



"Learning, achieving and thriving as a school family through God's love."

"For I know the plans I have for you," declares the Lord, "plans to prosper you and not to harm you, plans to give you hope and a future." (Jeremiah 29 v11)

Ilam C of E (VA) Primary School

Special Educational Needs and Disabilities (SEND) Policy

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Approved by: Emily Johnson (Acting Headteacher)

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Ilam C of E, we embrace the fact that every child is unique, and, therefore, the educational needs of every child are also unique. We value all children equally, whatever the differences in their abilities or behaviours and believe that every child matters. We are a fully inclusive school and as a school we adapt to make sure that the needs of all our children are met, including those with special needs.

We aim to develop the potential of all our children by providing each child with a broad, balanced and relevant education, within and beyond the Curriculum. We believe that every child has a right to full access to the foundation stage and National curriculum and should enjoy reaching their goals and have these achievements celebrated. All children will enjoy and fully participate in the life of the school, and make a positive contribution to the school community. As the children grow and develop they will become more independent, resilient and confident in their learning

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Introduction

3.1 definition of Special Educational Needs and Difficulties (SEND)

'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England' **SEN Code of Practice (2014)**

It is important to consider what is not SEN but may impact on progress and attainment:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and

schools provided under the current Disability Equality legislation – these alone do not constitute SEN)

- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child (LAC)
- Being a child of Serviceman/Woman

Special Educational Provision maybe triggered when pupils fail to achieve adequate progress, despite having had access to a differentiated programme. Parents and staff will be informed that the child has special educational needs and appropriate provision identified to meet the pupil's individual need(s) will be made.

Lack of adequate progress may be indicated by:

- Little or no progress despite the use of targeted teaching approaches and a differentiated curriculum.
- Working at levels significantly below age expectations, particularly in literacy or numeracy.
- Presenting persistent emotional and / or mental health difficulties, which have not been managed by appropriate strategies usually employed.
- Sensory or physical impairments that result in little progress despite the provision of appropriate aids or equipment.
- Poor communication or interaction, requiring specific interactions and adaptations to access learning.

3.2 Areas of Special Educational Need

Special Educational Needs can fall into the 4 broad categories of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or physical

4. Roles and responsibilities

The roles and responsibilities of school personnel with regard to special educational needs are given below. They are in accordance with the Code of Practice (2014), Children and Families Act, guidelines and school job descriptions.

4.1 The SENCO

The SENCO is Miss Emily Goldstraw

It is the responsibility of the SENCO to:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Ensure that teachers monitor and review the progress of pupils with SEND during the course of the academic year.
- Regularly hold pupil voice meetings with those pupils with SEND.
- Ensure those working with pupils are aware of their needs and have arrangements in place to meet those needs.

4.2 The SEN governor

Name: Mrs Julie Rowland

It is the responsibility of the SEN Governor to:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Headteacher

Name: Miss Emily Johnson

It is the responsibility of the Headteacher to:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school, including setting a budget for supporting pupils within the school's overall financial resources.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Work with the SENCO and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Provide the SENCO with administrative support and time away from teaching to enable them to fulfil their responsibilities.
- Ensure that the SENCO has sufficient time and resources to carry out their functions.

4.4 Teaching staff

“All teachers are teachers of special needs”

It is the responsibility of each class teacher to:

- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Devise strategies and identify appropriate differentiated methods of access to the curriculum, in conjunction with the SEND department.
- Recognise that central to the work of every teacher is the cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of the pupils in

their classes.

- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Adapt teaching to the strengths and needs of all pupils.
- Be responsible and accountable for all pupils in their class wherever or with whoever the pupils are working.
- Manage behaviour effectively to ensure a good and safe learning environment.
- Deploy support staff effectively.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Ensure that Access Arrangements are provided for those pupils identified at each half-term assessment point.
- Monitor progress of pupils with SEND against agreed targets.
- Be fully aware of the school's procedures for SEND.
- Raise individual concerns to the SENCO.
- Ensure they follow this SEN policy.

4.5 Teaching Assistants

It is the responsibility of teaching assistants to:

- Support pupils with SEND and the wider school population
- Deliver individualised programmes where appropriate
- Monitor progress against targets through daily record sheets.
- Assist with drawing up individual plans for pupils, as required.
- Contribute to the review progress, either in person or with a written report.
- Work with small groups or 1:1 in or out of the classroom, under the direction of the class teacher.
- Support pupils on educational visits, as required.

5. SEN information

5.1 The kinds of SEN that are provided for

Our school provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, Moderate/severe/profound and multiple learning difficulties,
- Social, Emotional and Mental Health (SEMH) difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

The Class Teachers will discuss any children who are not making the desired progress with the SENCo and next steps will be discussed.

5.3 Consulting and involving pupils and parents

When a concern about a child has been raised we will have an early discussion with the parents, and the pupil where appropriate, to decide whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEN support and that their child will be recorded on the SEN register.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

This assessment will then allow us to plan the next steps for the child. The assessment will be repeated to review in impact of the support implemented.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. Children receiving SEN support will be given an Individual Education Plan (IEP); these will be reviewed at the end of each term. New targets will then be set alongside the parent.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

The school will hold transition meetings prior to a move in setting and additional support will be given to the child before any move is completed.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality first teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We may also provide the following interventions:

- Speech and language therapy
- Toe by Toe
- Plus 1
- Word Wasp
- Precision Teaching
- Additional phonics support
- Dyslexia intervention- Nessy
- Additional Maths or English support groups
- Phonics boosters
- Nurture groups
- Little Wandle Keep-up

5.7 Adaptations to the curriculum and learning environment

As a school we make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud and the use of additional table resources to support independent learning.

5.8 Additional support for learning

We have 3 teaching assistants who are trained to deliver interventions.

Teaching assistants will support pupils on a 1:1 basis when this is identified in an EHC plan or as required in lesson time.

Teaching assistants will support pupils in small groups when directed by the class teacher or when completing structured intervention groups.

The school aims to work in partnership with other agencies in order to provide an integrated support based on the needs of the pupil. The main external support agencies used include:

- SENIS: SEN and Inclusion services
- Bereavement support
- Behaviour Support Service
- Educational Psychologists
- The Educational Welfare Officer

- SALT (Speech and Language Therapy)
- The School Nurse
- Occupational Therapy
- CAMHs (Child and Adolescent Mental Health Service)
- Autism Inclusion Team

5.9 Expertise and training of staff

Our SENCo has 5 years' experience in this role and is allocated 2 hours each week to manage SEN provision. We have a team of 3 teaching assistants, including 1 higher level teaching assistant (HLTA), who are trained to deliver SEN provision by either the SENCO or outside agencies. Staff have continued to be supported to deliver speech and language therapy and how to support children in bereavement. Staff have also been trained in what High Quality First Teaching looks like in the classroom thus ensuring an inclusive classroom. Staff have also had autism training too.

We use Speech and Language Therapists for delivering speech and language as well as TA's which follow up with their targets. We also have had training around autism from the Autism Inclusion Team.

5.10 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their targets each term
- Reviewing the impact of interventions after 7 weeks
- Monitoring by the SENCO and Senior Leadership Team
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.11 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

At Ilam Primary School, all children are encouraged to attend all visits in school time. Where needed, meetings can be held with the child's class teacher and SENCo to discuss any adaptations that may be required to support them during a visit. All pupils are encouraged to go on our residential trip to Stanley Head and additional meetings will be held prior to this visit. All of our extra-curricular activities are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to take part in sports day/school plays/special themed weeks and reasonable adjustments are made as required. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

5.12 Support for improving emotional and social development

The school offers a wide variety of pastoral support for pupils. These include:

- An evaluated Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being.
- We place great emphasis on physical health and well-being. Our Sports premium money has been used to help support the children's physical wellbeing with the purchase of a health and well-being scheme
- We have a zero tolerance approach to bullying.

5.13 Working with other agencies

Where required other agencies may be required to come into school to work with children. This will be discussed with the parents and permission from them will be required. Any feedback from external agencies will be shared with parents either in a meeting or in writing.

5.14 Complaints about SEN provision

If you have any concerns about SEN provision in our school, these should be made known to the child's class teacher, SENCo or Head Teacher in the first instance. Any complaints should be made to the School Governor with SEN responsibility (Mrs J Rowland).

5.15 Contact details of support services for parents of pupils with SEN

Parents can seek further support through Staffordshire Connects where they can also access the Local Offer. www.staffordshireconnects.info/kb5/staffordshire/directory/home.page

5.16 Contact details for raising concerns

If a parent is concerned about their child's progress they should first seek guidance from their child's class teacher. If further support is needed, parents may contact the SENCo via emailing e.goldstraw@ilam.staff.sch.uk or calling the office on 01335 350316

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCo every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour Policy