



Special Educational Needs and Disabilities (SEND)



Key Staff: contact on 01642 761985

Mrs Kay Coverdale Deputy Head and SEND-Co

Mrs Angela Meynell Shadow SEND-Co

Mrs H Nixon and Mr D McGeehan: SEND Link Governors

What are special educational needs?

A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; **or**
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools;

This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

The Code of Practice (2014) defines Special Educational Needs as falling into one or more of four broad categories.

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Many children and young people have difficulties that fit clearly into one of these areas; some have needs that span two or more areas; for others the precise nature of their need may not be clear at the outset.

The Department for Education recommends a cycle of **Assess, Plan, Do and Review** in relation to meeting the needs of children with Special Educational Needs and Disabilities.

The Offer at Ingleby Mill Primary School

MyChild has Special Educational Needs/Disabilities: What can you offer at IMPS?

Excellent question and one which has no standard answer! At Ingleby Mill we embrace the fact that every child is a unique individual and therefore their needs will be different. What we offer will be different for every child and will depend on the nature of the special educational need/disability.

Class teachers are responsible for planning provision for and teaching children with SEND. Teaching assistants offer additional support. All staff are trained to teach/support teaching and learning. Some individuals have specialist training in mentoring, supporting learning for children with reading/writing/spelling/number difficulties and in supporting learners with Autism Spectrum Conditions.

Overview of SEND

The Department for Education recommends a cycle of **Assess, Plan, Do and Review** in relation to meeting the needs of children with Special Educational Needs and Disabilities.

At Ingleby Mill Primary we endeavour to work with parents, children and partner agencies to ensure that all children can thrive.

Assess

Using careful observation and a range of assessment data, information from parents and partner agencies, teachers can identify whether a child may have Special Educational Needs/Disabilities. Where an additional or special educational need is identified in school, parents are invited to planning meetings to discuss how their child's needs may be met. Where Special Educational Needs /Disabilities have been identified prior to the child joining us, school will register a child as **SEN Support** and arrangements will be made to endeavour that appropriate support/interventions are in place e.g. small group work, flexible groupings, workstation, visual timetable. Liaison with outside agencies such as Speech & Language, Early Support Nursery Specialist Learning Team etc will be initiated. Where a child has significant difficulties and requires support from a range of partners and/or high levels of adult support in order to make progress, then an Education, Health and Care Plan may be required (formerly known as a Statement). EHC Plans will only be initiated after all other interventions and provision have failed to impact positively on an individual's learning.

Plan

Overall provision will be planned by the class teacher, SENCo and parents working alongside partner agencies where necessary (e.g. Speech and Language/Teachers for theHearing/Visually Impaired/Educational Psychologist/OccupationalTherapists/Physiotherapists/Specialist Teachers for reading, writing, maths/Counsellors/Child and Adolescent Mental Health Specialists/School Nurse).

Typically a child with SEND will have an Individual Plan which identifies area of need, targets for improvement and additional provision. The Individual Plan will be shared and discussed at Parent Teacher Consultation events or with Mrs Meynell/Mrs Coverdale by separate appointment. Targets are linked to specific areas of learning and should be measureable and manageable.

Do

Curriculum:

At Ingleby Mill Primary School, we aspire to have all of our children achieving the very best they can. All children have access to high quality teaching and routinely planned interventions to ensure that

each child can reach his/her potential. Children will review their progress at least termly with their teacher. They will be asked where they feel they have most improved and where they still need some help. From time to time, we may have to make amendments to curriculum timetables to ensure that individual needs can be met e.g. if a child has sensory issues, he/she may need regular "heavy work breaks", a child with Speech and Language difficulties may need additional individual or small group support to practise.

Other additional provision may include:

- Small group provision with teacher or teaching assistant;
- Flexible groupings according to need;
- Tailored interventions on a 1:1 or small group basis to develop speaking & listening, reading, spelling, writing, number or social & emotional skills;
- Extra lessons in a specific area of difficulty e.g. reading, spelling, maths, handwriting, motor skills;
- Additional access to specific computer programs: Lexia, Big Cat Phonics, Word Shark;
- Daily readers
- Daily phonics
- Peer support (Y6–Y2)
- ICT provision e.g. tablets and netbooks
- Specialist resources: specialist reading materials/writing slopes/seating wedges/laptops/eezi rider/wobble board/spring loaded scissors/ pens/pencil grips;
- Extended transition activities including planning meetings with parents, photo passports, additional visits to new classes/school;
- Individual workstations, visual timetables, social stories;
-

It is worth pointing out that we do not offer targeted extra-curricular activities for children with SEND but instead actively encourage ALL children to take part and we ensure that we adapt what we offer to enable them to be accessible to all. This includes all after school clubs and all school visits (including our residential visits).

Review

Progress towards targets/expected outcomes in an Individual Plan will be reviewed by the child's teacher with the child and afterwards with the parent at consultation evenings (or by separate appointment). The next steps in learning will be planned and the impact of any support discussed. Future steps including the involvement of partner agencies will also be discussed.

Complaints

Ingleby Mill Primary School works, wherever possible, in partnership with parents and carers to ensure a collaborative approach to meeting the needs of their child. All complaints are taken seriously and are heard through the school's complaints policy and procedure. We would encourage parents and carers to discuss any concern they have with their child's teacher as it is in everyone's interest that complaints are resolved at the earliest possible stage and we expect that the majority of concerns will be resolved in this way.