



Policy Document

SPECIAL EDUCATIONAL NEEDS POLICY

Adopted by Governors: 12th September 2017

Next due for review: September 2018

Responsibility for review: Full Governing Body

Information about Special Educational Provision at Iveshead School

i) Governor objectives in making SEND provision and how SEND Policy will contribute to meeting those objectives

The governing body will:

- Make all reasonable provision adjustments to ensure that the necessary provision is made for any pupil who has special needs.
- Ensure that where the “responsible person” – the principal or the appropriate governor – has been informed that a pupil has special educational needs, those needs are made known to all who are likely to teach them.
- Ensure that teachers and all school staff are aware of the importance of identifying, and providing for, those pupils who have special educational needs.
- Consult the local authority and the governing bodies of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special needs provision as a whole.
- Ensure that a student with special educational needs is able to join in the activities of the school together with students who do not have special educational needs, so far as is reasonably practical and compatible with the learning needs of the child receiving the special educational provision and the efficient education of the pupils with whom they are educated and the efficient use of resources.
- Report to parents on the implementation of the school’s policy for pupils with special educational needs.
- Have regard to the Special Educational Needs and Disability Code of Practice when carrying out its duties toward all pupils with special educational needs.
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.
- Identify a link Governor with SEND responsibility
- Maintain a focus on the principles of quality-first teaching, ensuring that teachers and other staff personalise, differentiate and adapt all planning, delivery and materials to suit needs.
- Ensure that a qualified SENCO is in post
- Teaching Assistants and HLTAs in post are encouraged to specialise in either a strand of SEND or a specific curriculum area

ii) Arrangements for co-ordinating special educational provision at Iveshead School

The responsibilities of the SENDCO:

- Monitoring the progress and achievement of SEND students across the curriculum
- Overseeing the day to day operation of the school’s SEND policy
- Co-ordinating in-class and extra-curricular provision for students with SEND
- Liaising with and advising fellow teachers on meeting the needs of SEND students
- Overseeing the records of all students with SEND
- Attending annual reviews once a year for all students with statements or education, health and care plans
- Guiding and supporting the teaching assistants
- Contributing to in-service training of staff

- Liaising with local authority support services and other external agencies such as health and social services
- Providing the lead on delivery of SEND support and learning
- Facilitate end of key stage reviews for students who have allocated top up funding

iii) Admission Arrangements for pupils with SEND but without Statements

Iveshead School strives to be fully inclusive. It acknowledges the range of issues that pupils can experience at different times during their education. All pupils are welcome, including those with special educational needs, in accordance with the LA's admissions policy. We adhere fully to the LA fair access protocols.

Under Section 316 of the Education Act (1966), if a parent wishes to have their child with a statement educated in a mainstream school 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 this incompatibility.

In cases where the SENCO believes offering a placement to a SEND child is incompatible with the efficient education of other children the governors and principal will be consulted.

Leicestershire's current admissions policy gives priority to pupils with statements of SEND and Education, Health and Care Plans in allocating out-of-catchment places to pupils when places are oversubscribed.

v) SEND Specialism at Iveshead School

Iveshead School runs a very successful and highly regarded inclusion programme for students with Autistic Spectrum Disorders (ASD). This programme is run by an experienced teacher of ASD students and a number of highly experienced Teaching and Learning Assistants.

Anyone wishing to get more information about the programme should contact the school.

vi) Facilities for Pupils with SEND at Iveshead School

The School is currently Disability Discrimination Act compliant.

We see accessibility as an important and ongoing issue that we strive to constantly address.

The School Policy for identification, assessment and provision for all pupils with Special Educational Needs and Disability

vii) The Allocation of Resources to and amongst pupils with SEND

The SEND budget is fully delegated to the school and funding devolved will always be targeted to SEND learners.

viii) Arrangements for identifying pupils with SEND and for determining and reviewing their needs

The revised SEND Code of Practice is based on the assumption that pupil's special educational needs fall into four broad areas:

- **Communication and Interaction** – Autistic Spectrum Disorders (ASD), and Speech, Language and Communication Difficulties (SLCN)
- **Cognition and Learning** – Specific (Dyslexic-type) Learning Difficulties (SpLD) and General Learning Difficulties (GLD)
- **Social, Emotional and Mental Health** (SEMH)
- **Sensory and Physical Difficulties** – Physical/Medical needs (Phys/Med) and Hearing (HI) or Visual impairment (VI)

Many of these categories require a medical diagnosis before a student can be placed within them. When a teacher feels that a student is exhibiting a special need they will in the first instance refer to the student's tutor who will gather evidence from other curriculum areas to see if there is a general difficulty rather than one related to a specific areas of the curriculum.

The tutor, through the tutor data trawl, will liaise with the pastoral leader who will then arrange a meeting with the SENCO if it is deemed necessary. It is the duty of the SENCO to meet with the tutor in order to review the evidence. In light of this review, the SENCO will either support the teachers of the student in differentiating work, or if the evidence fits the LA criteria then the student will be placed on the SEND record which is a centrally-held register of all students with SEND in the school. Parents will be informed and consulted as soon as issues are identified.

Once the student is placed on the record, the SEND Code of Practice ensures that the school has a graduated approach to meeting a child's needs. In the first instance the student will be placed at **SEN Support**, and remains the responsibility of the school.

An **Individual Education Plan** (IEP) may be designed for the student and the SENCO will support the student's teachers in implementing it.

The IEP will be reviewed in the following academic year*; parents will be invited to contribute to the review. The student will also be involved in the review and developing the IEP.

At the review a decision will be taken to:

- Increase the level of support
- Reduce the level of support
- Invite other professional services to engage

A referral for top-up funding or for an Education, Health & Care Plan can only be made if the student fits the local authority thresholds.

If statutory referral is successful, then the student will receive an **EHCP**, which may result in the allocation of additional resources. The student will also have a full **Annual Review** within 12 months of the date of the plan in order to review it and make further recommendations to the LA.

At each stage of the record the student will be offered a more specialised teaching and learning programme in order to help them to progress and achieve.

The records of those students on the SEND record are held by the SENCO; they are available for parents to view at any time.

Iveshead School is committed to an ethos of "sensitivity, honesty and mutual respect in encouraging pupils to share concerns, discuss strategies and see themselves as equal partners with the school.

IEPs can be reviewed at any time and can be reviewed more than once in any academic year if the student's needs require this.

ix) Arrangements for Providing Access for Pupils with SEND to a balanced and broadly based Curriculum and

x) Arrangements to enable pupils with SEND to engage in school activities with other pupils

Iveshead School strives to be inclusive, with a sense of community and belonging through their:

- Inclusive ethos
- Broad and balanced curriculum for all students
- Systems for the early identification of barriers to learning and participation
- High expectations and suitable targets for all children
- Inclusion in the extended curriculum

xi) The Governors' criteria for evaluating success of education provided for pupils with SEND

The Governing Body ensures the quality of the education provided for students with SEND by ensuring:

- The maintenance of accurate up to date records by the SENCO and other staff.
- Evidence is gathered from monitoring classroom practice by the SENCO/Senior Management and summaries of the data gathered are reported to the governor's standards committee.
- The efficient analysis of pupil tracking data and test results (for individuals and groups of individuals).
- The collection of value added data for pupils on the SEND Record (to show link between financial input and pupils' outcomes).
- The monitoring of procedures and practice by a designated SEND Governor.
- School self evaluation.
- Monitoring and evidence of inclusion in the extended curriculum through the SEND audit and the SAS

And through evidence found in:

- OFSTED/HMI reports

- Governors' annual report to parents
- Evidence from LA SEND audit if available
- School Development Plan
- SEF
- Parental Questionnaire feedback

xii) Arrangements for considering complaints about SEND provision from parents of pupils with SEND

Please refer to the school complaints procedure on the schools' website.

Information about staffing policies at Iveshead School and partnerships with bodies beyond the school

xiii) Arrangements made for staff to receive in-service training

Within the school's development plan, SEND has a high priority. Staff are made aware of available training offered by the LA. The SENCO also offers SEND awareness training and arranges training by specialist outside agencies such as Autism Outreach and Specialist Teaching Services.

The SENCO and Leadership Teams identify the training needs of teaching and support staff through classroom observation. New members of staff are offered induction training. All staff are given the opportunity to attend training to ensure their professional development. Training is an essential element of provision and the governors have resolved to prioritise training for all, especially regarding meeting the needs of SEND students through quality-first teaching.

xiv) The use made of teachers and facilities outside the school, including the LA support services

Iveshead School makes use of a wide range of facilities, in seeking advice, diagnostic testing, and training and in working directly with individual or groups of students. They include the following:

- Autism Outreach
- Specialist Teaching Services
- Social Services
- Student Support Services
- The Educational Psychology Service
- Micro Technology
- Prospects
- Child and Adolescent Mental Health Service (CAMHS)
- Paediatric Physiotherapy and Occupational Therapy
- School Nurse
- Leicestershire and Rutland Health Authority
- The Speech and Language Service
- Loughborough Inclusion Partnership

xv) Arrangements for partnership with parents of pupils with SEND – see local offer

Iveshead School actively seeks the partnership of parents of students with SEND. They do this by:

- Engaging parents fully in the process of developing IEPs and EHCPs by using a reply slip system, through telephone contact or, if necessary, a meeting.
- Both parents and pupils are encouraged to be involved in target setting.
- Parents are unique in terms of the knowledge and experience they can offer about their children; we depend on that knowledge to inform our action.

xvi) Links with other schools – see local offer

Iveshead School has close links with local Primary Schools its pupils come from and links have also been forged with a number of other High Schools in the area.

The SENCO or their representative attends all Year 6 annual reviews at feeder primary schools and attends meetings to discuss those students who are on the record but who do not have statements or EHCPs.

xvii) Links with Health and Social Services, Education Welfare Services and Voluntary Organisations concerned with SEND

- All relevant agencies are invited to Annual Reviews
- Advice is sought from CAMHS and Physiotherapy/Occupational Therapy when meeting the needs of students with SEMH difficulties or Physical/Medical conditions.
- The SENCO or relevant pastoral staff will attend Social Services Case Conferences when invited.
- All cases that are considered appropriate to be put forward to statutory referral are referred to the LA SENA Service (Special Needs Admin – telephone number 0116 3056601)
- Parent Partnership Service (telephone number – 0116 2752097)