

SEND Policy



Approved by: The Full Governing Body

Date: 17th November 2022

Signed

A handwritten signature in blue ink, appearing to read "G. Minors", is written over a white rectangular background.

Howard Park Community School

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SEND Policy

Introduction

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities.
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND coordinators (SENDCOs) and the SEND information report.
- The Equality Act (2010).

and should be read in conjunction with the following guidance, information and policies:

- The Equality Policy.
- The Accessibility Plan.
- The school's SEND information on the school website (SEND Report.)
- The LA Guidance – 'Children & Young People with SEND; Guidance – School Based Support.'
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014.)
- The Safeguarding Policy.
- Inclusion policy.
- Admissions Policy (LA.)
- Behaviour Policy.

In accordance with the overarching principle of the new Code of Practice, this policy has been co-produced with– staff (SENDCO, Senior Leadership Team), Governing Body (SEND Governor, Parent Governor).

Type of School	Primary Community School
Headteacher	Mr Jonathan Pickles
SENCo	Mrs Sarah McPherson
Governor with responsibility for SEN	Mr Kevin Huby
Contact	office@howardpark.co.uk 01274 864972
Local Offer Webpage Link	Kirklees Local Offer
Funding	Kirklees LA

Long Term Aims Of The Policy

At Howard Park Community School we aim to raise the aspirations, and expectations of, all our children with SEN. Our school provides a focus on outcomes for children, not just in school hours of provision and support. We aim for all pupils to reach their full potential in an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive by paying attention to these specific areas:

- identifying, at an early age, individuals who need extra help and attention
- enabling each pupil to reach his or her full potential, both curricular and extracurricular
- enabling each pupil to partake in, and contribute fully, to school life
- endeavouring to meet the individual needs of each child
- developing a feeling of self-esteem within the individual
- fostering an atmosphere in our school which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children
- providing for children's individual needs by supporting them in various ways: whole class, small groups and individual
- monitoring closely those with SEND by review and assessment, to enable us to recognise, celebrate and record achievements
- providing access to and progression within the curriculum
- working with parents and other agencies to provide support and opportunities for those children with SEND
- using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children
- assisting all staff in the delivery of educational entitlement and ensuring all staff are aware of a child's individual needs
- ensuring access to a range of resources to support staff in their teaching of children with SEND including the voice of the child in monitoring and reviewing Pupil Passports.
- work within the guidance laid down in the SEND Code of Practice 2014.
- to ensure that parents/carers have a clear understanding of how the school supports children and young people with SEN, and their own involvement in this
- providing an appropriately qualified and experienced SENCo in post who can ensure that the SEN Policy is put into practice.
- providing support and advice for all staff working with SEND pupils.

Roles and Responsibilities

The Headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Report to the Governing Body regarding developments in SEND

- Be responsible for the deployment of all special education needs personnel within the school

The SENDCO

The SENCO will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

The SEN Governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEN policy

Teaching Assistants

Teaching Assistants should:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- Use the school's procedure for giving feedback to teachers about pupils' progress

TA's work as part of a team with the SENDCO and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing Pupil Passports, My Support Plans and monitoring progress.

Identification of SEN

Children and young people are identified as having SEND if they do not make adequate progress through quality first teaching. Quality, inclusive teaching is an expectation within all classrooms, with work and resources matched to meet the needs of all children. However, some children need additional support therefore appropriate provision and interventions are used and monitored by class teachers with the support of the SENDCO.

A child will be identified as having SEND if they:

- Are significantly slower at making progress 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.
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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 SEND.

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 different or additional is needed.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The school SEND information report can help to answer any parent's questions with regards to the identification of SEND.

The new Code of Practice (2014) provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

- Communication and Interaction (including Autism Spectrum Condition.)
- Cognition and Learning.

- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

***The CODE no longer allows for identification of behaviour to describe SEND; however behavioural difficulties identified may be an indicator of an underlying wider need (above).**

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' – these alone do not constitute SEND).

The kinds Of SEND That Are Catered For

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition, Asperger's Syndrome, speech and language difficulties.
- Cognition and learning, for example, dyslexia, dyspraxia.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD).
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 -that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

As a school we observe two key duties:

- We must not directly or indirectly discriminate against, harass or victimize disabled children and young people
- We must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory - it requires thought to

be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage

The school's Equality Policy and Accessibility Plan address these issues.

The Code of Practice outlines a graduated response to pupils' needs, recognizing 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. The school uses individual passports record to maintain information about the identification, assessment and provision for each pupil. A register is kept of pupils with SEND. Where concern is expressed that a pupil may have a

special educational need, the class teacher takes early action to assess and address the difficulties.

Reviews of pupils on the SEND register take place three times a year. For pupils with Education, Health & Care plans (formerly Statements), an annual review meeting has to be held in addition to this. Pupil Passports and My Support Plans are used to record additional provision for pupils on the SEND register.

A Graduated Approach To SEN

Under the graduated approach to SEND there is a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress. It draws on more detailed approaches and more specialist expertise in successive cycles.



Class teachers are accountable for the progress and development of children and young people in their class. They oversee the work of any support staff in their lessons and collaborate with any specialist staff. Their planning takes additional adult support into account and is discussed with those staff. However, any intervention and support does not replace high quality teaching.

At Howard Park, we adopt a "high quality teaching" approach. Our school has met the Kirklees Quality Inclusion Standards as well as the IDP Communication requirements to be an inclusive setting.

- The key characteristics of high quality teaching are:
- highly focused lessons planned with sharp objectives
- high demands of pupil involvement and engagement with their learning
- high levels of interaction for all pupils
- appropriate use of teacher questioning, modelling and explaining
- an emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- an expectation that pupils will accept responsibility for their own learning and work independently
- regular use of encouragement and authentic praise to engage and motivate pupils.

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. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching.

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through lesson observations, book scrutiny and pupil progress meetings. Professional development opportunities are provided for staff to extend their knowledge and understanding of SEND and high quality teaching.

We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate.

Class teachers, supported by the Leadership Team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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

The first response to such progress should be high quality teaching targeted at their areas of weakness. This can also include progress in areas other than attainment -for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEN of children and young people.

Assess

In identifying a child as needing SEN support the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Schools should take seriously any concerns raised by a parent. These should be recorded and compared to the setting's own assessment and information on how the pupil is developing. In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them (if the parents agree).

Plan

Where it is decided to provide a pupil with SEN support, the parents must be formally notified. The teacher and the SENCO should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home. All teachers and support staff who work with the pupil should be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This should also be recorded on the pupil's individual passport.

Do

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress should be reviewed in line with the agreed date. The impact and quality of the support and interventions should be evaluated, along with the views of the pupil and their parents. This should feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, should revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an Education and Health Care plan, the local authority, in cooperation with the school, must review that plan as a minimum every twelve months.

The success of the school's SEND policy and provision is evaluated through:

- monitoring of classroom practice by the Head Teacher, Deputy Head and SENCO
- analysis of pupil tracking data
- monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document
- Local Authority moderation process and OFSTED inspection arrangements meetings of parents and staff, both formal and informal

Managing Pupils On The SEND Register

Initial Stage Of Concern (A school-based stage)

The class teacher identifies a child's special educational need and consults the SEND team and child's parents. This should only take place after previous dialogue with parents about their child's progress. Action will then commence based upon agreed objectives.

The class teacher, in liaison with the SEND team, gathers information to inform the provision for the child's individual needs. Notes from individual education programmes carried out with a specific child should be recorded weekly in the child's class SEND folder through the use of Provision Map. These notes should inform progress and details of areas of need.

SEN Support

In addition to the process at the **Initial Stage of Concern**, specialists from outside school support the class teacher and the SEND team. At this stage the Educational Psychologist must be informed and appropriate paperwork put in place.

Referral for an Education, Health Care Plan (EHCP)

The class teacher and SENDCO collect evidence for submission to the LA to consider the need for an EHCP.

Educational, Health Care Plan

Some children and young people on the SEND Register may have more significant SEND, and there may be a number of specialist services involved with the child and their family. As a result of the monitoring cycle, it may be felt that they are not making the expected progress towards identified outcomes, despite the relevant and purposeful action taken to identify, assess and meet their needs, and if so a request can be made for an Education, Health and Care (EHC) assessment of need.

In addition to support through the Special Needs Register, children and their families can receive support via an Early Help Assessment.

Every child/young person on SEN Support has a different profile of needs and we adopt a personalised approach to ensure that we meet those needs. In accordance with LA Guidance (see page 14 Children & Young People with SEN; Guidance – School Based Support), if a child/young person's needs are more complex, we will use a Support Plan to record outcomes, provision, resource and strategies in place.

Provision And Resources

The allocation of resources to meet the needs of pupils with SEND is the responsibility of the Head teacher. Appropriate commercial materials, and any others suggested by outside agencies are used with children who we feel would benefit from them. The delegated fund received from the LA is used to provide resources (human, material or physical) for pupils with SEND. The delegated funds to meet the needs of pupils with Educational Health Care Plans (EHCP) are allocated to meet provision specified in the pupil's plan.

ETA time is allocated to individual classes. ETA's are used for individual/group support, monitoring and observation of lower ability, more able children and children with dual exceptionalities.

Children, on the whole, are taught inclusively within the classrooms. However, at times small group teaching in quiet areas is appropriate.

Funding For SEND

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters for the special educational needs of the children and young people within their school.

The Education Funding Agency describes the funding available within schools for SEND pupils as being made of three elements:

Element 1: Core Educational Funding	Mainstream per pupil funding (AWPU)_
Element 2: School Block Funding	Contribution of up to £6k for additional support
Element 3: High Needs Top Up	Top up funding from the LA to meet the needs

The amount of money in formula which is agreed between the schools and the Local Authority. Schools receive an annual school block made up of a number of elements in order to enable them to support special educational needs within the school and specifically to fund the first £6000 of a pupils SEN support.

Additional resources for individual statements and EHC plans – Element 3 are allocated by top up funding from the High Needs block budget. The level of top up funding for each pupil is allocated at four levels; A B C or D depending in the type and level of need of each pupil. High Needs pupils with EHC plans are therefore supported by a combination of school block funding (Element 2) and High Needs top up funding (Element 3).

Workforce Development

An induction process is in place for all staff to explain the systems and structures in place to support the needs of the individual child. The training needs of staff are identified, a programme of development is in place, and all staff is encouraged to access this. The schools SENDCO regularly attends the LA's SENDCO network meetings in order to keep up to date with the local and national issues and changes to practice in SEND.

Access To The Curriculum

All children, including those with SEND, are provided with a broad and balanced curriculum in line with national requirements. If a child with SEND is withdrawn from the classroom for additional support/extension activities, they should be, wherever possible, withdrawn from a balance of subjects.

General curriculum development caters for children with SEND by; ensuring they have access to relevant materials appropriate to their level of development, differentiated where necessary, and through a range of different teaching styles and approaches.

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

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We ensure that pupils with SEND are offered opportunities for quality social integration at lunch times and play times. Staff on duty encourage children to play together. Wherever possible and appropriate, rooms and buildings are utilised so as to avoid physically segregating pupils with SEND. In respect of their work, pupils with SEND are actively integrated in all areas of the curriculum, including school visits and other social activities.

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 residential trip to the Lake District.

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 need or disability.

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

- Pupils with SEND are encouraged to be part of the school council and other pupil voice groups.
- Pupils with SEND are also encouraged to be part of clubs within school to promote teamwork/building friendships etc.

We have a zero-tolerance approach to bullying

Criteria For Exiting The SEND Register

Children and young people are monitored regularly both as part of the whole school monitoring process, but also in terms of their additional support. Decisions about whether a child should remain on the SEND Register are made in partnership with the parent/carer at the end of each monitoring cycle. The SEND register is a fluid document where children regularly move up and down the graduated approach of the SEND register and can come off, when in agreement with teachers and parents.

Supporting Pupils And Families

We aim to work in partnership with our parents and families and to ensure that they are fully informed about all matters relating to their child's SEND. Our SEND report is on our website and is updated regularly, and we guide parents towards the LA offer for information about wider services.

In addition to information about the personalised support that we offer their child, we also provide information about our:

- Admission arrangements.
- Links with other agencies, this may include:
 - Education Psychologist
 - Pupil Referral Unit
 - Paediatrician
 - School Nurse
 - Occupational Therapists
 - Physiotherapists
 - Technological support
 - Speech and Language Therapy
 - Complex Communication and Interaction Team (CCI)
 - Hearing Impairment Service
 - Portex and Portage
 - PCAN
 - IPSEA
 - Inclusion Support Officer
- Arrangements for access during assessments.
- Transition arrangements.
- School policy on managing medical conditions of pupils.

In addition to the above services, we also work in partnership with the health and social services, educational welfare services and any voluntary organisations. The school's first point of contact with the health service is generally the school nurse or the child's GP.

The school's first point of contact with the SEND Support Services is usually with an officer designated to work with our school on behalf of children with SEND. When necessary, it may be appropriate to work in full collaboration with the LA, social and health services and meet at regular intervals, involving a key-worker. The HT and/or SEND team will liaise with these services.

Supporting Pupils At School With Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school has a policy for Supporting Pupils at School with Medical Conditions, which can be found on the school website.

Supporting Pupils At School With Medical Conditions

All pupils are supported when transitioning between phases whether it is a phase within school or on to the next phase. We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. All pupils will have a transition session within their new phase or school and class teachers will liaise with the appropriate others within the new setting as described above.

Monitoring And Evaluation Of SEND

The SENDCo and Senior Leadership team are responsible for monitoring the success of this policy through consultation with colleagues, SEND children and their parents. The progress made by SEND children will be monitored with regards to 'value added'. This will provide the evidence to measure the success of our practice at Howard Park.

This policy will be evaluated against the broad principles and objectives set out at the beginning of this policy. The policy will be reviewed as part of our review programme during a staff meeting to ensure consultation with the whole staff.

Complaints

The school has a complaints procedure which applies to complaints about SEND provision. This can be found on the school website.

Storing And Managing Information

All documents relating to children and young people on the SEND register are stored on Provision Map and can only be accessed by using a log in and password. Older documents are stored on the school's One Drive which can only be accessed through a username and password. When a child leaves Howard Park, their documents are passed on to the next school alongside a careful transition meeting.

Accessibility

We have an accessibility plan that addresses the improvement of access to:

- > The curriculum
- > The physical environment
- > The provision of information.

Monitoring and Review Arrangements

This policy will be reviewed by the headteacher/full governing board every 3 years. They may, however, review the policy earlier than this if the government, or the LA, introduces new regulations, or receives recommendations on how the policy might be improved.

At each review, the policy will be approved by the full governing board.

Links To Other Policies

This policy is linked to:

- Accessibility plan
- Anti-bullying policy
- Behaviour policy
- Complaints procedure
- Data protection policy
- Equality plan
- Managing Medical Conditions in School policy