Policy for SEND

Status: Approved March 2019

CHANGE HISTORY

<table>
<thead>
<tr>
<th>Issue Number</th>
<th>Issued On</th>
<th>Next Review Due</th>
<th>List of Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>16/03/16</td>
<td>March 19</td>
<td>Initial version</td>
</tr>
<tr>
<td>2</td>
<td>21/03/19</td>
<td>March 20</td>
<td>No changes</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>APPROVED</th>
<th>Date</th>
<th>Name</th>
<th>Signature</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>21&lt;sup&gt;st&lt;/sup&gt; March 2019</td>
<td>A. Stockdale</td>
<td></td>
</tr>
<tr>
<td>Governing Body</td>
<td>21&lt;sup&gt;st&lt;/sup&gt; March 2019</td>
<td>E. Gibson</td>
<td></td>
</tr>
</tbody>
</table>
1. Introduction

At Icknield Primary School we aim to develop in each child the knowledge, concepts, skills and attitudes that will enable them to reach their full potential in relation to the school and wider community. We give high priority to the quality of care and nurture attitudes of mutual respect and responsibility.

At Icknield we take the definition of SEN and disability from the SEND code of practice (DFE, 2015)

SEN: 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 him or her.

Disability: A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of 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.

Children with special educational needs all have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

The law says that children do not have learning difficulties just because their first language is not English. Of course some of these children may have learning difficulties as well.

Children with special educational needs may need extra help because of a range of needs, for example, in thinking and understanding, physical or sensory difficulties, emotional and behavioural difficulties, or difficulties with speech and language or how they relate to and behave with other people.

Many children will have special educational needs of some kind at some time during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. But a few children will need extra help for some or all of their time in school.

The SEN information report contains further detail about how children’s needs are identified and information about the local offer.
The SEND report can be found on the school website: [http://www.icknield.cambs.sch.uk/send/](http://www.icknield.cambs.sch.uk/send/)

### 2. Basic principles

Principles from the Code of Practice are:

- all children with special educational needs should have their needs met;
- the special educational needs of children are normally met in mainstream (ordinary) early education settings or schools;
- parents’ views should be taken into account and the wishes of the child should be listened to;
- parents have a vital role in supporting their child’s education;
- children with special educational needs should get a broad, well-balanced and relevant education, including the foundation stage curriculum (for children aged 3 to 5) or the National Curriculum (for children aged 5 to 16).

So special educational needs could mean that a child has difficulties with:

- all of the work in school
- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- behaving properly in school
- organising themselves
- some kind of sensory or physical needs which may affect them in school.

At Icknield Primary School we accept the definitions of Special Educational Needs as well as the principles from the Code of Practice but also believe that children at the higher end of the ability range also have special educational needs and have the right to have those needs met.

At Icknield Primary School we recognise that:

- Each learner is an individual with his or her own particular educational needs.
- All pupils have the right to a broad and balanced curriculum, differentiated to reflect these needs and with regard to continuity and progression.
- Learning experiences should encourage self-motivation and independence and focus on positive achievement.
- Every effort should be made to reduce the risk of ‘labelling’ children who have SEN.
- Wherever possible these children should be integrated to work alongside their peers to share educational experiences with those whose needs are different from their own. However, there may be times when children are withdrawn for specialist teaching which we strive to make a positive experience and a ‘natural’ course of events.
• The nature of children’s Special Educational Needs might be long or short term and in one or more areas i.e. physical, social, behavioural, emotional, or cognitive development.
• The special needs provision made by the school is a process which is strongly rooted in partnership with parents.

These objectives will be met by the school:

• Early identification of children's needs
• Gathering of relevant and important evidence, including from discussions with parents.
• Drawing up individualised targets as part of the school Target Tracker system in school and reviewing outcomes termly
• Using these targets to guide teacher’s planning and focus support for the individual pupil.
• Teachers working closely together and with the SENCO to ensure that the school’s SEN provision is the best possible within budgetary constraints.

3. Disability

The code of practice states that ‘Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is “…a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities”. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.’ (DFE, 2015)

4. Special Needs Register

Although not mandatory, the school maintains a register of children with SEN. This register includes children who have been identified with initial concerns, right through to children with Educational Health Care Plans (EHCP)

5. Role of the Special Needs Coordinator (SENCO)
The responsibilities of the SENCO are:

- Day to day operation of the school’s SEND policy
- Signposting and supporting class teachers as necessary
- Managing SEN provision for the school through a delegated portion of the school budget
- Liaising with parents and outside agencies
- Overseeing the school’s record keeping and data gathering for SEN
- Overseeing resources specifically purchased for SEN materials and equipment.
- The SENCO is Rachel Holt

6. The Role of the Governing Body

The governing body and the named governor in particular has a specific responsibility for Monitoring and Evaluating the SEN provision in school. At a general level the governing body has a specific responsibility to:

- decide and review the schools SEND policy and approach to meeting the needs of pupils with SEND;
- do its best to ensure that the necessary provision is made for any pupil with SEND;
- ensure that the SENCO and Head teacher makes the needs of any pupils known to those who are likely to teach them;
- ensure that teachers are aware of the importance of identifying, and providing for, those pupils who have SEND;
- consult with the LA & the Governing body of other schools in the interests of co-ordinated SEND provision;
- ensure the inclusion of pupils with SEND children in activities;
- report to parents on the implementation of the schools policy for pupils with SEN;
- have regard for the new code of practice when carrying out its duties;
- ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

7. Identification of SEN

Initial identification is in most cases either due to class teacher or parental concern about a relative lack of progress on the child’s part. Evidence is gathered through classroom observation, the child’s work, assessment data, any other information on health or social problems, discussion with parents and then child him/herself and from previous teachers. We
feel it is important at this point to examine different perceptions of those concerned with the child and the wider context of the child's difficulties.

Here is a shortened summary of the four broad areas of need taken from the Code of Practice (DFE, 2015)

**Communication and interaction**

These children have a speech and language and communication need (SLCN) and these needs could be a range or be more specific. It may be because they have difficulty expressing themselves or forming words correctly or they do not understand the social rules of communication. Children with SLCN may struggle with different elements of communication at different stages of their education. Children with autism or may have difficulties in this area.

**Cognition and learning**

Some children may struggle with learning at the same pace as their peers and will need support. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD) refers to difficulties such as dyslexia, dyspraxia and dyscalculia. SpLD can affect one or more specific aspect of learning.

**Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

**Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their
learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

8. Assessment
We believe in a person centred approach and follow the Assess, plan, do review cycle to monitor the effectiveness of interventions and the support put in place.

Children are assessed in school both summatively and formatively and, when deemed necessary, by outside agencies. The results of the assessments are used to help individually tailor the support programme needed for the child. Work is differentiated accordingly and support arranged in the classroom. If the child needs specific support from outside experts e.g. speech therapy, this is arranged by the SENCO in close liaison with the Specialist Teaching Team. The SENCO, SST and Educational Psychologist meet as necessary to review provision.

8.1. Review and communicating with parents.
Children with EHCP have an annual review which is attended by parents, the class teacher, SENCO and other outside agencies who are involved if necessary. The recommendations of this ‘panel’ are then sent on to the appropriate authority for ratification. New targets may be set for the child. Funding to support statements/EHCP is child specific and pays for direct support to them. Should the child move schools any funding moves with him/her.

8.2. Liaison with other schools
The school works closely with local secondary schools for the smooth transition of pupils with SEND and to ensure that there is continuity and progression in provision for them. The SENCO also liaises closely with the previous schools of children joining Icknield Primary School in order that we are aware of any special educational needs or disability and quickly put a suitable programme of support in place.

The Local Authority’s policy on Special Educational Needs can be accessed through the Cambridge County Council web site.

For more information on SEN from the LA follow this link:
http://www.cambridgeshire.gov.uk/localoffer

This policy will be reviewed annually.
**Equalities Impact Statement:**

1. Has this policy fully considered the School’s Equality objectives and statement agreed?  **Yes**
2. Are there any impacts of the School’s Equality objectives and statement on this policy?  **No**
3. If “Yes” are these clearly described and their impact assessed within the policy document?  **Yes**

At Icknield Primary School the welfare of the child is paramount. All children, whatever their age, culture, disability, gender, language, marriage, religion, belief and sexual identity have the right to protection from all forms of abuse. All suspicions and allegations of abuse and poor practice will be taken seriously and responded to swiftly and appropriately. All staff and volunteers in school have a responsibility to report any concerns and must inform the designated child protection officers immediately.