

Special Educational Needs and Disability Policy



Ivydale is proud of being an inclusive school, where every child is supported to achieve their potential.

This policy reflects the working practices of Ivydale Primary School for identifying, assessing and making provision for children with special educational needs (SEND) following the guidelines in the updated Code of Practice (2015).

This policy is intended to ensure that each child reaches their potential in an inclusive and supportive environment, which promotes and provides equal opportunities.

At Ivydale Primary School we aim to:

- Welcome children with a wide range of SEND
- Ensure that children with SEND have full access to the curriculum
- Identify individual needs and plan to meet them
- Arrange the necessary additional support
- Regularly review the effectiveness of the support provided
- Work in close partnership with parents and carers
- Forge productive partnerships with specialist support agencies

The SENDCo team, Ruth Fairclough (Phase 2), Kimberley Starke (Phase 1) and Jan Harpley (EYFS), are responsible for co-ordinating the day-to-day provision for children with Special Educational Needs or Disabilities.

Management of Special Educational Needs

The SENDCos, working closely with the Deputy Head Teacher for Inclusion, is responsible for:

- Ensuring that the needs of the children with SEND are met on a daily basis
- Providing advice to teacher and classroom assistants on how support individual needs
- Supervising the maintenance of records, assessments and evaluations of individual children
- Organising the work of special support assistants so that the learning needs of individual children are met
- Liaising with parents and carers over the support provide for their child
- Coordinating the support of outside agencies working in the school
- Providing training opportunities to staff as necessary
- Liaising with school governors
- Being available for parents, carers and staff who have issue to discuss regarding children with SEND

The SENDCos are expected to be fully qualified or in the process of qualification in the first year of employment.

Arrangement for Admissions

All children applying for a place in school are subject to the criteria outlines in the admissions policy. No child will be discriminated against on the grounds of having SEND.

Funding and Resources

Southwark LEA provides financial assistance to the school based on the number of children who have SEND. The school uses this funding to facilitate the work of the SENDCos and provide additional resources, including staffing for small groups or individual children. This money is also used to support work from outside agencies.

Identification, Assessment and Record Keeping

All pupils receive 'Quality First Teaching' and a differentiated curriculum to meet the variety of needs within the classroom. In addition to this, individual and group interventions provide extra support to those children who may need a more specific and targeted approach. All interventions are closely monitored to ensure that they are having maximum impact on the child's learning and progress. On a termly basis, the inclusion team review the progress made by individual children and groups of children.

Class teachers may refer to the Inclusion team for a child to be considered for additional SEND support provided they can show evidence for a lack of progress, outlining the support already offered. The Inclusion team considers the evidence and the SENDCo observes the child in class. One of the team will then contact the parents/carers of the child to seek their views of the child's progress. If all parties are in agreement then the child will receive additional support and be registered as having SEND.

Planning and Review

All children who receive SEND provision will be set targets which are tracked on the school's provision map. Children receiving substantive additional support will have a Learning Plan if they are or an Education Health Care Plan. Learning Plans are written

using our Provision Map Software and each SEND child's record is updated termly. This plan outlines the targets for improvement and the methods of support to be provided to assist the progress. A child's progress against their targets is reviewed every term and new targets will be set on their learning plan.

Pupils can move from the SEN register or be considered for an Education Health Care Plan if the pupil has not made expected progress in relation to targets set and support provided. The school will take advice from professionals and keep parents fully informed.

Annual reviews are held for all children who have a full statement of special educational need or an Education Health Care Plan. Teachers, support assistants, parents /carers and all other professionals involved with the child contribute to the review and the outcomes are shared with Southwark's SEN department.

Inclusion

Children with SEND are regarded as full members of the school community. We include them in all opportunities through careful forward planning. We strongly support the principles of Southwark Education Department's Inclusion Statement.

SEND Training

Ivydale is committed to providing and facilitating SEND training. The Inclusion team will identify and arrange training as required and lead whole-school INSET as appropriate.

Support from Outside Agencies

The school works with a wide range of professional agencies that provide additional support for children's needs both in school and outside school. Our primary support comes from the services of a Speech and Language Therapist and a child psychotherapist, who also reviews our in-school provision. Where appropriate, pupils can be referred to Southwark Educational psychology and health services including, Sunshine House and GPs.

Transition Arrangements

Before a pupil starts at Ivydale, the Nursery or Reception teacher conduct home visits and any special concerns about particular needs will be brought to the attention of the EYFS SENCo. Ivydale has developed good relationships with feeder nursery schools and relevant information is shared prior to transition so that appropriate adjustments can be made.

When children join from another school, the SENCo / Deputy Head will gather relevant details about SEND from the parents and the previous school. Children transferring from Ivydale to a new school will have their SEN records sent on. At point of transfer to secondary school, information is shared regarding vulnerable pupils and SEN records sent. When children with SEN move from one year level to the next information is shared between current teachers and the next in the summer term. The SENCo will also arrange meetings with class teachers to discuss children on the SEN register early on in the new autumn term.

Parents/Carers Involvement

We consider parents and carers to be the first and most important educators of children and it is vital for the child that there is a positive and co-operative partnership between home and school. Parents' and carers' views and contributions are valued and listened to. Parents and carers are consulted either verbally or in writing of any changes we wish to make to their child's programme of support and we welcome feedback.

Evaluation of the Special Educational Needs Support

An evaluation of the effectiveness of the school's SEND policy and its implementation will take place annually. The school will report on:

- Attainment and achievement of SEND pupils
- The impact of resource allocation
- Action planning

The evaluation will be shared with governors in the autumn term.

Complaints Procedure

For complaints regarding the provision for SEND in the school, the procedure is as follows:

1. Liaise initially with SENDCo
2. Meet with the Deputy Headteacher for Inclusion or Headteacher if concerns persist
3. Contact the School Governor responsible for SEND Conclusion

The SEND policy is a framework for SEND provision in school. It is the combined responsibility of all concerned with each child to be familiar with the requirements of the policy and to apply it accordingly.

Adopted at	Standards Committee
Adoption date	23/09/22
Date for review	September 2023
Chair of Governors signature	
Heateacher signature	