



## SEND POLICY

**Irby Primary School** is committed to providing an appropriate and high quality education for all children living in our local area. We believe that all children, including those identified with specific educational needs should be encouraged to flourish and develop their true potential, abilities and skills within a broad and balanced academic and social curriculum. We are sensitive to the needs of all children within our care and ensure they are able to thrive in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can develop and feel safe.

Irby Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to encourage a sense of community and belonging and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way but that we will respond to learners in ways that take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic groups
- all faith groups
- learners who need support to learn English as an Additional Language (EAL)
- learners with specific special educational needs - dyslexia, dyspraxia, social communication difficulties, autistic spectrum and medical
- learners who have a disability
- those who are gifted and talented
- those who are looked after by the local authority
- any learners who are at risk of exclusion

This policy describes the way we meet the children's needs who experience barriers to their learning, which may relate to:

- cognition and learning
- communication and interaction
- social, emotional and mental health
- sensory &/or Physical (including Hearing / Vision)
- medical

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our F2 and KS1 children, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many children, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term. We have a *Provision Map* for all children who receive additional support and are able to track the help given. This gives us a clear picture of the age and stage the child has received support.

At Irby Primary School we aim to identify needs as they arise and provide teaching and learning opportunities which encourage every child to strive to achieve their full potential.

Irby Primary School sees the inclusion of children identified as having Special Educational Needs and Disabilities ( SEND ) as an Equal Opportunities issues and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the wider community.

The SEND Co-ordinator is Mrs Nicola McHale who is our F2 teacher and also one of our Assistant Headteachers, which gives an overview of school development and future direction. Mrs McHale is a teacher governor, which enables her to support the whole school including children, parents, staff, governors and the quality of our learning environment.

A large team of specialist staff support our children, parents and staff delivering specific targeted interventions where the children and staff all work closely to achieve the same aim-quality teaching and learning ensuring maximum progress. The SEND Governor is Mrs Louise Copland who is a parent of children attending Irby Primary School and brings a valuable perspective to the role.

## Objectives

1. To ensure the SEND Act and relevant Codes of Practice and guidance are implemented effectively across the school.
2. To ensure equality of opportunity for all children and to eliminate prejudice and discrimination.
3. To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
4. To provide full access to the curriculum through differentiated planning by class teachers and support staff as appropriate.
5. To provide specific input, matched to individual needs, in addition to differentiated provision, for those pupils on the SEND register.
6. To ensure that pupils with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers.
7. To ensure that we are able to meet the needs of as wide a range as possible of children who have a place in our school.
8. To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
9. To involve parents/carers at every stage in plans to meet their child's additional needs.
10. To involve the children themselves in planning their next steps and celebrating their achievements.

## **Arrangements for coordinating SEND provision**

1. The SENDCO will provide an updated electronic file for each class teacher detailing the needs and support of their class to date at the beginning of the academic year. In addition, each class will be provided with a folder to collate the provision in place for children on the SEND register throughout the year.
2. The SENDCO will meet with all class teachers in September, mid-year and at the end of the year to discuss the children who are on the SEND register or who are being monitored and discuss levels of provision, progress being made and additional support required.
3. At other times, the SENDCO will be alerted to newly arising concerns by the child's class teacher, support staff, head teacher, parent or carer.
4. The SENDCO will discuss issues arising to relevant internal staff and outside agencies such as School Nurse, Educational Psychologist, Paediatrician, Special Educational Needs Assessment and Advisory Teacher (SENAAT) Speech and language (SALT) and Children and Adolescent Mental Health Services (CAMHS).
5. The parents of children who are on the SEND register at K - Support or S Statement ( Educational and Health Care Plan - EHCP ) will receive regular updates regarding children's progress towards their individual targets. Children, staff and parents are involved in the special support plans, which are working documents accessed by the children.
6. The SENDCO monitors all provision maps and special support plans. It is the responsibility of the class teacher to ensure these are specific and relevant and kept up to date.
7. The SENDCO, together with the Headteacher, monitors the quality and effectiveness of provision for pupils with SEND tracking progress made and through classroom observation.
8. SEND support is primarily delivered by class teachers through differentiated teaching methods however additional support is also provided by teaching assistants and specialist outreach support staff who liaise closely with Mrs McHale and all staff. This is funded from the school's annual budget. Support is reviewed termly by the SENDCO and SLT in line with current pupil needs. Additional support is funded through Pupil Premium and individual allocations from the LA.

## **Identification and Assessment Arrangements, Monitoring and Review Procedures**

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not making expected or better than expected progress.

The School's system includes reference to information provided by:

- Baseline assessments
- Progress measured against the objectives in the National Curriculum objectives.
- National Curriculum descriptors for the end of a key stage
- Progress measured against pre-key stage standards
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing Educational and Health Care Plan
- Assessments by a specialist service, such as Educational Psychologist, SENATT, Literacy/Maths/Behaviour specialists, SALT, School Nurse identifying additional needs
- Another school or LA which has identified or has provided for additional needs

Based on the school's observations, assessment data and following a discussion between the class teacher, teaching assistants, SENDCO, parent/carer and child a special support plan may be required. The child will be put on the SEND register. However this is reviewed in September and February where children who have made better than expected progress and are now working at a typical level of development for their age and stage can be removed from the register in line with the LA census collection. As a school we are quick to highlight any children who are not making the expected progress and carefully monitor these children targeting gaps in their learning and doing all we can to support them to catch up quickly.

## **Differentiated Curriculum Provision**

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and/or access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning framework and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

## **Monitoring**

Monitoring of progress will be carried out by the class teacher and used to inform future differentiation within whole class planning.

The child's progress will be reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making expected progress at this level of intervention. Is progress:

- closing the attainment gap between the child and their peers
- preventing the attainment gap from growing wider
- similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matching or bettering the child's previous rate of progress
- ensuring full access to the curriculum
- demonstrating an improvement in self-help or social or personal skills
- demonstrating an improvement in the child's behaviour

If a child is not making the expected rate of progress then specialised support will be put in place to work on a 1:1 basis or groups, delivering specific teaching programmes or interventions by our outreach staff, class teachers or teaching assistants in order for each child to close the gaps in their learning. All staff and children will liaise ensuring consistency and an understanding of what are the next steps in the child's learning and strategies to help them to reach their targets.

## **SEND Training**

- The SENDCO has completed the NASENCO award.
- The SENDCO attends regular LA Cluster meetings to be kept informed of relevant issues and updates.
- LA training to support staff development according to specific need.
- Termly SEND staff meetings provide opportunities to share information with all staff and provide training from our special outreach support team such as School Nurse, SALT, Literacy and Maths specialist support staff, SENAAT, Educational Psychologist for example. It also provides time for staff to complete / evaluate special plans and seek advice or support from the SENDCO.

## **Home-School Partnership**

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet parents/carers whose child may need additional support. The SENDCO may attend this meeting if the school staff or the parent thinks this is appropriate.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and we ensure that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed. Where possible and appropriate the child will be part of the meeting too.
- Special Support Plans will include targets to work towards and parents/carers are always invited to contribute their views to the review process.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- Curriculum workshops are offered for parents/carers to attend. Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments on request.
- The SENDCO is available every Wednesday from 2.45-3.15pm for parents to discuss any issues or concerns.
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail

## **Links with other Schools / Transfer arrangements**

Our SENDCO Mrs McHale is the EYFS Lead and will meet with staff from our Pre-School and other private day care nurseries prior to pupils starting school. Concerns about a child's particular needs will be brought to the attention of our staff. Where necessary a further meeting will be arranged.

Class teachers of children joining from other schools will receive information from the previous school; if there is a SEND issue the SENDCO will telephone to further discuss the child's needs. Children transferring from Irby Primary School to new schools will give details of particular needs and additional provision made by the school. The SENDCO will discuss these children with other schools on request.

Our SENDCO also works alongside the Y6 team to support transition to secondary schools, holding meetings to discuss individual pupils needs and provision as part of enhanced transition to ensure a smooth transition for our Y6 children.

## **Links with Health, Educational, Behavioural and Social Services**

- The school regularly consults health service professionals. Concerns are initially brought to the attention of the school nurse by the SENDCO, and referrals will be made as appropriate with full parental support.
- With parental support we work closely with Educational and Behavioural Support Services ensuring all of our children and parents receive targeted support.
- Social Services will be accessed through Integrated Front Door and EMARF (Electronic Multi Agency request form) Parental permission will be sought, however if there is a safeguarding issue and we do not receive parental support our headteacher along with our SENDCO will contact CADT directly.
- Encompass provides a liaison between us and the Police.
- We also have a duty to safeguard children who may be at risk of from radicalisation and extremism and must collate relevant information in relation to referrals of vulnerable students / pupils into the Channel process.



## **Inclusion Principles**

- Staff at Irby Primary School value pupils of different abilities and support inclusion.
- Within the school, staff and pupils will be constantly involved in the best ways to support all pupils' needs within the school. There is flexibility in approach in order to find the best provision for each child.
- Within each class, teaching and learning styles and organisation will be flexible to ensure effective learning. Grouping to support children identified with additional needs will be part of this process.
- Where and when appropriate, links with partner special schools can be made and children access specialist provision on full or part-time basis. Liaison and planning between both schools takes place to ensure continuity and review meetings will take place to ensure that the most appropriate provision is being made for the child.

## **Arrangements for providing access to learning and the curriculum**

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be achievable and challenging, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Differentiation takes a variety of forms within teacher planning. Learning objectives are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as ICT where this is appropriate.
- The school will ensure that the hidden curriculum and extra-curricular activities are barrier free and do not exclude any pupils.

## **Access to the Environment**

- Irby Primary School is a Primary School with F2, KS1 and KS2 provision it also has an independently run Pre-School on our site which we have close links to.
- Classrooms are accessed by corridors from which there is also wheelchair access. The school provides wheelchair access through all entrances. There are shower and changing facilities. There is currently one accessible toilet for children or adults needing specific support.
- The Vision Support Team and Auditory Support Team review our children as appropriate.

## **Access to Information**

- All children requiring information in formats other than print will have this provided. At present we do not have a child in school that uses Braille.
- We adapt printed materials so that children with specific difficulties can access the learning.
- We provide alternatives to paper and pencil recording where appropriate, or provide access through peer or adult scribing.
- Irby Primary School uses a range of assessment procedures within lessons (such as photographs, ICT, role-play, video, drawing) to ensure children with additional needs are able to demonstrate their achievement appropriately.

## **Admission arrangements**

- Children with additional needs are considered for admission to the school on exactly the same basis as for children without additional needs.
- Admission to F2 is on a staggered intake for the first few weeks. The youngest children start first to increase their confidence and allow them to become 'helpers' to their older peers.
- Prior to starting school, parents/carers of children with an Educational Health and Care Plan or being processed will be invited to discuss the provision that can be made to meet their identified needs.

## **Disability Equality**

Some children in our school may have disabilities. We are committed to meeting the needs of these children, as we are to meeting the needs of all within the school. The school fully meets the requirements of the amended Equality Act 2010. All reasonable steps are taken to ensure that these children are not placed at a substantial disadvantage compared to non-disabled children.

The school is committed to providing an environment that allows disabled children full access to all areas of learning.

Teachers modify teaching and learning as appropriate for children with disabilities. For example, they may give additional time to complete certain activities, or modify teaching materials, or offer alternative activities where children are unable to manipulate tools or equipment. Activities on the Year 6 residential activities week to Oaklands have been adapted to allow pupils with physical disabilities to play a full and active part.

### **Incorporating SEND issues within the curriculum (2014)**

- The Social, Moral, Spiritual and Cultural curriculum ( SMSC ) and British Values ( BV ) encompasses our PSHE curriculum valuing diversity in all its forms and celebrating achievement.
- As a school we promote positive images of our children and adults and others who reflect our nation and wider world through their character and some who have made an outstanding contribution to society.
- Our school initials IPS ... Inspiring Pupils Successfully is crucial in all we seek to do supporting all children to work through our motto... Be Kind, Work hard and Never Give Up.
- All school trips are inclusive and every effort is made for all children to attend.

### **Working with parents/carers who may have specific needs**

- Irby Primary School recognises that there could be a number of parents/carers of children within the school who have specific educational or physical needs and we would work to try to ensure they are fully included in parents/carers' activities. We also make sure that parents/carers with specific needs have full access to any meetings or events.

### **In conclusion Irby Primary School provides:**

- We teach, assess, monitor, track and analyse each child's progress, specific groups such as FSM, Pupil Premium, CLA, EAL, BME, Boys, Girls, Summer born and compare their progress with schools nationally and locally.
- Our Behaviour Policy is adhered to by all staff and children ensuring consistency of approach. Data is collected and analysed as to how many children have missed their playtime. This is reviewed to ensure incidents are limited and exclusions extremely rare.
- The SENDCO will provide written reports for the Head teacher's report which is shared at the full Governors meetings in November, February and June, giving an update, overview about what is happening and next steps in our provision for all children with SEND.
- The SENDCO will attend LA Cluster meetings in order to be kept up to date with relevant procedures and information. She will also ensure training needs are met for staff working within our school
- Our SENDCO will also work closely with all staff, parents/carers and outside agencies to support the needs of our children with SEND.
- The SEND Governor meets with the SENDCO to monitor the SEND provision within the school and carry out a learning walk to ensure all children are accessing learning appropriately and making good progress.
- The policy itself will be reviewed annually by the SENDCO.

### **Dealing with complaints**

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDCO, who will try to resolve the situation.
- If the issue cannot be resolved a parent/carers can submit a formal complaint to the Head teacher in writing or any other accessible format. The Head teacher will reply as promptly as possible.
- Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the office.

Reviewed Date: September 2022

Next Review Date: September 2023

Signed Chair of Curriculum Committee

Date: