

Ickleford
Primary School



Shared Values · Shared Aspirations · Shared Achievements

A Church of England School

SEND Policy

Date of Approval: Summer 2021

Date of next review: Summer 2022

SCHOOL'S ETHOS AND VALUES:

Mission Statement:

We are a warm, friendly Church of England school where individuals are respected, and their strengths nurtured. As a community we have a shared vision for aiming high in all we do to inspire life-long learning.

Purpose:

At Ickleford Primary School, we believe that each pupil has individual and unique needs. We aim to provide an environment that facilitates every child to fulfil their learning potential and be equipped with the necessary knowledge and skills to transfer successfully to secondary school. We also acknowledge that a significant proportion of pupils will have special educational needs and/or disability (SEND) at some time in their school career. Many of these pupils may require continual support, while others may need shorter periods to overcome temporary difficulties.

The SEND Code of Practice 2014 defines SEN as:

'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

Many children and young people who have SEN may also have a disability under the Equality Act 2010. This act defines disability as:

'A physical or mental impairment which has long term and substantial adverse effect on their ability to carry out normal day-to-day activities. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.'

We aim for each pupil to realise their full potential and recognise the need to plan accordingly. This school aims to offer equal opportunities for meaningful learning and access to the curriculum in a caring and supportive environment. In particular, we aim to:

- Enable every pupil to experience success.
- Promote resilience, self-esteem and a positive attitude.
- Ensure that all pupils, irrespective of ability, disability, race, gender or background, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and demonstrates coherence and progression in learning.
- Give pupils with SEND equal opportunities to take part in all aspects of the school's provision.
- Identify pupils' needs as early as possible, in order to support their academic, physical, social and emotional development.
- Facilitate pupils to take ownership of their learning and make sustained progress over time through quality first teaching and a curriculum that employs a range of strategies to engage and motivate pupils.

- Identify, assess, record and regularly review pupils' progress and needs.
- Work collaboratively with the pupil, parents/carers, external professionals and other support services.
- Ensure that children with SEND have opportunities to express an opinion, and have their views considered in any matters affecting them (where appropriate).
- Provide support, advice and training to all staff working with children with SEND.
- Ensure that the responsibility held by all staff and Governors for SEND is implemented and maintained.
- Comply with the SEND Code of Practice 2014, which can be viewed at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Statutory Information and SEND Information Report:

The SENDCo at Ickleford Primary School is Mrs Claire Shafe. The SEND Governor is Mrs Chris Barker.

This document should be read alongside the school's SEND Information Report.

Both documents are published on our school website

<http://www.ickleford.herts.sch.uk> and have been written using guidance from the SEND Code of Practice 2014, the Equality Act 2010 and the Children and Families Act 2014.

Admissions

Staff at Ickleford Primary School are committed to inclusion. In line with Hertfordshire's admission criteria, we make every effort to accommodate a pupil's particular needs and will work with the county advisors to improve facilities where practical. Where necessary, additional preparations are made for effective transition into our school (e.g. extra nursery visits and liaison, purchasing of resources and training) to ensure the quality of the care and education of a pupil.

What is a Special Educational Need?

'A person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.' (SEND Code of Practice 2014, page 15)

'Special educational 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.' (SEND Code of Practice 2014, page 16)

The SEND Code of Practice 2014 describes the possible barriers to learning under four broad areas:

1. **Communication and Interaction**, including:
 - Speech, Language and Communication Needs (SLCN)
 - Autism Spectrum Disorders (ASD)

2. **Cognition and Learning**; when children learn at a slower pace than their peers, even with appropriate differentiation, including:
 - Moderate Learning Difficulties (MLD)
 - Severe Learning Difficulties (SLD) where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication
 - Profound and Multiple Learning Difficulties (PMLD) where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
 - Specific Learning Difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia

3. **Social, Emotional or Mental Health** including:
 - Difficulties that may present in many ways such as becoming withdrawn or displaying challenging behaviours etc. They may reflect underlying mental health conditions such as anxiety, depression, self-harming, trauma etc.
 - Attention Deficit (Hyperactivity) Disorder (AD(H)D) and attachment disorders

4. **Sensory, Medical or Physical Needs**, including:
 - Hearing impairment
 - Visual impairment
 - Multi-sensory impairment
 - Physical Disability

Education, Health and Care Plans (EHCP)

If a pupil is formally identified as having SEND and is not making expected progress or is achieving at a considerably lower level than is within age related expectations after two full cycles of Assess Plan Do Review (APDR), a decision may be made (with the agreement of parents) to request formal assessment for an EHC Plan.

After gathering information about a pupil from the parent and school, including any external agency reports, Hertfordshire's SEN team may proceed with an Education, Health and Care Needs Assessment. After this, if the information leads to further support being required, an EHCP is issued which is a legal document that sets out details of a pupil's strengths and needs and outlines educational provision that a pupil will receive to meet their needs.

Once an EHCP has been drafted, a recently introduced banding tool is used to determine if funding is required and at what level, according to need.

For pupils with an EHCP, an annual review is held to assess progress towards the outcomes outlined. A copy of the review report is sent to all invitees, including parents/carers and the SEND Officer. For pupils without an EHCP, schools can apply for financial support through Local High Needs Funding (LHN) which schools can use for resources or additional adult support.

Pupils with an EHC Plan are admitted if the school is named on the plan by a Local Authority. Pupils with SEND are considered for admission to the school on the same basis as pupils without SEND.

Progress and attainment may also be affected by either one or more of the following; however, this is not classed as SEND:

- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of pupil premium grant
- Being a child looked after
- Being the child of Service Personnel

Identification and Assessment of Special Educational Needs

Children with SEND at Ickleford are identified through a variety of assessment routes, all of which are part of the overall approach to monitoring the progress of all pupils.

Pupils are discussed during half-termly pupil progress meetings, where class teachers meet with the Senior Leadership Team (SLT) to identify those pupils who are making less than expected progress. Quality first teaching, interventions and catch-up programmes are analysed, and the progress of identified pupils are monitored. The class teacher and SENDCo will seek to find a cause of why pupils' progress:

- is significantly slower than their peers starting from the same baseline
- fails to match or better the pupil's previous rate of progress
- fails to close the attainment gap between the pupil and their peers
- widens the attainment gap

The class teacher also regularly liaises with the SEND team when concerns are beginning to become apparent and these concerns are shared with parents.

A Graduated Approach to SEN Support

The Code of Practice 2014 delivers SEND support through the Graduated Response, which is underpinned by high quality teaching. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.

It is comprised of four stages which form a cycle:



- **Assess** – identifying a child as needing support

- **Plan** – the class teacher, in consultation with the parents and SENDCo, agree the outcomes they are seeking, the interventions and/or support being put in place and the desired impact on progress, development or behaviour.
- **Do** – support is implemented by the class teacher (or under their direction)
- **Review** – the effectiveness of the support and its impact on the child’s progress is reviewed by the class teacher and evaluated by the SENCo/SLT.

SEND Register

Following the graduated approach process, a pupil may be placed on the SEND register and given one of the four broad categories of need. If appropriate, the pupil will receive a pupil profile and SMART targets. They will also take part in certain targeted interventions, depending on need, which are reviewed termly.

Pupils on the SEND register are reviewed regularly to ensure that their needs are being met in the most effective way and interventions and targets are having impact. If it is felt that a pupil is making progress that is sustainable then they may be removed from the register, however, continued monitoring may result in them being placed back on the register if necessary.

Responsibilities

Provision for pupils with SEND is a matter for the school as a whole. However, the responsibilities may be specific to a particular role.

The SENDCo, in collaboration with the Head teacher and Governing Body, takes responsibility for the SEND policy and coordination of special needs provision, working closely with staff, parents and carers and other agencies. The SENDCo and SEN TA also provide professional guidance to colleagues to secure high quality teaching for pupils with SEND. Responsibilities include:

- overseeing the day-to-day operation of this policy.
- ensuring that an agreed, consistent approach is adopted.
- liaising with and advising staff.
- liaising regularly with parents of pupils with SEND, so that they are involved as partners in the process.
- coordinating provision for pupils with SEND.
- collaborating with class teachers in devising strategies, drawing up pupil profiles, collating SMART Targets and support plans and advising on appropriate resources and materials for use with pupils with SEND.
- contributing to the in-service training of staff.
- liaising with external agencies including the LA’s support staff and educational psychology services, health, social and mental health services and voluntary bodies.
- attending meetings as required.
- meeting with the SEND Governor to update them on policies and procedures and measure progress against the SDP.

- attending cluster meetings and SENDCo forums to keep abreast of current pedagogy and advice.
- accompanying parents to meetings with professionals or transitions to other schools.
- sharing training/strategies with staff.
- maintaining the SEND Register and records.
- assisting in the monitoring and evaluation of pupil progress.
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for individual pupils.
- liaising between SENDCos and other staff members of early years providers and secondary schools to help provide a smooth transition from one setting to another.
- completing documentation pertaining to requests for LHNF or EHCPs and referrals to external agencies.

The Head teacher has responsibility for the day-to-day management of all aspects of the school, including provision for pupils with SEND. The Head teacher works closely with the SEND team and keeps the Governing Body informed about SEND issues. She ensures that all staff are aware of the need to identify and provide appropriate support for pupils with SEND. In conjunction with the governors, she ensures the implementation of this policy. She also allows the SENDCo sufficient resources, flexibility and administrative time to fulfil and reflect the changing responsibilities of the role.

The SEND Governor (as part of the Governing Body) will ensure that this policy is implemented and monitored via regular visits to the school and with the SENDCo. She also has regard to the requirements of the SEND Code of Practice 2014 and keeps informed about developments in SEND both locally and nationally. Via feedback from the SENDCo and Senior Leadership Team (SLT), she also monitors the quality of SEND provision and the progress and attainment of pupils with SEND.

The class teacher is responsible for ensuring that all children have access to quality teaching and that the curriculum is adapted to meet every child's individual needs (differentiated). They should liaise with the SEN team to provide reasonable adjustments and additional support in the classroom as well as providing the information needed for pupil profiles and SMART targets. They respond to and complete information about pupils as required for referrals and attend EHCP Annual Review meetings.

The role of the class teacher is crucial to the early identification of pupils with SEND. Following completion of our 'Cause for Concern' form, procedures set out in the graduated approach will be implemented. All staff working with the pupil are responsible for helping to meet their needs and for following the school's procedures for identifying, assessing and making provision.

Learning Support Staff/Teaching Assistants should work alongside teaching staff to meet the individual needs of the pupil. They should encourage pupil interaction and engagement with teacher-led and child-initiated activities and support groups or

individual children to meet their targets. When required, they deliver specific interventions as advised by the SEND team or external professionals and are responsible for playing their part in monitoring impact and contributing to the APDR cycle.

Resources

The school budget is issued by Hertfordshire Local Authority, which includes money for supporting pupils with SEND. Deployment of resources is based upon the needs of the school and decided by the Head teacher alongside input from SLT and the governing body. Discussions between the Head teacher and the SEND team inform decisions about resources, training and support needed.

The school identifies the needs of pupils with SEND on a provision map for each class. This is updated termly and identifies support in place for all learners and therefore ensures that resources are deployed effectively.

Training

At Ickleford School, needs vary year on year and we respond to the needs of the cohort. Our staff have a wide variety of expertise in delivering specific interventions including SpLD and Speech and Language. The SEN team draw upon professional resources to provide online opportunities to train (e.g. Dyslexia training, access to Mental Health modules, advice provided by external professionals) and regularly update classroom support resources for staff to access. Where necessary, the SENDCo and Head teacher liaise about specific requirements (e.g. Makaton training) needed to support particular pupils.

Partnership with parents

At Ickleford School, we aim to develop strong partnerships with parents to enable pupils with SEND to achieve their potential. We recognise that parents have unique overview of their child's needs and how best to support them and that this gives them a key role.

The school considers parents as valued partners and the key principles involved in communicating and working with them, include:

- Acknowledging the importance of parental knowledge and expertise in relation to their own child
- Gaining parental permission before referring pupils to external professionals
- Recognising the pressure a parent may be under because of their child's needs
- Providing user-friendly information and being aware of the needs some parents may have in respect of a disability or communication barrier.

Collaboration with external Agencies

We recognise the important contribution that external support services make in assisting to identify, assess and provide for pupils with SEND. School liaises with a range of professionals including (but not exclusive to):

- Educational Psychologists
- Specific Learning Difficulties (SpLD) advisory teachers
- Speech and Language Therapists
- Behaviour Support Service

- Woolgrove Outreach
- Communication and Autism Team
- School Nursing Team

When parents wish an outside agency to be involved with their child on a private basis, contact should be made with the Head teacher or SENDCo in the first instance before any sessions are agreed.

Transition for pupils with SEND

- **Starting school:** the strong links with local nursery schools and playgroups ensure that details of pupils' progress are available in advance of starting. Visits to the previous setting are arranged by the reception teacher prior to the pupil starting school and the SENDCo will attend as appropriate. Where a pupil has significant needs, or an EHCP, the SENDCo will arrange additional transition time as appropriate and meet with parents and relevant professionals.

Additional to the above, all families are asked to complete a questionnaire telling the school all about them and their strengths/needs. A transition book providing key information about Reception and Ickleford school staff is sent home and, in some cases, an individual transition book can be provided.

- **Transition between classes or Key Stage:** In addition to the usual planned activities during times of transition, pupils with SEND are given further opportunities to make this time as smooth and comfortable as possible. Meetings take place between current and prospective teachers and provision is carefully planned and negotiated according to need. Parents are also involved with this process where appropriate. For some pupils, a transition book is provided to help prepare them for their next class.
- **Secondary Transfer:** contact is maintained with local secondary schools. When a child has been allocated a space at secondary school, records of SEND and current provision are sent to the new school's SENDCo. In some cases, additional visits to the new school with the SENDCo/SEN TA/1:1 TA are arranged to ensure the pupil receives greater transitional support.
- **Transfer to another educational setting:** when a pupil with SEND transfers to another setting, or another pupil transfers to Ickleford School, full details of their strengths, difficulties and provisions are forwarded and contact is made between SENDCos.

Equal Opportunities

Ickleford School is committed to providing equal opportunities for all, regardless of race, gender, disability, age, class, religion or educational achievement. We promote self and mutual respect and a caring and non-judgemental attitude throughout the school.

Bullying and SEND

We are particularly vigilant when it comes to the bullying or victimisation of our vulnerable learners. We realise that some pupils may not have the understanding or

communication skills to recognise incidents of bullying. Through PSHE and British Values, we nurture a culture of acceptance and tolerance at Ickleford School.

Storing and Managing Information:

Documents relating to pupils with SEND are stored in a locked cupboard in the SENDCo office. SEND records are passed on to a pupil's next setting and the receiving member of staff signs a form at handover. Some records about pupils are kept on a secure online system called 'C:Poms'. All the above are held in compliance with GDPR guidelines and SEND Code of Practice 2014 (0-25yrs).

Arrangements for considering complaints

These are consistent with the school's Complaints Procedure.

Parents are encouraged to, in the first instance, discuss the problem with the class teacher. If this is not possible, or the parent/carer is not satisfied with the teacher's comments, they should ask to speak to the SENDCo or Head teacher.

In the event of a formal complaint, parents should put this in writing to the chair of the board of governors.