



Ireby CofE School Special Educational Needs & Disability (SEND) Policy 2020-22

SECTION 1

1. Introduction

Ireby CofE School provides a broad and balanced curriculum for all children, which is differentiated to meet individual needs and abilities.

Children may have SEND throughout or at any time during their school career. This policy ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the student.

Teachers take into account in their planning, a pupil's special educational needs and the provision made, which therefore enables them to participate effectively in curriculum and assessment activities, in addition to broader aspects of school life.

2. Aims and Objectives

The aims and objectives of this policy are:

- To identify children with special educational needs as early as possible
- To create an environment that meets the needs of each pupil
- To ensure all pupils have access to a broad, balanced and differentiated curriculum
- To encourage students to develop confidence and self-esteem and to recognise the value of their own contribution to their learning
- To encourage students to be fully involved in their learning
- To make clear the expectations of all partners in the process and provision of special needs
- To ensure all parents/carers are kept fully informed and are engaged in effective communication about their child's special educational needs

3. Legal framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014 (and related regulations).
- Health and Social Care Act 2012.
- Equality Act 2010.
- Mental Capacity Act 2005.
- Children's Act 1989.

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEN Code of Practice 0-25.
- Supporting Children with Medical Conditions.
- Keeping Children Safe in Education.
- Working Together to Safeguard Children.

4. Code of Practice 2014

There will no longer be statements of SEND issued by the local authority as Statements have been replaced by Education, Health and Care Plans (EHC Plans) which can be used to support children from birth - 25years.

School Action and School Action Plus have been replaced by one school based category of need known as 'Special Education Needs Support' (SENS).

5. Definitions

The law states that a child has a special educational need if he / she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- Disability or health condition 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.

The **2014 Code of Practice** says that:

'A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.'

6. Areas of special educational need

At Ireby CofE School we make provision for pupils with the following 4 kinds of need:

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

7. Roles & Responsibilities

At Ireby CofE School provision for students with SEND is the responsibility of all members of staff.

The Key Stage 2 Teacher is the SEND Co-ordinator (SENDco) and is responsible for the day-to-day operation of the SEN policy. The main duties are:-

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with special educational needs.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with special educational needs.
- Liaising with parents of children with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LEA's support and educational psychology services, health and Social Services, and voluntary bodies.

The Head teacher is responsible for staffing and staff management in co-operation with Learning Support Services.

8. Identification

Children with SEND are identified by one of three assessments routes which are all part of the overall approach to monitoring progress of all pupils:

The progress of every child is monitored termly at progress meetings. Where children are identified as not making sufficient progress, discussion take place between the Head Teacher-SENDCo / Class Teacher and a plan of action is agreed.

Class teachers are continually aware of children's learning. If they observe a child that is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause.

This can be characterised by progress which:

1. Is significantly slower than that of their peers starting for the same baseline.
2. Fails to match or better the child's previous rate of progress.
3. Fails to close the attainment gap between the child and their peers.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASC or ADHD or other disability.

9. Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents meetings or during informal meetings to discuss the child's progress. It should not come as a surprise to a parent to learn that their child is being identified as requiring SENS.

Once a child has been identified as having SEND, the class teacher will invite the parents to a meeting to:

- Formally let them know that their child is being placed at SENS
- Discuss assessments that have been completed
- Agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice.

Depending on their age, and their interest, the child may be invited to attend all or part of the meeting. Records are kept of these meetings and copies are available to parents. Thereafter, parents and children are invited to a meeting at least twice a year to review progress made, set targets and agree provision for the next term. In the summer term, there is an annual review of the child's progress.

10. Recording Information for Children at SENS (SEN support)

Once a child has been identified as needing SENS the following paperwork is completed:

- At least twice a year, an Individual Education Plan is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve, together with the personalised provision (which may be 1-1 or in a small group) put in place to enable the child to achieve these targets.
- The teacher or teaching assistant records a short comment about progress made towards each of the targets for the review.

11. Moving to an EHCP (Education, Health and Care Plan)

If a child fails to make progress, in spite of high quality, targeted support at SENS, we may apply for the child to be assessed for an EHC Plan.

Generally, we apply for an EHC Plan if:

- The child is Looked After and therefore additionally vulnerable
 - The child has a disability which is lifelong and which means that they will always need support to learn effectively
 - The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.
- Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting.

12. Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently, in class, to achieve their potential. Children with SEND are entitled to be taught by their teacher, not always by a TA. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group.

The school has a range of interventions available which are listed and costed on a provision map.

When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SENS are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher, who monitors progress towards the targets during the intervention, and by the SENDCo who monitors overall progress after the intervention. The SENDCo monitors interventions to identify 'what works'.

13. Adaptations to the Curriculum Teaching and Learning Environment

Ireby CofE School Primary School is disability friendly. We generally find that no additional adaptations to the building are necessary for children with physical disabilities. Other adaptations to the physical environment will be made, as appropriate, to accommodate children with sensory disabilities.

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with tendencies towards dyslexia, dyspraxia, ASC etc by ensuring classrooms are uncluttered and tidy at all times. This is good practice to support all children but is vital for those with specific sensory difficulties.

All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources.

14. Access to extra-curricular activities

All of our children have equal access to lunchtime and after school clubs which develop engagement with the wider curriculum. Where necessary, we make accommodation and adaptation to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEND or medical needs.

15. Transfer/Transition Arrangements

We understand how difficult it is for children and parents as they move into a new class or a new school and will do what we can, according to the individual needs of the child, to make transitions between classes, as smooth as possible. This may include for example:

- Additional meetings for the parents and child with the new teacher
- Additional visits to the classroom environment in order to familiarise children with their new environment

16. Transition to Secondary School

Enhanced transition arrangements are tailored to meet individual needs. Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6. The secondary school SENCo is invited to Annual Reviews and other review meetings. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

17. Governors

It is the statutory duty of the Governing Body to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

There is a Governor with particular responsibility for SEND.

18. Complaints Procedure

The school's complaint procedures are set out in the school prospectus. Under the SEN and Disability Act 2014 parents can request the services of an independent disagreement resolution. The SENCo will provide more information about this upon request.

19. Cumbria's Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provisions from birth to 25, across education, health and social care. Cumbria's Local Offer is available from the website;

<http://search3.openobjects.com/kb5/cumbria/fsd/home.page>

20. Confidentiality

Ireby CofE School School will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- To the SEN and Disability Tribunal when parents appeals and to the Secretary of State if a complaint is made under the Education Act 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and local authorities.
- To any person in connection with the pupil's application for disabled students allowance in advance of taking up a place in higher education.

21. Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.