



Hounslow Town Primary School Special Educational Needs and Disabilities (SEND) Policy

Hounslow Town Primary School is a Rights Respecting School where the principles and articles of the UNCRC underpin the work we do. It is with this in mind, this policy has been written, supporting children's right to an education, Article 28 and Article 29, children's education should help them to use and develop their abilities and talents.

Approved by:	Full Governing Body	Date: April 2023
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Last reviewed on:	April 2023
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Next review due by:

Introduction

Hounslow Town Primary School provides a broad and balanced curriculum for all pupils. Our curriculum planning is designed to meet the needs of all pupils and as such teachers will set suitable learning challenges and respond according to needs of pupils in order to support their continued learning. Some children may experience, at any time during their time at Hounslow Town, specific barriers to learning that mean they have a special educational need requiring specific action by the school.

Teachers take account of these needs and make provision to support pupils, individually or within groups thus enabling them to access their learning and achieve their objectives. This policy is designed to ensure consistency in curriculum planning, assessment and monitoring of pupils with SEND.

The Disability Discrimination Act identifies the fact that some pupils with disabilities may have learning difficulties that require special education provision. However, not all pupils identified as disabled will require special education provision. At Hounslow Town Primary School each pupil is assessed as required and appropriate provision made according to their need.

Aims and Objectives

The aims and objectives of this policy are:

- To create a rich and stimulating learning environment that meets the special educational needs of each pupil.
- To ensure that the special educational needs of pupils are identified, assessed, planned for, provided for and reviewed.
- To ensure that all participants are clear as to expectations and process.
- To identify the roles and responsibilities of staff in planning and providing for pupils with special educational needs.
- To ensure that all pupils have full access to the curriculum as well as the wider areas of school life.
- To support Parents and Carers in playing an active role in their child's education
- To provide, where appropriate, a voice for pupils in this process.

Educational Inclusion

At Hounslow Town Primary School we have high expectations of all members of our community and as such seek to offer our children excellence and choice in their learning regardless of need or ability. It is our intention that through the removal of barriers to learning our children can participate fully and enjoy recognition as valued members of the community. We do this through appropriate curricular provision and by respecting the fact that pupils:

- Have differing educational needs
- Use varied strategies for learning
- Acquire, process and apply information at different rates
- Respond to a wide range of teaching approaches, resources and experiences

Teachers will respond to pupils by:

- providing support for pupils who require assistance with communication, language and literacy
- developing pupils' understanding through a rich variety of experiences
- planning to ensure pupils' full access and participation in all areas of learning
- providing strategies and support for pupils to manage their behaviour and emotions in order that they can participate in learning effectively and safely.

Special Educational Needs

Pupils are identified as having a learning difficulty if:

- they have significantly greater difficulty in learning than the majority of pupils the same age
- they have a disability which prevents or hinders them from making use of the educational facilities that are provided for other pupils the same age.

(SEND Code of Practice 0-25 years)

Areas of Special Educational Need

Under the SEND Code of Practice 2014 students identified as having a special educational need (SEN) will be considered within one or more of the following categories of need:

Cognition and Learning;

Children with learning needs may learn at a slower pace than other children and may have difficulty developing literacy or numeracy skills or understanding new concepts. Learning needs may be in addition to or as a result of other special educational needs.

Children with a specific learning difficulty (SpLD) will have difficulties related to one or more of dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Cognition and Learning needs include:

- Specific learning difficulties (SpLD)
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)

Social, Emotional and Mental Health Difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as 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 may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Social, Emotional and Mental Health Difficulties include:

- ADD • ADHD • Attachment Disorder

Communication and Interaction needs

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or because they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with autism, including Asperger's Syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Communication and Interaction needs include:

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

Sensory and/or Physical needs

Some children require special educational provision because they have a disability and this prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children with an MSI have a combination of vision and hearing difficulties. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Sensory and/or physical needs include:

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

Admission arrangements and facilities

No child will be discriminated against on entry into school because of their individual needs. Prior to admission there is liaison where necessary with the relevant external agencies regarding individual children's needs. Parents are encouraged to discuss their children when registering and during home visits. For children who enter school other than from our nursery, we refer to previous school records and assess on arrival. Each child will have an equal right to be admitted to this school and then be given equal access to the National Curriculum as appropriate to their needs. Those already identified as having a high level of need may be assessed before admission to ensure this school can meet those needs. We provide a broad and balanced curriculum for all our children. We aim to fulfil all children's entitlement to learning support and enable all children to participate in the life and work of the school, and together with parents and carers we hope that the education we provide will help them to achieve to the best of their abilities, whatever their needs.

Admission into the Rainbow Centre

Admission into the Rainbow Centre falls outside of normal statutory admissions arrangements and it is managed by the Special Educational Needs section of the London Borough of Hounslow. The procedure is as follows:

- Application received by the SENDCo from the London Borough of Hounslow;
- If appropriate the Centre Leader will visit child in their setting;
- Child and family are invited to visit the Centre.
- The child may be invited to spend a period of time in one of the Rainbow classes;
- The SENDCo will make a decision as to whether the child's needs can be met. In the event that it is decided that the child's needs cannot be met, a full report will be sent to the Special Educational Needs section of the London Borough of Hounslow outlining the reasons why;
- If the child's needs may be met, and the Centre has a vacancy, an offer of a place will be made.
- In the event that the Centre is full, a waiting list of applicants may be held, and, once a vacancy arises, the admissions procedure outlined above will be followed. Children will not be observed or considered unless there is a current vacancy.

Admissions to the Rainbow Centre are not accepted or considered unless the child has a current Education, Health and Care Plan (EHCP) in place. All admissions are treated equally. Admission into the mainstream provision at Hounslow Town Primary School does not give a pupil any advantage over external applicants to the Rainbow Centre.

The Role of the SENDCo:

- To be responsible for the day to day implementation of the SEND policy.
- To maintain and regularly update the SEND Register.
- To write and update provision maps indicating provision for children with SEND.
- To liaise with pre-school and KS3 SENDCos with regard to pupil transfer.
- To liaise with relevant outside agencies to facilitate the continuation of support for incoming pupils.
- To organise Multi-Professional Team Meetings when needed.
- To advise Class Teachers in the planning of provision.

- To monitor the progress of pupils with SEND and to organise reviews of their progress and provision. This will include the 'Annual Review' procedure for pupils with an Education Health and Care Plan. In addition, these pupils also have termly reviews to ensure efficient support is maintained as do pupils at SEN Support.
- To contribute to the development of a whole school policy for the management of behaviour.
- To liaise with other professionals, arrange outside agency assessments and integrate advice for classroom practice
- To liaise closely with parents/carers to ensure continuous update and awareness of the child's need and support
- To train and support class teachers and TAs in the teaching of strategies to children with SEND.
- To work closely in partnership with parents and carers, and to involve them where appropriate in the learning programmes of their children.
- To develop learning resources for children with SEND.
- Together with the Head Teacher, manage the SEND Budget.
- When appropriate, to attend interview procedures relating to the employment of staff.
- When appropriate, to attend Governors' meetings.
- To liaise with the SEND Governor.
- To monitor and review the effectiveness of the school's SEND policy.

The Role of the Governing Body:

The school's Governing Body has an important statutory duty towards pupils with SEND.

In accordance with this, our governors:-

- In co-operation with the Head Teacher and SENDCo, determine the school's general policy and approach to provision for children with SEND.
- Establish the appropriate staffing and funding arrangements.
- Ensure that the teachers in the school are aware of the importance of identifying and providing for those children with SEND by maintaining a general oversight of the school's work.

A Graduated Response to SEND

Early Concerns

The progress made by all students is regularly monitored and reviewed. Initially, concerns registered by teachers, parents/carers or other agencies are addressed by appropriate differentiation within the classroom and a record is kept of strategies used. This can be then used in later discussions if concerns persist.

How we identify and support students with SEN

All students' attainment and achievements are monitored by their teacher who is required to provide high quality teaching and learning opportunities differentiated for individual students. Where a pupil is making inadequate progress or falls behind their peers, additional support will be provided under the guidance of the class teacher. Adequate progress could:

- Be similar to that of peers;
- Match or better the students' previous rate of progress;
- Close the attainment gap between the pupil and their peers;
- Prevent the attainment gap growing wider.

Where students continue to make inadequate progress despite support and high quality teaching, the class teacher will work with the school's Special Educational Needs and Disability Coordinator (SENDCo) to assess if a pupil has a significant learning difficulty and agree appropriate support.

In some cases it may be necessary to seek assessment by or advice from an external professional such as a specialist teacher or educational psychologist. This will always involve discussion and agreement with the pupil's parents/carers.

When considering whether a pupil has a special educational need any of the following may be evident:

- Makes little or no progress even when teaching approaches are targeted particularly in a pupil's identified area of weakness;
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas;
- Persistent emotional or behavioural difficulties which are not improved by appropriate behaviour management strategies;
- Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment;
- Has communication and /or interaction difficulties and continues to make little or no progress despite the provision of an appropriate differentiated curriculum.

- Has emotional or behavioural difficulties which substantially and regularly interfere with the pupil's own learning or that of the class groups, despite having an individualised behaviour support programme;
- Has SEND or physical needs that require additional specialist equipment or regular advice or visits by a specialist service;
- Has a communication and/or an interaction difficulty that impedes the development of social relationships and causes a substantial barrier to learning.

Assess, Plan, Do and Review

Where a pupil is identified as having SEN, we will take action to support effective learning by removing barriers to learning and put effective special educational provision in place. This SEND support will 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 – assess, plan, do, review.

For students with special educational needs the cycle of Assess, Plan, Do and Review will fit into the regular termly assessment and planning cycle for all students. These are known as Pupil Progress Meetings/Parents' evening. Teachers will share pupil support plans and discuss targets and interventions. Parents will also be notified that their child is on the SEND register and requiring SEND support.

EXIT CRITERIA

When a pupil has made sufficient progress in their area of need that they no longer require any provision that is different from or additional to that which is normally available as part of high quality and differentiated teaching they will no longer be seen as requiring SEND Support. At this point, through discussion and agreement with parents/carers the pupil will be removed from the schools SEND register.

Statutory Assessment of Needs (EHCP)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs and/or Disabilities of the pupil, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care (EHC) needs assessment. The evidence gathered through the regular review of interventions will help the Local Authority (LA) in determining when this statutory assessment of needs is required.

Where a pupil has an Education Health and Care Plan (EHCP), the Local Authority must review the plan every twelve months as a minimum. We as a school have a duty to co-operate so that we hold the annual review meetings as and when due and complete the appropriate paperwork for this process.

Partnership with parents and carers

The school works closely with parents and carers in the support of those pupils with special educational needs. We encourage an active partnership through an on-going dialogue with parents and carers. Parents and carers have much to contribute to the support for pupils with special educational needs. We have regular meetings each term to share the progress of special needs pupils with their parents or carers. We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of pupils with special educational needs.

We share Pupil Support Plans and discuss targets.

Monitoring and review

The SENDCo monitors the movement of pupils within the SEND system in school. The SENDCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENDCo is involved in supporting teachers involved in drawing up Pupil Support Plans for children on the additional needs register. The governing body reviews this policy annually and considers any amendments in the light of the annual review findings.

SEND Information Report

The school will ensure that the SEND information is accessible on the school website. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

