The Howard School

SEN & Disability Policy/ SEN Information Report

Issued on 30/6/2023

Reviewed: November 2026

This Information Report aims to outline key points from the SEN Policy in an accessible format. It was developed with parents/carers, and will be reviewed annually.

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Definitions & Key Terms

Definition of SEN

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 if he or she:

a. Has a significantly greater difficulty in learning than the majority of others of the same age;
   or
b. 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 mainstream post-16 institutions.

- SEN Code of Practice (2015, p 15)

Definition of Disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is'…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

- SEN Code of Practice (2015, p16)

"EHCP"

Educational Health and Care Plan

"LA"

Local Authority

"IEP"

Individual Education Plan

"NELFT"

North East London NHS Foundation Trust
https://www.nelft.nhs.uk/services-kent-medway/

Key Contacts & Staff Structure

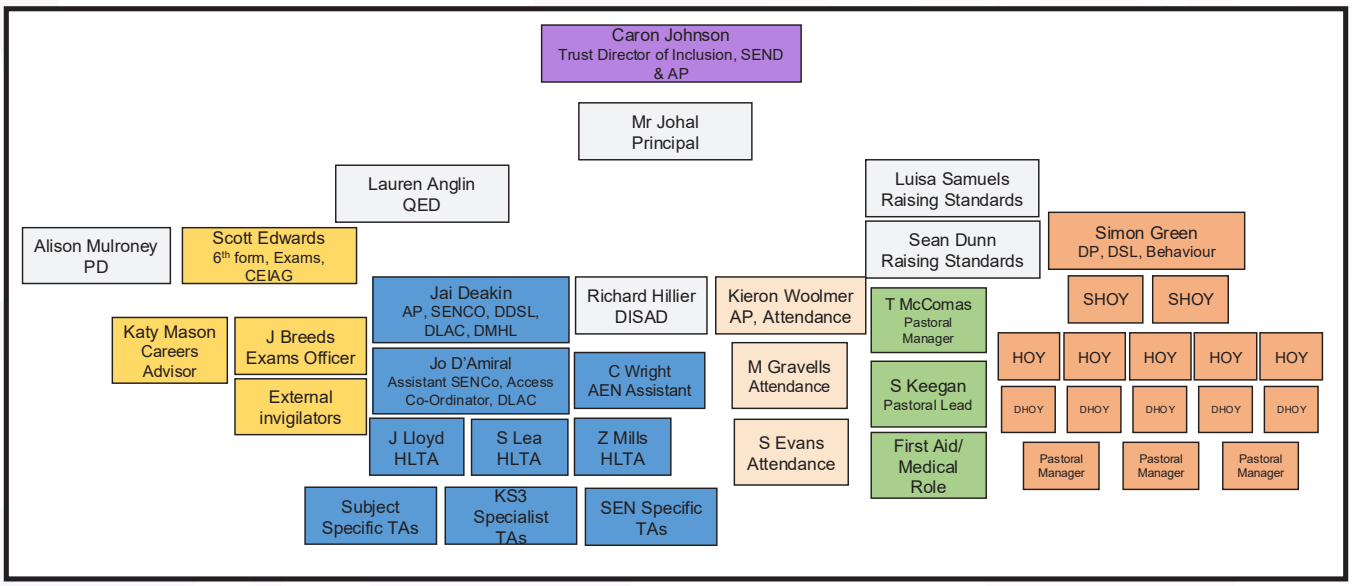
Key Contacts

SENCO: **deakinj@thehowardschool.co.uk**
(EHCPs, staff training, interventions, TAs, pupil progress)

AENCO: **damiralj@thehowardchool.co.uk**
(Access Arrangements, Looked After Children, referrals)

Pastoral Lead: **mccomast@thehowardschool.co.uk**
(Safeguarding, attendance, medical needs)

Staff Structure



Types of Special Needs

At The Howard School, we can make provision for most types of frequently occurring special educational need without an Education, Health and Care Plan (for instance dyslexia, dyspraxia, speech and language needs, autism, asperger's syndrome, learning difficulties and behaviour difficulties). There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can look into training and advice for this.

The school also currently meets the needs of pupils with an Education, Health and Care plan. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

4 Main Areas of Need	SEN Types most predominantly associated with the need, but not exclusively
Cognition & Learning (C&L)	Dyslexia, Dyspraxia, Dyscalculia
Communication & Interaction (C&I)	ASD, Speech & Language
Social Emotional Mental Health (SEMH)	ADHD, ODD, Anxiety
Physical & Sensory Needs (PSN)	Hearing /Auditory, Visual, Physical, Sensory

Identification and assessment of SEN

At The Howard School, we monitor the progress of all pupils three times a year to review their academic progress. Where progress is not sufficient, even if special educational need has not been identified, we endeavour to put in place extra support to enable the pupil to catch up.

We use a range of assessments at various points such as: Suffolk Reading Test yearly, Lucid Exact for Access Arrangements in Y9-11, Boxall Profile when applicable.

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. We have access to external advisors who we can refer to when required.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a SEN support plan (IEP) and reviewed regularly, and refined / revised if necessary. At this point, we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is additional and different to what is normally available.

If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a SEN. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with SEN. When any change in identification of SEN is changed parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

Name's IEP (Date created)				
1. The Outcome I am working towards.	1.			
2. Changes that will be made to the National Curriculum or my course.				
3. What I need to help me. (resources)		*4. Resources/training for which funding has been applied/agreed*		
5. Ways to help me best. (strategies)				
6. Intervention I need, who recommended it and minimum time required	7. Who will provide this and when.	8. What I need to achieve by the next review (short term target).	9. How well did it work? (At each review the school must insert new row below each intervention row. This is where details of any agreed adjustment to provision and/or targets should be inserted)	Date

Evaluating Effectiveness of Provision

How the school evaluates the effectiveness of its provision for such pupils

Each review of the SEN support plan (IEP) will be informed by the views of the pupil, parents and class/subject teachers and the assessment information from teachers which will show whether adequate progress is being made.

The *SEN Code of Practice (2015, 6.17)* describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

For pupils with or without a statement of special educational needs/Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked six times per year. In addition to this, pupils with special educational needs may have more frequent assessments of reading age, spelling age etc in order to judge progress against targets set on IEPs.

If these assessments do not show adequate progress is being made the SEN support plan will be reviewed and adjusted.



Teaching Pupils with SEN

The school's approach to teaching pupils with special educational needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2015, 6.37)*

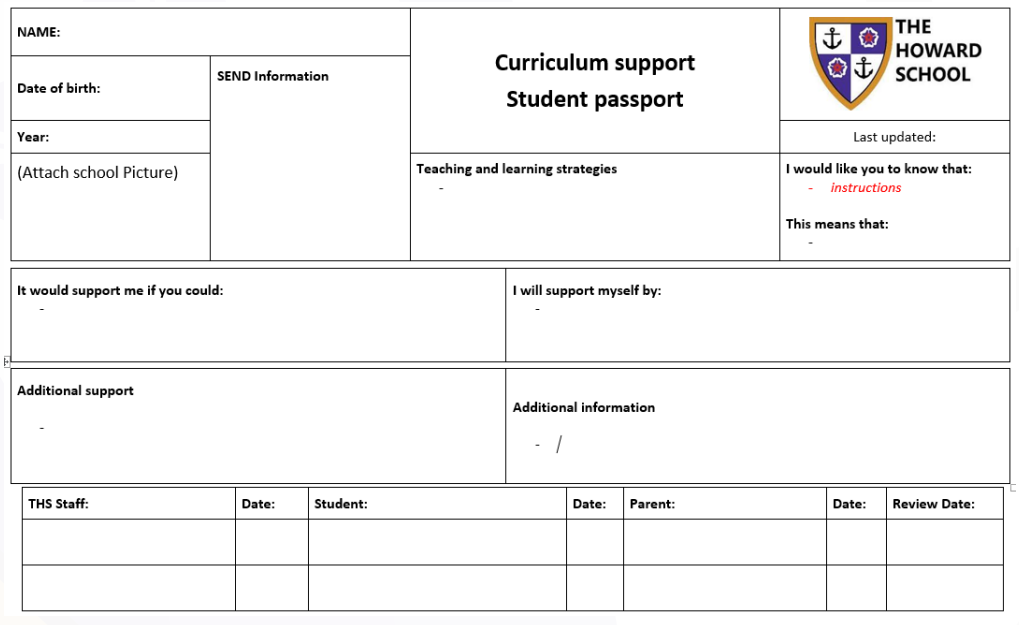
At The Howard School, the quality of teaching is judged to be **Good** in our last Ofsted inspection.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice.

In meeting the Mainstream Core Standards the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one tutoring/ precision teaching/mentoring, small group teaching, use of ICT software learning packages. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'.

How the school adapts the curriculum and learning environment for pupils with special educational needs

At The Howard School, we follow the advice in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs/Education, Health and Care Plans.



NAME:		Curriculum support Student passport	THE HOWARD SCHOOL
Date of birth:	SEND Information		
Year:			Last updated:
(Attach school Picture)		Teaching and learning strategies -	I would like you to know that: - *instructions* This means that: -

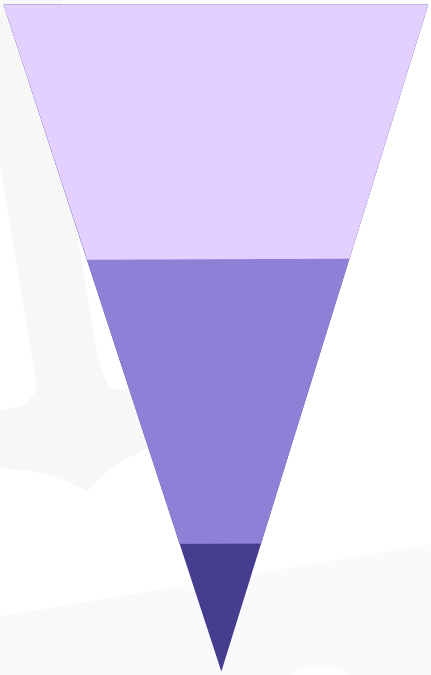
It would support me if you could: -	I will support myself by: -
Additional support -	Additional information - /

THS Staff:	Date:	Student:	Date:	Parent:	Date:	Review Date:

Teaching Pupils with SEN

Additional support for learning that is available to pupils with special educational needs

As part of our budget we receive 'notional SEN funding'. This funding is used to ensure that the quality of teaching is good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEN support. The amount of support required for each pupil to make good progress will be different in each case and *a full list of the interventions we can offer is on our provision map.* In very few cases, a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school by application from the school using evidence of sustained need.



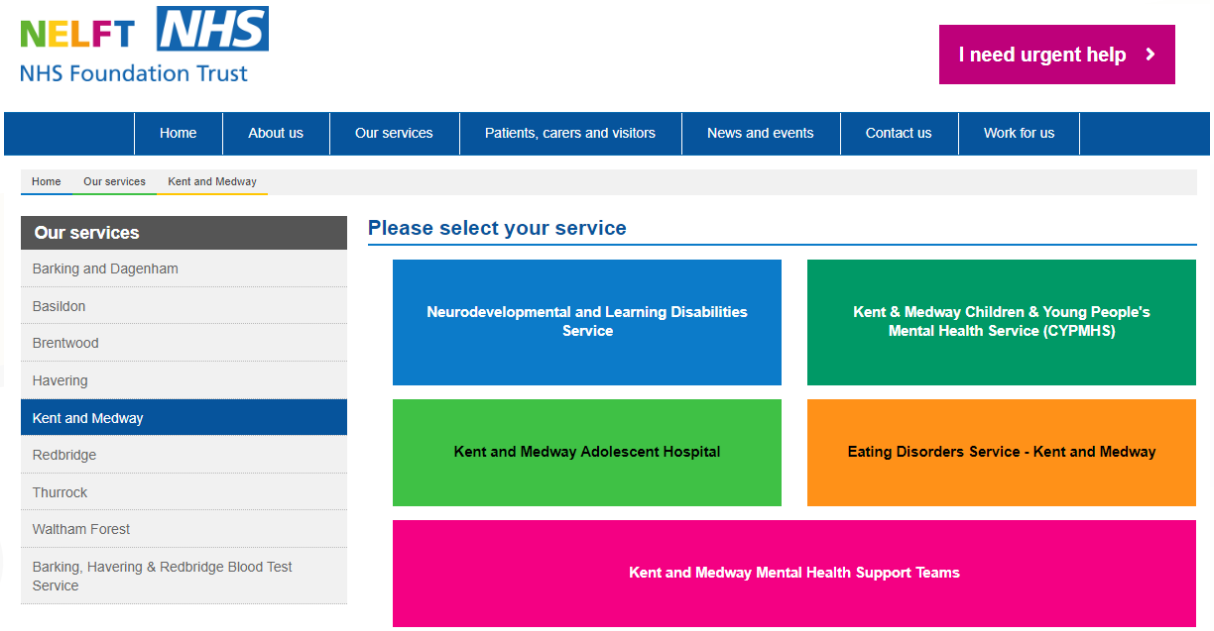
Tier	Provision	SEN Type
1	Universal Quality First Teaching	All
	Metacognitive intervention linked to home learning/memory/retrieval	All
	Access Screening	All
	Laptop	PSN/C&L
	Form tutor (1st point of call)	All
	Careers guidance	All
	Morning Meetings	All
	Line Ups	All
	Enrichment Clubs	All
	Access to ICT Printing for Homework	All
	Transition Support	All
2	Pupil Passports	All
	Key Person (Yr Team/Support Staff)	All
	Intervention (reading, social skills, language/communication group, numeracy, sensory circuits, typing, nurture form group)	All
	TA Support	C&L
	Mentoring	All
	Pastoral Care	SEMH
	Peer mentor/Buddy	SEMH
	EAL Support	C&I
	Referrals	All
	Counselling	SEMH
	Education Psychology	All
	Attendance Liaisons	All
	Dept. Specific Interventions	C&L
3	Reduced Curriculum	C&L
	Reduced Timetable	SEMH
	Team around the family	All
	Additional agency support	All
	Inclusion Support Plan	SEMH
	Outreach	SEMH

How the school enables pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at The Howard School are available to pupils with special educational needs either with or without a statement of special educational needs/ Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

Support that is available for improving the emotional and social development of pupils with special educational needs

We understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance PSHE and indirectly with every conversation adults have with pupils throughout the day. For some pupils with the most need for help in this area we also can provide the following e.g. access to a counsellor, a mentor, external referrals (such as NELFT), time-out card etc depending on the individual need.



Staff Training/Qualifications

Information about the expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

All teachers and teaching assistants have had the following awareness training: Effective Use of TAs, reading awareness, Pupil Updates and mental health.

Some teachers and TAs have accessed a range of additional training such as: Inclusive teaching, Differentiation, Safeguarding, Metacognition and EAL.

Where a training need is identified beyond this, we will find a provider who is able to deliver it. Training providers we can approach are, Marlborough Outreach, Fortis Trust, Educational Psychologist, Speech and language therapist, occupational therapists, physio therapist, dyslexia specialists etc. The cost of training is covered by the notional SEN funding.

The SENCO, who is a qualified teacher, has been accredited by the National Award for SEN Co-ordination and also holds a qualification for Specialist Teaching of Specific Learning Difficulties.

The school commissions a qualified assessor to assess pupils for access across KS4. They hold the relevant qualifications to do so.

Equipment and Facilities

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, or seek it by loan. For highly specialist communication equipment the school will seek the advice from the LA.

Collaboration with Parents/Carers & Young People

The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at The Howard School are invited to discuss the progress of their children at the annual parents evening. They receive a written report between 2-3 times per year. In addition we are happy to arrange meetings outside these times.

As part of our normal teaching arrangements, some pupils will access some additional intervention to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If following this normal provision, improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision.

In addition to this, parents of pupils with a statement of SEN/Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.



The Governing Body

The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at The Howard School are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the subject teacher, Head of Year, SENCO, Head of Pastoral Care or Headteacher to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First–tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an EHCP where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following bodies:-

- Marlborough Outreach & Fortis Trust
- A Service Level Agreement with Educational Psychology service for x days per year
- Link to Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority's service level agreement with Occupational Therapy Services/ Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from Visual/ Hearing Impairment team

Support Services

The contact details of support services for the parents of pupils with special educational needs and disabilities and children and young people with SEND up to age 25 *(Code of Practice 2015, 6.39)*

Medway Special Educational Needs and Disabilities Information and Advice Support service (SENDIAS) provides a range of free and impartial help to parents/carers, children and young people.

The service provides impartial advice and support to children and young people aged under 25 via telephone support, email, website, social media and face to face contact, at both the office and in the community.

They can be contacted on:

Helpline: **01634 566 303**

E-mail: **medwaysendias@family-action.org.uk**

Website: **family-action.org.uk/what-we-do/children-families/send/medway-sendias/**

The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At The Howard School, we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer is a seamless as possible. Primary schools share information, The Howard School visit large feeders and reach out to arrange meetings where applicable. Information is then shared with relevant THS staff.

We also contribute information to a pupils' onward destination by providing information to the next setting.

Information on where the local authority's local offer is published

The local authority's local offer is published on https://www.medway.gov.uk/localoffer and parents without internet access should make an appointment with the school for support to gain the information they require.

Approved by the GB on ……

Next review on ……