



Special Educational Needs and Disability (SEND) Policy

September 2025

Howley Grange Primary School is fully committed to providing an appropriate and high-quality education to **all** children. We believe that **all** children, including those identified as having a Special Educational Need, have an entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We recognise that the well-being of **all** of our children is of paramount importance. As an inclusive school, we aspire to meet the needs of **all** children and value the benefits of working closely with children and their parents and carers in order to do this.

This policy reflects the guidance in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (2015). It is available to parents, carers and families through the school website but is also available from the school office upon request.

Key People

Headteacher: **Miss A.Lewis**

SENCO: **Miss E Williams** (Assistant Headteacher and SEN advocate on Senior Leadership Team)

Chair of Governors: **Mr S. Wigley**

School Governor with responsibility for SEND: **Mrs E.Perry**

Designated teachers with responsibility for Safeguarding: **Mrs K.Truman-Brown (DSL), Miss A.Lewis (DDSL) Miss E Williams (DDSL)**

Designated teacher with responsibility for Looked After Children: **Mrs K.Truman-Brown**

All Teachers and Teaching Assistants.

Our Aims

At Howley Grange we aim:

- To work within the guidance provided in the SEND Code of Practice 0-25 (2015) and other relevant legislation including the Equality Act (2010).
- To provide equal opportunities for all.
- To have the highest aspirations and expectations for all children including those with SEND so all children are able to achieve their full potential.
- To model inclusion.

We recognise that every teacher is a teacher of every child or young person including those with SEND.

Our Objectives

1. To identify and provide for children who have Special Educational Needs and/or Disability.

2. To ensure we gather pupil views.
3. To work closely with parents and carers in the best interests of their children.
4. To provide support and advice for all staff working with children with SEND.
5. To work with a range of professionals.
6. To provide a graduated approach.
7. To provide an environment that is inclusive and appropriate.
8. To continually develop and refine our SEND practice.

Identifying Children with Special Educational Needs/Disabilities.

Early identification of additional needs is crucial. Children may be identified through:

- Concerns raised by the team around the child. This will include parents/carers, school staff, health professionals or, where applicable, the previous educational setting.
- Concerns raised by the child. This may be through a direct request or through patterns of behaviour (as we recognise behaviour is a form of communication).
- Concerns around progress. Teaching staff and the Senior Leadership Team (inclusive of the SENCO) track progress on a termly basis.
- Some children will have an Education and Health Care Plan (EHCP).

Defining Special Educational Needs and Disability

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

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

For children aged two or more, special educational or training provision that is additional to or different from that generally made for children or other young people of the same age by mainstream school, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

The SEND Code of Practice 0-25 (2015)

The SEND Code of Practice 2015 identifies four broad categories of need:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

Disability

“a physical or mental health impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities”

The Equality Act (2010)

This definition of a disability includes:

- Sensory impairments such as hearing and vision
- Long term health conditions including Epilepsy, Cancer, Diabetes.

Supporting Children

Quality First Teaching

The SEND Code of Practice 0-25, (2015) places the class teacher at the heart of SEND provision in a mainstream school. We recognise the value of quality first teaching as the first step in meeting the needs of all. All teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from teaching assistants or specialist staff. High quality teaching, which is differentiated for individual children is the first step in responding to children who have or may have SEN. We recognise that additional intervention and support cannot compensate for a lack of good quality teaching. Work is differentiated using information related to an individual pupil's barriers to learning and levels. The school has previously used the Dudley Agreed P-Scale Assessment (DAPA) to support some identified children who are not working at age related expectations but will be transitioning to an updated version of this (approved by Dudley Local Authority) known as Ascent Assessment Tracker (AAT).

The role of the SENCO

The SEN Coordinator (SENCO) responsibilities include:

- Overseeing the day-to-day operation of the school's SEN Policy and monitoring its effectiveness and impact
- Coordinating provision for children with Special Educational Needs
- Liaising with and advising fellow teachers/teaching assistants
- Managing teaching assistants
- Overseeing the records of all children with Special Educational Needs
- Liaising with parents/carers of children with Special Educational Needs
- Contributing to the in-service training of staff
- Liaising with external agencies including the Local Authority's support; educational psychology services, health and social services, and voluntary bodies.

Managing Children on the SEND Register

Children who need support that is additional to, or different from, their peers will be added to the Special Educational Needs (SEND) Register. This will be done in consultation with parents and/or carers. We recognise and value the importance of a strong relationship between home and school to secure best outcomes for all children.

When a child is added to the SEND register, the school will follow a four-part cycle:

- Assess
- Plan
- Do
- Review

This enables the school to monitor the effectiveness of the provision and use this to inform future interventions as part of the graduated response. Parents are invited to be involved in this cycle.

Assess

Build up a picture using:

- Class teacher knowledge
- Views from the child and parents/carers
- Data (from in house assessments as well as external agencies)

Plan

Consultation around:

- Provision
- Planned intervention
- Planned implementation of intervention
- Review date

Do

The process:

- The class teacher is responsible for delivery
- Interventions implemented (may be 1:1, small group etc)
- Linked to classroom teaching
- SENCO supports as necessary.

Review

Monitoring impact

- Evaluate the quality and impact of the provision and intervention
- Consider the views of children and parents/carers.

A range of strategies are put in place for targeted intervention. These include:

- Individual Education Plans (IEPs) featuring SMART targets, including those put in place through the involvement of the Learning Support service, Educational Psychology or other external agencies.
- Occupational Therapy targets
- Speech and Language targets

This targeted intervention is reviewed on a regular basis, usually termly. The effectiveness of this provision, as part of the graduated approach, is also reviewed at this time. The SENCO oversees this system and ensures it is kept up to date.

Children may also be supported with the use of specialist equipment and advice.

The school works closely with, and draws upon, the specialised support from external agencies. This is detailed below.

External agencies involved include, but are not limited to:

- Communication, Interaction, Physical and Sensory (CIPS)
- Educational Psychology (EP) currently "Educational Psychology for Everyone"
- Learning Support Service (LSS)
- Speech and Language Service (SL)
- Hearing impaired Service (HI)
- Physical Impairment and Medical Inclusion Service (PIMIS)
- Occupational Therapy (OT)
- Physiotherapy
- Health Advisor
- Child and Adolescent Mental Health Team (CAMHS)
- Paediatricians
- Hospital Consultants

The SEND register also includes children with an Education and Health Care Plan (EHCP). Children may be supported by identified members of staff who work under the direction of the class teacher and the SENCO. For children with an EHCP, reviews continue to be held termly but for these children an Annual Review is also held. It may also be necessary to hold an Interim Review. As part of the Annual Review held when a child with an EHCP reaches Year 5, the planned provision for secondary school is also discussed.

Criteria for Exiting the SEN Register

A child may/may not remain on the SEND register for the entire of their school journey. Where significant progress has been made and it is felt that intervention is no longer required parents/carers will be informed. The child's name may be removed from the register in consultation with parents/carers and the child will continue to be monitored in school.

Supporting Children with Social and Emotional Difficulties.

Children with emotional, social and behavioural difficulties are supported in school and, where appropriate, through specialist services. Support for these children is provided by:

- All Teachers and Teaching Assistants

- Miss E Williams (SENCO)
- Miss A. Lewis (Headteacher)
- Mrs K.Trueman-Brown (Deputy Headteacher)
- Play Therapists
- Educational Psychology
- Counselling service
- CAMHS
- Sycamore Outreach service

Mrs K.Trueman- Brown is the Mental Health Lead at Howley Grange. She has completed the Senior Mental Health course.

Miss Russell (former SENCO) has completed the Youth Mental Health First Aider course.

Howley Grange looks to support all children through an ethos that values and encourages all to succeed. The Behaviour policy (due for review during 2025-26) and associated reward systems are in place. Appropriate reasonable adjustments are in place within this policy.

Supporting Children and Families

Families are signposted to services and organisations through the Local Offer relevant to them based on their home address as we often have children from 2 neighbouring boroughs (based on our physical location within the community) on roll. Local Offers highlight the range of support available to parents, carers and young people.

School support is available through meetings with teachers, the SENCO and the Senior Leadership Team. If a parent wishes for their child to attend the school, they should contact the school office to arrange a meeting. The usual Dudley School Admissions policy applies to all children. Howley Grange work closely with Dudley School Admissions as it is them that are responsible for admitting children not the school themselves.

Further support for families in Dudley is available from the

Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS)

(formerly known as Dudley Parent Partnership)

Address: Trafalger House

47-49 Kings House

Dudley

DY2 8PS

Telephone: 01384 236677

Email: parent.cs@dudley.gov.uk

Website: www.dudley.gov.uk/dpp.

Children transferring between settings and Key Stages

Children who transfer into Howley Grange either from a preschool, nursery, another school or home will be supported at a level appropriate to their needs. Early Years Foundation Stage (EYFS) teachers hold individual pupil meetings with parents/carers in the summer term before children start school. Any concerns/need for additional support will be shared with the SENCO. The SENCO and class teacher will also liaise with, and possibly visit, the previous setting to gather information around the child. Settings usually provide information to the school. Upon arrival to school, baseline assessments are completed as part of the Assess, Plan, Do, Review Cycle to ascertain children's next steps in their learning. These are always completed alongside an adult familiar to them and are done so in a non-threatening, low-stake manner. All children complete the national, statutory Reception Baseline Assessment within 6 weeks of starting Reception.

At the end of each academic year the transition into new year groups is carefully managed. The transition is matched to the needs of the individual and may include:

- Additional previsits
- Social story work
- Passport/one page profile
- Class teacher meetings

We will work with other education providers when a pupil is moving on to or from another school. This includes liaison through teacher meetings with the secondary school SENCO, sharing of information (with consent), and opportunities to access managed visits to the new setting or provision. Some children also may be supported in their transition to secondary school by external agencies such as Communication, Interaction, Physical and Sensory (CIPS) service. All children have the opportunity to visit secondary schools as part of the Year 6 curriculum. Access arrangements for statutory assessments are managed by Mrs E.North (Year 6) and Miss Lewis (Headteacher), following liaison with the SENCO.

Supporting Children at School with Medical Conditions

We are committed to including all children, including any with a medical condition. Medical conditions should not prevent a child from fully participating in school life. We have a separate Medicines policy in place. In summary, all medicines that require administration during school hours, need to be signed in at the main office by parents/carers. We are able to seek advice regarding medical conditions from the Dudley School Nursing Team and/or specialist nurses already working with children with specific conditions. Health Care Plans are written by specialist nurses, in consultation with parents/carers and the school. Staff are aware of children in school who have a Health Care Plan in place or have an inhaler or Epipen. Annual training around medical needs includes: Epilepsy, Asthma and Anaphylaxis. For more detailed information please see our Medicines Policy.

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 children have an EHCP, which outlines their health and social care needs as well as their Special Educational provision. Here the SEND Code of Practice (2015) is followed.

Monitoring and Evaluation of SEND

The Senior Leadership team, inclusive of the SENCO, monitor and evaluate SEND provision. The governing body has a link governor for SEND and inclusion, who has up to date knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed and will challenge the SENCO. They and the wider governing body regularly visit the school and provide verbal feedback. Monitoring also takes place through the School Evaluation and subsequent Learning Improvement Plan. The school monitors the quality of provision through auditing:

- Children's views
- Parents' views
- Staff views
- Impact as part of the Assess, Plan, Do Review cycle

Training and Resources

The SENCO is currently working towards the National Professional Qualification for SENCOs (NPQSENCO). Miss E Williams also attends the SENCO network meeting in Dudley and frequently liaises with other SENCOs. Miss Williams has recently attended training on the use of the Ascent Attainment Tracker (AAT).

Staff have received, and will continue to receive, relevant ongoing training around SEND. They are also aware of and refer to Dudley's Ordinarily Available Inclusion Provision (OIAP) guidance.

Storing and Managing Information

Documents are stored in a secure place and in line with school policy and GDPR regulations. Information is shared, with parental consent, between relevant parties. The details of the SEN register are reported to the Local Authority as part of the termly census.

The information we hold is considered as special category. This personal data is processed in line with the principles of Data Protection law.

Reviewing the Policy

This policy will be reviewed annually or as necessary, if significant changes are required.

Date of next review: September 2026.