

**INGHAM SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY****MARCH 2024****Status**

Statutory

**Purpose**

At Ingham Primary school we believe that each pupil has individual and unique needs and we will ensure that all pupils have an equal opportunity to engage in the curriculum. However, some pupils require more support than others to achieve their potential. We acknowledge that a significant proportion of pupils will have special educational needs (SEN) at some time in their school career. Many of these pupils may require additional support throughout their time in school to access the whole curriculum, while others may need a little extra support for a short period to help them overcome more temporary needs. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. Ingham Primary school aims to provide all pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum. In particular, we aim to:

- Enable every pupil to experience success by providing a curriculum, which is accessible to the individual needs of our pupils
- Promote individual confidence and a positive attitude
- Ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning
- Give pupils with SEND equal opportunities to take part in all aspects of the school's provision, as far as is appropriate
- Ensure that children with SEND have opportunities to have a voice, to express an opinion and have that opinion taken into account in any matters affecting them
- Identify as early as possible, assess, record and regularly review pupils' progress and needs
- We recognise the vital role of parents/carers in identifying, assessing, planning for and supporting at all stages of their children's development
- Work collaboratively with parents, other professional and support services
- Ensure that responsibility is held by all staff and governors for SEND

**Relationship to other policies**

This policy should be read in conjunction with the policies on teaching and learning, the school curriculum, equality and assessment, recording and reporting. The accessibility plan is an integral part of this policy.

Admissions for children who are at any level of the Code of practice follow the school Admission Policy.

**Roles and responsibilities of headteacher, other staff, governors**

Provision for children with special educational needs is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEN in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The governing body, in co-operation with the headteacher, has a legal responsibility for determining the policy and provision for pupils with SEND. It maintains a general overview and has appointed a representative governor (the SEND governor), who takes particular interest in this aspect of the school.

The headteacher and SENCO has responsibility for:

- the management of all aspects of the school's work, including provision for pupils with SEND

- keeping the governing body informed about SEND issues
- working closely with the SEND personnel within the school
- ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are monitored and reported to governors.
- ensuring and providing INSET and training for all staff relating to any aspect of SEND, taking into account needs of the current children and staff and relevant updates.
- parents are notified if the school decides to make special educational provision for their child.

The governing body will ensure that:

- SEND provision is an integral part of the school improvement plan
- the necessary provision is made for any pupil with SEND
- all staff are aware of the need to identify and provide for pupils with SEND
- pupils with SEND join in school activities alongside other pupils, as far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- they report to parents on the implementation of the school's SEND policy
- they have regard to the requirements of the SEND Code of Practice
- they are fully informed about SEND issues, so that they can play a major part in school self-review
- they set up appropriate staffing and funding arrangements, and oversee the school's work for pupils with SEND
- the quality of SEN provision is regularly monitored
- ensure that budget allocation for SEND is adequate for the needs of the SEN children in the school.
- they, and the school as a whole, are involved in the development and monitoring of this policy.

The special educational needs co-ordinator (SENCO) is Mrs Jacqueline Peacock and is responsible for:

- overseeing the day-to-day operation of this policy
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other staff
- helping staff to identify pupils with SEND
- carrying out detailed assessments and observations of pupils with specific learning problems
- co-ordinating the provision for pupils with SEND
- supporting class teachers where required e.g. in devising strategies, setting targets appropriate to the needs of the pupils in Support plans, and advising on appropriate resources and materials for use with pupils with SEND and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process. Ensuring that they are aware of the Parent Partnership Services
- making referrals to support agencies such as Working Together Team, Community Paediatrician, Speech and Language Team (SALT) and the Visual Processing Clinic.
- liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents.
- maintaining the school's SEND register, coordinating Provision Maps and records
- monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g. class-based assessments/records, tracking, other records and SATs (KS2). Monitoring Intervention programmes to ensure adequate and suitable provision for SEND children

- contributing to the in-service training of staff
- managing learning support staff/teaching assistants
- ensuring that midday supervisors are given any necessary information relating to the supervision of pupils at lunchtime and supporting them in relation to behaviour management and other issues for particular pupils
- liaising with the SENCOs in receiving schools/and or other primary schools to help provide a smooth transition from one school to the other
- maintain and overseeing the records for children who are on an Educational Care Plan (EHCP)

Class teachers are responsible for:

- including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENCO for advice on assessment and strategies to support inclusion
- making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND
- giving feedback to parents of pupils with SEND
- writing Individual Education Plans and Pupil Profiles for the children in their class
- maintaining and overseeing the records for SEND children in their class
- planning extra support groups for SEND children and where necessary writing plans for TA's to follow so that the extra group work is effective
- liaising with parents during Support Plan review meetings. Organise and chair the meeting. SENCO will support on request.
- using resources to facilitate access, allocate teaching assistant support during lessons for children with special educational needs or work themselves with children so that they have full access to the curriculum

Learning support staff/teaching assistants should:

- be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND
- use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.

### **Arrangements for complaints**

Should pupils or parents/carers be unhappy with any aspect of provision they should discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENCO. Staff will be available to meet with parents/carers to discuss the situation. For a problem that might need time to be explored fully, parents/carers should make an appointment rather than rushing the discussion before or after school.

In the event of a formal complaint, parents are advised to contact the headteacher, or a governor if they prefer. The LA Parent Partnership Service (LIAISE) is available to offer advice.

### **Arrangements for Identification**

Class teachers and parents play an important role in identifying children who have special educational needs

Children will also be identified by tracking on Insight, observations in class and progress using the school assessment procedures.

Summative tests and formative assessments will be used to identify needs

A special educational need may be identified by Health Professional such as doctors, school nurse, CAMHS or Physiotherapist

Children receive boosters to prevent them falling further behind and the evaluation of these programmes may indicate further support is required

Children are placed on the SEND register when they continue to make slow progress despite booster programmes. They will receive an Individual Support Plan with a set of targets until they make up the gap between themselves and their peers when they will be removed from the SEND Register. If they continue to fall further behind other professional services may be accessed to provide advice to the school staff for next steps.

An Education, Health and Care Plan may be requested after an extensive cycle of 'Plan-do-review' to ensure that a variety of strategies have been used to support the child. Different professionals will have been involved for some time at this stage.

### **Arrangements for monitoring and evaluation**

The success of the school's SEND policy and provision is evaluated through school self-evaluation and reporting activities such as:

monitoring of classroom practice by the Head teacher, SENCO and subject co-ordinators

analysis of pupil tracking data and test results for individual pupils and for cohorts

termly monitoring of procedures and practice by the SEND governor

the school profile and the prospectus, which contains the required information about the implementation and success of the SEND policy

the school's annual SEND review, which evaluates the success of the policy intervention programmes and sets new targets for development in a Development Plan

the school improvement plan, which is used for planning and monitoring provision in the school

visits from LA personnel and Ofsted inspection arrangements

feedback from parents and staff, both formal and informal, following meetings to produce Support Plans and targets, revise provision and celebrate success.

### **Policy approved by the Governing Body at their meeting on 27th March 2024**

### **Review**

Policy to be reviewed every 3 years.