

# SEN policy and information report

## Howe Park School



**Approved by:** Alison Bladon

**Date:** Sept 2020

**Last reviewed on:** September 2025

**Next review due by:** September 2026

# SEN information report

## SEND statement

At Howe Park School we are committed to meet the needs of all pupils including those with special educational needs. There is a shared expectation that all children, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider community. We work with all children, including those who have significant and complex needs. Alongside academic progress we aim to nurture independence, confidence and emotional literacy, equipping them with the social skills they need to make a positive contribution to the community.

SEND areas of need:

1. Communication and Interaction.
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/ or physical

## Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is *significantly* slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

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

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something adapted, different or additional is needed.

## Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support. This will take place through a meeting when outcomes are set and information on what the provision will look like, will be shared.

## Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will assess the children's progress against the targets set. They will seek the support and advice from the SENCO when necessary. They will meet with the SENCO termly to discuss progress and next steps. In order to make comments on the children's progress they will use:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly. This will be carried out through termly face to face meetings when the parent, child and teacher can share their views.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

### **Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school or other setting the pupil is moving to.

All children moving to another school will follow the processes given by the receiving school for induction.

Some children with SEN will be provided with a transition booklet, when moving classes.

Children with SEN transferring to our school from early years settings will receive a visit or phone call from the Early years lead and or the SENCo before arriving in September.

If necessary extra transition visits will take place.

### **Our approach to teaching pupils with SEN**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality first teaching is our first step in responding to pupils who have SEN. The children will have equal access to the curriculum. This will be adapted for individual or small groups of pupils.

We will also provide extra interventions if required. These will be tailored to the needs of individual children or groups of children and will reflect advice from the appropriate curriculum, FACTS, FACT+, outside agencies and other screening tools that are relevant to the needs of the children.

### **Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by flexible grouping, use of teaching assistants, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources, environment and staffing if appropriate
- Using recommended aids given by specialist teachers
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, chunking work etc.

### **Additional support for learning.**

We have teaching assistants who deliver interventions in the areas that are relevant to the child's or group of children's needs.

Teaching assistants will support pupils on a 1:1 basis when the provision required is personalized.

Teaching assistants will support pupils in small groups when the provision is a shared aim. This work is monitored by the teacher and provision will be assessed at the start and the end for impact.

### **We work with the following agencies to provide support for pupils with SEN:**

Agency:	Description of support:
Educational Psychology service	This service gives guidance and support on a range of issues including special educational needs.
Inclusion and Intervention teams: Sensory team, cognition & learning, communication & interaction, behavioural, emotional & social difficulties.	School may refer as required and implement recommendations following specialist assessment.
Speech and Language Therapy	School may refer through school nurse or parents as required and implement recommendations following specialist assessment. This year referrals have been made to the Speech and Language team. However, for in depth support we were only able to choose 3 high needs children to focus on.
School nurse	
Occupational therapy	
CAMHS (Child and Adolescent Mental Health Service)	
Social Services	When the need arises.
Mental Health Support Team	This service provides support for parents of children with non-urgent mental health needs

### **Expertise and training of staff**

Our SENCO has 35 years experience of teaching children with SEN and has completed the NASENCO award.

There is one day a week allocated to manage SEN provision.

In the last academic year, there has been staff training in total communication, attention autism, intensive interaction, zones of regulation, strategies for working with behaviour support, Ordinarily Available Provision and Protective Behaviours.

### **Securing equipment and facilities**

To support children who may need equipment to support their learning we will liaise with outside agencies including the speech and language team, ICT team, sensory team and the inclusion and intervention team.

### **Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their outcomes each term
- Reviewing the impact of interventions after a specified number of weeks.
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Tracking progress using Sonar Juniper program
- Pupil progress meetings with teachers termly

### **Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our trips.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

If needed, children are given 1-1 support which allows them to practise and experience new environments and roles to help them feel more comfortable.

- All pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated

## **How accessible is the school environment?**

We are very fortunate to have a modern, open plan building on one level which is fully wheelchair accessible. We also have separate disabled toilet facilities for adults and children in Nursery, Foundation and at main reception.

The car park has a designated disabled space.

We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Our policy and practice adhere to the Equality Act 2010.

**For some children the physical layout of a classroom may present challenges, despite staff making reasonable adjustments. Children with sensory issues can find the classroom noisy and overwhelming. These children can have access to quieter areas. They can be used for teaching key skills to a small group of children or other children with SEND.**

## **Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- All pupils take part in weekly circle time PSHE lessons
- All pupils have the opportunity to be part of the school council
- Children who need support with confidence can take part in an intervention program called 'Happy to be me'
- We follow the We Eat Elephants program which encourages children to find ways through problems, discuss emotions and build resilience.
- The school has a whole school approach to well-being. Including children, staff and parents.
- The school has also received bereavement training and Attachment and trauma aware training.
- The SENCo has received training in supporting children through the Protected Behaviours programme.

We have a zero tolerance approach to bullying and together with the school council have devised a shared definition which is displayed in the school. We also have an anti-bullying week annually to reinforce these messages. Bullying including on line bullying is included as part of our PSHE and Computing curriculum and revisited a number of times over the years that children remain at Howe Park School.

## **Working with other agencies**

**Referrals are made to other agencies as required. (See list above). These are considered on an individual basis and are made to the services the school, parents and child feel would be best suited to meet their needs and offer advice. We also follow our safeguarding procedures for referrals when required.**

## **Complaints about SEN provision**

Complaints about SEN provision in our school should be made to the class teacher in the first instance. Following that they should then be made to the SENCO or Headteacher via the school office. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

### **Contact details of support services for parents of pupils with SEN**

The Local Offer for Milton Keynes offers advice about what is available for children with SEN and can be found online. (see below).

SENDIAS also offer parent/carer advice and information for children with SEND.

Both services are available to access through our school website under SEND along with many other useful links.

### **Contact details for raising concerns**

Alison Goodman is the SENCO at Howe Park School and can be contacted through the school office on 01908 526294

### **The local authority local offer**

Our local authority's local offer is published here: <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>

### **Monitoring arrangements**

This policy and information report will be reviewed by Alison Goodman as SENCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

### **Links with other policies and documents**

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions