



Houghton Conquest Lower School and Pre-School

Statutory Document Information: HOUGHTON CONQUEST SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY (<i>OUR OFFER</i>)			
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Documents Linked to this Policy:	
Medicines Policy and Procedures	Behaviour for Learning Policy
Attendance Policy	Complaint Policy
Positive Handling Policy	Early Help Assessment Policy
Accessibility Policy (CBC Strategy)	

Houghton Conquest Special Educational Needs and Disability (SEND) Policy
Including SEND Information Report

*The local authority responsibility (Central Bedfordshire Council) for Special Educational Needs and Disability is detailed in the Local Offer and can be found at:
<http://www.centralbedfordshire.gov.uk/learning/local-offer/default.aspx>*

How does the school know if children need extra help and what should I do if I think my child has Special Educational Needs? (SEN)

At Houghton Conquest Lower School children are identified as having SEN through a variety of ways including the following:-

- Liaison with Pre-school or previous Nursery provision or previous school
- Child not achieving at the appropriate level for their ability

- Concerns raised by Parent
- Concerns raised by teacher, for example behaviour or self-esteem is affecting performance
- Liaison with external agencies i.e. physical
- Health diagnosis through paediatrician

How will I raise concerns if I need to?

- Talk to us – firstly contact your child’s class teacher or SENCO/ Headteacher
- We pride ourselves on building positive relationships with parents and aim to share information with you and would hope that you are able to do the same with us

How will school support my child?

Who will oversee, plan, work with my child and how often?

- Our SENCO oversees all support and progress of any child requiring additional support across the school.
- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.
- There may be an additional adult working with your child either individually or as part of a group; if this is seen as necessary by the class teacher/SENCO. The regularity of these sessions will be explained to parents when the support starts. Regular liaison takes place between the Teaching assistants and class teachers. Staff meetings have dedicated time to discuss current SEND needs within the school.
- The provision of designated quiet/calm areas with appropriate resources designed to support pupil needs. E.g. Sensory equipment.

Who will explain this to me?

- The class teacher will meet with parents at least on a termly basis (this could be as part of Parent’s evening) to discuss your child’s needs, support and progress.
- For further information and advice the SENCO is available to discuss support in more detail.

How are the Governors involved and what are their responsibilities?

- The Headteacher reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times

- One of the Governors is responsible for SEND and meets regularly with the SENCO. They also report to the Governors to keep all members informed.
- The Governors agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make progress.

How will the curriculum be matched to my child's needs?

- All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically this might mean that in a lesson there would be three different levels of work set for the class, however on occasions this can be individually differentiated.
- The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

How will I know what my child is doing and how will you help me to support my child's learning?

- We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.
- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.
- We can operate a home / school link book which your child will bring home regularly so that comments from parents and teacher can be shared and responded to promptly when needed.
- Your child will be offered **Stage 1** of school support when their needs go beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Stage 1 of SEND Support

- If your child is on the SEND List they will have a Provision Map (PM) which will have an overview of your child's provision to support any barriers to learning. This is discussed on a termly basis and parents are given a copy to sign. Additionally a SEND support plan will be put into place which will detail specific targets set that are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) with the expectation that the child will achieve the target by the time it is reviewed.

Stage 2 of SEND Support

- We would discuss with parents the need to move a child from Stage 1 to Stage 2 provision. It would build upon arrangements made for Stage 1 and would be presented in the Provision Map but would probably involve more specialist expertise and most appropriate for children with long-term needs in one or more of four broad areas.
 - Cognition and learning
 - Social, emotional and mental health difficulties
 - Communication and interaction
 - Sensory and/or physical needs

If your child has complex SEND needs they may also be part of a TAC (Team Around the Child) or have an EHCP (Education Health and Care Plan – previously a Statement), which means that a formal meeting will take place to discuss your child's progress and a report will be written. It may also be appropriate to have access to Early Help and this means an Early Help Assessment (EHA) form will be completed with your permission (see Early Help Policy).

How does the school know how well my child is doing?

- As a school we measure children's progress in learning against National expectations and age-related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry to end of Year 4, using a variety of different methods.
- Children who are not making expected progress are picked up through Pupil Progress meetings with the Class teacher and Headteacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.
- When the child's PM is reviewed changes in provision and a review of the targets set will take place with the classteacher. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.

What support will there be for my child's overall wellbeing?

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCO for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

- The school also has an EWP (Emotional Wellbeing Partner) who works under the direction of the SENCO, with vulnerable children and parents during the school day. This usually is part of a Nurture Group and is a provision that is discussed with you as part an appropriate agreed strategy to support you child.

How does the school manage the administration of medicines?

- The school has a policy regarding the administration and managing of medicines on the school site. (See the policy on the school website)
- Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day.
- On a day to day basis the trained staff generally oversee the administration of any medicines.
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations.

What support is there for behaviour, avoiding exclusion and increasing attendance?

As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by all staff and pupils.

If a child has behavioural difficulties a PM is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets.

After any behaviour incident we expect the child to reflect on their behaviour with an adult, with reference to the Golden Rules (see Behaviour for Learning Policy) working towards completing a reflection form. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

Pupils who are deemed 'at risk' of exclusion will be supported through discussion with parents and the Headteacher and consider an agreed risk assessment to lower their risk and support their child and learn more about the reason/triggers for behaviour causing concern.

Attendance of every child is monitored on a daily basis by the school office personnel. Lateness and absence are recorded and reported to the class teacher initially and fully a supportive process is in place for detailed information: see Attendance Policy.

How will my child be able to contribute their views?

- We are a school which values and celebrates each child being able to express their views on all aspects of school life. This is usually carried out through regular 'Pow Wows' which can be a structured question session or an open forum for any issues or

viewpoints to be raised. The Suggestion Boxes are for everyone and are regularly checked by the Emotional Well-Being Partner (and acted upon) as well as the Values-led ethos which positively encourages pupils being heard and gives them the vocabulary to express their feelings. We also have a 'worry box' in every classroom and this is checked regularly by the Emotional Well-Being Partner and concerns are discussed as at staff meetings.

- Children who have a PMs discuss their targets with their class teacher.
- If your child has an EHCP (previously known as a Statement) their views will be sought before any review meetings.
- Pupils at Stage 1 & 2 and above of the SEND list views are elicited using person centered approaches often with the help of a responsible adult.

What specialist services and expertise are available at or accessed by the school?

- Our SENCO has a Master's level National Award for SEN co-ordination and is fully qualified and accredited. The SENCO is also a member of NASEN and ensures current knowledge about national issues related to SEN are discussed at Governor and staff meetings.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: - Behaviour Intervention; Health including – GPs, school nurse, clinical psychologist, pediatricians, speech & language therapists; occupational therapists; social services including - Locality Teams, social workers and Educational Psychologists.

What training have the staff supporting children with SEND had or are currently having?

- We have a member of staff trained as an EWP by CHUMS (*Mental Health and Emotional Wellbeing Service for Children and Young People*)
- The majority of staff are trained in the 'Team Teach' approach to supporting children (see Positive Handling Policy).
- All of our LSAs have had training in delivering reading and spelling / phonics programmes.
- Regular training takes place on ASD, ADHD and behaviour and emotional well-being.

How will my children be included in activities outside the classroom including school trips?

- All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

How accessible is the school environment?

- The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is all on one level with ramps at specified fire exits.
- Where necessary we would liaise with EMAS (Ethnic Minority Achievement Service) who assist us in supporting our families with English as an additional language.

How will the school prepare and support my child when joining the school or transferring to a new school?

- We encourage all new children to visit the school prior to starting when they will meet their teacher and be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.
- We write/commission social stories with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, typically to go to Middle school, we arrange additional visits. At our 'feeder' middle school, Marston Vale Middle, they run a programme specifically tailored to aid transition for the more vulnerable pupils.
- We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs then an EHCP review will be used as a transition meeting during which we will invite staff from both schools to attend.
- Pre-school transition meetings are organised between parents, key person and SENCOs (Pre-School SENCO and School SENCO) to reassure parents about the provision available at the school, we also link in with the external Early Years Advisory teacher before the transfer. If necessary a meeting is organised with all involved if the child has more complex SEND needs to plan for, this is completed as early as possible.

How are the school's resources allocated and matched to children's SEN needs?

- We ensure that all children who have Special Educational Needs are met to the best of the school's ability with the funds available. This may include purchasing specific resources including books and ICT programs.
- We have a team of well qualified professionals and LSAs who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs.
- The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

How is the decision made about what type and how much support my child will receive?

- The class teacher alongside the SENCO will discuss the child's needs and what support would be appropriate.
- Different children will require different levels of support in order to bridge the gap to achieve age-expected levels.
- This will be thorough on-going discussions with parents during the process of deciding on the provision.

How do we know if it has had an impact? How do we evaluate effectiveness?

By reviewing children's targets within the SEND Plan and ensuring they are being met.

There are termly meetings between the SEND Governor and Headteacher, which is relayed to the Full Governing Body in a written report.

Termly meetings between parents and the classteacher to inform parents of the current assessment, the plan, how the plan will be carried out and also a review of what has taken place to date.

Pupils are involved and consulted in the process and have 'voice' through the use of person-centered approaches, this may be through the use of 1 page profiles.

Formative and summative assessments at regular intervals shared with parents termly and at the end of the year in the school report.

Fortnightly written reviews by the Speech and Language therapist for pupils requiring interventions.

The child is making progress academically against national/age expected levels and the gap is diminishing i.e. they are catching up to their peers or expected age levels.

Verbal feedback from the teacher, parent and pupil.

Children may move off of the SEN List when they have 'caught up' or made sufficient progress.

Who can I contact for further information?

- First point of contact would be your child's class teacher to share your concerns.
- You could also arrange to meet our EWP or SENCO or Speech therapist.
- Contact SEND Advice Service (previously Parent Partnership):
http://www.bedford.gov.uk/education_and_learning/parental_support/send_advice.aspx
- See staff information page on the website if you wish to identify the most important person relevant to your question or speak to our office staff in confidence.

Who should I contact if I am considering whether my child should join the school?

- Contact the school office to arrange to meet the Headteacher/SENCO, who would willingly discuss how the school could meet your child's needs.

Dealing with Complaints

We pride ourselves on our positive effects we have with children and parents, but there may be occasions when a formal route for complaints will need to be instigated. All complaints will be managed in line with the School's Complaints Policy.