

Howes Primary School

SEND Policy





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1 Introduction

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

- [Special Educational Needs and Disability \(SEND\) Code of Practice](#)
- [Part 3 of the Children and Families Act 2014](#),
- [The Special Educational Needs and Disability Regulations 2014](#),
- [Equality Act 2010](#)
- [Public Sector Equality Duty](#)
- [Governance Handbook](#),
- [School Admissions Code](#),
- [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](#)
- [Teachers Standards 2011](#)

This policy sits alongside the school's SEN Information Report (which was co-produced with Parents and Children) and the following school policies:

- Intimate Care Policy
- Child Protection and Safeguarding Policy
- Accessibility Plan
- Medical Conditions Policy

Howes Primary School is an inclusive school. We work within the Local Authority Offer which can be found at www.coventry.gov.uk/sendlocaloffer and we follow the guidelines from the Revised Code of Practice 2014. [Click here for more information.](#)

We ensure that all of our children are included in all aspects of learning and school life from the Early Years Foundation Stage all the way to Year Six.

From time to time, some children will require additional support for a period of a few weeks, months or even longer to meet their needs. These children may have additional support through targeted intervention work. If a child's needs persist, then the child may be identified as having special educational needs (SEN). This will be discussed with parents / carers, the child (if appropriate) and the class teacher. Following this, the child will be placed on the SEND support register. The decision to do this is made by the school after consultation with the parents and is based on each child's individual needs.



Our school's definition of SEN is "Any child who receives any support which is additional to or different from everyday practice and / or receives support from outside agencies".

2 Aim

At Howes Primary School, we aim to raise the aspirations of and expectations for all pupils with SEN. To do this, we will focus on outcomes for children and not just focus on hours of provision or support.

3 Objectives

- To identify and provide for pupils who have special educational needs and or disabilities
- To provide support and advice for all staff working with special educational needs pupils
- To work within the guidance provided in the SEND Code of Practice, 2014
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator (SENCO) who will devise and work within the SEN and inclusion policies
- Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
- Help pupils with SEND fulfil their aspirations
- Help pupils with SEND become confident individuals living fulfilling lives
- Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Ensure every child is the best they can be!

4 Identifying Special Educational Needs

The SEN Code of Practice 2014 states that "A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age."

It continues to state that special educational needs fall under four broad areas of need:

- **Communication and Interaction** (including speech and language difficulties, Autistic spectrum disorder and Asperger's syndrome)



- **Cognition and Learning** (including moderate, severe and profound learning difficulties and specific learning difficulties such as dyslexia or dyspraxia)
- **Social, emotional and mental health** (including attachment disorder and attention deficit (hyperactivity) disorder)
- **Sensory and/or physical** (including visual impairment, hearing impairment or physical disability)

As a school, we will endeavour to identify a child's special educational need as early as possible, under the four broad areas of need, to enable us to provide the appropriate support to meet the needs of the whole child.

The following are **NOT SEN** but may impact on progress and attainment:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Behaviour is not SEN. Any concerns relating to a child's behaviour should be described as an underlying response to a need which we will be able to recognise and identify clearly as we know the child well.

5 A Graduated Response

At Howes, we believe that Quality First Teaching is the key to meeting the needs of most of our children. Through adapted teaching and learning and a good working knowledge of the children's needs, most children will make good progress. Our class teachers closely monitor the progress made by all children in their class and ask advice from the SENCO (Special Educational Needs Co-ordinator) if they have concerns about any of their pupils.

The SENCO/ Inclusion Lead may then suggest activities such as small group work or taking part in additional activities (interventions) to help the child.

All teachers are teachers of children with special educational needs and therefore class teachers are responsible and accountable for the progress



and development of the pupils in their class, including where children access support from teaching assistants or specialist staff.

If the child continues to have difficulties, as indicated by high quality formative assessments, the SENCO and the class teacher would suggest additional support and / or assessments. At this point, the child may be placed on the SEN Support Register after consultation with parents / carers. Where the child presents as having higher levels of need, the school may draw on external services to provide advice, assessments and / or specialist programmes of work.

Once a child has been identified as having SEN, the following steps are followed:

Step 1: Class Teacher, SENCO and Parents / Carers make the joint decision to place the child on the SEN Support Register.

Step 2: Individual targets and strategies / interventions are identified and put into place.

Step 3: These are reviewed regularly with parents / carers, following the SEN Code of Practice 2014 format of [Assess, Plan, Do and Review](#). External agencies may be involved for support and / or assessment where required.

Step 4: Where children have very complex needs and / or despite the school having taken relevant and purposeful action to support the SEN of the child, the child does not make expected progress, the school or parents may request an Education, Health and Care needs assessment. (EHC plan)

Parents and the child are involved in all of the above steps as much as possible. (This often depends on the age and stage of the child.)

6 Managing SEN in School

The SENCO is responsible for keeping all records up to date and managing the SEN process and procedures.

Children on the SEN register are classified as having **SEN Support**. Some children will be on the SEN register and receive SEN support for a relatively short period of time and others will remain on the register for a longer period of time. Using the Assess, Plan, Do, Review cycle, the SENCO will continually evaluate and update the SEN register and monitor



the interventions and support available to children to ensure that the SEN needs of each child are being met.

If the school feel that the child no longer needs SEN support, there will be a consultation with Parents and the child will be taken off the SEN register. The child will continue to be monitored through the rigorous assessment and monitoring that is in place for all children.

7 Where Further Support is Needed

Some children will need support from outside agencies. Currently, we work with a wide range of external services including:

- Educational Psychology Services (EP)
- SEMHL (Social, Emotional and Mental Health – Learning and Behavioural Difficulties)
- Complex Communication and Autism Spectrum Disorder
- Speech and Language Therapy Service (SaLT)
- Sensory Support Service
- Child and Adolescent Mental Health Service (CAMHS)
- School Nursing Team
- Occupational Therapy

You can find out more about local services that we use in our SEND Information Report which is on our website.

If the current support provided in school is not meeting the child's needs or they have particularly complex needs, a child may have an **Education Health and Care Plan (EHCP)**. The school or parents can request an assessment for an EHC plan at any time where necessary to meet the additional needs of a child. There is a formal process and there are strict criteria to meet.

8 Supporting Pupils and Families

Families can find additional help and guidance in the schools SEND Information Report or Coventry's Local Offer.

Families needing additional support can also request this through the CAF process following an assessment of need.

All children are supported through times of transition by the school. Where children have been identified as having additional needs the



SENCO alongside the class teachers will coordinate transition to other settings.

9 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 an 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.

Please refer to our Medical Conditions Policy for further details.

10 Monitoring and Evaluation of SEND

The SEN policy will be evaluated and reviewed every two years. All SEN services and provision in the school are subject to rigorous monitoring through the gathering of parent, staff and pupil views and Governors and SLT monitoring schedules. The progress of SEN children is regularly monitored through work scrutiny, data analysis and pupil progress meetings. The regular monitoring of interventions and provision promote an active process of continual review and improvement of provision for pupils.

11 Training and Resources

SEN is funded by a notional budget awarded to the school. It is therefore the responsibility of the school to meet the SEN needs of a child where possible through this funding. Where a child's needs are greater or more complex and can't be met through the notional budget, an EHC plan may be requested to access top up funding to support the needs of the child.

To maintain and develop the quality of teaching and provision in response to the strengths and needs of all pupils, all staff are encouraged to



undertake training and development. This is either led by the SENCO or by external specialists and is organised by the SENCO or Senior Leadership Team.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO 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 school's SENCO regularly attends the SENCO network meetings in order to keep up to date with local and national updates in SEND.

The SENCO meets with all class teachers to assist them in meeting the needs of the children in their class.

The SENCO and class teachers work closely together to ensure the needs of the children are met.

12 Roles and Responsibilities

12.1 The Role of the SENCO / Inclusion Leader

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs
- liaising with and advising all staff
- overseeing and maintaining the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies
- organising and chairing annual review meetings where appropriate
- helping staff to identify early intervention
- tracking pupils' progress and allocating additional support to individual or groups of pupils
- documents and records are kept and shared with staff and parents and are available where needed
- completing and maintaining the Special Educational Needs Register
- making sure relevant referrals have been made
- tracking pupils' progress and allocating additional support to individual or groups of pupils
- ensuring individual needs of SEN pupils are met through targeted intervention where necessary



12.2 The Role of the Headteacher

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

12.3 The Role of the Class Teacher

- providing quality first teaching to all pupils, including those identified as having SEN
- identifying each child's needs and levels of attainment and progress
- advising parents of any concerns
- raising concerns for children that they are worried about and discussing with the Inclusion Lead / SENCO
- providing reports for external specialists
- monitoring and assessing progress and maintaining appropriate records, including implementing strategies that have been suggested by the Senco or external specialists
- plan and prepare work for children to enable them to access the curriculum
- ensure the delivery of the curriculum is appropriate to allow access for all children
- fulfil any other duties as required of the class teacher as stated in the SEN Code of Practice 2014



12.4 The Role of SEND Governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school
- to monitor and support the SENCO and Senior Leadership in the implementation of the SEN Policy and SEND Information Report.
- to inform Governors of any issues regarding the implementation of the SEN policy

12.5 The Role of Teaching Assistants

- to support and help children with SEN to meet their targets (under the direction of the class teacher) and to report and record work that has been carried out and progress that has been made.

12.6 The Role of Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil

The school will take into account the views of the parent or carer in any decisions made about the pupil.

12.7 The Role of the Pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:



- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings (where appropriate)
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

13 Additional Responsibilities

13.1 SENCO/Inclusion Lead

Mrs Melanie Walters (Assistant Headteacher)

13.2 Safeguarding:

Designated Safeguarding Lead: Ms Zoe Pollard (Headteacher),

Deputy Designated Safeguarding Lead: Mrs Alison McKenzie (Learning Mentor)

Inclusion Lead: Mrs Melanie Walters (Assistant Headteacher)

13.3 Pupil Premium Grant:

Ms Zoe Pollard (Headteacher)

Mrs Melanie Walters (Assistant Headteacher)

13.4 Looked After and Previously Looked After Children:

Mrs Melanie Walters (Assistant Headteacher)

13.5 Medical needs:

Mrs Alison McKenzie (Learning Mentor)

14 Storing and Managing Information

Howes will follow the schools Record Management policy with regards to storing and managing information held about SEND. All documents



regarding SEND will be stored in locked filing cabinets and on secure ICT systems within the school.

15 Reviewing the Policy

This policy has been written with regard to the SEN Code of Practice (July 2014).

The SEN Policy updated biannually and the SEN Information Report will be updated annually by the SENCO / Inclusion Lead and shared with all staff and governors.

16 Accessibility

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Howes Primary School work closely with the LA to ensure that accessibility is considered in all building work.

Curriculum accessibility is closely monitored and assessed by the Senior Leadership Team.

For more information please see [School Accessibility Policy](#) and [Coventry's Accessibility Strategy](#).

17 Concerns/complaints

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher. If the concern or complaint is not resolved then please contact the Assistant Headteacher/SENCO, Mrs Walters. If the complaint is still unresolved or is of a serious nature a meeting will be scheduled with Mrs Walters and the Headteacher, Ms Pollard. Please refer to our school's [complaints policy](#).

Initial complaints can be made in person, by telephone or by writing but to ensure that complaints are handled appropriately, are suitably resolved and to ensure effective communication between home and school, in person meetings are preferable and will be scheduled.



If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

Date of Review: March 2023

Date of Next Review: March 2025