

Ings Primary School



active minds, active bodies, active souls

Special Educational Needs Policy

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| Policy prepared by | R Hardie |
| Policy adopted by Governing Body on | Autumn 2021 |
| Date for policy renewal | Autumn 2024 |

Ings Primary School Mission Statement

Our intention at Ings Primary School is to release the full potential of the children and adults and to inspire them to be the best they can be. It is our aim to achieve this, for the children, by working in a close partnership with family members.

Our goal is to develop a solid foundation for citizenship and to equip children for the best possible start both for their further education and in the wider world.

Every Child Matters

Every pupil with additional needs in this inclusive school has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the well-being of all pupils in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving social and economic well-being.

These well-being outcomes are embraced in every aspect of school life: teaching and learning approaches; access to ICT across the curriculum; out-of-hours learning activities; support for emotional well-being; assessment for learning which engages pupils in having a say about their progress and additional provision; and partnership with parents/carers, other schools, the local community and with practitioners from health, education and social services providing care and personalised services.

Ings Primary School is continually taking steps to ensure that children and young people feel safe. We aim to ensure that pupils can seek support from school should they feel unsafe for whatever reasons and that their views are taken into account.

The Governing Body has rigorous procedures in place to ensure the health, safety and well-being of adults and pupils.

1. BASIC INFORMATION ABOUT THE SCHOOL'S SPECIAL EDUCATION PROVISION

Pupils may have special educational needs either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for pupils with special educational needs takes account of the type and extent of the difficulty experienced by the pupil.

“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 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 or mainstream post-16 institutions.”

SEN Code of Practice 2014

1.1 Areas of need

A pupil's needs and requirements may fall into at least one of four categories, though many pupils will have inter-related needs. All areas of need will have a varying degree of impact upon the pupil's ability to function, learn and succeed.

The areas of need are:

Communication and Interaction Difficulties

Pupils with whose difficulties fall into this category may have:

- speech and language delay, impairments or disorders
- hearing impairments
- a diagnosis of/ suspected autistic spectrum disorder.

Cognition and Learning Difficulties

Pupils whose difficulties fall into this category may:

- demonstrate features of moderate, severe or profound learning difficulties
- have a specific learning difficulty such as dyslexia or dyspraxia.

Social, Mental and Emotional Health

Pupils whose difficulties fall into this category may be experiencing emotional, behavioural or social difficulties which are impacting on their abilities to learn. Behavioural difficulties themselves do not always constitute a Special Educational Need. It is important to discover the underlying causes of any behavioural difficulty.

Sensory and/or Physical Difficulties

Pupils whose difficulties fall into this area may have:

- a degree of hearing or visual impairment
- physical disabilities requiring access to specific facilities or equipment.

A pupil with a disability or medical condition would not routinely be added to the SEN register unless the disability or medical condition had an impact on his/her ability to learn.

Equal Opportunities

The staff of Ings Primary School believes that all members of the school should be treated with respect. They need to be given the opportunity to reach their full potential, regardless of age, ability, religion, gender or culture.

2. AIMS

At Ings Primary School we provide teaching and learning which enables all pupils to gain access to a broad, balanced and appropriately differentiated curriculum.

Our aim is to ensure all pupils are supported in order that they may work confidently towards reaching their full potential. Policy and practice reflects the philosophy and fundamental principles within the SEN Code: (Section 1.2)

These principles are designed to support:

- the participation of children, their parents and young people in decision- making
- the early identification of children and young people's needs and early intervention to support them
- greater choice and control for young people and parents over support
- collaboration between education, health and social care services to provide support
- high quality provision to meet the needs of children and young people with SEN
- a focus on inclusive practice and removing barriers to learning
- successful preparation for adulthood, including independent living and employment

Close regard is paid to the three key principles of inclusive education:

- setting suitable learning challenges
- responding to pupils' diverse learning needs
- overcoming potential barriers to learning for individuals and groups of pupils.

3. OBJECTIVES

To ensure that pupils with special educational needs have full access to a wide balanced curriculum and all school activities.

To ensure that the special educational needs of pupils are identified, assessed and provided for.

To ensure continuity of progression for each individual by monitoring progress, effective assessment and regular evaluation of individual needs.

To provide the appropriate support and resources to meet the identified needs of the pupil.

To liaise with outside agencies to provide adequate and appropriate provision for pupils with special educational needs.

To liaise with parents/carers in order to build a partnership between home and school.
To make clear the expectations of all partners in the process.

To endeavour to make arrangements for appropriate special educational needs training for all staff in order to ensure that the needs of the pupils are met.

To monitor the effectiveness of the programmes that are being used in the school.

To ensure that funding for pupils with special educational needs is monitored and used effectively.

4. SEN PERSONNEL AND MANAGEMENT

Special Educational Needs Co-ordinator
Designated Teacher for Medical Needs

Mrs R Hardie

Safeguarding Children
Designated Teacher for CLA

Miss L Newby

Special Educational Needs Governor

Mrs Julie Pickering

Educational Psychologist

Eloise Dalby

Executive Headteacher
Head of School
Assistant Headteacher

Mrs K Roe
Ms S Chadburn
Mr Stuart Bell

Teaching staff

Mrs Rachel Seddon
Miss Laura Newby
Mrs Suzanne Oades
Miss Lucie Garrod
Mrs Hollie Harris
Mr Stuart Bell
Miss Gillian Russell
Mrs Claire Allerston
Mrs Hannah Uttley
Mr. John Lavelle

Mrs Kirstie Cooper
Miss Chloe Rignall

Nursery Nurses

Mrs Cathy Murrell
Miss Nicola Creasey

Teachings Assistants with Specific Needs Pupils

Mrs Jaymie Nicholson
Mrs Deborah Gungor
Mrs Aimee Woodward
Mrs Jemma Howard
Mrs Nicole Peach
Miss Kelly-Marie Brindley

Teaching Assistants

Mrs Helen White (L3)
Mrs D Radford
Miss N Spry
Mr. D Wilson
Mrs K Fletcher
Mrs K Nugent (L3)
Mr J Grindley (HLTA)
Miss K Eamon (HLTA)

5. ALLOCATION OF RESOURCES TO AND AMONGST PUPILS WITH SEN

Special Educational Needs **SEN Support**

We endeavour to support pupils with special educational needs within the constraints of the school's budget. We allocate the appropriate amount of the budget as advised by the LA.

In addition, pupils with statements of SEN or Education, Health and Care Plans receive funding through the money given to the school according to the 'cash value' of the Education Health and Care Plan.

Materials/Equipment

Many of the resources needed by pupils with SEN are those already available within the school. All subject co-ordinators are aware of the resource implications for pupils with SEN.

Staffing

Teaching Assistants support pupils with Special Educational Needs across the school.

6. RESPONSIBILITIES

6.1 The Role of the Governing Body

The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these pupils. They consult the LA and other schools and agencies when appropriate.

The governing body has decided that pupils will be admitted to the school in line with the school's agreed admission policy.

6.2 The role of the Special Educational Needs Coordinator (SENCO) in our school involves:

- The day to day operation of the school's special educational needs policy.
- Liaising with and advising colleagues.
- Raising awareness for staff and governors.
- Co-ordinating provision for pupils with special educational needs.
- Liaising with parents/carers of pupils with special educational needs.
- Organising training for all staff in issues relating to special educational needs.
- Liaising with external agencies including the educational psychology service and all other support agencies.
- Monitoring the special needs budget.
- Being aware of LA, whole school and current legislation.
- Maintaining and monitoring the SEN register.
- Liaising with subject coordinators.

6.3 Teachers respond to pupils' needs by:

- Providing support for pupils who need help with communication, language and literacy.
- Planning to develop pupils' understanding through the use of all available senses and experiences.
- Planning for pupils' full participation in learning, and in physical and practical activities.
- Helping pupils to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions and to take part in learning.

6.4 Teaching Assistants

Teaching Assistants provide support for pupils under the direction of the class teacher or using advice from an external agency.

7. ADMISSION ARRANGEMENTS

The school's current admission arrangements adhere to the criteria determined by the LA.

There is wheelchair access to the building and an accessible support room on site.

The school accessibility plan is in place for improving access to education for pupils with disabilities and for improving access to the school premises. A check list has been completed.

Prior to the admission of any pupil we would wish to advise on our ability to meet the pupil's needs.

8. IDENTIFICATION, ASSESSMENT AND PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Needs are addressed using a graduated response

8.1 Cause for concern

If a teacher has concerns that a pupil is not making adequate progress after implementing normal, high quality, teaching then he/she will complete a cause for concern sheet which will keep a record of the strategies that have been tried with the pupil in the classroom and discussions that have taken place with parents. The pupil will be monitored for a period of around one term, dependent on the level of need.

8.2 SEN Support

If having been identified as a "cause for concern," and appropriate strategies having been put in place, a pupil continues to make little or no progress, and continues to work significantly below the level expected for his/her age, then the pupil's parents will be

informed and the pupil will be entered onto the SEN register. At this point an Individual Education Plan (IEP) will be written for the child. This will set out targets for the pupil to achieve and the support that the school will put in place to help the pupil attain these targets. The impact of the support will be monitored regularly. It is the class teacher's responsibility to write the IEP and to ensure it is up to date. This is monitored at least termly by the SENCo

On review, if despite additional input, it is felt that more specialist support is needed then referrals will then be made, after discussion with parents, to appropriate external agencies. The IEP will be updated to reflect the advice and support of the external agencies. Again, the impact of the support will be monitored regularly.

There is a continuous cycle of Assess→ Plan→ Do→ Review and the expectation is that teachers, parents/carers and pupils will be actively involved at each stage of the cycle.

8.3 Statutory Assessment

If, despite input at SEN support level, a pupil's SEN needs remain significant and adequate progress has not been made, then a request will be made to the Local Authority to consider Statutory Assessment.

8.4 Education, Health and Care Plans

Following Statutory Assessment, a pupil may be issued with an "Education, Health and Care Plan." This will state:

- what the pupil's special educational needs are
- what provision will be made for them
- how the needs will be monitored
- which school the pupil should attend.

It is a legal requirement that a pupil's Education, Health and Care plan is reviewed on an annual basis and that parents/carers have the opportunity to discuss the plan with school staff at least three times a year.

8.5 Removal from the SEN register

If a pupil makes a good level of progress and is attaining similar levels to those expected for his/her age then his/her name will be removed from the SEN register. Progress will still be monitored, but by the standard school procedures during pupil progress meetings.

8.6 The pupil's class teacher has responsibility for:

- Gathering the evidence and making the initial assessment of the pupil's special educational needs.
- Informing the SENCO of any concerns and completing the cause for concern sheet.
- Endeavouring to meet the pupil's needs within the normal curriculum framework.

- Implementing the strategies listed on the pupil's IEP and contributing to IEP reviews, in particular identifying new targets.
- Writing IEPs with the support of the SENCo

8.7 The SENCO has responsibility for:

- Ensuring that the SEN register is updated and maintained
- Helping the class teacher to gather information and assess the pupil's needs.
- Advising and supporting as necessary.
- Making referrals to external agencies as required.

8.8 Teaching Assistants

- Provide relevant support to identified pupils.
- Assist with the recording, monitoring and evaluation of pupils' progress.
- Assist with the identification and effective provision of appropriate resources.
- Attend meetings and undertake appropriate INSET.
- Work alongside the SENCO and teaching staff in the preparation of IEPs.

9. PUPIL PARTICIPATION

The school actively encourages the involvement of pupils in their education. The IEP should be discussed with the pupil before and after each review. The pupil will be supported to select at least one target each term and will be invited to comment on the IEP. As pupils progress through the school their level of involvement in the IEP process is expected to increase.

10. ONE PAGE PROFILES/IEPs

Children on the SEN register will have either a one page profile or an IEP.

One page profiles contain:

- Details of pupils' strengths and the areas they find difficult
- Strategies that can be used to support the child
- Other important information

One page profiles are used to support pupils on the SEN register who are generally working at the level expected for their age provided that appropriate strategies are in place. For example, a child with a visual impairment may need resources enlarging.

IEPs include:

- Strategies that are known to work for the pupil
- specified desired outcomes
- pupil and parental comments (as a separate document)
- the teaching strategies to be used
- the provision to be put into place
- when the plan is to be reviewed
- evaluation

11. CRITERIA FOR EVALUATING THE SUCCESS OF THE SCHOOL'S SEN POLICY

SEN will be highlighted in curriculum policies.

Individual Education Plans evident.

Regular reviews for all stages available.

All planning and record keeping for pupils with special needs is appropriate.

Accumulated evidence is ready for formal assessment.

An up-to-date policy is in place.

SEN on governors' agenda.

SEN on Inset agenda.

Special needs issues identified in school development plan.

A co-ordinated SEN register is in place.

12. ARRANGEMENTS FOR CONSIDERING COMPLAINTS ABOUT SPECIAL EDUCATIONAL PROVISION WITHIN THE SCHOOL

Complaints will be dealt with in an informal manner in the first instance. In more serious cases a more formal approach may be necessary. (See School complaints procedure).

In the first instance, information will be gathered by the class teacher and, if appropriate, he/she will deal with the identified problem.

Should the first approach not result in a satisfactory outcome, the class teacher will discuss the problems with the SENCO who will take appropriate action.

Issues may also be discussed with the head teacher who will initiate discussion with the parent/carer and other appropriate outside agencies as, and when, necessary.

13. INFORMATION ABOUT THE SCHOOL'S STAFFING POLICIES AND PARTNERSHIP WITH OTHER AGENCIES.

13.1 The school's arrangements for SEN in service training

Training and discussion - share good practice for differentiation.

Ensure implementation and understanding of the SEN policy and procedures - staff and governors.

Appropriate training for all staff includes the use of ICT in the management of special educational needs.

Updating the expertise of the SENCO.

13.2 Parent/Carer Participation

The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs. With reference to pupils on the SEN register we will:

- Involve the parent/carer in decision making regarding the methods by which their child's individual needs will be met.
- Provide parents with a short questionnaire prior to each IEP review meeting, so that their opinions can be taken into account. Parents may also attend IEP meetings, should they wish to do so
- Invite the parent/carer to attend all annual review meetings and a follow up meeting after IEP reviews.
- Provide parents/carers with copies of IEPs.
- Encourage the parent/carer to be actively involved in working with their child to achieve the targets set in their IEP.
- Ensure the parent/carer is aware of their rights to appeal regarding aspects of his/her child's SEN provision
- Invite the parent/carer to a "drop in" session once a week with the SENCO (Thursday pm)
- Attend half termly SEN coffee mornings (Covid risk assessment allowing)

13.3 Governance

The governor's annual report to parents contains an evaluation of the policy in action. A named governor (Mrs Pickering) takes a special interest in special needs and is always willing to talk to parents.

13.4 Other Schools

We endeavour to promote close unity and work in partnership with all schools. The SENCO will ensure that all relevant information is exchanged, ensuring that pupils with SEN experience a successful transfer between schools. The SENCOs from local secondary schools are invited to the annual reviews of pupils in Year 5 and 6.

The SENCOs across the Thrive Trust meet regularly to discuss issues related to SEN.

13.5 Other Services

The school seeks the advice and support from other agencies whenever necessary. Parental consent is always obtained before external agencies are involved.

Support Services that may be accessed include:

Educational Psychologist

Speech Therapist
Social Services

Health Services
Education Welfare Officer
Home Tuition service
Outreach From Northcott School
IpaSS
Early Years Support and Inclusion team

Pupils with Medical Needs Policy Statement

Medical Needs

Pupils with medical needs are those who are unable to attend school due to physical illness or injury and those with mental health problems.

As the policy relates to pupils with medical needs, it should be read in conjunction with the school's policy on the administration of medicines and the SEN Policy.

How the school will make educational provision for pupils with medical needs.

- The school is committed to the inclusion of all pupils in accordance with the LA inclusion statement.
- The school will follow the DCSF guidance "Access to Education for children and young people with medical needs" (Nov 2001).
- School policy is consistent with the LA policy on the education of children and young people with medical needs (March 2002).

Responsibility to monitor attendance

- It is the school's responsibility to monitor the attendance of pupils with medical needs and to mark registers so that they show that a pupil is, or ought to be, receiving education other than at a school.
- Where a pupil is dually registered at a mainstream school and the PRU for Medical Needs, the school marks the pupil as O with a B inside it indicating the pupil is being educated off-site while attending the PRU. Both institutions share responsibility for the pupil.

The name of the Designated Teacher for Medical Needs is Mrs R Hardie

The responsibilities of the designated teacher are to;

- Operate and review the school's policy for pupils with medical needs.
- Notify the LA/EWO if a pupil is, or is likely to be, away from school due to medical needs for more than fifteen working days.
- Supply the PRU for medical needs with information about pupils' capabilities, educational progress and programmes of work as appropriate.
- Be active in the monitoring of progress and in the reintegration into school, liaising with other agencies as necessary.
- Encourage and facilitate liaison with peers where appropriate and practical.

Support in cases of long term absences

In the event of long term absence, the school will liaise with the PRU for Medical Needs and will jointly draw up a Personal Education Plan to cover the complete education of a pupil who is likely to be away from school for more than fifteen working days or who is likely to have repeated absences from school as a result of chronic illnesses.

Pupils with special educational needs

- The school will inform the PRU for medical needs of any information relating to a pupil's special educational needs.

- The school will inform the PRU for medical needs of the requirements of a pupil's statement so that appropriate provision can be made.

How the school will take account of pupils' views

- The school will take full account of a pupil's views when planning education provision for a pupil using personal education plans.

How the school will take account of parents/carers views

- The school will take full account of the parents'/carers' views when planning the educational provision for the pupil using personal education plans.

Review

- The school policy statements will be reviewed rigorously each year, revised as necessary and used as a tool for improving provision.
- The school will ensure that the Governing Body is kept informed of the school
- policy and its implementation.
- Parents/carers, staff and governors are consulted annually regarding the content and format of this policy

Reviewed October 2021

Next review October 2024