

Special Educational Needs & Disability Policy

Aims

At Ickleford Primary School, we believe that each pupil has individual and unique needs, many of which can be met within the environment of the classroom through a differentiated curriculum. 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.

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 school life, as far as is appropriate
- identify pupils' needs as early as possible, in order to support their academic, physical, social or emotional development
- monitor and evaluate progress, providing and maintaining the appropriate records and information as part of this process
- work collaboratively with the pupil, parents/carers, external professionals and other support services
- ensure that the responsibility held by all staff and Governors for SEND is implemented and maintained
- comply with the 2014 SEN Code of Practice, which can be viewed at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Identification and Assessment of Special Educational Needs

The Code of Practice states that a Graduated Approach should be applied to the identification and assessment of SEND through the Assess, Plan, Do, Review cycle (APDR).

The Graduated Approach

Differentiation	The class teacher plans and annotates daily/weekly plans that provide activities at the appropriate level for progress and success to be achieved. If a child is below age-related expectations (ARE) they will be monitored for half a term.
Monitoring	Reasonable adjustments are made within the classroom to address those pupils that are under-achieving but whom may still make progress. If the pupil makes no progress after half a term, adjustments are reviewed and adapted accordingly for a further half-term.
Early Intervention (previously SA)	Additional support in the form of individual/small group work in class will be implemented. The pupil is added to the Provision Map for that year group. If further support may be required by external professionals such as Speech & Language or the SpLD (Specific Learning Difficulties Base), the SENCo may gather evidence in collaboration with the class teacher and parents to make a referral. At this stage a Cause for Concern form may be completed by the class teacher and given to the SENCo, who will seek further information and advice, detailing actions to move forward.
Additional Intervention (previously SA+)	Referrals may be made to External Agencies. Advice regarding teaching strategies and/or resources is implemented.
EHCP (previously a Statement)	If a pupil needs more support than is available through the above procedures, an Education, Health and Care Plan (EHCP) is applied for. This is an official document outlining the specific needs of the pupil and the provisions that a school must put in place.
* We may also inherit pupils from other schools who have a diagnosis or an EHCP. Therefore they will not need to go through the GA and will be entered on our SEND Register. All pupils who have a diagnosis and/or disability will be placed on the Register.	

Differentiation

A number of methods are employed by class teachers, for example by:

- task
- input
- questioning
- outcome
- texts/resources/IT
- directing class and 1:1 teaching assistants (TAs) and

Monitoring

It is the responsibility of the class teacher to effectively monitor and evaluate the progress of the pupils in their class, including the initial identification of those that are working significantly below age-related expectations. These pupils are discussed with the Senior Leadership Team (SLT) during pupil progress meetings and again with the SENCo as appropriate. It is expected that reasonable adjustments are made within the classroom in the first instance, in order to support the pupil in class. This will be monitored over half a term.

Early Intervention

If there are still concerns about a pupil's progress following a period of monitoring, they are then supported through targeted work/interventions for half a term by the teacher or TA. Pupils will be added to the Class Provision Map and a Cause for Concern process may be initiated at this stage. Reasons for little or no progress, even when teaching approaches and provisions are targeted, may be due to:

- specific difficulties in English or maths
- poor attendance
- persistent emotional or social difficulties which are not alleviated by the management strategies usually employed within school
- sensory or physical difficulties
- communication difficulties

Additional Intervention

At this stage, it is recognised that a pupil requires support which is different from, or additional to the school's usual differentiated curriculum, teaching strategies or internal interventions.

The SENCo, in conjunction with the class teacher, will:

- complete appropriate assessments of the pupil's strengths and weaknesses
- consult with parents
- plan future support for the pupil in discussion with colleagues
- complete a Pupil Profile where appropriate
- monitor and review actions taken

Advice may be sought or referrals made to external support agencies, such as the contact Educational Psychologist (EP), a Speech and Language Therapist (SaLT) or the SpLD Base who will, where appropriate, see the pupil/staff/parents in school and advise teachers on targets and accompanying strategies.

Progression to an EHCP

In very rare cases, a pupil may have SEND of such severity that s/he may require an assessment of their needs. This involves all parties whose advice is needed to join collaboratively to ensure that the pupil fulfils his or her potential in their social and emotional, physical and academic development.

The SENCo, in conjunction with the parent(s) and class teacher, will prepare and forward the necessary paperwork to the appropriate Local Authority who will present the case to a panel. At this stage, it is decided whether there is sufficient evidence to proceed with an EHC Plan. Should the panel decline the request, it is up to the school to review their provision or provide further information to challenge the decision.

If the panel does agree to proceed, the SENCo prepares further documentation about the pupil which is sent to the EHC facilitator where, in consideration with similar documents from other involved professionals, an EHCP is completed. The SENCo, in conjunction with the Headteacher and class teacher, is then responsible for drawing up a plan to meet the objectives set out in the EHCP. The EHCP is formally reviewed annually.

Partnership with Parents

Ickleford Primary School promotes a culture of co-operation with parents. We aim to continue this through:

- ensuring that parents/carers are involved as soon as a concern has been raised. This may be through an informal meeting with the class teacher, during parent consultations or by personal appointment with the SENCo

- providing access to the SENCo, Headteacher or teacher to discuss the pupil's needs and approaches to address them
- supporting parents' understanding of external agency advice and support
- exchanging information about the pupil
- signposting the family to support services available to them outside of school
- undertaking requests/reviews for EHCPs and Exceptional Needs Funding applications (ENF) for 1:1 support

Roles and 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 role of the Class Teacher in the identification of SEN

The role of the class teacher is crucial to the early identification of pupils with SEND. If it becomes apparent through normal classroom practice that a child is performing at a level below that of his/her peers, sufficiently enough to cause concern, the class teacher will begin to gather information designed to establish whether a pupil has a special need. Such information may include notes based on observations of the pupil working within the classroom environment, during unstructured times or through annotated lesson plans. Results from tests and information from other members of staff and parents will also build a picture of the pupil.

Following the procedures set out in the graduated approach, the class teacher and SENCo will invite the pupil's parents in for a meeting to discuss their concerns. 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.

The role of the TA

TAs:

- may be employed to work with individual pupils or small groups
- work under the guidance of the class teacher
- have a vital role to play, having access and input when drawing up pupil profiles
- will consult with class teachers and SENCo to provide the best care and guidance for pupils
- will attend pupil progress meetings and EHCP Annual Reviews where appropriate, giving feedback about pupils

The role of The Special Educational Needs Coordinator (SENCo)

SENCo: Claire Shafe

The key responsibilities of the SENCo include:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- liaising regularly with parents of pupils with SEND, so that they are involved as partners in the process
- co-ordinating provision for pupils with special educational needs
- collaborating with class teachers in devising strategies, drawing up pupil profiles 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 LEA'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
- attending training to keep skills and knowledge up to date
- accompanying parents to meetings with professionals or transitions to other schools
- sharing training/strategies with staff
- writing and evaluating the SEN Policy annually
- 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 SENCoS and other staff members to help provide a smooth transition from one school to another
- completing documentation pertaining to requests for ENF or EHCPs or information required leading to a diagnosis

The role of the Headteacher

The responsibilities of the Headteacher include:

- the management of all aspects of the school's work, including provision for pupils with SEND
- keeping the governing body informed about SEND issues
- working closely with the SENCo
- determining the pattern of work, timetable and role of the SENCo
- dealing with queries or complaints from parents/carers
- involvement in how children with SEN are integrated within school as a whole
- ensuring that the legal requirements of current legislation are met within the school
- ensuring that the school has clear and flexible strategies for working with parents/carers and that these strategies encourage involvement in their child's education
- ensuring that the SENCo receives training in their role
- giving the SENCo sufficient resources, flexibility and administrative time to fulfil and reflect the changing responsibilities of the role

The role of the Governing Body

SEN Governor: Chris Barker

The SEN Governor ensures that all Governors are aware of the school's SEND provision. In particular the governing body ensures that:

- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- they have regard to the requirements of the current SEND Code of Practice
- they are fully informed about SEND issues, so they can play a part in the school self-evaluation
- they agree in consultation with the Headteacher, appropriate staffing and funding arrangements and oversee the school's work for pupils with SEND
- the quality of SEND provision is regularly monitored
- the SEND policy is reviewed annually
- keep informed about developments in the area of SEND, nationally, locally and within the school

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 SENCo will attend as appropriate. In addition, parents are welcomed into school before their children start and are able to discuss any difficulties with staff members.

- **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.
- **Secondary Transfer:** contact is maintained with local secondary schools. When a child has been allocated a space at secondary school, records of special education needs and current provision are sent to the new school's SENCo. In some cases, visits to the new school with parents are arranged prior to the usual transition activities to ensure that any specific provisions are catered for in advance of the pupil arriving and any additional transition needs can be planned in.
- **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 SENCos.

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 SENCo or Headteacher.

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

Arrangements for monitoring and evaluation

The success of Ickleford's SEND policy and provision is evaluated through self-evaluation and reporting activities such as:

- monitoring of classroom practice by the SENCo, subject leaders and the Headteacher
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- the use of provision maps to categorise the interventions utilised within classrooms
- value-added data for pupils on the SEND register
- regular monitoring of procedures and practice by the SEND governor
- the school prospectus and website, which contains the required information about the implementation and success of the SEND policy
- the school development plan, which is used for planning and monitoring provision in school
- visits from LA personnel and Ofsted inspection arrangements
- Feedback from parents and staff, both informal and formal.