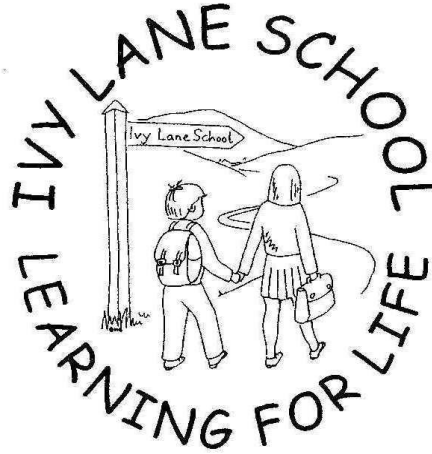


IVY LANE SCHOOL



ADDITIONAL NEEDS POLICY (IVY/POLO30)

Review date	Date agreed	Next review
January 2008	Feb 2008	Term 4 09/10
January 2010	March 2010	
November 2010		
November 2011		
February 2013	February 2013	Term 4 14/15
March 2015		March 2016
March 2016		March 2017

IVY LANE SCHOOL ADDITIONAL NEEDS POLICY

Senco: Mrs Laura Phillips (National Award for Vulnerable Learners 2013 Bath Spa University)

Definition of Special Educational Needs (SEN)

Children have special educational needs if they have a *learning difficulty* which calls for *special educational provision* to be made for them. Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school."

Special educational provision means:

"For children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of this age in schools maintained by the LA, other than special schools in the area."

Rationale

At Ivy Lane School we believe in providing every possible opportunity to develop children's full potential. We are committed to the principle of equality for all its pupils to a broad and balanced curriculum. We aim for all children to feel valued and to have their self-esteem, skills and abilities promoted. We believe that every teacher is a teacher of every child, including those with SEN. This policy has been developed in consultation with our teachers and governors, reflecting the aims set out in the SEND Code of Practice, 0-25 guidance (2014). It has been shared with our parents and families thorough our SEND School Information report which can be accessed through the school website.

Aim

As a school we aim to raise the aspirations and expectations for all pupils with SEN. We provide a focus on outcomes for children and young people and not just the hours of provision/support provided for those pupils with additional needs.

Purposes

The purposes of this policy are:

- To identify and monitor pupils individual needs at the earliest possible opportunity in order to promote achievement and pupils reaching their full potential.
- To work within the guidance provided in the SEND Code of Practice 2014.
- To work in close partnership with parents and pupils who have additional needs, ensuring that they are kept fully informed and involved in working towards the desired outcomes for those pupils, encouraging pupil involvement in setting short term and long term goals.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To provide support and advice for all staff working with special educational needs pupils.

- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs.
- To ensure SEN provision is an integral part of the School Improvement Plan and the school's self-evaluation process;
- To ensure the quality of SEN provision is continually monitored;
- The SEN policy is reported in the school prospectus, children's progress is reported in the school profile and that all information related to SEN is available as part of the SEN Information Report which is on the school website.

Responsibilities

The Governors have a statutory duty to ensure that the needs of all children within the school are met and this includes those with additional needs. In this school this is overseen by the nominated governor for SEN, Mrs Claire Mears.

The Governing Body should:

- Do its best to ensure that the necessary provision is made for any child who has special educational needs;
- Ensure that where the 'responsible person' - the Head-teacher or the appropriate governor - has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach him/her.
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs;
- Ensure that parents/carers are notified of a decision by the school that SEN provision is being made for their child;
- **Ensure that all steps are taken not to discriminate against children with a special educational need and/or a disability in the school's admission arrangements, in the education, exclusion and associated services provided by the school for its pupils or in relation to exclusions from the school.**
- Ensure that a child with special educational needs joins in the activities of the school together with children who do not have special educational needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with whom they are educated, and the efficient use of resources;
- Have regard to the SEND Practice (2014) when carrying out its duties toward all children with special educational needs;
- Consult the LA and the Governing Body of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole;
- Have a written SEN policy containing the information as set out SEND Code of Practice (2014)
- Report to parents/carers on the implementation of the school's policy for children with special educational needs in the school profile and the school's prospectus; and
- In the school prospectus including the name of the person responsible for coordinating SEN provision in the school.

The Head Teacher is responsible for:

- The delegation of responsibilities for additional needs.
- Overseeing funding arrangements.
- Maintaining a positive school ethos by recognising achievement at all levels.
- Ensuring that additional needs and equality of curricular access are included in all school documents, policies and planning (refer to policies).

The Special Educational Needs Coordinator is responsible for:

- Co-ordinating the provision of additional needs throughout the school.
- The day-to-day operation of the additional needs policy.
- Making sure that procedures for identification and assessment are observed.
- Providing advice for staff and liaising with them on completion of IEP's at KS1/2.
- Working alongside staff at both Key stages assessing pupil's needs, ensuring pupils make progress.
- Liaising with outside agencies, including Early Years settings.
- Maintaining the Additional Needs Register.
- Overseeing and maintaining specific resources for additional needs.
- Monitoring, evaluating and reporting on provision to the Governing Body.
- Contributing to the in-service training of staff.

Class teachers have responsibility to:

- Ensure that all pupils have full access to the curriculum.
- Ensure that individual needs are identified.
- Ensure that pupils feel valued and secure.
- Complete IEPs (Individual Education Plans) and IBPs (Individual Behaviour Plans) in consultation with the SENCo.
- Implement IEPs and IBPs, review and update them.
- Give clear guidance to all TAs working with children with Additional Needs.

Teaching Assistants (TA's) are valued team members and have responsibility for:

- Helping to carry out IEPs with children either in small groups or individually.
- Supporting class teachers to ensure that all pupils have full access to the curriculum.
- Reporting progress or areas of concern to the class teacher and SENCo.

Arrangements for co-ordinating provision for children with SEN

The needs of the majority of children will be met in the classroom through Quality Teaching First. Teachers are expected to make every effort to ensure that children with special educational needs are fully involved in the life of the class. Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or a specialist staff; additional intervention and support cannot compensate for a lack of good quality teaching. The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all of the intervention/adjustments and good quality personalised teaching (pg. 88 Section 6.27 onwards)

Identification and Assessment arrangements and review procedures

In accordance with the Children and Families Act 2014, Ivy Lane Primary School aims to identify SEND at the earliest point and then make effective provision that improves the long term outcome for the child. Children with SEND are identified through the following.

- The attainment and progress of each child is continually monitored and regular progress review meetings with the senior leadership team take place. Those pupils not making expected progress are identified and a cycle of ASSESS-PLAN-DO-REVIEW is used.
- Class teachers are constantly aware of their children's learning. If they observe that a child 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:

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

Broad Areas of Need

SEND in schools is split onto four areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, emotional and mental health issues
4. Sensory and physical needs

At Ivy Lane School we identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person. We also take into consideration 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 current Disability Equality legislation-these alone do not constitute SEN)
- Attendance and punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a service man/woman

Following a review of the strategies or **approaches** it may be necessary to make provision which is additional to, or different from, that which is already provided. It may be that the child:

- Makes little or no progress even when teaching approaches are targeted to their particular needs;
- Shows signs of difficulty in developing skills in literacy or mathematics;
- Shows persistent signs of emotional or behavioural difficulties, which are not addressed through the behaviour and discipline approaches, used in school;
- Has physical or sensory problems and despite specialist equipment being provided still makes little or no progress;
- Has communication and/or interaction difficulties which lead to them making little or no progress.

The school will seek additional information from the parents/carers, and in some cases, outside agencies, who may be involved with the child. When we have all the available information (including the Graduated Response to SEN document) we will consider with the parents/carers and the child the next strategy for action. This may involve engaging the child in an appropriate programme as part of the Provision Map. Any provision made and the progress made by your child will be discussed with you at parent evenings or through our normal channels of communication.

Where, despite all of our efforts, the child still continues to make little or no progress in relation to the targets set, process will move to **SEN Support**.

A Graduated Approach to SEN support

The additional support provided for these pupils will still be tracked through our whole school provision map but could also involve contacting external support services provided by the LA and other external agencies such as the Health Authority through a single agency referral form (SARF). We will seek advice on achievable outcomes and strategies, or more specialist assessments that can help us with our planning. An IEP will be written to reflect the desired outcomes after consultation with these agencies, parents/carers, the child and the SENCO and class teacher. Parental consent will be sought before any outside agencies are involved. An Individual Education Plan will provide for:

- The child's strengths and weaknesses
- The date the IEP is written
- The names of staff and/or outside agencies involved with the targets
- Short-term and long term desired outcomes for the pupil;
- The teaching strategies;
- What provision will be;
Date of the review the plan;
- How we will judge progress (success criteria) including the exit criteria will be judged;
- Any outcomes after a review; and
- The signature and comment from both the child and parent

All IEP's are reviewed termly and shared with parents three times each academic year, more often if necessary at parents/carers' evenings and/or individual appointments.

Through the cycle of ASSESS-PLAN-DO-REVIEW further multi-agency support may be needed e.g through the CAF process. The Pastoral Manager will support the Senco in implementing this level of support for the child and family and monitor the impact that it has.

Requesting an Educational, Health and Care Needs Assessment

Where, despite all endeavours, the child still makes little or no progress in the areas targeted, there will be discussions with the parents/carers and child and a My Support Plan document will be put together, providing a clear picture of what is working and not working for this child along with any additional support or intervention that has been put in place to date. The Support Plan can be amended and added to regularly and can support the child from 0-25. An approach to the LA through an SEND lead worker can then be made to request an Educational, Health and Care Needs Assessment, with the My Support Plan as the supporting evidence. This may or may not result in the LA issuing an Education and Health Care Plan (EHC Plan), in Wiltshire this is called a My Plan. Where a child has an EHC Plan, a My Plan Review meeting will be held annually at which parents/carers, child, outside agencies, SENCO and other staff as appropriate, will be invited to attend. This review monitors the progress against the objectives of the My Plan and any actions to support them. This meeting has a child centred approach and involves all parties equally in the discussion that takes place.

Admission arrangements

The admission policy is based on the agreed Wiltshire policy. All pupils will be treated according to their needs in line with the school's policy for equality or provision. No pupil will be denied admission because of his or her creed, race, physical or academic attainment. Where a pupil has a particular need the governors will make every effort to ensure that pupil's needs are met. If a pupil is

transferring into the school with an EHC Plan or who has been receiving extra support in their previous school the continuation of this support will be negotiated through the LA to ensure their needs can be met. The school will only accept pupils prior to their normal admission date if requested by outside agencies. TAs will support them in class mainly. At the beginning of each academic year consultation will take place between year group teachers and SENCo if required, to discuss the child's progress, difficulties and present needs. Any variations of the above will need to be agreed by the full governing body.

Specialist facilities

There are no specialist facilities or special unit in the school.

Criteria for evaluating the success of the policy

The policy will be evaluated against the objectives set out in the policy measured by:

- An analysis of teachers planning, which identifies specific objectives for pupils with additional needs, work sampling by SENCo.
- The percentage of pupils with additional needs being fully involved in all aspects of school life
- Increased parent awareness of the desired outcomes for pupils by discussing and receiving copies of IEPs for their child.
- Increased governor awareness of their responsibilities and discussion of the implications of additional needs at both full governors meetings and sub-committees.
- Pupils' involvement in discussing, constructing and reviewing their own IEPs.
- Pupils' attainment, as measured by objective testing and teacher's professional judgement.
- The head teacher's continued recognition that the curriculum must be relevant to all pupils by taking additional needs into account in the formulation and implementation of policies throughout the school.
- Increased TAs understanding of their role in the school in relation to pupils with additional needs and working collaboratively with the SENCo, teaching staff and staff from external agencies.
- Increased teacher's familiarity with and implementation of the school's additional needs policy and approaches to meeting the needs of pupils with additional needs.
- The LA receiving timely information about the progress made by pupils with additional needs including those with statements.
- Increased links with Pre-school groups, evaluated through inclusion and smooth integration into the Early Years unit.

Complaints procedure

If parents or carers have a complaint concerning provision for their child they should initially discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCo and the Head Teacher. Should the matter still be unresolved the parents should contact the Additional Needs Governor. If the complaint remains unresolved the chair of governors should be involved and finally, after an appeal by parents the complaint should be taken to the LA or the Secretary of State.

Staff training and liaison

Through the monitoring and evaluating of the provision the SENCo, with the Head Teacher will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the school's improvement plan and/or performance management objectives. Staff who attend further courses will feedback on courses attended through staff meetings. The

effectiveness of such professional development will be monitored and evaluated by the SENCo, and information provided during the annual evaluation of the school's overall SEN provision. The Senco regularly attends network meetings in order to keep up to date with local and national updates in SEND.

Links and use of outside agencies

Close links are maintained with the LA support services in order to ensure that the school makes appropriate provision for children with special educational needs. Where it is necessary to contact outside agencies, the SENCo will usually make the necessary arrangements and discuss with parents/carers accordingly. These agencies normally include the Local Authority Team including the Educational Psychologist, Learning Support, Physical and Sensory Impairment Support Service team, Speech Therapist, Behaviour Support team, Health and LA personnel. Any or all of these agencies may be involved in the construction, delivery or review of targets set in children's Individual Education Plans in order to ensure children's attainment is raised and progress made.

Partnership with parents/carers

Parents/carers are important partners in the effective working relationship with the school in raising their child's attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents/carers' contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, including recording children's views and implementing and reviewing where necessary the Individual Education Plan. The school will also update parents/carers with relevant information.

Sensitivity, honesty and mutual respect encourage children to share concerns, discuss strategies and see themselves as equal partners in the school. All children are involved in making decisions, where possible, as soon as they start at the school. The ways in which they participate reflects their emerging maturity. Confident young children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective children during their school years.

Children are encouraged to have a voice in deciding the priorities for our School Improvement Plan through the school council. They take ownership of their learning targets by discussing their targets and what they can do to improve. For children with SEN this includes discussing the strategies for their success. Children are encouraged to take part in reviewing their progress and in setting new goals and challenges.

Links with other schools

Links are maintained to ensure smooth transfer at school entry through liaison and visits to early years settings, (Nursery schools, St Nicholas special school and Springboard opportunities playgroup). Pre-school children are invited to visit Ivy Lane for an induction visit in the term before they start school.

Children with SEN who transfer from other schools are supported through their induction to the school by the class teacher, SENCO and by classroom buddies to ensure that they have a smooth transition.

Links are maintained with Sheldon, Hardenhuish and Abbeyfield secondary schools to ensure smooth transition between Years 6 and 7. The additional needs teachers from the secondary schools contact Ivy Lane to discuss pupils with additional needs. Parents of children with additional needs are encouraged to contact the secondary schools to discuss their child's specific needs. Other links will be established with Wiltshire Special Schools to enhance the provision made by Ivy Lane

Roles and Responsibilities

Teaching Assistants Line managers: Steve Rafferty/Laura Phillips/Debbie Burchett

Name of designated safeguarding teachers Chris Cannings/Bryony Tottle

Member of staff responsible for managing PPG/LAC funding: Steve Rafferty

Member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils: Chris Cannings/Laura Phillips

Reviewing the Policy

This policy will be reviewed annually.

This policy should be read in conjunction with the following school policies:

Inclusion (IVY/POL/031)

Equalities (IVY/POL/008)

Behaviour (IVY/POL/014)

Written by: Laura Phillips

Date: March 2016

Agreed by staff and Governors

Date:

Signed:

Chair of Governors