

Special Educational Needs & Disabilities

HACTON
PRIMARY SCHOOL



SEND Changes

- Children & Families Act 2014
- New SEN Code of Practice – June 2014, updated January 2015.
- New inclusion statement in the new National Curriculum.

Inclusion- the National Curriculum

- Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. **They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds.** Teachers should use appropriate assessment to set targets which are deliberately ambitious.
- **Lessons should be planned to ensure that there are no barriers to every pupil achieving.**

Code of Practice 2014

Improving **Outcomes:**
high aspirations and
expectations for children and
young people with SEN.

CoP- Key Areas

- Children and their parents are vital to the decision making process.
- A more rigorous identification process
- Clear cycle of Review – Assess, Plan, Do, Review
- Schools will publish an information report on what they offer with regards to SEND

Identification

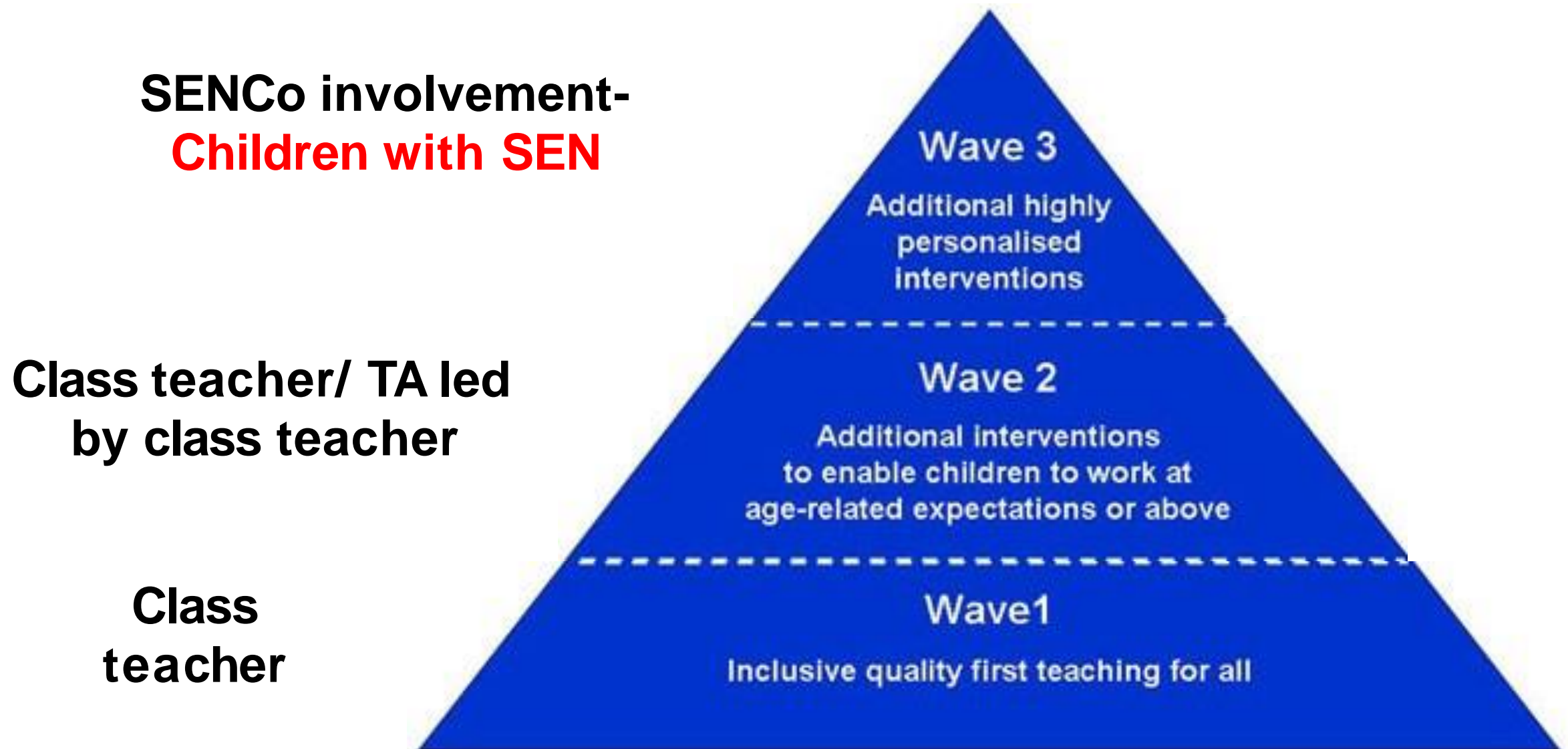
A pupil is identified as **SEN Support** when their learning difficulty or disability calls for special educational provision, namely provision which is **different from or additional to** that is normally available to pupils of the same age.

Identification

4 areas of need:

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

Waves of Intervention Model



SEN Support

'SEN Support' now replaces SA and SA+

Most SEN Support pupils will have IEPs

IEPs to be reviewed termly **with parents by class teacher.**

Education Health and Care Plans

Statements replaced by **EHC Plan**

Education, Health and Social Care working together

All information in one place

Personal budgets.

Children removed from the register

Added to a 'Monitored' list.

Teacher and SENCo monitor the child's progress.

If the child appears to be having significant difficulties, conversations between teacher and parent will happen and we will make our way through the Waves of intervention once more.

So far

- Developed new Individual Education Plan (IEP)
- Updated SEN Register according to new CoP
- Teachers have informed parents of current SEND register at parents evening.
- Teachers have met with parents to discuss the progress of their children.
- SEN information page on school website.
- Provision mapping to ensure that teachers and SENCO can monitor effective provision for SEN children

To do list

- Ensure clear identification procedures for teachers to identify and assess SEND pupils
- Embed and monitor Assess, Plan, Do and Review Cycle which meets individual needs
- Continue regular communication with parents
- Continue to find new and exciting ways for children to learn and make progress

Contact

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Or contact the school office and leave a message.