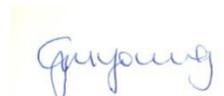




Houghton Primary School  
*Working hard to achieve our best*

Special Educational Needs and Disabilities Policy

Date reviewed and adopted:	12.09. 2017
Reviewed and adopted by:	Full Governing Body
Signed: Chair of governors	
Signed: Headteacher	
Date of next review:	Autumn 2018



**Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014**

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

**Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEN Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 Framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards 2012
- This policy was created by the SENDCo of Houghton Primary School and the SEND Link Governor, in liaison with the SLT, all staff and parents of pupils

with SEND, following the reforms in the SEN Code of Practice 0 – 25 (July 2014)

**1. School Information**

Houghton Primary School delegates the responsibility for SEND support to the Special Educational Needs and Disabilities Coordinator (SENDCo), Alison Harrison, who can be contacted on [AHarrison@houghton.cambs.sch.uk](mailto:AHarrison@houghton.cambs.sch.uk)

However, the overall responsibility remains with Georgina Young, the headteacher. [head@houghton.cambs.sch.uk](mailto:head@houghton.cambs.sch.uk)

The SENDCo is supported by the SEND Support Worker/Inclusion Worker, Nicola Sharpe [NSharpe@houghton.cambs.sch.uk](mailto:NSharpe@houghton.cambs.sch.uk)

The designated lead for child protection and safeguarding is the headteacher, Georgina Young. Other designated personnel for child protection and safeguarding are; SEND Support Worker/Inclusion Worker, Nicola Sharpe [NSharpe@houghton.cambs.sch.uk](mailto:NSharpe@houghton.cambs.sch.uk) and Deputy Headteacher, Frances Smith [FSmith@houghton.cambs.sch.uk](mailto:FSmith@houghton.cambs.sch.uk)

The Designated person for Looked After Children is Georgina Young.

**2. Introduction**

This SEND Policy explains the broad aims of Houghton Primary School's arrangements for supporting pupils with Special Educational Needs and disabilities. The school meets the Statutory requirement to provide a SEN Information Report (Regulation 51, Part 3, section 69(3)(a) of the Act). The Individual school's SEN Information Report is available on the school website and parents are also welcome to request it. The school SEND Information Report explains the school's approach to SEND policy implementation.

**3. Vision**

Our school mission is to achieve our best by;

<b>A</b>	<b>Aiming high...</b> within an <b>Active</b> curriculum which is <b>Accessible</b> to all in order to <b>Achieve</b> the very best that we can
<b>C</b>	<b>Challenging ourselves...</b> within a culture of <b>Care, Cooperation</b> and <b>Community</b>
<b>H</b>	<b>Helping each other...</b> to achieve within a <b>Happy, Healthy</b> and <b>Hard-working</b> environment
<b>I</b>	<b>Inspiring others...</b> to be <b>Independent, Involved</b> and ever <b>Improving</b>
<b>E</b>	<b>Excellence...</b> in all that we do, having the highest <b>expectations</b> of ourselves and others...
<b>V</b>	<b>Valuing every individual...</b> and provide <b>Varied</b> and <b>Valuable</b> learning experiences
<b>E</b>	<b>Encouraging everyone...</b> through our <b>Enthusiasm</b> and <b>Eagerness</b> to be our very best

**4. Aims and Objectives**

We aim to:

- enable every pupil to experience success;
- promote individual confidence and a positive attitude;
- provide all pupils with a broad and balanced curriculum that is relevant and differentiated;
- give pupils with SEND equal opportunities to take part in all aspects of the school’s provision;
- work collaboratively with parents, other professionals and support services;
- ensure that the responsibility held by all staff and governors for SEN is implemented and maintained;

Objectives:

- Early identification of pupils with SEND.
- Monitoring the progress of all pupils in order to aid early identification;
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.

- Work with parents to gain a better understanding of their child, and involve them in all stages of their child’s education.
- Work within the guidance provided in the SEND Code of Practice 2014.
- Provide support and advice for all staff working with pupils who have special educational needs and disabilities.
- Work with and in support of outside agencies when the pupils’ needs cannot be met by the school alone.

**5. Identifying Special Educational Needs**

The SEN Code of Practice recognises four broad areas of need which give an overview of the range of needs which should be planned for. These are:

- Communication & interaction
- Cognition & Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or physical needs

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. Pupil’s needs are identified by considering the needs of the whole child; this will include not just the special educational needs of the child, but other needs too. Identification of behaviour as a need is not an acceptable way to describe SEN. Concerns relating to a child’s behaviour are described as an underlying response to a need which the school will be able to recognise and identify clearly using knowledge about the child.

The Code of Practice (2014) outlines a graduated response to pupils’ needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school’s usual differentiated curriculum and strategies.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including pupils who access support from teaching assistants or specialist staff. Additional Intervention and support cannot compensate for a lack of good quality teaching.

**SEN Support**

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Where it is determined that a pupil does have SEND, parents will be formally advised and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process: Assess – Plan – Do – Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those actions which are the most effective in supporting the pupil to achieve good progress and outcomes. (See Appendix A).

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

### The SEN Register

The Register is maintained by the SENDCO. It is reviewed every half term to ensure that:

- new pupils who have SEND are put into the system quickly;
- it informs teachers which pupils are on the SEN register;
- it can be used to inform termly pupil progress meetings;

### Criteria for exiting the SEN Register

Where a pupil's attainment has improved significantly and discussions with the class teacher and parents have been held, they may be removed from the register and any Pupil Individual Plan is closed.

### Pupil Individual Plans (PIPS)

Pupils who are not making progress, making limited progress or who are working below age-related expectations require a Pupil Individual Plan (see Appendix B) so that everyone who is involved with the child knows what the child is working towards. PIPS encompass the Assess – Plan – Do – Review process and are completed together with parents/carers in order to ensure that everyone involved in the child's daily life has an opportunity to identify strengths, areas for development and to contribute their knowledge and understanding of the child within the planning stage.

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Teachers plan for pupils to have opportunities to work towards their targets and record the progress on a weekly review sheet every week (Appendix C). This is a valuable working document which identifies the 'Do' aspect of the support process. It is completed by the class team of teacher and support staff and used to plan the next week's support for the child.

### Assessment Arrangements

Pupils with PIPs are assessed in line with the school Assessment Policy using formative and summative assessment processes. Pupils with PIPs may be eligible for support in KS1 and 2 Statutory Assessments (SATs). This may include:

- Having a reader
- Working in a quieter room
- Having rest breaks to aid concentration.

Pupils with an Education Health Care Plan are also eligible for extra time to allow them to access the Key Stage 2 tests.

The SENDCO will discuss the needs of individuals with the class teacher and work together with the headteacher to apply for arrangements in accordance with the DFE guidance.

### External Agencies and Professional Support

A variety of support can be offered by external services such as advice to the school, specialised assessment or direct work with the child. The specialist services will always contribute to the planning, monitoring and reviewing of the child's progress. These services include:

- Educational Psychologist
- Specialist Teaching Team
- Speech and Language Therapy Service
- School Nursing
- School Doctor
- Locality Team
- Hearing Impairment Team
- Visual Impairment Team

When involving external agencies it will be necessary to open an Early Help Assessment (EHA) to access this support. This assessment is undertaken

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together with parents/carers who provide permission for external agencies to work with their child and to share information with other professionals, including school staff as necessary.

### **Education and Health Care Plans (EHCPs)**

A small number of children may not make expected progress, despite the school having taken relevant and purposeful action to identify, assess and meet the SEN of the child or young person, the child or young person. In these cases, the school, parents/carers and professionals will need to consider making a formal request to the Local Authority for an Education, Health and Care (EHC) needs assessment. To inform its decision about whether to proceed with an assessment for any child the local authority will expect to see evidence of the action taken by the school as part of SEN support. An EHC Needs assessment will not always lead to an EHC Plan.

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood. (See Appendix D)

### **6. Training of Staff**

Training needs of staff are identified through performance management, staff questionnaires and in response to the changing face of special educational needs and the New Code of Practice. In order to maintain and develop the quality of teaching and provision and to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

There are regular Professional Development Meetings for teachers to improve their understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. All new teachers and support staff undertake an induction programme and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENDCO leads performance management for all support staff who work with pupils with EDH plans and as a result plans CPD as appropriate to individual needs.

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The SENDCO is committed to developing her personal knowledge, understanding and skills relating to the responsibilities of her post. She attends training and professional development events, SENDCO network meetings (cluster, locality and Local Authority) and other opportunities to keep up to date with local and national updates in SEND.

### **7. Roles and Responsibilities**

Provision for pupils with SEND is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in their class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the procedures for identifying, assessing and making provision to meet these needs.

The governing body in co-operation with the headteacher has a legal responsibility for determining the policy and provision for pupils with special educational needs - it maintains a general overview of this aspect of the school. The governing body, through the Teaching, Achievement, Behaviour and Safety (TABS) committee monitor and discuss the SEN provision in the school.

Governors must ensure that:

- the necessary provision is made for any pupil with SEN;
- all staff are aware of the need to identify and provide for pupils with SEN;
- pupils with SEN join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils;
- they have regard to the requirements of the Code of Practice for Special Educational Needs (2014);
- parents are notified if the school decides to make SEN provision for their child
- they are fully informed about SEN issues, so that they can play a major part in school self-review;
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEN. Governors also play a major part in school self-review.

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In relation to SEN, members of the governing body will ensure that:

- they are involved in the development and monitoring of the school's SEN policy, and that the school as a whole will also be involved in its development;
- SEN provision is an integral part of the School Development Plan;
- the quality of SEN provision is regularly monitored;

The headteacher has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with special educational needs;
- keeping the governing body informed about SEN issues;
- working closely with the executive special educational needs co-ordinator;
- the deployment of all special educational needs personnel within the school;
- has overall responsibility for monitoring and reporting to the governors about the implementation of the schools' SEN policy and the effects of inclusion policies on the school as whole.

The Special Educational Needs and Disabilities Co-ordinator (SENDCO) is responsible for:

- overseeing the day to day operation of the SEND policy;
- co-ordinating the provision for pupils with special educational needs;
- ensuring that an agreed, consistent approach is adopted;
- liaising with and advising other SEND staff;
- helping staff to identify pupils with special educational needs;
- carrying out and arranging assessments and observations of pupils with specific learning problems ;
- supporting class teachers in devising strategies, drawing up Pupil Individual Plans, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils

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with special educational needs and on the effective use of materials and personnel in the classroom;

- liaising closely with parents of pupils with SEN, so that they are aware of the strategies that are being used and are involved as partners in the process;
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents;
- maintaining the school's SEN register and SEN records;
- assisting in the monitoring and evaluation of progress of pupils with SEN through the use of existing school assessment information, e.g. class-based assessments/records, end of year QCA tests, SATs, etc.
- contributing to the in-service training of staff;
- liaising with the SENDCOs in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

Class teachers are responsible for:

- Meeting with the SENDCO to discuss additional needs and concerns;
- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum;
- making themselves aware of the school's SEND Policy and procedures for identifying, monitoring and supporting pupils with SEND;
- meeting with parents of pupils with SEND to plan and set targets;
- writing, reviewing and collecting evidence for Pupil Individual Plans;
- meeting with professionals and implementing recommendations and advice.

Teaching Assistants work as part of a team with the teachers, supporting pupils' individual needs, and helping with inclusion of pupils with SEND within the school learning environments and areas.

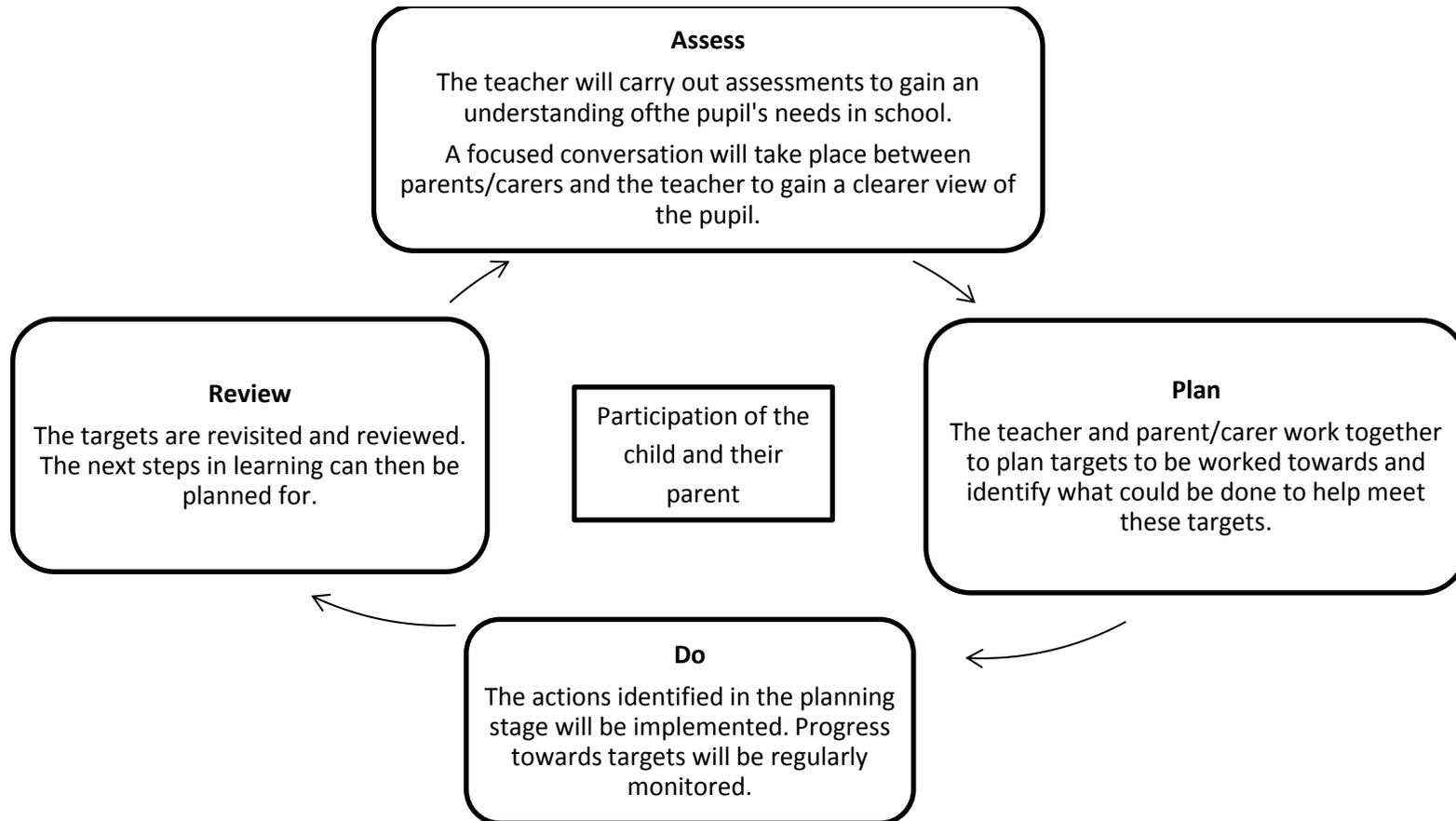
### 8. Reviewing the Policy

The SEND policy is reviewed annually by the school governors and SENDCOs. Next review due Autumn 2018

## Appendices

**Appendix A: Assess – Plan – Do – Review**

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those actions which are the most effective in supporting the pupil to achieve good progress and outcomes.



**Appendix B: Pupil Individual Plan**

<b>Name:</b>	<b>Date of Birth:</b>	<b>Year Group:</b>	<b>PIP Number:</b>	<b>Date:</b>	<b>Review date:</b>
<b>Assess</b>			<b>Plan</b>		
<b>Name</b>		<b>Role/Responsibilities</b>	<b>Signed</b>		
<b>Review</b>			<b>Next Steps</b>		

		Do	
Date	Action and progress summary	Date	Action and Summary

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including: • Parents • Teachers • SENCO • Social Care • Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Following Statutory Assessment, an EHC Plan will be provided by Cambridgeshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.