

SEND (Special Educational Needs and Disability) Policy

Principles and objectives

The school acknowledges that the principles behind the education of our children with special needs are the same as for all our children. These are outlined in the School's Teaching and Learning Policy.

We also want all children and adults in the school to recognise that:

- All the children in our school are valued as individuals
- All children have individual needs and the right to fulfil their potential and achieve success.
- Any pupil may experience difficulties with some learning activities.
- Special needs are not fixed. They may be short or long term.
- All pupils are entitled to the same broad, balanced and relevant curriculum and opportunities to facilitate their active participation in the community.

In order to fulfil these principles, the school will always try to:

- Make early identifications of those children with Education Health Care Plan and assess their needs as quickly as possible
- Use all available information, professional expertise and advice at our disposal to meet the needs of those children
- Take all reasonable steps to ensure that during general modernisation and refurbishment all possible steps are taken to improve physical access
- Ensure that all staff receive the information and training necessary for them to address the needs of the children in their care.
- Take into account and treat with respect the views and wishes of the children and their parents or guardians

Arrangements for co-ordinating educational provision for pupils with SEN

Special educational provision is defined in the Code of Practice as:-

"Educational provision which is additional to or otherwise different from the educational provision made generally for children of the child's age in maintained schools"

Management roles and responsibilities:

Whilst provision for pupils with SEND is a matter for the school as a whole, the governing body, the executive headteacher and the SENCO (*Special Educational Needs Co-ordinator*) have particular management roles and responsibilities.

The Governing Board (in co-operation with the Executive Headteacher) will determine the school's general policy and approach to provision for children with SEND. It will establish the appropriate staffing and funding arrangements and maintain a general overview of the SEND policy implementation.

It will appoint one or more of its members to be the governor responsible for SEND.

The executive headteacher is responsible for the overall management of the provision for children with SEND. The executive headteacher will work closely with the SENCO.

The SENCO has the responsibility for overseeing the day to day operation of the SEND policy. This responsibility will include:

- Maintaining an up-to-date SEND register
- Co-ordinating and establishing continuity of provision for pupils with SEND
- Overseeing the records of all children with SEND
- Gathering information and carrying out detailed assessments of children with SEND

- Supporting teaching and non-teaching staff in the delivery of SEND provision, giving advice and guidance where necessary
- Managing teaching assistants
- Liaising with parents of children with SEND
- Making referrals to and liaising with professionals from external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies
- Ensuring that resources are adequate, appropriate and are used effectively
- Assisting with the identification of training needs and staff development
- Liaising with other primary, secondary and special school SENCOs

General organisation will include:

SEND timetables:

Teaching assistants are timetabled for in-class support and withdrawal group work. These timetables are reviewed regularly (at least once each term) to ensure that provision matches the needs of the children as closely as possible and is in line with the delegated funding.

SENCO non-contact time allowing for:

- Meetings with individual pupils and parents
- Liaising with class teachers, teaching assistants, parents and pupils to formulate, implement and review provision, or Additional Needs Plans (ANP). Provision maps relate to the extra provision made for a child with SEND. An Additional Needs Plan is drawn up for each child with SEN or with an Educational Health Care Plan
- Liaison meetings with, and visits from, professionals from support agencies
- Contacting support agencies for liaison, advice or referrals
- Attendance at multidisciplinary meetings
- Liaisons with the executive headteacher
- Administration time for the completion of documentation for Additional Needs Plans, statutory assessments, annual reviews, assessments, and correspondence
- Liaison with other schools and SENCOs in order to moderate and monitor provision in the local area

Admission arrangements

The school's admission arrangements can be found described in the school's prospectus. They apply equally to all pupils irrespective of their SEND. All admissions are now handled by the Admissions Department at East Sussex County Council.

SEND specialisms and special units

The school does not specialise in provision for a particular area of need or have any special units. Staff attend courses whenever possible to learn more about any specific difficulties children in the school might have.

Access and facilities for children with disabilities

There is wheelchair access to all areas in the main building except for the toilets, where there is a dedicated toilet. The 'Acorn Room' has wheelchair access via a removable ramp. The provision of additional facilities will be considered as buildings are modernised or refurbished. These in turn will be governed by the school's financial arrangements.

Allocation of financial resources for SEND provision

Funding for all special needs provision is delegated to the school by the LEA.

Allocation and distribution of human resources for SEND provision

The allocation under the present formula provides for base funding for all children with SEND in the school. It includes allowances for SENCO and special needs teaching assistants. The governing body, with reference to the ESCC guidelines, allocates this money. Additional funds may be allocated to meet the needs of any pupils with Education Health Care Plan.

Teaching Assistants are currently deployed in the mornings to specific classes across both key stages, as well as to ensure access to the curriculum for those with more specific needs across the day. Their support covers-

- Learning support for pupils with SEND across the class curriculum
- Small group support for children with SEND in targeted areas of additional work
- Additional support for individual pupils with SEND

Where a child has an Education Health Care Plan support staff will be timetabled to ensure full access to the curriculum.

The SENCO together with executive headteacher, and in consultation with the class teacher, determine the priorities of need within the school and allocate the SEND time accordingly. This is reviewed on a regular basis. SEND time is targeted on those children whose needs require the implementation of an Additional Needs Plan and those with an Education Health Care Plan in the following areas:- Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, Physical and Sensory.

This support may take the form of in-class support, or withdrawal on an individual or small group basis depending on the needs of the child.

Where possible and appropriate children are supported within their own class along side their peers.

Voluntary parent helpers and students may give additional support to pupils experiencing difficulties.

At times older or more able children may be used as reading 'buddies' or partners to children experiencing difficulties.

Identifying concerns

Identification and assessment arrangements and review procedures:

The school would consider a child to have Education Health Care Plan if they were experiencing any one or a combination of the following:

- Learning difficulties (general difficulties)
- Specific and persistent learning difficulties, perhaps in one curriculum area
- Emotional, social or behavioural difficulties
- Physical disabilities (acute or chronic)
- Sensory impairment (either visual or auditory)
- Speech and language difficulties
- Medical conditions (acute or chronic)

In order to fulfil our policy for all children to be happy, confident and achieving their potential we aim to identify children with SEND at the earliest possible stage.

The identification of concerns about a child may come from any of the following sources:

The child him/herself;

Time will always be found to talk to children who express concerns either individually to a teacher or parent or through a self-assessment process.

Parents;

Parents are encouraged to discuss any concerns they may have about their child with the head of school, class teacher or SENCO as early as possible.

School;

Difficulties may come to light in any of the following ways:

- Observation of the child in and around the school
- Present or past pre-school provision, class records and reports
- Foundation Stage assessments and ongoing formative and summative assessments
- Results from standardised screening or testing in various years

Outside Agencies;

The school works in conjunction with GPs, School Medical Officers, School Nurses, Speech and Language therapists, County Educational Psychological Service, Social Services, CLASS (communication, language, autism support service), and other schools. Information about concerns for a child may come from any of these sources. Children's needs are discussed with other agencies on a needs basis through direct contact with that agency.

Once a child is identified as having Education Health Care Plan, the school follows the graduated interventions as laid out in the Code of Practice, and the MATRIX. Initially in conjunction with the child and parents, the school will gather as much information as possible and discuss together those factors which may be affecting the child's progress or giving rise for concern. Parents will be involved in discussing the level of need and intervention, appropriate to the child's difficulties and where appropriate contributing to the writing of an Additional Needs Plan. They will also be invited to contribute to the termly review process.

Arrangements for providing access for pupils with SEND to a balanced and broadly based curriculum including the National Curriculum.

The staff at Iford and Kingston consider it important that all children, including those with SEN, should have full access to all the learning opportunities available and this is reflected in the school's Teaching and Learning policy.

Central to this is the ability of all teachers to differentiate the curriculum, matching what needs to be taught with what the child brings to the lesson, also their ability to employ a wide repertoire of learning styles, which together with the most appropriate human and physical resources can be matched to the varied needs of pupils and build on their strengths.

The SENCO supports class teachers in this endeavour by providing:

- In class support
- Regular liaison meetings with teaching assistants
- Timetabled liaison time between SENCO and class teachers to regularly review individual children, their APDRs and further strategies for differentiation and intervention to bring about progress.
- Withdrawal of groups/individuals for specific skills work
- Liaisons between school and outside agencies

SEND in service training

Money is provided in the delegated budget for staff training. Where training applies to SENCO the knowledge will be passed on to the staff as relevant through informal liaison and as appropriate at staff meetings and/or INSET. The SENCO, executive headteacher and governors will also seek to identify staff training needs and incorporate them into the School Improvement Plan. Individual staff appraisals help to highlight such needs. Every effort will be made to ensure that a class teacher has the necessary information, advice and training to deal with the specific needs as they arise.

Working with support services

The school makes use of a whole range of support services in its provision for the children with SEN and currently including: Communication, Language and Autism Support Service (CLASS), ISEND (Inclusion, Special Education Needs and Disability), ESBAS (East Sussex Behaviour and Attendance Service) and County Educational Psychological Service (EPS).

Agreed by Staff and Governors:

Review Date: January 2024