

1. Purpose

Howard House School adopts a 'whole student, whole school approach' to management and provision of support for special educational needs. All staff work to ensure inclusion of all students. 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.

- a) For children aged two or more, special education 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 by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For children under two years of age, special educational provision means educational provision of any kind.
- b) A child under compulsory school age who falls within the definition at (a) or (b) above or would do so if special educational provision was not made for them.
- c) Post-16 institutions often use the term learning difficulties and disabilities (LDD). The term SEN is used in this Code across the 0-25 age range but includes LDD.

Students must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

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

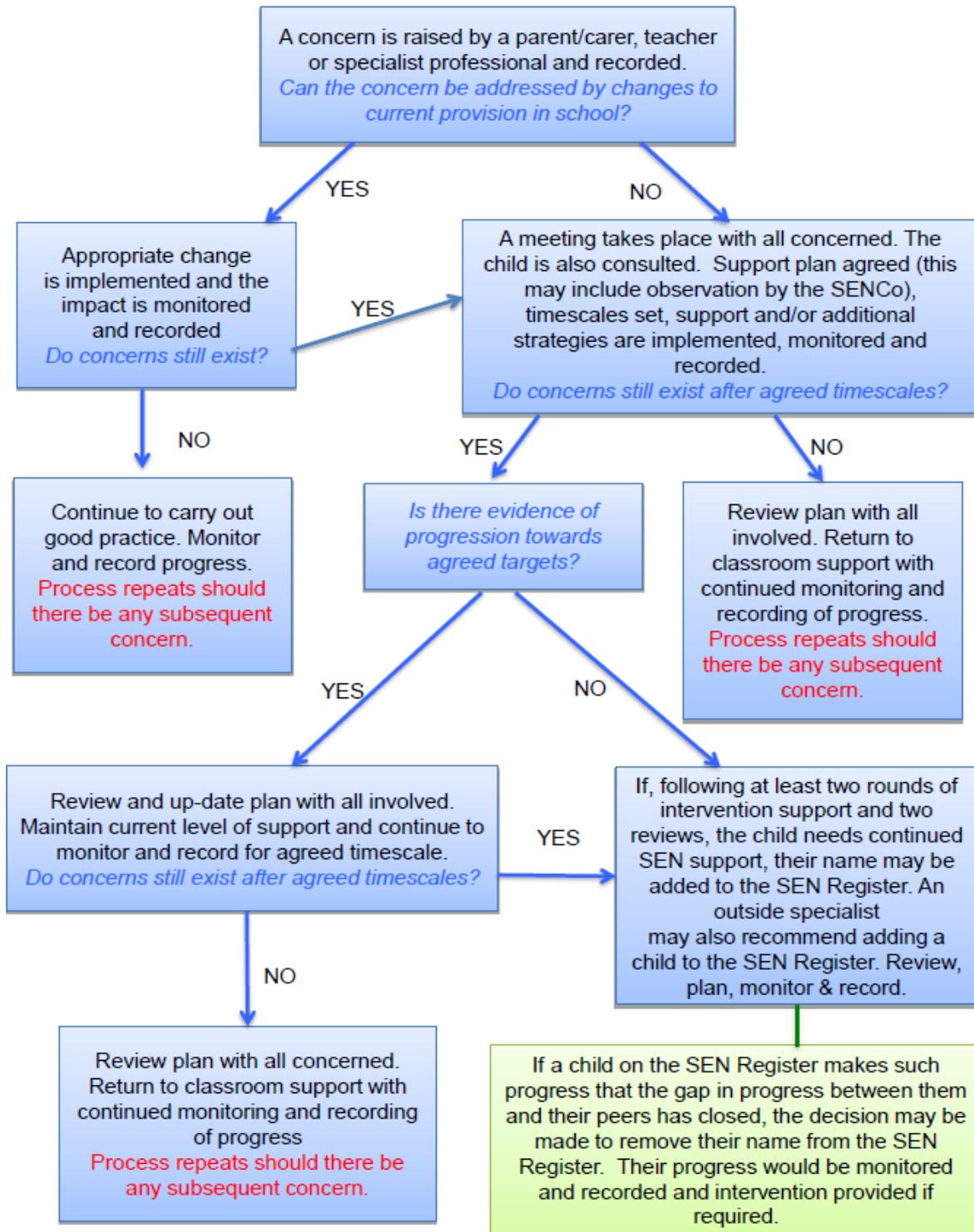
A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- *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.*

The 2014 SEND Code of Practice 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

What happens if a student experiences difficulties?



2. 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.

The class teacher oversees the progress and development of the student no matter who is leading the intervention. Each intervention has a distinct purpose and works towards very specific targets or outcomes. The following is a selection of the interventions that could be used in our department:

3. Social Skills

Good social skills enable us to know what to say, how to make good choices, and how to behave in diverse situations. The extent to which student possess good social skills can influence their academic performance, behaviour, social and family relationships.

There are 7 areas that are commonly worked on:

1. **Basic non-verbal skills**, eg facial expression, gestures, posture, eye contact
2. **Non-verbal responses**, eg social distance, fidgeting, appropriate smiling & laughter
3. **Voice quality**, eg tone & pitch, volume, speed, clarity
4. **Quality of speech**, eg amount spoken, hesitations & pauses, speed of response
5. **Content of speech**, eg repetitions, interruptions, interest content, relevancy of contributions
6. **Listening skills**, eg personal experiences related appropriately, relevance of feedback to others, ability to acknowledge, summarise & reflect on what others have said
7. **Basic conversation skills**, eg length of reply to questions, content of information given, initiating conversation

During one block of social skills intervention sessions a maximum of 2 or 3 areas would usually provide the main focus for the planned activities. The sessions use positive strategies to emphasise the required behaviours through a variety of activities and include modelling, coaching and role-playing.

4. Speaking and Listening Skills

This intervention supports students in developing spoken communication skills that they may not have automatically have. There are many behaviours and skills that may be covered but they could include:

5. Speaking

To be respectful of others
To be purposeful and clear
To use appropriate vocabulary
To use body language well
To speak with confidence and fluency

6. Listening

To show respect and focus on the speaker
To be able to pick out the main points
To know when and how to interrupt
To make supportive comments

To be able to reflect back what was said

Verbal reasoning may also be covered. This refers to the student's ability to move away from the concrete to more abstract thought. For example, a student may be able to respond to questions such as 'Who?', 'What?', 'Where?' but struggle with 'Why?' 'When?', 'How?'

In addition, oral sentence construction may be covered for those students that need this type of support. Specific areas such as plurals and opposites may be covered as necessary or may be included in Speech and language Therapy follow up sessions.

7. Specialist Literacy Support, including Dyslexia

This support is for students who are unable to make good progress despite strong Quality First teaching strategies being employed in the classroom and additional Literacy input with the class teacher and Teaching Assistant support. They may have dyslexia or dyslexic traits. A feature of the support is that the specialist TA delivers a personalised programme that focuses on specific gaps in the student's Literacy skills that are found through assessment, eg visual or auditory difficulties, particular spelling gaps, specific reading skills, reading strategies.

Teachers have a responsibility for maximising the inclusion, achievement and opportunity of vulnerable learners. Specifically, all teachers are teachers of pupils with special educational needs and those vulnerable due to other factors. All staff are aware of their responsibilities towards vulnerable learners and a positive and sensitive attitude is shown towards all pupils at all times.

Class teachers have responsibility for:

- Teaching the range of students within their class effectively across the curriculum
- Identifying students who are causing concern, who are vulnerable or who may have special educational needs
- Using differentiation for students within their class to cater for differing abilities
- Recording student's progress and identifying next steps
- Planning additional strategies and interventions and detailing these on a class provision map; regularly evaluating their impact on student learning and wellbeing
- Completing relevant documentation in conjunction with the SENCO
- Keeping parents informed of their child's progress, working collaboratively with them in setting targets and identifying any actions to be taken, including how to support their child at home
- Referring to relevant data about students to plan challenging lessons with appropriate support.