

INGLEBY MILL PRIMARY SCHOOL



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

September 2023

Mrs Kay Coverdale
Due to be reviewed Sept 2024

Chair of Governors: Mr S Watson

Head teacher: Mrs Beth Atkinson

SEN and Disability Co-ordinator: Mrs Kay Coverdale

SEND Link Governor: Mrs H Nixon

2014 SEND Working Party: Mrs K Coverdale, Miss A Rutherford, Miss L Carter, Mrs J James, Mrs T Rouse, Mrs B Walker, Miss D Scott, Mrs F Smith, Mrs S Watson, Mrs E Boase

Ingleby Mill Primary School's SEND Policy makes reference to:

- ◆ SEN and disability Code of Practice 0-25 years 2014
- ◆ National Curriculum 2014

Introduction

This policy document is a statement of the aims, principles and strategies to ensure the effective and efficient provision for children with Special Educational Needs and Disabilities (SEND) at Ingleby Mill Primary School.

At Ingleby Mill Primary School SEND refers to a child who requires provision or support other than that generally given to the majority in his or her peer group, including those children identified as being gifted and talented or more able.

LA guidelines and The Code of Practice 2014 have been taken into consideration in the formulation of this policy. Children have SEND if they have a learning difficulty or disability which calls for Special Educational Provision to be made for them. Special Educational Provision means:

'A child or young person has SEN 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 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 or mainstream post 16 institutions.'

SEN and disability Code of Practice 0-25 years 2014

This document provides a framework for the identification of and provision for children with Special Educational Needs. It is written for the benefit of all members of the school community to ensure that the potential of every child is maximised, irrespective of ability, disability, race, gender and social origin and to enable equality of access to the curriculum in an environment where every child is valued and respected. This policy was written after consultation with Ingleby Mill School's SEND working party, this party consisted of members of teaching staff (including experienced staff and staff new to the profession), support staff (including staff who work as 1:1 support assistants), members of the Senior Leadership Team and SEND link Governor.

Our Aims

- ✓ To identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development.
- ✓ To ensure that these children are given appropriate support to allow every child full access to the Curriculum at their level in a positive way.
- ✓ To ensure that these children are fully included in all activities of the school in order to promote the highest levels of achievement.
- ✓ To involve parents and carers, pupils and others in developing a partnership of support, enabling them to have full confidence in the strategies adopted by the school.

Our Objectives

- ✓ To provide a broad, balanced and suitably differentiated curriculum relevant to pupil needs, through all staff sharing responsibility for SEND.
- ✓ To demonstrate that meeting the needs of children's learning and/or behaviour is part of high quality mainstream education.
- ✓ To plan for any pupil who may at some time in their education have special educational needs.
- ✓ To promote self-worth and enthusiasm by encouraging independent learning at all age levels.
- ✓ To give every child the entitlement to a sense of achievement.
- ✓ To identify, monitor and support pupils who will need extra resources and/or teaching help as early as possible.
- ✓ To work in partnership with the child's parents and carers and other external agencies to provide for the child's special educational needs.
- ✓ To regularly review the policy and practical arrangements to achieve best value.

Our Roles and Responsibilities

Ingleby Mill Primary School takes a whole school approach to SEND and recognises that: *'All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.'*

SEN and disability Code of Practice 0-25 years 2014

All members of the school community work towards the schools aims by:

- ❖ Using school procedures for identifying, assessing and making provision for pupils with special educational needs.
- ❖ Sharing a commitment to inclusion and a partnership approach to provision.

The governing body in co-operation with the Head Teacher determines the school's general policy and approach to the provision for children with special educational needs,

establishes the appropriate staff and funding arrangements and maintains a monitoring oversight of the school's work. They are responsible for reviewing the SEND policy.

- ❖ The governing body has appointed Mrs Nixon as the governor who takes a particular interest in and monitor the school's work on behalf of children with special educational needs.

'There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability.'

SEN and disability Code of Practice 0-25 years 2014

The Head Teacher has strategic responsibility for overseeing the provision for children with special educational needs and keeping the governing body fully informed. In conjunction with the Senior Leadership Team the Head Teacher will be responsible for monitoring and evaluating the success of this policy and ensuring that necessary revisions are undertaken. The Head Teacher will also work closely with the Deputy Head Teacher/SEND-Co with whom regular meetings are scheduled.

How we Co-ordinate and Manage Provision

The Head Teacher, Deputy Head Teacher/SEND-Co are responsible for:

- ◆ The daily implementation of the school SEND policy
- ◆ Liaising with and advising teaching staff and TA's on SEND matters
- ◆ Monitoring the work of Teaching Assistants, in relation to SEND
- ◆ Co-ordinating the provision for children with SEND
- ◆ Overseeing the records of all children with SEND
- ◆ Contributing to the in-service training of staff
- ◆ Liaison with parents and carers and external agencies including the Early Years and Complex Needs Team, The Education Psychology Service, Health & Social Services, Visually Impaired Service, Speech and Language Service, Counselling Service and Voluntary bodies

'Schools may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. A school should always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff. The pupil's parents should always be involved in any decision to involve specialists.'

SEN and disability Code of Practice 0-25 years 2014

All teaching staff and teaching assistants are involved in the development of the school's SEN policy and are fully aware of the school's procedure for identifying, assessing, planning, making provision and reviewing the provision made for pupils with special educational needs. Teachers have responsibility for managing the work of TA's in their class, when supporting children with special needs. Ensuring they are deployed in the best way to support the child or group of children that they have been assigned to work with.

Our Admission Arrangements for Pupils with Special Educational Needs

Ingleby Mill Primary School strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs and disabilities, in accordance with the LA Admissions Policy.

According to the Education Act 1996, (Section 316), if a parent wishes to have their child with a statement educated in the mainstream, the LA must provide a place unless this is incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Further details can be found on the school website:

www.inglebymill.org.uk

Click on the logo **SEND Support Offer** on the home page.

Identification, Assessment and Monitoring

- ❖ Ingleby Mill Primary School aims to ensure that children who need additional support are identified as early as possible.
- ❖ Children are assessed against age related expectations as soon as they enter Nursery.
- ❖ Parents of children who are not yet meeting age related expectations are informed.
- ❖ Children's progress is then tracked and those children who fail to progress despite good first quality teaching are identified.
- ❖ Identified children are discussed in detail at termly pupil progress meetings between the class teacher and the Senior Leadership Team.
- ❖ Children's parents are invited to meet with the teacher and/or SENDCo termly.

Our Children are provided with learning opportunities which

- ❖ Set suitable learning challenges.
- ❖ Respond to pupil's diverse needs.
- ❖ Aim to overcome potential barriers to learning and assessment.

The 2014 SEND Code of Practice does not assume that there are hard and fast categories of SEND but recognises 4 broad areas:

- ❖ Communication & interaction (Language & Autistic Spectrum Disorder).
- ❖ Cognition & learning (General Learning & Specific Learning difficulties).
- ❖ Social, mental and emotional health.
- ❖ Sensory and/or physical needs.

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 we follow this model.

Ingleby Mill School SEND Support Plans (SSP)

Ingleby Mill Primary School arranges the additional and different provision required to enable children to make progress. The provision made for the child will be recorded on their school support plan.

The child's parents/carers will be consulted and school endeavours to work in partnership with parents/carers and the child to provide the support that they need to progress and reach their full potential.

The class teacher and teaching assistant make appropriate arrangements for differentiating the curriculum, tailoring teaching and providing additional support for the

child. Clear targets are set and the child's progress is continually reviewed by the Teacher, Teaching Assistant and the Senior Leadership Team.

If the child continues to make very little or no progress, the class teacher in conjunction with the SEND-Co, will assess the child's difficulties using a range of assessments. Alternative strategies, learning programmes, modifications to the curriculum and/or extra support for the child, individually or in small groups may be introduced. Support and advice from outside agencies such as The Specialist Learning Team (English and maths); Educational Psychology Service, Speech and language Team, Behaviour Support Team and Health Services will be sought as appropriate.

Education Health Care Plans

If a child fails to make progress, in spite of high quality, targeted support as planned for in the SEND Support Plan, we may apply for the child to be assessed for an EHC Plan. The child will undergo a multi-agency assessment (Statutory Assessment Process) in order to establish their specific needs and the range of provision suitable to meet those needs. If it is agreed that the issuing an Education Health Care Plan is necessary, then the pupil's Special Educational Need and provision will be summarised in the plan. This will need to be reviewed annually. The school undertakes to carry out the specific requirements as outlined in the Education Health Care Plan.

How we evaluate impact and success

The success of the school's SEND Policy and Provision is evaluated through:

- ✓ Monitoring of classroom practice by the SLT and subject leaders
- ✓ Monitoring of interventions
- ✓ Monitoring of planning to identify SEND provision
- ✓ Monitoring of books to identify the progress of SEND children
- ✓ Analysis of pupil tracking data and test results for individual pupils, identified cohorts and specific groups
- ✓ Comparison of school SEND data with LA and national data
- ✓ Monitoring of procedures and practice by SEND Governor
- ✓ School self-evaluation, using a variety of approaches
- ✓ Meeting targets set in The School Improvement Plan

Success Criteria

The success of the education offered to children with SEND will be judged against the aims set out above.

The policy will be reviewed annually and the specific success criteria for each year are set out below:

Academic Year: 2023-2024

- ✓ All children will have demonstrated measurable progress.
- ✓ Pupil progress meetings are held to discuss SEND pupil progress to ensure they are making at least expected progress.
- ✓ TA's will receive necessary training on how to support children in class and the delivery of intervention programmes.
- ✓ Updated progress sheets for children with SEN will be available at the start of each term.
- ✓ The quality of intervention groups will be evaluated by the teachers, TA's, DHT/SEND-Co
- ✓ Books moderation to ensure that SEND children are making progress.
- ✓ The work of outside agencies supports children's progress.
- ✓ Children with SEND are, where possible, identified in EYFS.

- ✓ The DHT/SEND-Co liaises with the HT and SEND Governors.
- ✓ The School's SEND support offer is available on the school website to show parents of what school can offer.
- ✓ Liaison with parents' enhances the progress made by the children.

Teaching and Learning - Staff Development

- ✓ The SENDCo, Teachers and TA's will attend SEND courses which are of interest and have a particular bearing on children they are supporting.
- ✓ Staff are given regular opportunities for INSET to develop their confidence and skills in working with SEND children. Staff meetings are held to ensure that staff are fully aware of any changes taking place within SEND. Governors will be informed of school based training and are invited to attend. Staff will be involved in developing practices which promote Whole School approaches to SEND.
- ✓ Early career teachers (ECT's – teachers in the first two years of their career) will access specific training through ECT programmes.

Working in Partnership with Other Agencies

External Support Services

Ingleby Mill Primary School has purchased time from an Educational Psychologist. This allows children, their families, individual teachers and school to regularly access support from this service.

Ingleby Mill Primary supports the work of the Speech and Language Service. This service can work within school allowing children, their families, individual teachers and school to access support from this service.

Ingleby Mill Primary School supports in school counselling Service. This allows children and their families to access support from this service during the school day.

Ingleby Mill Primary School also has access to other external support services for pupils with special educational needs. This may include liaison with special schools, the Visually Impaired Service, the Specialist Learning Team, CAMHS and other specialist provision. There is regular liaison and exchange of information between the SENDCo and these services throughout the school year.

How we work with Parents and Carers

Ingleby Mill Primary School aims to promote a culture of partnership working with parents and carers, schools, LA's and others. We will do this through:

- ✓ Aim to have a positive, open and honest relationship with all our parents and carers.
- ✓ Involving parents as soon as a concern has been raised. This is done by personal appointment with the class teacher and/or SEND-Co.
- ✓ Ensuring all parents of children with SEND are made aware of the school's arrangements for children with SEND including the opportunities for meetings between parents and the SEND-Co and/or class teacher.
- ✓ Providing access to the SEND-Co to discuss the child's needs and approaches available to support the child.
- ✓ Supporting parents/carers understanding of external agency advice and support.
- ✓ Undertaking Annual Reviews for children with Statements of SEN or Education Health Care Plans.

How we ensure 'The Voice of the Child' is heard

In Ingleby Mill Primary School we encourage pupils to participate in their learning by:

- ✓ Involving children in their own target setting and in identifying teaching and learning strategies that work for them.
- ✓ Children also evaluate their own success during lessons at the end of a unit of work.
- ✓ Where appropriate, incorporating their views in every aspect of their education.
- ✓ Encouraging independence from the moment our children join our nursery.

How we ensure smooth transitions

At Ingleby Mill we appreciate that transition, whether that be from one class teacher to another or transition from Primary to Secondary School, can be difficult for children with special educational needs or disabilities. The worry and anxiety that such a change can cause can pose real challenges for parents/carers, teachers and support staff. We appreciate each child is different and therefore our transition plans are tailored to meet the individual needs of the child but we would as standard ensure that all transfers between different settings are planned, monitored and supported to ensure successful outcomes for the child.

We often make additional arrangements to extend transition periods. We arrange additional meetings for the parent or carer and child with his or her new teacher. We also arrange additional visits to the classroom environment in order to identify where the toilets are, where pegs are etc. Children are given a transition booklets before they move into the new setting.

We also liaise with all parties involved (parents/carers, new setting, outside agencies) when arranging visits and other transition activities to ensure everyone is aware of the planned transition programme. IMPS follow the Moving Forward programme, which is Stockton Borough Council's transition guarantee.

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.

Links to other school policies

We have other school policies which are linked to this SEND policy. Our Behaviour Management, Complaints, Disability Equality and Accessibility, Equal Opportunities, Monitoring and Evaluation, More Able, School Improvement Plan 2023-2024.

Appendix SEND - Abbreviations

- SEND – Special Educational Need or Disabilities
- SENDCo – Special Educational Needs and Disability Co-ordinator
- EHCP – Education and Health Care Plan
- SSP – SEND Support Plan
- ASD – Autistic Spectrum Disorder
- ADD/ADHD – Attention Deficit Disorder or Attention Deficit and Hyperactivity Disorder
- EBD – Emotional and Behavioural Difficulties
- BESD – Behavioural, Emotional and Social Difficulties: the “troubled or the troublesome”. Long or short term, can also be related to traumatic events e.g. bereavement
- SpLD – Specific Learning Difficulty: far greater oral ability, but recording (writing or reading difficult)
 - Dyslexia – literacy
 - Dyscalculia – numeracy
 - Dyspraxia – movement gross or fine motor; perception
- SLCN – Speech, Language and Communication Need: processing spoken or written language; articulation/word finding, stammer
- LD – Learning Difficulty
 - GLD – General
 - MLD – Moderate
 - SLD – Severe
- AEN – Additional Educational Need
- PSP – Pastoral Support Programme
- CAMHS – Child and Adolescent Mental Health service
- EHA – Early Help Assessment
- HT – Headteacher
- DH – Deputy Head
- SLT – Senior Leadership Team
- ECT – Early Career teacher
- TA – Teaching Assistant
- LA – Local Authority
- INSET – In-service Educational Training