

SEN Code of Practice 2017

The Code of Practice states that 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'

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.

There are four broad areas of need. These are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and physical needs

Ivegill CE Primary school endeavours to meet the needs of children with Special Educational Needs. The following aims to outline how this is achieved, what to expect from the school and what to do if you (the parent) have a concern.

1. How does Ivegill CE Primary All staff have responsibility for the identification of a child who may need additional support or have special educational needs.

Primary

School know if a child needs extra help? Staff will use their experience and skills to identify needs when considering the 'whole child' i.e. a child's ability to communicate, their academic achievement (attainment and progress), physical skills and, social and emotional aspects.

The school ensures close collaboration between staff and the SENCo to identify needs at an early stage.

Staff will use evidence from:

- Observations
- Assessments (including EY profiles, Teacher Assessment & Standardised Tests)
- Discussions with colleagues (including the SENCo)
- Advice from external agencies eg: Educational Psychologists, Occupational therapists, Specialist teachers, Social Care
- Parent consultation meetings/informal parent discussions

Once a concern has been raised, a meeting will be arranged with, the parent/carer. This initial meeting will be with the class teacher and/or SENCo, who will outline the

concerns of the school.

Once initial meetings have taken place, the school seeks to work collaboratively and in partnership with the parent/carer to support the child.

2. What should I do if I think my child may have SEN?

As parents, you know your child/children best. If you feel that your child may have Special Educational Needs it is important that you share your concerns as soon as possible with your child's class teacher and/or SENCo.

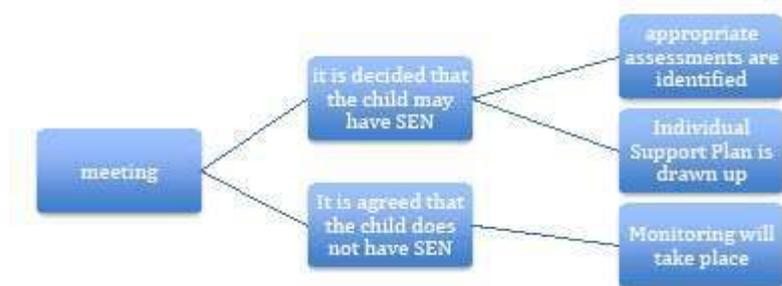
Class teachers are available to talk to parents at the beginning or end of the day. However, for a longer meeting where concerns can be discussed fully need an agreed appointment. This can be done by:

- requesting a meeting directly to the class teacher
- sending an email to the office
- leaving a message with the office via phone.

The class teacher will then be in contact with you to arrange a meeting at a mutually convenient time.

To contact the SENCo please leave a message with the office staff. The SENCo will then phone you to arrange a meeting.

Once a meeting has taken place, the following will happen:



Children who are identified as having SEN will automatically access the school's core offer. If it is decided that there is a need for additional resourcing then a decision will be made with parents about applying for an Educational Health Care Plan (EHCP).

3. How will I know how Ivegill CE Primary School supports my child/young person?

Once it has been established that your child has Special Educational Needs, the following is put into place:

- Your child's name will be added to the school's SEN register.
Their level of SEN support will be identified.
- Agreed referrals for appropriate assessments, if relevant, will be made eg Educational Psychology, Occupational Therapy, Speech and language.
- An individual Support Plan (ISP) will be written by the class teacher (often in collaboration with the SENCo and any other involved agency) identifying the areas

of need, targets for your child and additional provision required to meet these targets.

- Termly meetings will be arranged to review the ISP and to set new targets.

To try to meet your child's needs school may implement the following:

- Additional adult support in class.
- Intervention.
- 1:1 support from a specialist teacher.
- Additional training for staff working with your child.
- Outside agency involvement.

Every effort is made to work collaboratively with you and all adults involved with your child. The school will explain clearly what support needs to be put in place and why, and will actively listen to your views.

The school endeavours to ensure that teachers and teaching assistants have the appropriate training to meet the needs of individual children.

4. How will the curriculum be matched to my child's needs? The school aims to ensure the curriculum is exciting and engaging and meets the needs of all children. Class teachers have responsibility for the delivery of the curriculum within their class. Every opportunity is made to link the children's learning.

Class teachers are responsible for differentiating tasks for groups of children and individuals. .

Class teachers will, often in collaboration with the SENCo, identify appropriate interventions for children. These are usually delivered by a teaching assistant and take place at designated times throughout the day.

The school is committed to high quality continual professional development for all staff.

5. How will the school know how well my child is doing? All children in the school are monitored on an ongoing basis with regard to: reading, writing and maths.

At the end of each term, teachers formalise their assessments against National Curriculum expectations. This information is reported to the Headteacher /SENCo. Attainment and progress for each child is reported to you on a termly basis.

If your child is not making progress a clear strategy for support is put in place. If it is felt necessary, referrals will be made for assessment from external agencies.

Class teachers and teaching assistants monitor the children's well being and will discuss concerns with the Headteacher/ SENCo.

All children who access additional support are monitored on the school provision maps.

6. How will I know how well my child is doing?

Each term, you will be:

- invited to a parent consultation meeting with your child's class teacher where your child's attainment in reading, writing and maths will be discussed.
- Invited to an ISP review and target setting meeting

7. How will you help me support my child's learning?

- Home-School Communication books are used for some children
- Parent consultations meetings provide feedback on successes and next steps
- ISP meetings

8. What support will there be for my child's overall wellbeing? How will my child's personal or medical needs be met?

The school has a high regard for children's well being. Regular meetings with staff allow for concerns to be raised and support to be put in place. Depending on the need, the following can be accessed:

- School nurse
- First aid and medicine policy
- Behaviour and Discipline Policy
- Child Protection Policy
- Safeguarding Statement

9. How will my child be able to contribute their views on how things are going? ISPs allow children to express what helps them learn, what they find difficult and how they are meeting their targets. Children are involved in reviewing their targets and setting new ones.

At annual reviews, children complete an information sheet which reflects their views on their year.

10. What specialist services and expertise are available at or accessed by the school? Teachers:

- Highly experienced class teachers...

Teaching assistants are trained to:

- Support reading and spelling

Specialist support from the Local Authority:

- Specialist Teaching Service
- Educational Psychology
- Occupational Therapy

11. How will my child be included in activities outside the classroom including school trips? Ivegill CE Primary School is committed to the inclusion of all children. When planning a visit, teachers are required to:

- assess the reasonably foreseeable risks involved and record a risk assessment
- obtain the approval of the Head
- oversee the safe conduct of each visit, paying particular attention to on going risk assessments and changing circumstances
- ensure that all other members of staff and voluntary helpers are aware of their responsibilities and have the appropriate training and experience to undertake their assigned roles

For children with SEN, some of the following may be put in place to ensure inclusion:

- Meetings with parents
- Social story
- Photographic story
- Additional adults

12. How accessible is the school environment? The school is situated within a single storey building with varying floor levels between KS1 and KS2. There are no plans to change this. There are wheelchair access points at the front door and KS2 door. There is no wheel chair access from the R/KS1 classrooms.

13. How will the school prepare and support my child when joining Ivegill CE Primary School, transferring to a new school or planning for the next stage of their education, employment or training? Ivegill staff aim to be as supportive as possible and will draw up a personalised transition plan in collaboration with parents and the recipient school, on point of transfer to secondary education. For a child in receipt of an EHCP, transition will be agreed, normally through a Team Around the Child (TAC) as part of the EHCP offer.

On joining Ivegill and/or changing classes, this may include:

- Use of photos
- 'Meet the new teacher' session as a whole class
- New teaching assistants to work with the child in the existing class
- Spending time in the new class
- Buddy child

Staff have transition meetings to handover information to the next teacher and teaching assistants. Meetings with parents can also be arranged if this is felt necessary.

When planning the transition to the next school, again this is done on a personalised basis to meet the needs of the individual. This can include:

- Meeting(s) with all the involved professionals linked to Ivegill and the next school and parents
- Use of Transition materials
- Visits to the next school, accompanied by the child's parent/carer

- Looking at timetables, plans of the school etc.

14. How are the school's resources allocated and matched to child's special educational needs?

Money from the SEN budget is allocated in the following ways:

- Some children require a small amount to enable them to access equipment such as pencil grips and writing slopes
- Some children need professional assessments, high level adult support and/or interventions.
- Decisions are made through collaborative working with parents, outside agencies, teachers, teaching assistants, SENCo and Headteacher.
- Resourcing may change depending on progress and changing needs.

15. How is the decision made about what type and how much support my child will receive? How will I be involved?



The diagram above outlines the processes involved in identifying how much and the type of support your child needs.

- Termly progress meetings between the Head/SENCo and class teacher look at a child's achievement and well-being and will identify changing needs and/or the impact of support given.
- ISPs and provision maps are reviewed on a termly basis.
- Parents are invited to parent consultation meetings and ISP meetings and are encouraged to express their view.
- The use of baseline data, on-going teacher assessment, alongside observations of a child's social/emotional needs/ areas for development inform future provision.

16. How will I be involved in discussions about and planning for my child's education? Parents are actively encouraged to be part of the discussions and planning process for their child. For a child who has an ISP this will take place at ISP meetings.
When the school has identified a need, the school will arrange meetings with parents. Alternatively, parents may have concerns and will arrange meetings with either the class teacher and/or SENCo.

17. How can I be involved in the school more generally? There are a number of ways that parents can be involved in the school, such as:

- PTA
- Parent volunteer
- Trips
- Helping your child to read

18. Who can I contact for further information? For any information, please don't hesitate to contact any of the following people through the school office:

- Class teacher
- SENCo
- Headteacher

19. What should I do if I am considering whether this is the right school for my child? For further information, any queries or if there is anything you wish to discuss, our SENCo can be contacted on: 016974 73397
Details of the Local Authority's Local Offer can be found at:
<http://www.cumbria.gov.uk/childrenservices/schoolsandlearning/ils/specialeducationalneeds/>

If you require the School's Complaint Policy, please see the website.