



Meeting Individual Needs

Houghton School

Special Educational Needs Policy

Revised October 2025

Approved by Governing Body:	
Date	October 2025
Review	October 2026

Introduction

Haughton School is a designated Special School for primary aged children with moderate/ severe learning difficulties and complex needs.

All children who attend the school have an Education, Health and Care Plan. Children can be admitted to the school within any year group and at any period throughout the academic year.

The school adheres to the admission policy of the Local Authority.

Our Special Educational Needs Policy is written in relation to the SEN Code of Practice (January 2015), the policy of the Local Authority and the aims of the school as outlined in school documentation. All procedures and guidance within the Code of Practice are adhered to in order to ensure we meet the statutory duties for all of our children.

The overall aim of this policy is to ensure improved outcomes for all our children.

All children have skills, talents and abilities and as a school we have a responsibility to develop these to the full. We believe that all children are entitled to the best possible education designed to enable each individual child to participate fully in society and to contribute to and benefit from it.

All our children have special educational needs and are supported wherever necessary to achieve full access to the whole-school curriculum. This is facilitated through a range of access technologies, skilled staff, specialist equipment and resources.

Principles

The School's Special Educational Needs Policy is based on the following principles:

- That all school policies, structures and systems relate to the Special Educational Needs of our children.
- That the school will involve and work collaboratively with children, parents, colleagues and interdisciplinary professionals.
- That the provision for the children should match their needs, take account of their wishes and feelings and be in partnership with parents and carers.
- That all staff within school have a responsibility to contribute to meeting the needs of our children.
- That all children are entitled to access a broad and balanced curriculum.
- That all children where possible will participate in all aspects of school life, enabling them to maximise their potential as learners and experience and contribute to the social and cultural activities of the school. However, in the best interests of the child, there may be occasions or periods of time when the best solution is withdrawal for special intensive programmes to be taught. Parents and children will always be involved in discussion when these situations arise and the child's welfare will be the major factor considered when decisions are taken.

SEN specialisms

The school provides for children with a primary need of cognition and learning (moderate/severe learning difficulties) in addition to this the children can also experience difficulties in the following areas:

- Communication and interaction
- Behaviour, emotional and social development
- Sensory and/or physical
- Autism
- Medical conditions

Provision

We aim to offer our children the best possible experiences through a high-quality education. In pursuit of this aim the school has established the following:

- All staff, through training and development, possess a wide range of strategies to ensure an appropriate provision for all children.
- All staff will personalise learning for the children based on identified need.
- Staffing ratios are calculated to meet the needs of children with moderate/ severe learning difficulties and complex needs (where funding allows)
- The school is accessible for adults and children with physical difficulties
- Each child has an equality of opportunity for access to the curriculum which is modified to meet individual needs as required.
- Resources are allocated to ensure access.
- All staff receive training in a wide range of strategies to enhance provision for children with moderate learning difficulties and complex needs.
- Individualised timetables to accommodate specific needs.
- Specialist equipment.

Provision for children with moderate/severe learning difficulties:

- Access to the national curriculum which is highly differentiated according to need
- Enhanced staff to child ratio
- Ehos to promote independence and behaviour for learning
- Specialist programmes and interventions to support literacy / numeracy skills and emotional wellbeing
- Focus on supporting basic skills through identified target time delivered 4 x / week and the delivery of a phonics programme throughout the school

Provision for children with ASD

The school will not follow any one particular teaching approach. A knowledge and understanding of a range of approaches and current research will be used to determine the planned strategies to be employed in meeting the child's individual needs.

- Where applicable each child will have an individualised support plan that outlines the learning behaviour of the child and the agreed strategies. This will be reviewed on a regular basis.
- Careful consideration is given to the groupings of children to support communication, social interaction and learning.

- Personalised options to work in whole class, small group, individual work stations, small group in quiet rooms (available in some classes)
- Access to range of specialist facilities and resources.
- Staff trained in very wide range of strategies to enable a personalised approach. Training includes: TEACCH, Intensive Interaction, ELKLAN, PECS, sensory integration, and CPI safety Intervention.
- Staff recognise and understand the specific strengths and difficulties children with ASD may have and support them appropriately.
- Similar layout of classes throughout the school to aid transition throughout the setting.

Provision for children with communication difficulties

- The school promotes an inclusive communication environment through the use of Makaton signing and visual support.
- Where required the children have access to a range of specialist communication aids to support their communication, expression of their feelings and access to the curriculum – ie. IPADS, Communication Books etc.
- The school has a wide range of resources to support the children's communication ie. Word mats, talking mats etc.
- Staff in school trained in strategies to support communication

Provision for children with physical difficulties

- All areas of the school are accessible
- Staff trained in moving and handling on an on-going basis and appropriate interventions
- Specialist seating
- Adjustable tables
- Tracking hoists in changing areas
- Access to portable hoists
- Personal care team to support the personal needs of the children as necessary

Provision for children with sensory difficulties

- Staff implement advice from the Sensory Inclusion Service
- Clear demarcation throughout the environment
- Access to enlarged print
- Inclusive communication environment – visuals
- Access to quiet rooms to support 1-1 and small group work within some classrooms.

Provision for children with Complex Medical Needs

- All children with complex medical needs have an individualised medical needs plan which clearly identifies the provision, resources and staffing levels that need to be in place.
- For identified children, support staff receive additional training as identified by health professionals.
- Links with the community health team.
- Services from physiotherapists and other visiting professionals are provided based on agreed levels of provision.

- Rest areas available if required.

Summary of Facilities

The school provides a variety of facilities to support and enhance children's learning including:

- Whole school environment sensitive to the needs of children
- 13 class bases including specialist EYFS area and 2 specialist classes for children with more complex needs.
- Sensory room (being developed Spring 2026)
- 2 Co-regulation rooms
- Food Technology room
- Active sensory gym
- Appropriate and sensitively designed changing areas for personal care
- Outdoor Multi Use Games Area with specialist shock absorbent synthetic carpeted pad to surface

Transition

We work very closely with parents/carers and settings to enable efficient and effective information sharing to ensure smooth and effective transitions into and out of the school. We have a transition programme which can be individualised as required.

Training

Training is available for whole school, key stage or individual members of staff. The provision of training will be allocated where there is deemed to be a recognised need and will be in accordance with the school's Professional Development Policy and School Improvement Plan priorities. It will be delivered by one of the following:

- Leadership Team
- Individual members of staff within the school who have a designated specialism.
- Partner agencies.
- External consultant/trainers.

All staff will be required to keep abreast of developments in the area of Special Educational Needs.

Budget

All children who attend the school have an Education, Health and Care Plan. As such the Local Authority fund the school by a combination of place led funding and top up funding according to the complexity of need for each individual child. The top up funding element is calculated using a banding system in accordance with the authority's funding formula.

Due to the designation of the school, the whole of the allocated budget is designed to meet the needs of children with special educational needs.

The school leadership team use both quantitative and qualitative analysis in the evaluation of provision.

Future planning takes place in accordance with ongoing evaluation of best value, annual budget allowance, ongoing Local Authority and government directives.

Contact with parents / carers

Parents/Carers are viewed as partners in their child's education and are kept fully informed about this. They will be contacted directly should there be any change in their child's progress, behaviour or educational provision within school. The role of parents/carers in securing quality education for their child is a vital one because it is recognised that the information provided by parents/carers about their children is invaluable.

The process for contact with parents is as follows:

- Part of cycle of review to take place at scheduled parents' evenings.
- Annual Review of EHCP meeting.
- Class teacher to initiate additional meetings/reviews to take place where appropriate or where there may be a concern over a child's progress.

Further to this the school operates an open-school policy where parents / carers are encouraged to contact us for informal discussion or an organised meeting at a mutually convenient time. They have the right at any time to access the records relating to their own child and any school policies they may feel appropriate.

The school will seek to engage the service of a translator where requested by parents / carers or deemed necessary by the leadership team to ensure partnership in developing strategies to help an individual child.

Multi-Professional Partnership

The school works closely with other professionals. All services involved with the school are regarded as being part of a working partnership whose aim is to provide, as highlighted in the Code of Practice, an integrated, high quality, holistic support which focuses on the needs of the child.

The following services/agencies are available to/involved with the school:

- Child Psychology.
- Speech and Language Therapy Service.
- Physio and Occupational Therapy.
- Sensory Inclusion Service.
- Education Welfare Service.
- Social Services
- Health Services
- Bee U Service

These professionals, if appropriate, are invited to contribute to the Annual Reviews of the children.

The management of SEN

The Leadership Team has the responsibility for the day-to-day operation of the SEN policy.

The role of the Governors

The governor with responsibility for SEN will provide reports to the whole governing body based on observations and evidence gained from a pre-planned rolling programme of visits.

The governing body will comment on the school's effectiveness in the implementation of SEN policy in respect of:

- Identification of needs.
- Assessment of need.
- Provision for meeting special educational needs.
- Provision of an inclusive environment for all.
- Methods of monitoring, recording and reporting.
- Funding and spending.
- Deployment of equipment, personnel and resources.
- The use made by school of the outside agencies and support services.
- The School Improvement Plan.

Criteria for Evaluation

The school's success in meeting the Special Educational Needs of its children, will be measured using the following performance indicators:

- Progress of the children (both academic & personal)
- Success rate in meeting the outcomes identified in the children's EHCP and Annual Reviews
- Parent/Carer satisfaction
- Parent/Carer contact at Parents' Meetings
- External assessment including Ofsted inspection.

Queries and complaints

Parents/Carers are partners with the school and are welcome to query decisions made by the school through the school's designated channels as laid down in school documentation.

If on pursuing complaints the parents are not wholly satisfied with the response of the school they may wish to seek further advice/assistance from the LA. If at this point they do not agree with the school's and LA's decision, they have a right to appeal to the authority's SEN tribunal.