

SEND POLICY

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Date:	04.12.2025

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Date:	

Next review date:	04.12.2026
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Purpose

Howard House School adopts a 'whole student, whole school approach' to the management and provision of support. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that students with special educational needs can fulfil their potential and achieve optimal educational outcomes. In this policy, 'special educational needs' refers to a learning difficulty that requires special educational provision.

Definition of Special Educational Needs from the Special Educational Needs and Disability (SEND) Code of Practice: for 0-25 years (2014):

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or*
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.*



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The SEND Code of Practice (2014) outlines four areas of special educational need that include a range of difficulties and conditions:

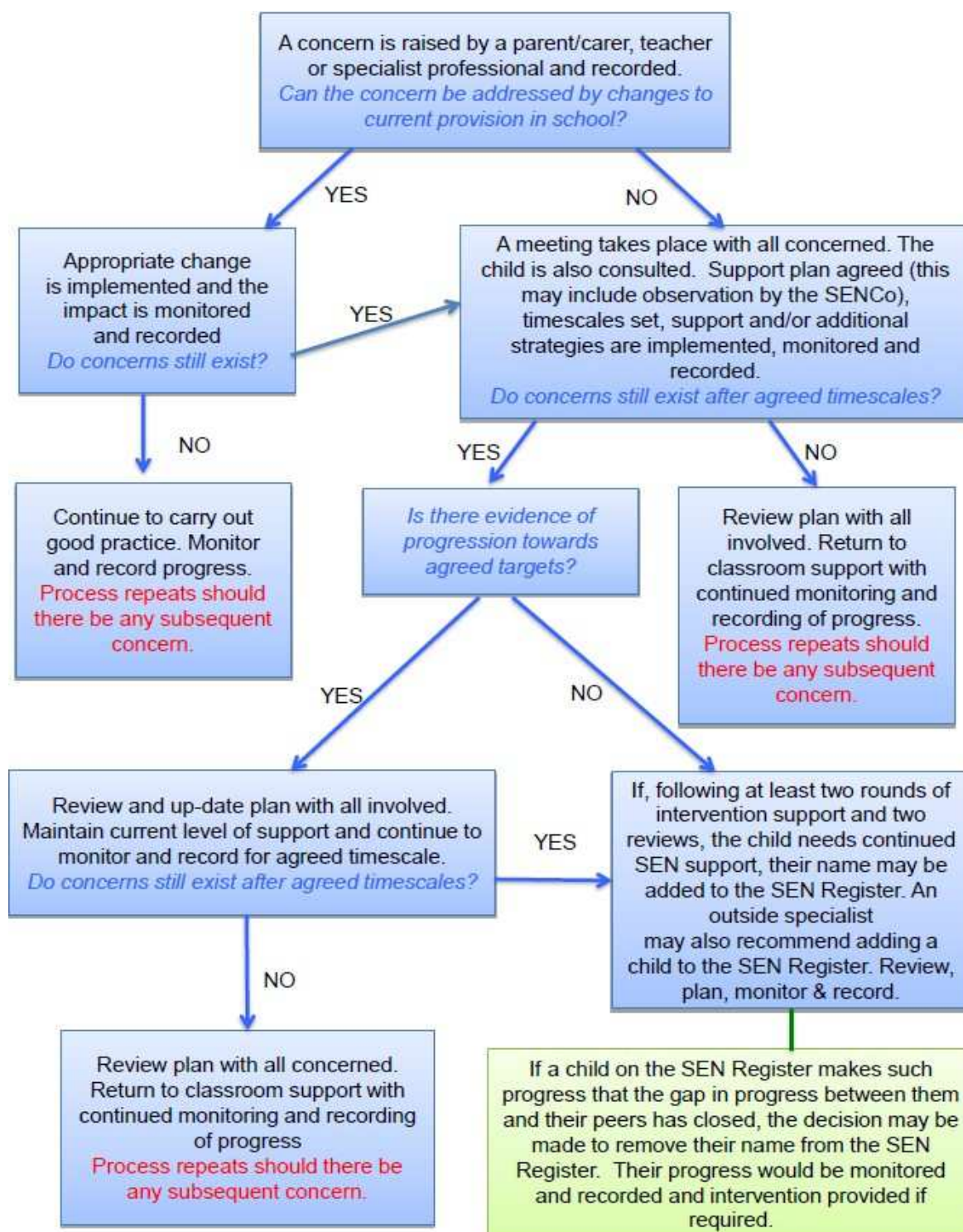
Communication and interaction	Cognition and learning	Social, emotional and mental health	Sensory and/or physical
Autistic Spectrum Disorder (ASD); Speech, Language and Communication Needs (SLCN).	Attention deficit hyperactivity disorder (ADHD). Moderate Learning Difficulty (MLD). Profound and Multiple Learning Difficulty (PMLD). Severe Learning Difficulty (SLD) Specific Learning Difficulty (SpLD). Dyscalculia; Dysgraphia; Dyslexia; Dyspraxia.	Adjustment Disorders. Anxiety Disorders. Obsessive Compulsive Disorder ('OCD').	Hearing Impairment (HI). Visual Impairment (VI). Multi-Sensory Impairment (MSI) Physical Disability (PD). Medical Needs.

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What happens if a pupil experiences difficulties?



Safe adults taking the business of education seriously

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1. EHCP

All the pupils at Howard House School, have an EHCP or are undergoing assessment for one. Before a pupil joins our school, their EHCP is carefully examined, to ensure we are fully able to meet the special educational needs and disabilities of every student. Howard House School is committed to inclusion and aims to provide equality of opportunity for all pupils. All teachers are teachers of children with special educational needs.

Identification of additional needs

Early identification is vital. Children with SEN may be identified through parental information, information from other teachers and teaching assistants in the class, or through referrals from outside agencies.

Initial concerns voiced by teacher(s) are recorded on an SEN referral form. This involves describing the nature of the concern and strategies implemented already by teachers to support the pupil. The SENCo will carry out an observation of the young person. After the observation, a meeting will take place with the child's parents and tutor to discuss strategies in order for the pupil to make greater progress.

Assessment

Early intervention is very important. Our approach to assessment of need involves observation of the pupil in all normal setting situations, liaison with parents/carers and some standardized testing if we feel this is appropriate to both the age of the child and the difficulties they are experiencing. Curriculum records kept by teachers provide a profile of a pupil's learning and highlights areas in which a child may be experiencing difficulty.

Provision

The setting in line with the Special Educational Needs and Disability Code of Practice, adopts a graduated response (delivered through the Assessment, Plan, Do, Review cycle) in order to support children with SEN. Parents knowledge, views and experiences are highly valued and parents are involved at all stages. If the setting feels it is necessary to consult with other agencies or professionals, parents are consulted and consent requested before any action is taken.

High quality teaching, appropriately differentiated tasks for individual children, is the first step in responding to special educational needs.

The EHCP and IEP Process- All pupils who attend Howard House School, have an Individual Education Plan (IEP), which is a shorter version of an EHCP, which contains information regarding the individual. Such information includes likes, dislikes, support required in lessons, areas of strength and areas of development, behaviour triggers and de-escalation techniques; and the EHCP long term outcomes. Every member of staff will be required to read the IEP of a new pupil before they join. The school SENCo creates an IEP for all new pupils and presets this IEP to staff at least one week before the young person's first day. This is to allow staff time to read the IEP and amend planning accordingly and ensure adaptive teaching strategies and resources are prepared. SMART targets are created from the IEP targets, which derive from the EHCP outcomes. IEPs will be reviewed a minimum of three times per year, at the end of each academic term. However, sometimes, IEPs (like EHCPs), may need to be amended more frequently.



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Annual Review Of Education, Health and Care Plans

- Annual Reviews will take place in accordance with the SEND Code of Practice. All those individuals involved with the child's development will be invited to the review. In the case of a child transferring to another school, the Learning Support Coordinator from the receiving school will be invited.
- Wherever appropriate, the child will be actively involved in the review process.
- Each Annual review will generate target-setting.
- A programme of transition will be planned between the present setting and the receiving setting if appropriate.
- Any change in the child's needs, will trigger a review meeting at the earliest opportunity.

Arrangements for monitoring individual progress

- At each stage, the SENCo, together with the relevant teacher(s) ensures SMART (Smart, Measurable, Achievable, Realistic and Time Related) targets are set for children with SEN. These targets together with the teaching strategies used to support the child form part of an IEP that is monitored and reviewed by the SENCo, parents, Class Teacher and other support staff at least once a term. Clear records are kept of the outcomes with details of further action to be taken.
- Within the setting, in-depth and frequent liaison between the SENCo, class teachers and TAs ensure all adults working with a child have a thorough understanding of the child's needs.
- Regular liaison between the SENCo and external agencies/professionals ensures we have up to date information about a child.
- Visits to the setting by other professionals, enables us to increase our expertise delivering individual programmes and assess progress.

Information regarding training for staff

The Head Teacher and the SENCo have responsibility for the co-ordination of the in-service training of staff regarding SEN. Whole school training is delivered where and when appropriate.

All staff have had training in PACE (playful, acceptance, curiosity and empathy) and the PACE model is used across the school.

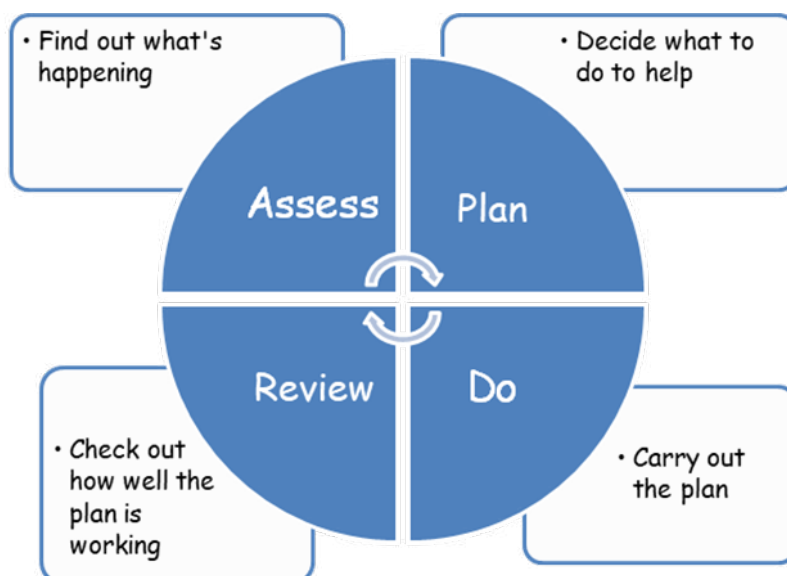
Interventions

Interventions are small group or one-to-one activities that are set up to address a specific area of difficulty that a student is experiencing.

All staff oversee the progress and development of the pupil no matter who is leading the intervention. Each intervention has a distinct purpose and works towards very specific targets or outcomes.

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The Graduated Approach



Assess

Initially, the graduated approach involves you using the information you gather from your on-going, day-to-day assessment to make judgements about the progress a pupil is making and to alert you to any barriers that may be getting in the way of them making comparable progress to their peers.

Where concerns about a pupil's progress continue, this is the time to have further discussions with the pupil, their parents and the SENCo. On occasions, a pupil may need to be assessed in more detail in order to explore the precise gaps in their learning or to move towards a formal diagnosis, if appropriate. This could include:

- Standardised reading, spelling or mathematics tests.
- Other diagnostic assessments such as cognitive abilities tests (CATs).
- Use of profiling tools to identify detailed needs, such as for speech, language and communication needs.
- Screening assessments, such as for dyslexia or dyspraxia.
- Request for advice from a specialist professional.

Plan

This part of the cycle involves discussing, planning and agreeing what will be put in place as an outcome of the assessment information gathered. The planning should involve the pupil, parents and staff from the school who know the pupil well (this could be the form tutor, keyworker and/or SENCo). Where other professionals are working with the pupil, they should also contribute to planning.



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The initial step of the planning process includes agreeing targets for the pupil in order to focus attention on key areas and give them a clear idea of what they need to do to improve their work.

The targets should aim to support the pupil to work towards their long-term outcomes. Following this, additional or personalised support should be identified, along with any specific teaching strategies, approaches or resources to be used. This might include:

- Specialist programmes or a personalised curriculum.
- Additional resources.
- Working in a small group – e.g. for an intervention.
- Peer support or extra support from an adult.

Do

The Code of Practice makes it clear that it is the responsibility of class and subject teachers to implement the plan on a day-to-day basis. This might seem quite challenging, but don't forget that the SENCo is there to help.

In practice, implementing the support plan will mean:

- Delivering high-quality teaching to every pupil in every lesson.
- Implementing any adjustments, specific strategies or approaches to classroom teaching that have been identified in the IEP.
- Managing any teaching assistants who are supporting pupils with SEND in lessons.
- Implementing any targeted interventions or specialist provision where this requires the involvement of the teacher.
- Continually assessing and monitoring pupils' progress and making any necessary adjustments to planning and teaching as a result.
- Communicating regularly with the pupil and their parents, the SENCo and any other staff involved to establish how things are going and whether any changes are required.

Some pupils will be involved in interventions to develop the core curriculum areas of literacy or numeracy or to improve other key skills such as communication, social and emotional skills or motor skills.

Review

The SEN review will provide an opportunity to focus on the specifics of the support plan and to formally evaluate how successfully the support is meeting the needs of the pupil.

The following questions will be considered:

- What progress has the pupil made? Have they achieved their agreed targets and what is the evidence for this?
- What impact has the support/intervention had on progress?
- What are the pupils', parents' and professionals' views on the support/intervention?
- What changes need to be made to targets or provision next term?

A record of the outcomes of the review discussions will be kept and used to update the pupils' IEP.



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All pupils have adaptive teaching resources planned for them, evidenced in teacher planning and in folders carefully created for each pupil. The SENCo tracker also stipulates which adaptive teaching resources are being used for everyone in line with pupils' IEPs. The SENCo quality assures such adaptive teaching resources and ensures the needs of pupils are being met, during learning walks and lesson observations.