



Shared Values · Shared Aspirations · Shared Achievements

A Church of England School

Special Educational Needs & Disability Policy

Date of Approval: Summer 2019

Date of next review: Summer 2021

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.

The School's Vision:

- To recognise and appreciate the uniqueness and achievement of every member of our school community.
- To promote British and Christian Values, such as love, tolerance, trust and respect within the school and wider communities.
- To nurture and support all abilities, helping every child to achieve their potential in all areas of learning – intellectual, emotional, physical, social, moral, spiritual and cultural.
- To ensure high quality teaching and learning in a safe yet stimulating environment, in all aspects of school life.
- To equip children with the confidence, resilience and perseverance to become creative independent thinkers and learners for life within an ever-changing world.
- To provide the full breadth of the Primary Curriculum with emphasis on the basic skills of English, mathematics, science and computing.
- To develop learning activities which stimulate positive models of enquiry, reflection, challenge and innovation.
- To teach children the role of stewardship of the world in which we live.

Purpose:

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. The SEND Code of Practice 2015 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 school life as far as is appropriate.
- Identify pupils' needs as early as possible, in order to support their academic, physical, social and emotional development.
- 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 2015, which can be viewed at:
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Statutory Information and SEND Information Report:

In line with the SEND Code of Practice 2015, the school has an appointed SENDCo who holds the National Award for SEND Co-ordination. This is Mrs Claire Shafe.

Our website, www.ickleford.herts.sch.uk has links to our SEND Information Report which contains the information required in Regulation 51 of The Special Educational Needs and Disability Regulations 2014 and has been co-produced with staff, governors, parents and pupils to answer all of their questions about special educational needs support at Ickleford School.

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.

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 2015, 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 2015, page 16)

The SEND Code of Practice 2015 describes the possible barriers to learning under four broad areas:

1. **Communication and Interaction** including speech and language difficulties and autism spectrum disorders
2. **Cognition and Learning** including specific learning difficulties such as dyslexia and dyspraxia
3. **Social, Emotional or Mental Health** including ADHD and attachment disorders
4. **Sensory, Medical or Physical** including hearing, visual or physical impairments

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

The following hi-lights some of the more common educational needs that may be supported in school, and these are termed as 'barriers to learning'. Children with these barriers will be classed as having special educational needs, however, not all of them will require the same level of support.

- Hearing or visual impairments
- Speech, Communication and Language difficulties
- Behavioural difficulties
- Autism Spectrum Disorder
- Learning difficulties

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 child's previous rate of progress
- fails to close the attainment gap between the child 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. It is comprised of four stages which form a cycle:

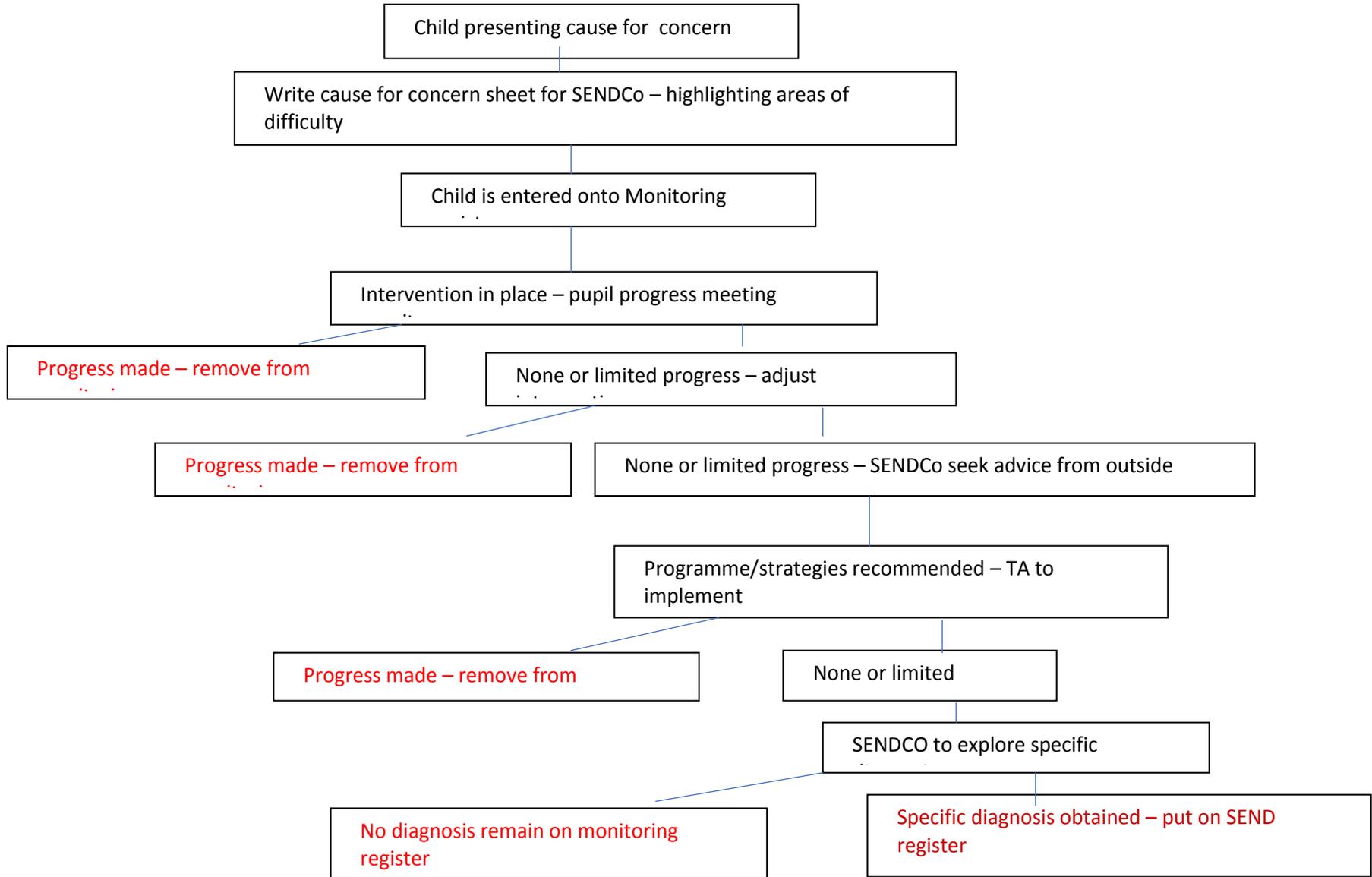


- **Assess** – identifying a child as needing support
- **Plan** – the class teacher, in consultation with the parents and SENDCo, agree the outcomes they are seeking, the interventions and/or support being put in place and the desired impact on progress, development or behaviour.
- **Do** – support 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 SENDCo/SLT.

If a pupil is unable to overcome their barriers to learning, despite reasonable adjustments, quality first teaching and interventions, only then would they be identified as requiring SEND support.

The teacher, in consultation with the SENDCo and SLT, will identify those children who require extra provision and they will become part of the graduated response. They will consider all the information within the school regarding the pupil's progress following high quality formative assessment, standardised testing and national data and expectations of progress. Specialised assessments may be required from external agencies or professionals for higher levels of need. Please see overleaf for Ickleford's graduated response diagram.

SEND REFERRALS FLOWCHART



Outcomes for pupils with SEND

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 SENDCo, subject leaders and the SLT
- analysis of pupil tracking data and test results for individual pupils and for cohorts
- Progress points score analysis shared with the SLT, HIP and Governors
- the use of provision maps to categorise the interventions utilised within classrooms
- 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 to revise provision and celebrate success
- pupil voice

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 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).
- Monitoring the progress of every child and identifying, planning and delivering any additional help a child may need (e.g. targeted work, additional support, adapting resources etc.) in partnership with the SENDCo as necessary.
- Liaising with the SENDCo to prepare Pupil Profiles, SMART Targets and Support Plans where necessary.

- Ensuring that all members of staff working with a child in school are aware of the child's individual needs and the specific adjustments that need to be made to enable them to be included and make progress.
- Ensuring that all staff working with children in school, are skilled and working together to support learning and development.
- Ensuring that the school's SEND Policy is adhered to.

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.
- Encourage pupil interaction and engagement with teacher-led and child-initiated activities
- Support groups or individual children to meet their targets.
- Consult with class teachers and the SENDCo/SEND TA to provide the best care and guidance for pupils.
- Attend pupil progress meetings and EHCP Annual Reviews where appropriate, giving feedback about pupils.
- Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- Be a role model to the children they support.

The Special Educational Needs Coordinator (SENDCo) is responsible for:

- 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.
- Co-ordinating 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 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 SEND Policy.
- 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 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.

Ickleford Primary School SENDCo: Claire Shafe

The Headteacher is responsible for:

- The day-to-day management of all aspects of the school, including provision for pupils with SEND.
- Keeping the governing body informed about SEND issues
- Working closely with the SENDCo
- Determining the pattern of work, timetable and role of the SENDCo
- Dealing with queries or complaints from parents/carers.
- Involvement in how children with SEND 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 SENDCo receives training in their role.

- Giving the SENDCo sufficient resources, flexibility and administrative time to fulfil and reflect the changing responsibilities of the role.

Ickleford Primary School Headteacher: Mrs Sue Dury

The SEND Governor (as part of the Governing Body) will ensure that:

- The necessary provision is made for any pupil with SEND.
- They ensure 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 monitor appropriate staffing and funding arrangements and oversee the school's work for pupils with SEND.
- The quality of SEND provision is regularly monitored.
- They, and the school as a whole, are involved in the development and monitoring of this policy.
- They keep informed about developments in the area of SEND, nationally, locally and within the school via discussion with the SENDCo.

SEND Governor: Chris Barker

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. In addition, parents are welcomed into school before their children start and can 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 SEND and current provision are sent to the new school's SENDCo. 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 SENDCos.

Storing and Managing Information:

The following records are kept:

- A Provision Map and Special Educational Needs Register, with separate registers specific to medical needs or social, emotional and mental health (SEMH) needs. This provides an overall summary of identified pupils across the school.
- Pupil Passports and Support Plans – These are written and shared with parents and the children (where appropriate) and explain what support is in place for them.
- SMART Targets – Specific, Measurable, Achievable, Realistic and Timely targets are set for children identified as having SEND. These are shared with parents termly.
- Education and Health Care Plans – This paperwork is issued after a request for statutory assessment has been successful. These plans are reviewed annually, with the family at the heart of the meeting. Everything discussed at review is summarised and sent to parents and if any changes are considered necessary to the plan, the local authority issues further documents.
- Assessments and screening tools are stored in a child's file.
- External Agency reports are stored in a child's file.
- Observations of pupils and records of meetings or correspondence with parents or professionals are stored in a child's file (physically and/or digitally).
- Details of the APDR cycle in evidence of impact are also stored in a child's file.

All the above are held in compliance with GDPR guidelines and SEND Code of Practice 2015 (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 Headteacher. In the event of a formal complaint, parents should put this in writing to the chair of the board of governors.