



HOWE GREEN HOUSE SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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

Most Recent Revision Date	November 2019
Last Reviewed by Governors	March 2017
Period of Review	Annual
Next Review Date	November 2020
Previous Reviews	

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

Special Educational Needs and Disability Policy Howe Green House School Including the Early Years Foundation Stage

Statement of Intent

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

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

This policy should be read in conjunction with the EAL and Gifted and Talented Policies

This policy is written with due regard to the SEN and Disability Code of Practice, 0-25 years (January 2015), Part 3 of the Children and Families Act 2014 and the Equality Act 2010: advice for schools DfE June 2014.

At Howe Green House School, we recognise that a pupil has SEND if s/he has learning difficulties and / or disabilities or an ability which is significantly greater than the majority of children of the same age (See Gifted and Talented Policy).

Children may be said to have learning difficulties and / or disabilities if they are not reaching their full potential due to behavioural, intellectual, physical, emotional or social reasons.

Howe Green House School is committed to providing an appropriate and high-quality education to all its pupils. We believe that all children, including those identified as having additional educational needs have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We promote British Values and teach tolerance of other cultures.

Howe Green House School is committed to inclusion. This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways, which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Foundation Stage and Key Stage 1 pupils, for whom maturity is a crucial factor

in terms of readiness to learn. We believe that many pupils at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Howe Green House School, we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Howe Green House School sees the inclusion of children identified as SEND as an equal opportunities issue, we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

Howe Green House School recognises that some children and young people may experience a wide range of social and emotional difficulties which manifest themselves in different ways. These may include: becoming withdrawn or isolated; or displaying challenging, disruptive or disturbing behaviour.

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as: Attention Deficit Disorder (ADD); Attention Deficit Hyperactive Disorder (ADHD); or Attachment Disorder (AD).

It is also recognised by the school that children may display certain behaviours as a result of self-esteem or other issues such as neglect. At Howe Green House School we have clear processes to support children and young people and this is linked to our Safeguarding and Behaviour policies. These policies include detail on how the school manages effects of any disruptive behaviour so that it does not adversely affect other pupils.

Definition of Special Educational Needs (SEND Code of Practice, paragraph 1.8, 2014)

The expression Special Educational Need and/or Disability covers a wide range of conditions such as dyslexia, dyscalculia, dyspraxia, attention deficit disorder and communication impairments such as autistic spectrum disorders. They may also include those who have physical disabilities, visual or hearing disabilities or social, emotional or mental health issues.

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

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

- has a significant greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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

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

Categories of SEN

Children's SEN are generally thought of in the following four main areas:

cognition and learning – this includes children who have moderate or specific learning difficulties, such as dyslexia and dyspraxia.

communication and interaction – this includes children with speech and language delay and those with difficulties in social communication.

social, emotional and mental health – this includes children who may be withdrawn or isolated, disruptive, hyperactive or who lack concentration.

physical and sensory issues – this includes children with impairments including hearing or visual difficulties, or other physical difficulties.

Special educational needs are categorised in this way in order to allow our school to plan for provision accordingly.

Objectives

We aim:

1. To ensure the SEN Code of Practice and guidance is implemented effectively across the school.
2. To ensure equality of opportunity for, and to eliminate prejudice and discrimination against, children with learning difficulties and / or disabilities.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through differentiated planning by, class teacher nursery manager, SENCO, and support staff as appropriate.

5. To provide specific input, matched to individual needs, in addition to differentiated class room provision, for those pupils recorded on our SEN register.
6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
8. To involve parents/carers at every stage in plans to meet their child's SEND needs.
9. To involve the children themselves in planning and in any decision making that affects them.

Responsibility for the coordination of SEND provision

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

The KS1 & KS2 SEN Coordinator (SENCO) is Mrs Natasha Pook

The EYFS /Little Oaks Nursery Coordinator (SENCO) is Mrs Julie Sellaers

This policy is overseen by the Education Committee.

Chairperson: Mrs Liz Lester

The role of the SENCO

SEN arrangements are coordinated by the SENCO whose role includes:

1. Overseeing the day to day operation of the school's SEND policy;
2. Carrying out observations and assessments of individual pupils to help support and provide for them;
3. Liaising with and advising teachers and TAs/keyworker, managing these where appropriate, offering specialist advice and support so that they can apply targets and make provision for identified pupils;
4. Coordinating 1:1 and group learning support, and where appropriate, delivering this;
5. Keeping the Headteacher informed about provision, training needs, pupils' needs and changes to statutory requirements;
6. Tracking pupils' progress using support plans and other records;
7. Maintaining the school's electronic SEN register and overseeing other records for all pupils with SEN;

8. Identifying and monitoring areas of need and provision across the school, reporting to the Headteacher;
 9. Advising on the purchasing of appropriate teaching materials to meet the identified needs of particular individuals or groups of children;
 10. Liaising with parents of children with SEN, keeping notes of these meetings;
 11. Contributing to and promoting in-service training of staff both in-house and external as well as networking with other SEN coordinators;
 12. Liaising with external agencies including Educational Psychology Services, Health and Social Services, voluntary bodies and the schools to which pupils transfer;
 13. Ensuring that suitable examination and other assessment arrangements are made for pupils who have difficulties with the usual procedures, ensuring that appropriate resources are made available; and
 14. Advising on the graduated approach to providing SEND support.
- It follows from this that the SENCO has planned time to administer the school's SEND arrangements.

The role of the teacher (Appendix 2)

1. Identify pupils of concern and liaise with SENCO;
2. Keep updated and relevant notes on SEND pupils;
3. Plan work suitable for all pupils;
4. Liaise with SENCO to plan work for pupils on school support and booster plans;
5. To review and write support plans when required (supported by SENCO);
6. Liaise with TA regarding individual targets and interventions;
7. Each member of staff is expected to keep up-to-date with information about SEN children that they teach; and
8. Liaise with the parents of identified pupils.

The role of the Headteacher

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

Arrangements for coordinating SEND provision

1. The SENCO will meet with each class teacher at least twice a year to discuss additional needs concerns and to review Booster/ Support/One plans.
2. At other times, the SENCO will be alerted to newly arising concerns through meetings with class teacher/nursery manager and a monitoring form will be filled in by the SENCO.

3. Where necessary, reviews will be held more frequently than twice a year for some children. Particularly within Little Oaks Nursery and EYFS stages as early intervention is essential.
4. Targets arising from Booster/Support meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. differentiation, varied teaching styles.
5. The SENCO monitors planning for SEND.
6. The SENCO, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with SEND through classroom observation.
7. SEND support is primarily delivered by class teacher, nursery manager through differentiated teaching methods. Additional support is provided by the SENCO and by trained teaching assistants (TAs) and Keyworkers (Nursery) throughout the school. This is funded from the school's annual budget. The support timetable is reviewed annually, by the SENCO, and the management team, in line with current pupil needs, educational initiatives such as literacy and numeracy strategies, and the budget.

Identification and Assessment Arrangements, Monitoring and Review Procedures (Appendix 3)

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

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

- Baseline assessment results
- Progress measured against the objectives in the National Curriculum 2014
- Progress measured within the Nursery against Development Matters statements in line with the Statutory Framework for the EYFS effective April 2017.
- Progress measured against the Early Learning Goals
- Standardised screening and assessment tools
- Observations of behaviour, emotional and social development
- An existing Health Care Plan (EHC plan)
- Assessments by a specialist service, such as educational psychologist, identifying additional needs

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

1. Differentiated curriculum support within the class
2. Additional support through Booster/Support provision

At Howe Green House School and Little Oaks Nursery we have due regard for the guidance in the SEND Code of Practice 2015.

The Code of Practice (paragraph 6.72) states:

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

Our SEN register follows the following stages and children may be moved on or off the register at any point.

Monitoring/ class observation

This approach starts with the class teacher using differentiation strategies to meet the individual needs of pupils. A pupil is placed on Monitoring List if staff have any concerns about them but are currently able to manage their learning within the classroom through group work and differentiated activities. **Parents are kept informed by the class teacher about concerns which may or may not involve the SENCO.**

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

The graduated response recognises that all children learn in different ways and can have different types and levels of special educational needs. The graduated response means that, step by step, more support and expertise can be brought in to help support the difficulties a child may be experiencing.

If after differentiation the child is still not making the desired progress then they may be part of a small group and may follow an intervention for a specific area of difficulty e.g. phonics, handwriting. They may also be given support in class with a teaching assistant/Keyworker. If they are still not making the desired level of progress and it is felt that the child needs additional support then it may be suggested that the child has 1:1 support, the child will then have a Booster/One Plan which will be written by the class teacher in consultation with the SENCO and the parents and the child if appropriate.

If the child is then diagnosed with a specific difficulty they will have a support plan. These are reviewed termly although the review period may be flexible. Where significant progress is made the class teacher and SENCO may decide, in consultation with parents that the child will come off a support/booster/one plan and be monitored by the class teacher whilst still receiving any necessary differentiation. The child may also have some TA/Keyworker support in class if appropriate.

If, despite receiving a 1:1 programme, the child still makes little or no progress we would encourage the parents to consult a specialist or outside agency. The school seeks to ensure that there is good liaison between the school's provision and that recommended or provided by the outside agency. Parents/guardians will be asked to fund any assessments (School contribution £125 towards cost) and will be asked to inform the school of the outcome of the assessments. A meeting must be arranged with the parents and interested parties in school to discuss the outcome.

The class teacher, the SENCO and TA/Keyworker if there is one, must work closely together to provide a comprehensive support program for the child. The Support plan will be revised in consultation with any other professionals involved.

For a very small number of pupils the above steps may not be enough to secure progress and if that is the case the parents may seek an assessment to see if the child needs an Education, Health and Care Plan (EHC Plan). This will be carried out by the local authority with support from parents, the school and outside agencies.

Differentiated Curriculum Provision (Appendix 1 Whole School Provision Map)

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the planning by the class teacher/nursery manager.

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

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

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

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress

- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

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

Support/Booster/One Plans

A support booster/one plan is used to plan the support for a pupil which is additional to, and different from, that available to all. It focuses on up to three or four key outcomes and includes information about:

- the pupil's strengths and weaknesses;
- three or four (no more) short term outcomes set for or by the pupils, with a review date specified for each outcome;
- the teaching strategies to be used, how these are to be delivered and by whom;
- the provision to be put into place; and
- when the Plan is to be evaluated and reviewed; and any outcomes, including next steps and revised outcomes as appropriate.

Support Plan outcomes should be **SMART**:

- short;
- measurable;
- achievable;
- realistic; and
- have a defined time.

Support plans are based on a cycle of assess, plan, do and review.

EYFS and Nursery.

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

One plan consists of;

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

Relationship circle - a visual summary of important people in a pupil's life

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

Communication charts - understanding how the pupil communicates to us (1) and how we communicate to the pupil (2)

Matching - a structure for matching pupil/adult support to an individual's needs and preferences

Four plus One questions - a reflection on what has happened and what has been learned

Learning log - a record of learning and information about a pupil to improve how we deliver personalised learning and support

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

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

Review - Family contribution

Annual Review - Professional contribution - information may be gathered from other professionals for an Annual Review

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

Records

The SEND provision records are as follows:

- **The SENCO keeps records of any observations that she makes.**
- **Support/Booster/One plans** are kept by the SENCO. Copies are kept in the pupil's file. For all years the support and booster plans are on the school intranet system and may be downloaded in hard copy form by the class teacher/nursery manager.

- **School based assessments** are stored on our intranet system as part of the tracking system. It is the responsibility of the teachers to read any relevant assessments and to put into their class teaching the recommendations that the SENCO has made.
- It is the responsibility of the SENCO to draw the attention of the teachers to the assessments.
- It is the responsibility of the class teacher/nursery manager/key worker to familiarise themselves with the reports and support plans.
- **Any other records**, Educational Psychologist's reports, Speech therapy etc are kept by the SENCO, with copies in the pupil's file in the school office.
- **The register of pupils with special educational needs** is on the staff intranet and all records are updated by the SENCO when appropriate. The SENCO informs all staff drawing their attention to the list a] when it is updated at the start of each term.

These records will be kept on a register: an *active* section detailing provision for all pupils currently receiving support and an *inactive* section of the records of pupils who were supported in the last three years but no longer require this. After three years their records will be deleted.

At the beginning of each term staff discuss the SEND register and it is updated. All staff have access to the current SEND Register including the monitoring list. For every pupil on the register with a current support plan, this is kept in the file which may be electronic or paper copy. Support plans are working documents and used when planning – they are accessible in a file or on the school system but remain confidential. The support plan might include arrangements for withdrawn support.

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

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

The local authority must decide and communicate the decision to the child's parents or to the young person within 6 weeks of receiving the request.

The local authority must give its reasons for this decision where it decides not to proceed.

Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Education, health and care plan for Special Educational Needs

A child who had an EHC plan will continue to have arrangements as for a child on a support plan, and additional support that is provided using the funds made available through the EHC plan.

There will be an Annual Review, chaired by the SENCO, to review the appropriateness of the provision and to recommend to the LEA whether any changes need to be made, either to the EHC plan or to the funding arrangements for the child.

EHC plans must be reviewed by the local authority as a minimum every 12 months. Reviews must focus on the child or young person's progress towards achieving the outcomes specified in the EHC plan. The review must also consider whether these outcomes and supporting targets remain appropriate.

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

- The SENCO attends courses and where possible cluster meetings to update and revise developments in Special Educational Needs and Inclusion.
- Meeting SEN and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged and matched to these targets.
- In-house SEN and Inclusion training is provided through staff meetings by the SENCO.
- All staff have access to professional development opportunities and are able to apply for SEN or Inclusion training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure 'tailor-made' training where this is appropriate.

The use made of teachers and facilities from outside the school, including support services

The SENCO liaises frequently with a number of other outside agencies, for example:

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

Parents/carers are informed if any outside agency is involved.

Arrangements for partnership with parents/carers

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher/nursery manager to meet all parents/ carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the school or the parent thinks this is appropriate.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- Support/Booster/One Plans will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All plans and reviews will be copied and sent to parents/carers after meetings.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail.
- Parents bear the overall responsibility for taking decisions about the management of their child's special educational needs or learning difficulties. A parent who would prefer to have an external formal assessment must ensure that the school is given copies of all advice and reports received.

Links with home, other schools/transfer arrangements

- Kindergarten staff will carry out home visits prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCO after this meeting. Where necessary the SENCO will arrange a further meeting.
- Class teachers/nursery manager of children joining from other schools will receive

information from the previous school; if there is a SEND issue the SENCO will telephone to further discuss the child's needs. Children transferring from Howe Green House School to new schools will have their records transferred to their new school to inform them of details of particular needs and additional provision made by the school. The SENCO will discuss these children with other schools on request.

Inclusion Principles

The SEN Code of Practice (2015) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the student's previous rate of progress
- Which allows the attainment gap to close between the student and children of the same age

Integration

Children with SEND are fully integrated within the school as a whole. All staff and children know which children receive support but the atmosphere is one of encouragement and understanding.

Examination Procedure

Access arrangements, such as seeking extra time for examinations, are determined by the SENCO, Deputy Head and the class teacher.

Personal Development

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

Future Schools

The Headteacher advises all parents as to the pupil's future school placement when this becomes appropriate. In the event of the pupil having SEND, advice is given to parents as to the amount of continuing support the pupil may need and reports are sent to the future school highlighting the pupil's needs. No documentation will be sent to the future school without the parents' permission. Great care is taken in choosing a future school that has the facilities to cater for a pupil's needs, including a special unit if necessary.

Assessment

Suggested tests include the following. However, a guiding principle is that the tests used must be up to date and manageable. It is not intended that all these tests be used with all pupils. Their use depends on the pupil's identified needs, but the school seeks to establish standardised scores as well as gaining diagnostic information.

1. Initial assessment on entry or soon after includes:

- Basic background details about the pupil. This may include a taster session; during the taster session we would carry out relevant tests including listening to the child read, basic skills in maths and creative writing
- More detailed background including parents' questionnaires and details of the pupil's medical history;
- Baseline assessments (Reception)
- 2-year checks in the Nursery

2. On-going assessments:

- assessments of the pupil's reading age
- informal assessments by the class teacher
- a single word spelling test
- Progress test in Maths, English and Science
- Teacher assessed Maths and English under new NC.
- Regular class based testing
- CAT4 testing

STEPS:

1. Differentiation in class
2. Identify need using in-class assessment methods or following concern raised by parents/carers
3. If there is no discernible progress, adjust methods in discussion with SENCO.
4. If progress is still inadequate after this, refer for an in-school assessment and/or refer to an outside support service
5. Based on a discussion of the results, increase support to provide individual or paired or small group support.

AT ALL STAGES:

- EXIT CRITERIA MUST BE SET FOR EACH LEARNING OUTCOME
- PARENTS MUST BE KEPT INFORMED
- THE CHILD MUST BE CONSULTED

- Staff at Howe Green House School value pupils of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with SEND will be part of this process.

Access to the Environment (see School Accessibility Plan)

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

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and the class teacher/nursery manager will differentiate where possible.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that the hidden curriculum and extra-curricular activities are barrier free and do not exclude any pupils.

Access to Information (see School Accessibility Plan)

- All children requiring information in formats other than print have this provided
- We adapt printed materials so that children with literacy difficulties can access them,
- or ensure access by pairing children/peer support/extra adult support.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer/extra adult scribing.
- HOWE GREEN HOUSE SCHOOL uses a range of assessment procedures within lessons (such as taping, role-play, drama, video and drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

Working with disabled parents/carers

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

Disability equality and trips or out of school activities

- HOWE GREEN HOUSE SCHOOL tries to make all trips inclusive by planning in advance and using accessible places.
- All children are welcome at our afterschool activities.

Allocation of resources

The SENCO is responsible for the following:

- Development and resourcing of the school policy, along with its implementation, monitoring and evaluation.
- Overseeing records of SEND children.
- Advising colleagues
- Contributing to staff training and development
- Liaising with parents

- Co-ordinating links with outside agencies
- Oversees CT allocates TA times appropriately

Policy review by SENCOs November 2019

Reviewed by Education Committee: 6th November 2019

Chair: L Lester

Head: D Mills

Next Review: November 2020

Coordinators Natasha Pook

Julie Sellears

A handwritten signature in black ink, appearing to be 'NPook', written over two horizontal lines.

Signed:

Appendix 1 Whole School Provision Map

<u>Area of need</u>	<u>Cognition and Learning</u>
<p>For all children where appropriate</p>	<p>Differentiation to match needs of all children in the class</p> <p>Clear learning objectives/success criteria</p> <p>Teaching in incremental steps – use of mini plenaries to recap</p> <p>Different learning styles supported</p> <p>Consistent marking and feedback</p> <p>CPD for all staff</p> <p>Clear school policies and protocols</p> <p>Access to fully trained SENCOs</p> <p>Open door policy for parents</p> <p>Repetition and reinforcement</p> <p>Consistent homework and homework diaries</p> <p>Guided group learning (teacher and TA)</p> <p>Clear focus on basic skills – mental maths, spelling and handwriting</p> <p>High quality teacher</p> <p>Pupil directed learning</p> <p>Thinking time and talking partners</p> <p>Access to library, computers and Ipads for research</p> <p>Interactive whiteboard</p> <p>Regular assessments with appropriate actions taken</p>

	Consistent displays in classes
Catch up (Booster/One Plan)	<p>1:1 booster with teacher/TA/Keyworker</p> <p>Small group in class support for maths and/or English</p> <p>Precision teaching programme</p> <p>Letters and sounds</p> <p>More frequent reading to an adult</p> <p>Focus group for handwriting</p> <p>Focus group for phonics</p> <p>Further differentiation</p> <p>Targeted intervention (Wasp Word/power of 2)</p> <p>Subject specific vocabulary cards</p>
SEN Support Support Plan (On SEN Register)	<p>1:1 specialist teaching with teacher, TA/Keyworker or outside agency</p> <p>Outside agency support</p> <p>Referral to Educational Psychologist, Clinical Psychologist, Occupational Therapist, Speech and Language Therapist</p> <p>Access to high interest – low reading age books</p> <p>Listening skills reinforced</p>

<u>Area of need</u>	<u>Communication and Interaction</u>
For all children where appropriate	<p>Visual timetables</p> <p>Actions to accompany main concepts or terms</p> <p>Structured school and class routines</p> <p>Access to a range of resources to support learning</p> <p>Tidy, well-ordered environment – clear labelling</p> <p>Home – school daily contact book</p>
Catch up (Booster/One Plan)	Meetings with class teacher and advice from SENCO
SEN Support (Support Plan – on SEN Register)	Referral to Educational Psychologist, Clinical Psychologist, Occupational Therapist, Speech and Language Therapist

<u>Area of need</u>	<u>Social, Mental and Emotional Health</u>
For all children where appropriate	Pupil voice Class code and reward systems House team system across the whole school Clear, consistent behaviour routines Range of responsibilities Consistent and effective emotional and pastoral support Family, Whole school and class assemblies Year 6 Buddies
Catch up (Booster/One Plan)	Targeted playground support Social skills Anger alphabet Buddy system Art Therapy
SEN Support (Support Plan – on SEN Register)	Support from Educational Psychologist Service Referral to CAMHS Home-School daily contact book Playground support Cognitive Behavioural Therapy Art Therapy

<u>Area of need</u>	<u>Sensory and / or physical</u>
For all children where appropriate	<p>Modified worksheets</p> <p>Flexible teaching arrangements</p> <p>Writing aids – pencil grips, writing slopes</p> <p>Specialist cushions</p> <p>Access to a range of support resources</p>
Catch up (Booster/One Plan)	<p>Additional handwriting support / practice</p> <p>Fine and gross motor skills activities recommended</p>
SEN Support (Support Plan – on SEN Register)	Referral to Occupational Therapist

Appendix 2

Methods of differentiating within the classroom in addition to using different teaching methods Visual, Auditory, Kinaesthetic

Area of Need	Differentiation strategies
Spelling	<ul style="list-style-type: none"> • Different spelling groups • Individual spelling dictionaries • Displays of awkward words using mnemonics/highlighted sections etc • Set targets for presentation - words which must be correct etc
Writing	<ul style="list-style-type: none"> • Plan bullet points, pictures, keywords, spider plan • Use writing skeleton - giving sentence starters / paragraph plan etc • Model writing on board first • Be prepared to accept different format for very weak writing – pictures, • recorded story, dictated story, paired work, word processed • Be clear about different writing components: ideas, spelling, handwriting - focus on one component at a time and make it clear • Encourage proof reading at the end of work
Reading Comprehension	<ul style="list-style-type: none"> • Use easier texts • Expand size of type • Encourage use of highlighters to find aspects of text (different speakers, • actions, description etc) • Encourage visualisation – draw picture, describe what can be seen in the mind etc • Act out tricky parts • Use puppets
Reading Accuracy	<ul style="list-style-type: none"> • Use easier texts or larger print • Helping hand • Paired reading / group reading • Coloured reading overlays
Learning Skills	<ul style="list-style-type: none"> • When setting tests etc – show HOW to revise using different revision strategies. • Give time/opportunity for over - learning and teaching each other • Find out with the children what works for them • Set different targets for knowing info AND spelling • Allow props such as a tables square • Mind mapping
Attention and Behaviour	<ul style="list-style-type: none"> • Key in by calling name first • Give a focus –‘I’m going to ask you about...’ • Give something positive to do (listening is hard) • Change activities frequently • Give list of things to be done and give regular feedback • Reward system for being on task • Allow movement to get something/do a task/give out books half way through lesson • Behaviour chart • Use of social stories • Use of visual timetables • Picture prompts • Fiddlers • Forward and Backward chaining • Buddy support lunchtime/assemblies
Maths	<ul style="list-style-type: none"> • Assistance with reading • Use concrete props, including/as well as Numicon/multi-link blocks • Number lines • Tables squares • Check understanding of language • Displays of different words for add / subtract etc • Large squared paper where necessary • Strategies for times table//multiplication i.e. gypsy method

Appendix 3

Other Procedures

Strands of Action to meet educational needs

	Differentiated learning in class	SEND support Graduated response	SEND support Graduated response	Advice from external agencies
Assessment and planning	Teacher assessment screening tests	Teacher assessment screening tests, in whole class assessments	In-school individual assessment	External assessment by Ed Psych or other therapist or agencies
Grouping for Teaching purposes	Grouping strategies used flexibly within the classroom	Small group used for out of class activities with group targets	Individual or small group tuition to support targets	Individual or small Group tuition to support targets or programs drawn up by the school with support from external therapist's
Human resources	Class teacher/ Nursery Manager TA's /Keyworkers with advice from the SENCO team	Support staff in liaison with class teachers, parents and carers	Support staff in Liaison with class Teacher/Parents/ Carers	Support staff in liaison with external therapist, class teacher/ Nursery manager and parents/carers
Curriculum and Teaching methods	Differentiation for curriculum access using Multi-sensory teaching methods with suitable adjustments within the classroom.	Specific reinforcement or development of particular skills through differentiated activities and materials	Individual programming to support specific targets; access to ICT	Individual programming to Support specific targets; access to ICT

The procedures outlined below, for Little Oaks Nursery, should be read in conjunction with this policy:

Supporting children with additional educational needs - Little Oaks Nursery

Procedure statement

We provide an environment in which all children, including those with special educational needs, are supported to reach their full potential.

- We have regard for the SEN and Disability Code of Practice, 0-25 years January 2015 and the equality Act 2010.
- We ensure our provision is inclusive to all children with special educational needs.
- We support parents and children with special educational needs (SEND).
- We identify the specific needs of children with special educational needs and meet those needs through a range of SEND strategies.
- We work in partnership with parents and other agencies in meeting individual children's needs.
- We monitor and review our policy, practice and provision and, if necessary, make adjustments.

Procedures

- We designate members of staff to be the Special Educational Needs Co-ordinator (SENCO) and give his/her names to parents.
- Our SENCO is Julie Sellears
- We ensure that the provision for children with special educational needs is the responsibility of all members of the setting.
- We ensure that our inclusive admissions practice ensures equality of access and opportunity.
- Our INCLUSION development officer – Julie Sellears
- We use the graduated response system for identifying, assessing and responding to children's special educational needs.
- We work closely with parents of children with special educational needs to create and maintain a positive partnership.
- We ensure that child and their parents/carers are informed at all stages of the assessment, planning, provision and review of their children's education.
- We provide parents with information on sources of independent advice and support.

- We liaise with other professionals involved with children with special educational needs and their families, including transfer arrangements to other settings and schools.
- We provide a broad, balanced and differentiated curriculum for all children with special educational needs and disabilities.
- We use a system of planning, implementing, monitoring, evaluating and reviewing using the One plan.
- We ensure that children with special educational needs are appropriately involved at all stages of the graduated response, taking into account their levels of ability.
- We use a system for keeping records of assessment, planning, provision and review for children with special educational needs and disabilities.
- We provide resources (human and financial) to implement our Special Educational Needs Policy.
- We raise awareness of any specialism the setting has to offer, e.g. Makaton trained staff. We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g the One Plan, reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- We provide a complaints procedure.
- We monitor and review our policy annually.

Working in partnership with other agencies – Little Oaks Nursery

Procedure Statement

We work in partnership with local and national agencies to promote the well-being of all children.

Procedures

- We work in partnership or in tandem with, local and national agencies to promote the well-being of children.

- Procedures are in place for sharing of information about children and families with other agencies. These are set out in the Information Sharing Protocol, Safeguarding Children procedures and the Special Educational Needs Procedures.
- Information shared by other agencies with us is regarded as third party information. This is also kept in confidence and not shared without consent from that agency.
- When working in partnership with staff from other agencies, we make those individuals welcome in the setting and their professional roles are respected.
- We follow the protocols for working with agencies, for example on child protection.
- Staff from other agencies do not have unsupervised access to the child they are visiting in the setting and do not have access to any other child(ren) during their visit.
- Our staff do not casually share information or seek informal advice about any named child/family.
- When necessary we consult with local and national agencies who offer a wealth of advice and information that help us develop understanding of issues facing us and who can provide support and information for parents. For example, ethnic/cultural organisations, drug/alcohol agencies, welfare rights advisors or organisations promoting childcare and education, or adult education.

Policy review by SENCO in November 2019

Review date: November 2020

Coordinator: Natasha Pook

Coordinator; Julie Sellears

Signed: 

Signed:

