



Ightenhill Primary School

Special Educational Need and Disability (SEND) Policy

Introduction

The SENDCo at Ightenhill Primary School is Mrs Alexandra Wilkinson.

The Governor responsible for SEND is Mrs J Naylor.

The Senior Leadership team and the Governors ensure that the Special Educational Needs policy at Ightenhill Primary School works within the guidelines and Inclusion policies of the SEND Code of Practice (September 2014), the Local Education Authority and other relevant policies within the school.

This SEND Policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice together with the Equality Act 2010. Reference has also been made to The Statutory Guidance on Supporting Pupils at school with Medical Conditions April 2014, the Safeguarding Policy and the Accessibility Plan.

At Ightenhill Primary School, it is the belief that all children have an equal right to a full and rounded education, which will enable them to achieve their full potential.

Defining SEND

“A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.”

SEND Code of Practice

We do our best to ensure that the necessary provision is made for any pupil who has special educational needs and to ensure that those needs are known to all staff who are likely to work with the child.

The SEND Policy has been developed through consultation with parents, pupils, staff and the SEND governor. It is shared with stakeholders by being published and regularly updated on the school's website.

Aims

- To raise the aspirations and expectations of all pupils with SEND in all aspects of school life.
- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND.

“All children are entitled to an education that enables them to achieve the best possible educational and other outcomes, and become confident young children with a growing ability to communicate their own views and ready to make the transition into compulsory education”.

SEND Code of Practice 2-14 5.1

Objectives

- To identify and provide for pupils who have special educational needs and additional needs.
- To identify and assess children with special educational needs as soon as possible.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To provide support and advice for all staff working with pupils with special educational needs.
- To develop and maintain partnerships and high engagement with parents and children.
- To involve children in their SEND provision.
- To ensure access to the curriculum for all pupils.
- To maintain appropriate records and to monitor pupil progress.
- To maintain close links with support services, other schools and agencies.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role.
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Equal Opportunities and Inclusion

In delivering the school’s curriculum, we ensure that the school meets the needs of all pupils, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances.

Through appropriate curricular provision, we respect the fact that children have different educational and behavioural needs and aspirations. We also recognise that they require different strategies for learning. We understand that children acquire, assimilate and communicate information at different rates and need a range of different teaching approaches and experiences.

Teachers respond to children’s needs by providing support for children who need help with communication, language and literacy. Planning is differentiated to develop children’s understanding with adaptations made to cater for their learning needs. Support is given to help children to manage and own their behaviour and to take part in learning effectively and safely. Support is also given to individuals to help them manage their emotions, particularly trauma or stress, and to take part in learning.

Broad Categories of SEND

There are now four broad categories of SEND identified under the 2014 Code of Practice. Categories of SEND which we currently identify in our school are:

- **Communication and Interaction**
 - autistic spectrum disorder, language disorder
- **Cognition and Learning**
 - dyslexia, dyspraxia, dyscalculia, moderate learning difficulties,
- **Social Emotional and Mental Health**
 - ADHD, attachment disorders, emotional difficulties.
- **Physical and Sensory**
 - hearing impairment, visual impairment, cerebral palsy

Identification of children who require additional support can be based on diagnosis from professionals or simply those children with learning profiles consistent with the diagnosis.

Some pupils also have medical needs linked to the above. Whilst this may not hinder their learning and experience, we continue to monitor these pupils to ensure they have the provision and support they need.

Identifying Special Educational Needs

Provision for children with special educational needs is the responsibility of the whole school. The governing body, the school's head teacher, the SENDCo and all members of staff, particularly class teachers and teaching assistants, have important day – to day responsibilities.

“Every teacher is a teacher of every young person, including those with SEND.” SEND 2014

- Early identification of children with additional needs is vital: a process involving both parents and staff. The class teacher or SENDCo informs the parents, at the earliest opportunity, to alert them to concerns and to enlist their support and participation. Outside agencies can help to give advice on the provision of intervention strategies where necessary.
- Class teachers are continually monitoring and observing the pupils that they teach. If they observe that a child, as recommended in the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause and to discuss their concerns with the SENDCo. These concerns are usually made in writing in the first instance. This referral document forms part of the child's SEND record.

- The SENDCo would usually observe the child in the classroom and discuss possible strategies with the class teacher. If it is felt necessary, the child's name may be included on the SEND register after discussion with parents/carers. At this point, a learning support plan would be devised to support the class teacher and other relevant staff members in meeting the child's needs within the classroom.
- Advice may also be sought from outside agencies e.g. Speech and Language Therapy Service, Occupational Therapist.
- Parents sometimes raise concerns and ask the school to look more closely at their child's learning. We value parental involvement and these requests are always given careful consideration.
- Although the school can identify special educational needs and make provision to meet those needs, we do not offer diagnosis. Parents are advised to contact their GP if they are concerned that their child might have ASD, ADHD or another disability. School will support parents in signposting advice.
- The class teacher and the SENDCo assess and monitor the children's progress in line with existing school practices. Regular assessment and discussion at Pupil Progress Meetings can identify additional needs further.
- The SENDCo works closely with parents, the children, teachers and outside agencies to plan an appropriate programme of intervention and support. The intervention is reviewed regularly to ensure it is effective.
- The assessment of children reflects as far as possible their participation in the whole curriculum of the school.
- In the case of children with hearing or visual impairments, or medical needs, specialist support, equipment and training is provided by the School Nurse, Specialist Teacher and other specialist medical personnel.
- Staff attend regular asthma, epilepsy, Epi-pen and diabetic training.
- When identifying the needs, the whole child is considered not just the SEND identified in the categories above. Other areas considered include – disability, attendance and punctuality, health and welfare, EAL, being in receipt of pupil premium, being a looked after child, being a child of a service man / woman. This helps support our provision of pastoral and educational support and intervention.

A Graduated Approach To SEND

Assess

Ightenhill has a whole school approach to monitoring pupil's progress. The class teacher will record and discuss the concerns with the SENCo. Once a child has been observed and assessed, the information will be used to make adjustments to targeted teaching, and possibly to provide a Learning Support Plan.

Plan

Once the need for SEN Support has been identified, following the Code of Practice in responding to the pupils identified need, high quality teaching differentiated for the individual will be looked at. All adults working with the pupils will be made aware of the child's needs and the support to be provided through the Learning Support Plan. Parents will be aware of the support being given and will be offered the opportunity to comment on the plans. Where appropriate, regular meetings will be held with parents and children to discuss the impact of the support and the next steps to be taken.

Pupils with an EHC plan will have needs that are more complex. Support will be planned around the outcomes written in the plan, using advice given by outside agencies. Individual targets are included on the Learning Support Plans for these pupils and are assessed and amended regularly. A formal annual review is held annually with the support of the SENDO and other relevant professionals.

The SENDCo monitors progress regularly with all relevant staff, parents and pupils.

Do

Once a child has been identified as having SEN needs, they will have a Learning Support Plan. These plans identify a pupil's strengths and needs and details 'what works well' for the child. Any advice from relevant outside agencies is also included in this plan. Individual targets are included on the Learning Support Plans for pupils with more complex needs. The pupils will participate as fully as possible at this stage.

Review

Regular monitoring and observations will be utilised through a whole school approach. Evidence will be collated to assess whether pupils have met the expectations. Progress and attainment will be assessed through observations, work scrutiny, assessed work, pupil progress meetings, PIVATs, standardised assessments and reports from specialists.

Progress will be considered in relation to narrowing the gap (attainment and progress) between pupils with SEND and all other pupils. Progress will also be considered in terms of the child's ability and needs.

At the termly consultation meetings between staff and parents, progress will be discussed and necessary changes to support the provision and targets discussed. Pupil's views will also be part of the reviewing process.

EHC plans will be reviewed annually. The children are invited to give their views and attend the meeting if they choose to do so.

Managing the needs of pupil's on the SEND register

At Ightenhill Primary School, we aim to have a good and informative relationship with all of our parents. If a child is experiencing difficulties, parents will be informed by the SENDCo and/or class teacher at a meeting or during parent's consultation meetings.

If relevant, the SENDCo will:

- Formally ask parents and carers to consent to the child being placed on the SEND register.
- Discuss assessments that have been completed.
- Agree a plan and provision for the next term.

This will form part of the graduated approach cycle. Depending on the child's age and their needs, the child may be invited to attend all or part of any meeting. If a child has needs which require specialist teacher or therapist input, this will be considered at the meeting. Appropriate referral or request forms will be completed by the SENDCo.

Records of the meeting will be kept as part of the child's SEND record.

Each term parents/carers will be offered the opportunity to comment on the Learning Support Plans before they are circulated to staff. Children with EHC plans will also have Learning Support Plan review meetings, annual review meetings and transition meetings in Year 6.

If the child's needs no longer meet the guidance given by the Code to be on the SEND register, they will be removed initially to an internal monitoring stage, before being removed completely from the register. This will be done in agreement with parents.

Intervention

Intervention could include:

- differentiated learning materials or specialist equipment
- small group or individual support with the SENDCo, class teacher, teaching assistant, learning mentor or outside agencies
- in class support in order to access the curriculum
- extra adult time to devise / administer the planned intervention and to monitor its effectiveness
- staff development and training to introduce more effective strategies.

Interventions will be monitored for effectiveness and staff development and training are provided to ensure that strategies are effective.

After discussions with the SENDCo, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom.

The SENDCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

If the child demonstrates significant cause for concern, a request will be made to discuss a child's needs with the Educational Psychologist at a group or individual consultation days.

If the child is discussed during these sessions, the subsequent action plan will be acted on and this may lead to a request being made for an assessment for an Education Health Care plan. Parents will be involved at all stages in discussions and planning.

Training and Resources

The training needs of all staff working with pupils are identified through appraisals and professional discussions. Relevant INSET is provided to staff on a regular basis.

Resources are identified to meet the needs of individual or groups of SEND children through monitoring and reviewing their progress. The SENDCo attends the SENDCo cluster meetings and regularly attends relevant SEND training.

The Role of the Governing body

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask questions to ensure that all teachers are aware of the importance of providing for children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The governing body reviews this policy annually and considers any amendments in the light of their findings.

Mrs Hudson the SEND Governor meets regularly with Mrs Baron (SENDCo) to keep up to date with changes and progress.

The Role of the SENDCo

The Special Educational Needs Co-ordinator's responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND
- Liaising with and advising colleagues.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the training of staff.
- Liaising with local high schools so that support is provided for year 6 pupils as they prepare for transition.

- Liaising with external agencies including the Speech and Language Therapy Service and Educational Psychology Service, other health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Making regular visits to classrooms to monitor the progress of children on the SEND Register.

Roles and Responsibilities

Designated leaders for safeguarding (DSL)

Mrs E Brown	(Inclusion Manager & DSL)
Mr S Crosier	(Headteacher)
Mrs K Dunderdale	(Deputy Headteacher)
Mrs J Thompson	(Family Engagement & Attendance Manager)

SEND Governor

Mrs J Naylor

Inclusion Manager

Mrs E Brown

Special Educational Needs and Disability Officer (SENDO) - Local Authority

Tracy Scotland

Educational Psychologist – Local Authority

Louise Jones

Storing and managing information

Documents are stored securely in school using an electronic database. Hard copies are kept in locked cabinets within locked offices where needed. When documents have been uploaded the electronic database, the original copies are shredded. All electronic systems are secure and password protected.

Complaints Procedures

The school works, wherever possible, in partnership with parents to ensure a collaborative approach in meeting the child's needs.

Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the concern continues then the SENCo or class teacher will meet with the parents to discuss and try to resolve the concern. If the concern cannot be satisfactorily dealt with at this stage, it should be brought to the notice of the Head teacher, who will follow the guidelines of the school's complaints procedure. The Chair of Governors will be involved after other avenues to resolve the situation have been exhausted.

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

Reviewing the policy

The policy will be reviewed annually or sooner in the event of revised legislation or guidance.

Next review date – 2023-2024

Reviewed by - A Wilkinson (SENDCo) July 2022