



Iveson Primary School SEND Policy

The staff at Iveson Primary School are committed to the inclusion of all pupils. We therefore:

- Provide an environment which enables every pupil to be safe and healthy
- Value every individual and enable them to enjoy their learning, achieve their full potential and economic well-being
- Enable every pupil to make a positive contribution to their school and community
- Identify and respond to pupils' diverse and individual needs
- Identify and overcome potential barriers to learning
- Set suitable learning challenges for every pupil

Basic information about the schools' special educational provision

1. Objectives of the policy

This policy follows the SEND Code of Practice (2014).

All pupils at Iveson Primary School are entitled to access to a broad, balanced and relevant curriculum whatever their individual needs.

All staff are responsible for the early identification, assessment, monitoring, teaching and inclusion of pupils with SEND as an integral part of raising standards.

All pupils with SEND are fully included in the educational and social life of the school. Parents are involved as partners.

All pupils with SEND are actively involved in their own learning.

The school will work in partnership with outside agencies/schools.

2. Responsibility for co-ordination of SEND provision

The governing body, in co-operation with the head teacher, is responsible for the school's general policy and approach to provision for pupils with SEND and reports annually to parents on the school's policy on SEND.

The head teacher has responsibility for the day to day management of all aspects of SEND provision.

The SENCo, working closely with the head teacher, has responsibility for the day to day operation of the school's SEND policy and for co-ordinating provision for pupils with SEND.

Currently the SENCo is Jane Clay.

3 Arrangements for co-ordinating SEND provision

The SENCo will:

- Work in partnership with colleagues, parents, pupils and outside agencies to set, monitor and review short-term objectives on individual education/behaviour/support plans following the graduated approach of: assess, plan, do and review format (e.g. SEN support plans)
- Be an active member of the school inclusion team
- Oversee the records of all pupils with SEND and keep an up to date SEND register
- In partnership with the assessment co-ordinator, monitor pupil achievement and proactively use this information to inform planning
- Provide professional guidance and continuing professional development for all staff to secure high-quality teaching and effective use of resources for pupils with SEND
- Be involved in monitoring the quality of teaching and learning and work with colleagues and pupils to set targets for improvement
- Liaise regularly with parents and carers of pupils with SEND
- Liaise with external agencies in matters relating to pupils with SEND
- Liaise with the SEND governor (Linda Del a Cruz)
- Liaise with the Assistant Head/ Inclusion Manger (Michael Everatt) who currently has overall responsibility for the management of the SEND team of teaching assistants
- Undertake Performance Management review of some teaching assistants
- Regularly share data information/ trends of SEND pupils with governors
- Update and publish policies and the school core offer on the school website

4. Admission arrangements

Please see school core offer

5. Specialist SEND provision

The Iveson/NWSILC partnership was dissolved in September 2009.

6. Facilities for pupils with SEND or who are disabled.

See school's 'Accessibility Plan' and school core offer published on the school website

Information about the schools' policies for the identification, assessment and provision for all pupils with SEND

7. Allocation of resources for pupils with SEND

Support will be allocated through use of available funding (FFI and whole school SEND/Notional budget) to meet the needs of pupils.

Staff have access to SEND resources on a needs basis.

8. Identification and review of pupils needs.

Pupils will be identified following the flow chart of SEND procedures (appendix 1 and 2) which every class teacher can access on share point.

Class teachers will assess pupils, trial interventions/ provisions (with or without discussion with the SENCo and then record the impact of these on the timeline (appendix 2)

If pupils are still of a concern, teachers will refer to the Inclusion team (Michael Everett, Jane Clay and Mandy Scott) by uploading the timeline to CPOMS indicating their concerns. The inclusion team will then discuss next steps for the pupil.

All class teachers will have a class SEND folder which will have up to date information about SEND pupils in their class and records of their additional needs review forms and short term targets which will include progress made towards these targets.

The SENCo co-ordinates the identification, assessment and monitoring of pupils with SEND, enhanced by effective use of ICT systems.

There are clear, well communicated criteria for placing pupils on the school's SEN register and any pupil of concern is discussed with the inclusion team then parents are invited into school for a meeting.

Pupils who are identified as having SEND and are receiving support that is 'additional to or otherwise different from the educational provision made generally for pupils of their age' is recorded on the school Special needs Register.

SEN support plans (see appendix 3) will be used to plan programmes and monitor and review progress for those on the SEND Register in line with the COP 2014.

There is administrative time set aside for the SENCo to effectively co-ordinate the tracking, recording and communication of high quality SEND pupil information. This is evaluated and used to inform SEND policy and practice across the school.

Staff are kept informed and updated about all SEND issues and pupils on the SEND/Additional Needs Register through meetings held between SENCo and class teachers. The SEN register information is stored on SIMS, pupil's most recent support plans can be accessed here also. Historic records kept about individual pupils are kept in files in the filing cabinet in the SENCo room, any new information is uploaded and stored on CPOMS.

9. Access to curriculum

We are committed to the principles within the National Inclusion Statement in that we always strive to:

- Set suitable learning challenges
- Respond to pupils' diverse and individual needs
- Attempt to overcome potential barriers to learning and assessment.

The curriculum for pupils with SEND can be flexible and is differentiated according to need.

Teachers, TAs, LMs, etc. work together to maximise effective access.

10. Inclusion of pupils with SEND

It is the responsibility of all teachers to include pupils with SEND within the classroom and to carry out planning, manage support and provide resources to enable them to access a broad and balanced curriculum.

In line with the COP 2014 and equality act 2010 we endeavour to:

- Not treat current and prospective disabled pupils less favourably
- Make reasonable adjustments as appropriate

11. Evaluating the success of provision for pupils with SEND.

The Governing Body, in partnership with the SENCo and other colleagues, will monitor and report on the success of SEND provision for pupils with SEND in a variety of ways:

- Monitor and evaluate the success of short and medium-term targets
- Evaluate the impact of tailored provision and programmes of study
- Analyse progress data for pupils with SEND
- Analyse attendance and exclusion data for pupils with SEND
- Monitor progress against SEND priorities in the School Improvement Plan

Information about the school's staffing policies and partnership with bodies beyond the school

12. In- service training

We regularly self-evaluate our inclusion and SEND strengths and areas for development. Priorities are identified and built into the School Improvement Plan.

The school has a commitment to staff development in the area of SEND to ensure that both teachers and support staff effectively meet the needs of pupils.

In-house or outside agency training is arranged as prioritised in the School Improvement Plan.

13. Links to support services

The school makes good use of outside agencies, seeking support and advice to maintain high standards of provision.

Links and partnerships are developed with Leeds Pupilren's Services and other outside agencies to provide support and advice to enable the school to meet pupil needs effectively.

Outside Agency Support is currently provided by the following:

Speech and Language Therapy: Kathryn Trenholm

Educational Psychologist: Claudia Moss et al (cluster model)

VIT: Michelle Sorkin

SENIT: Janet Clark

School Nursing Team: Debbie Smart

Physiotherapist: Sarah Espin

Occupational Therapist : Sarah Haggas

SENIT – Pauline Loftus (inclusion/ behavior)

STARS: Sarah Gaunt and Jessica Lofthouse

Area Inclusion Partnership (AIP): Ian St Rose

14. Working in partnership with parents

We welcome and encourage all parents to participate in their pupil's educational progress from the outset, seeing them as equal partners.

We will endeavour to foster effective partnerships, valuing parents' views and contributions and will draw attention to the availability of relevant and accessible information, support and advice (e.g. Parent Partnership Service).

SEN support plans/ Additional need targets will be written with and shared with parents where possible to maximise parental involvement.

15. Links with other schools

We benefit from partnership links with other schools and institutions in our neighbouring area and in our trust and cluster.

We particularly endeavour to facilitate a smooth transition for any pupil with SEND joining or leaving the school.

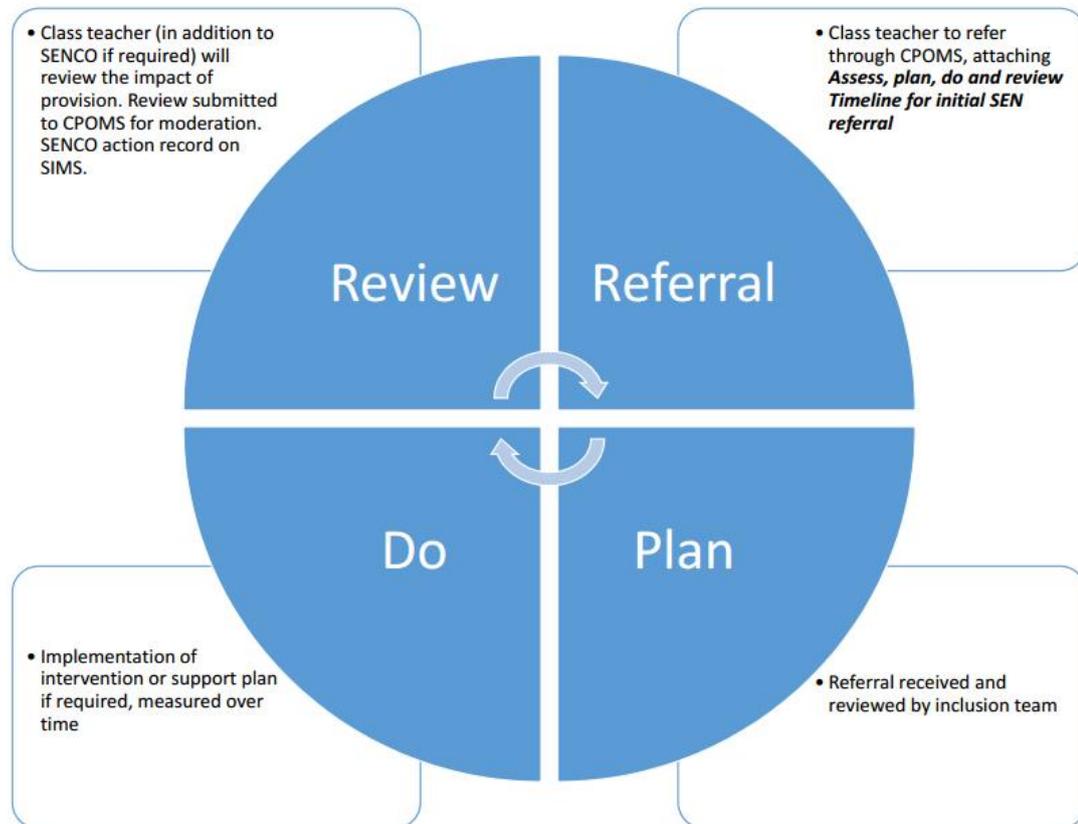
16. Links with other agencies and voluntary organisations

We work collaboratively with other agencies and organisations in the city to put the pupil and their parents at the centre of our work.

Summary

It is the school's aim to remove barriers to learning for all pupils in its care. Implementation of this policy will support the effective inclusion of pupils with SEND through raising achievement and enabling participation in the full life of the school.

Appendix 1



SEN Register

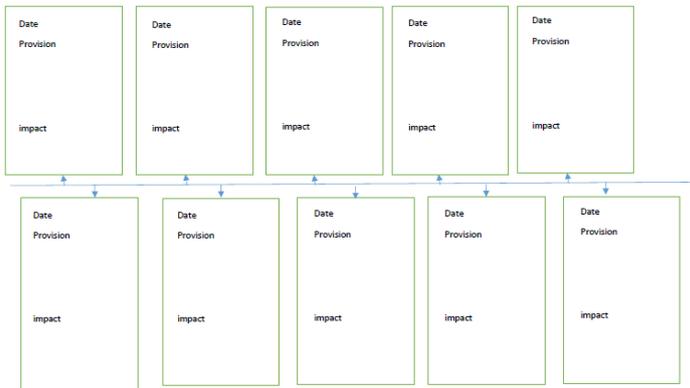
- SEN information is stored on SIMS
- ALL pupils on the SEN register need to have at least three reviews a year which will be held by the class teacher and should involve parents (SEN support plan to be used)
- Funded pupils will be reviewed by the inclusion team with input from the class teacher/ support assistant, one of these reviews will be an annual review which is sent to the LA
- Reviews must allow discussion with parents (and pupils where appropriate) and review SEN short term targets (in some cases these will be SLT support plans) New targets should then be set.
- These regular reviews should ensure that the SEN list is dynamic and not a static list - if a pupil no longer requires additional support, this needs to be discussed with the inclusion team, then discussed at the review and recorded on the support plan.
- Class teachers need to save support plans on cpoms and send a copy home -Jane Clay needs to be 'alerted', plans will be checked then uploaded onto SIMS

Appendix 2

Assess, plan, do review timeline for initial SEN referral

Assess, Plan, Do and review Timeline for initial SEN referral

Name of pupil _____ Year group _____ Class Teacher _____



Appendix 3

SEN support plan

SEN Support Plan				
Name:		Class / Form / Group:		The child/young person has:
Date of this SSP:		Page 1/ ____		Review due:
				SEN Support <input type="checkbox"/>
				EHC Plan <input type="checkbox"/>
Overall outcome 1 (if the child/young person has an EHC plan, this should be taken directly from Section E):				
Steps toward achieving the outcome:	Strategies:	Frequency / duration:	Success criteria:	Progress made:
Overall outcome 2 (if the child/young person has an EHC plan, this should be taken directly from Section E):				
Steps toward achieving the outcome:	Strategies:	Frequency / duration:	Success criteria:	Progress made: