or devised as appropriate. Resources are borrowed when practical from outside agencies for children at SEN Support and EHCP Provision.

Children with Education and Health Care Plans can have particular resources attached to their EHCPs, which may be both human and material. These resources are provided through funding from the School's SEN budget and funding from the Local Authority and can include outside agencies.

A child at SEN Support can receive support as a combination of 1:1, small group and in- class support. Support for children going through the request for EHC Plan remain at SEN Support. Children with EHCPs will receive support as detailed in their EHCP, which may be additionally funded by the LA.

The school can apply for top up funding if they feel the child needs additional support above the 13.25 hours.

The school can apply for top-up funding without reaching the trigger point as we are classed as a small school with a trigger point of 3 or less.

Identification, Assessment and Procedures

- Early identification of Special Educational Need is essential for appropriate provision to be made.
- On entry to school, either in Nursery or Foundation, children are taken through the initial screening procedure and assessment in line with the Early Years Foundation Stage curriculum.
- The SENCo meets with each EYFS Class teacher following assessment in the Autumn Term which is based on the EYFS curriculum and the school's Baseline assessment procedure. Children identified as a concern will be monitored. If after monitoring it is agreed that more support is required over and above that of the other children, the procedures for the graduated response will be put in place. Parents will be informed that their child is on the SEN register and what support is being provided.
- Termly discussions take place between the SENCo and each Class teacher to discuss special needs children and ensure their needs are being met. These discussions refer to the results of the pupil tracking procedures and any outcomes which have been set. The Class teacher may, at any time, ask the SENCo's advice about a particular child who may be causing concern - the class teacher does not have to wait for the arranged meeting. The SENCo and class teacher can then take appropriate action to reduce the child's barriers to learning.

The process for identification can be applied at any point in the child's education at Howe Park School.

- A variety of sources of information may be used to assess the child's needs. These may include:
 - pupil tracking information
 - informal assessment based on the Class teacher's own expectations of children
 - parents' expression of concern / information
 - baseline assessments
 - FACT and FACT+ tool (speech and language assessment tool)
 - observations of behaviour patterns
 - curriculum records
 - National Curriculum statements / Pre KS statements/ Foundation stage curriculum
 - children's work
 - assessments made by specialist teachers / educational psychologist
 - speech therapist reports
 - social worker / child family guidance
 - school nurse / doctor / health visitor
 - information from playgroup / nursery
 - Engagement model
 - Strengths and difficulties questionnaire
 - Reports from other professionals who work in relation to the child's needs

- A child with English as an Additional Language is not part of the Code unless their difficulties arise as part of an identified learning difficulty rather than a lack of competence in English.

- The school's behaviour policy includes further details of SEND response to behaviour difficulties.

Graduated Response to SEND at Howe Park School

In order to help children who have Special Educational Needs, the school adopts a graduated response that recognises there is a continuum of Special Educational Needs and brings increasing specialist expertise to bear on the difficulties that a child may be experiencing. The school records steps taken to meet the needs of individual children.

Step 1: Teacher concern

If a Class teacher is concerned about the lack of or slow progress a child is making, they may be highlighted for teacher concern. This is the school's internal procedure to identify, collect evidence and attempt to reduce barriers to learning. These children will be supported through Quality First Teaching and Ordinarily Available Provision. The focus will be on such matters as classroom organisation, teaching materials and teaching adaptations which reduce barriers to learning and enable the child to learn effectively. These will be monitored through the class provision map. These children will be discussed at pupil progress meetings where teachers will evidence support given.

At this point learning breaks may be introduced for a child. The specific children who require this type of adaption, will be those who experience overload and need time to prepare themselves for the next set of learning tasks or who have difficulties regulating their

emotions. The learning breaks will be in the form of time spent carrying out independent play-based learning or physical activities.

Step 2: Personal education Plan

Children who have not made significant progress after at least 2 terms of reviews will have a personal education plan. This will apply when adaptations to the curriculum have been made through quality first teaching and Ordinarily Available Provision and have not improved progress when tracked through the schools monitoring systems. At this point they will be added to the SEN register and parents must be informed. The children will be set small, short term targets which will help them close the gaps with their peers. They will often be related to curriculum targets although they can reflect SEMH, sensory, communication or behaviour needs.

A FACT or FACT+ will be filled in at this point to determine whether there are further needs within communication. This will be reviewed alongside the PEP and shared with parents.

Provision for these children will be recorded on termly provision maps with entry and exit data.

Work towards the targets in a PEP may still be met through adapted provision in the class room as well as through group interventions away from the class. The sessions will be 6 weeks and reviewed by the teachers, at the end of the programme. TAs will write notes monitoring progress against the targets to allow teachers to track the progress.

Interventions may include:

- Read Write Inc catch up
- Daily maths catch up
- Fine motor control and handwriting groups
- Reading fluency
- Well-being programmes
- Behaviour support
- Writing interventions
- Zones of regulation intervention

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

Step 3: SEN Support Plan – Targeted and personalised Support

If adequate progress has not been made with a PEP after at least 2 rounds of reviews, then the child will be moved onto a Support Plan. The decision for this will be made by the SENCo in collaboration with the parents and class teacher.

Adequate progress may be defined in a number of ways. It might be progress which:

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

The Class teacher plans **targeted and personalised support and advice** from SENCo may be sought.

A Support Plan is written which states the targets for the child as well as historical information, medical reports, one page profile and comments from parents. It is more specific about the needs of the child and how the school will support the child in making individualised progress.

The Class teacher, with the advice of the SENCo, draws up a SEN Support Plan. The plan details outcomes that are set against the appropriate four areas of need . The SENCo is responsible for organizing provision to meet the needs of the Support Plan within the class and also through separate interventions. This may involve the Teaching Assistants working with the child individually or in a small group.

Parental permission is needed before a Support plan can go ahead and a meeting with the parents will be required. This will be used to gather relevant background information about the child.

Outcomes are written under the headings of the four areas of need:

- Communication and Interaction
 - Cognition and learning
 - Physical and Sensory
 - Social, emotional and mental health
1. A FACT or FACT+ will continue to be used at this point to determine areas within speech and communication which may need to be addressed. This will then be reviewed regularly and shared with parents.
 2. A one-page profile will be filled in by the child or an adult if they are unable to record.
 3. The support plan is reviewed at least termly and the necessary follow-on action taken. The Class teacher is responsible for ensuring termly reviews are held and support plans are drawn up for each term. Parents are invited to reviews and agree recommendations for the new targets at parental consultations. Parents are kept informed and are encouraged to work on targets detailed on the support plan at home. Discussions between parents and staff regarding progress, can take place at Parental Consultation evenings or at other times appropriate to both staff and

parents. The SENCo is involved in these meetings as necessary but is also available at any time to be contacted by parents for discussions. **All paperwork should be given to parents for their own records.**

4. The support plan will be used to request support from the Inclusion and Intervention team and SALT. All other outside agencies can contribute and have access to the support plan as it builds.
5. Learning breaks may also be used as part of an individual or group timetable at this stage.

The SENCO remains fully involved and coordinates the involvement of the outside agencies, depending on the needs of the child e.g. SEND support from specialist teachers, Education Psychologists, Health Services, Social Services, Speech & Language Therapy. The class teacher ensures the advice from outside agencies is fed into the PEP, support plan and planning.

Where there is a child with a high level of need, the school can, with consultation from the parents, request temporary funding from the 'Pre and Post 16 (no statement) top-up Funding or an early years inclusion grant. High needs top up funding can take place at Howe Park School because we are a *small* school. Trigger point refers to the number of pupils who have an EHCP at school or the size of the school.

Step 4: Education and Health Care Plan

An EHCP details the Special Educational and non-educational needs of the child and the provision that must be made by school to meet these needs. It is a legal document.

A parent or SENCo can ask for an EHCP assessment to take place. The SENCO will gather all relevant information and forward this to the EHCP needs assessment panel for consideration. The SENCO will be invited to Forum where they can put forward their requirements for an assessment to take place. The guidelines for the main area of need will be used to support the discussion. At Forum, a decision is made as to whether an assessment will take place or not. If it is decided an assessment is required, the local authority EHCP team will co-ordinate the process. If it is decided that an assessment is not required, the EHCP team will put into writing what more needs to be done in order for support to be continued with the child before another application for assessment can be made.

Parents are thoroughly involved throughout this process and are able to share their own views for their hopes and aspirations for the child.

Once an EHCP has been written and approved by all parties, the parents, Class teacher and SENCo continue working closely together as above to ensure that the needs of the Child or young person are met. The Class teacher remains responsible for drawing up a PEP to reflect the targets on the EHCP and reviewing the outcomes regularly.

The Class teacher arranges the PEP reviews at least termly and these are shared with parents. The SENCo is responsible for managing the Annual Review in consultation with the Headteacher.

The Annual Review is a 6 monthly, for early years or annual meeting, for KS1, to discuss the progress of the child towards the targets detailed in the EHCP. In consultation with the local authority, the SENCo with support from parents, can make a decision as to whether the current EHCP is still accurate. All relevant agencies are invited to the review meeting and / or to submit written advice e.g. E.P., Speech Therapist, Physiotherapist, Paediatrician, pupil, parent, Class teacher, SENCo, Headteacher etc. as appropriate. The plan is updated as required with support from parents, class teacher and specialist advice and then sent for processing officially to the EHCP team at SEND support.

Suggestions and recommendations may be made at this meeting for amending details including removing of support if significant progress has been made and it is deemed the child no longer needs an EHCP. This will then need to be approved by the LA.

Support and advice for children with an EHCP, can be sought from the EHCP specialist teacher team at SEND support by the SENCo.

c) **Intake and Transfer Issues**

Intake

The SENCo and the Foundation staff visit local Pre Schools. The SENCo attends meetings where there is a child with an EHCP or a child with significant special needs already recognized, to ensure their needs can be met on entry to school. Any information and the child's SEN paperwork will be sent electronically to the SENCo and class teacher and a SEND file set up for the child at Howe Park School on the school system.

In School

The SENCo keeps a central online file for each child on the SEND register. This contains information from outside agencies and copies of any referrals made to the Inclusion and Intervention team. The Class teachers have access to SEN class folders on Teams and are able to see their classes SEN information. This is then transferred to the next teacher as the children move through the school.

Each class teacher will only have access to their own class but the SENCO and the headteacher will have access to all.

At the end of each academic year, the old and new class teacher of a child with SEND will meet to discuss the child including any provision and paperwork.

At the end of the summer term the current Class teacher will review the PEP, or support plan and write recommended targets for the new academic year.

Transfer

The child's SEN information is transferred electronically to the SENCo in the new school.

A meeting takes place between the SENCOs to discuss special needs pupils.

Extra transition arrangements will be put in as required.

e) **Criteria for success**

- There is an effective system for identifying and assessing children.
- Accurate records are kept for all pupils on PEPs, support plans and EHCPs.
- Targets or outcomes are "SMART" (Specific, Measurable, Achievable, Relevant and Realistic, Time Limited).
- The school ethos recognises and values individual differences and ensures all children are effectively included.
- Parents are fully involved in their child's education.

f) **Complaints Procedure**

Please refer to the school's complaints policy.

STAFFING POLICIES AND PARTNERSHIPS WITH EXTERNAL AGENCIES

a) INSET:-

- INSET provision will be used to ensure that the whole school policy is a working document
- Regular staff meeting time will be allocated to allow for whole school discussion of Inclusion.

b) Support Services - Educational

- ***Educational Psychology Service.**
- ***Specialist teacher Team** Support (advice) can be requested.
- ***Ethnic Minorities Achievement (EMA Network).** Support (assessments, advice and resources) can be requested for EAL pupils with or without learning difficulties

c) Services – Non Educational

The school is able to call upon the following services as and when the needs of the children require this:

Health Services

- **Speech and Language Therapy.** Children who are perceived to have difficulties in this area can be referred to the Speech Therapy Service. The Speech Therapist will then make an assessment of the child and give recommendations should support be needed.
- **Physiotherapy and Occupational Therapy.** Advice can be requested in school for a child receiving these therapies. A medical professional makes the referral in the first instance.
- **Child and Adolescent Mental Health Service (CAMHS).** Advice can be requested in school for a child receiving support through CAMHS.
- **School Nurse.**
- **Children and Families Practices.** The school can make referrals to the C&FP Team when more than one agency becomes involved in supporting the child.
- **Children's Services.** The school works closely with social services as appropriate.
- **Mental Health Support Team –** Children with non-urgent mental health needs can be referred to the MHST. The MHST provide programmes for parents in order to support their children.

d) Partnership with Parents

Partnership with parents is part of the whole school ethos and at the centre of this policy.

- Parents are involved at the earliest stages when a concern is identified.
- Support arrangements are discussed with the parents.
- School Concerns / SEN Support discussions may centre on the normal termly parental consultations. However they can be held at any time in each term. Additional meetings for children with an EHCP may be held.
- Parents are given a copy of the current PEP or support plan and encouraged to support targets.
- Parents are given a copy of a FACT and FACT+ (if relevant)

- Parents are kept informed of progress and invited to reviews where they are asked to sign each PEP or support plan and are given a copy of the reviews.

Alison Goodman
Special Educational Needs Co-ordinator Howe Park School

Date: 04.9.25
Review Date: Sept 2026

Governor ratified date:

