



Core offer of support for children with SEND

What do I do if I think my child may have Special Educational Needs?

If your child is not currently attending Iveson Primary School:

Arrange to visit the school and explain your concerns, a meeting will be set up for you to meet the Headteacher (Hayley Marshall) and/or Assistant Headteacher Inclusion (Michael Everett) and/or Special Educational Needs Coordinator (SENCo).

If your child is already attending Iveson Primary School:

Arrange a meeting with your child's class teacher to discuss your concerns and to review progress and provision. Any concerns will be passed to the Inclusion Team who will arrange a meeting with you to discuss next steps and what the school can offer to support you and your child; this may also include referrals to other agencies. If it is agreed that your child has Special Educational Needs, they will be included on the school's SEN Register and will have an SEN Support Plan.

Special Educational Needs

Legal Definition of SEN. The Children & Families Act 2014 defines Special Educational Needs and Disability (SEND) in the following way: 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.

Special educational provision is provision that is different from or additional to that normally available to pupils or students of the same age, which is designed to help children and young people with SEN or disabilities to access the National Curriculum at school.

All pupils with Special Educational Needs have an SEN Support Plan. The class teacher is responsible for the progress of all pupils in the class, including those with special educational needs. The SEN Register is reviewed regularly and any concerns/updates are referred to the Inclusion Team.

The SEND Code of Practice states:

6.15 A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

6.5 The identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils.

6.21 Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.

How will school support my child?

Quality first teaching

Every pupil has access to quality first teaching.

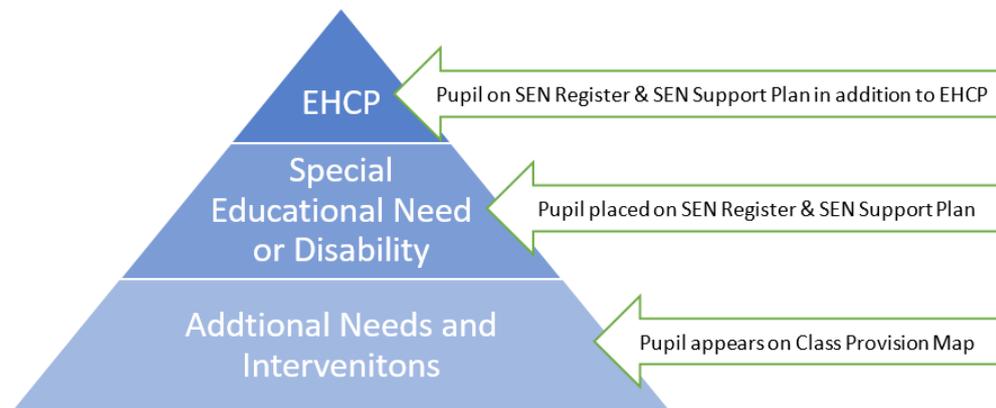
The SEND Code of Practice states:

6.12 All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.

6.36 Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

What happens if my child has additional needs but is not on the SEN Register?

Differentiated Curriculum, **Additional Needs** & Interventions



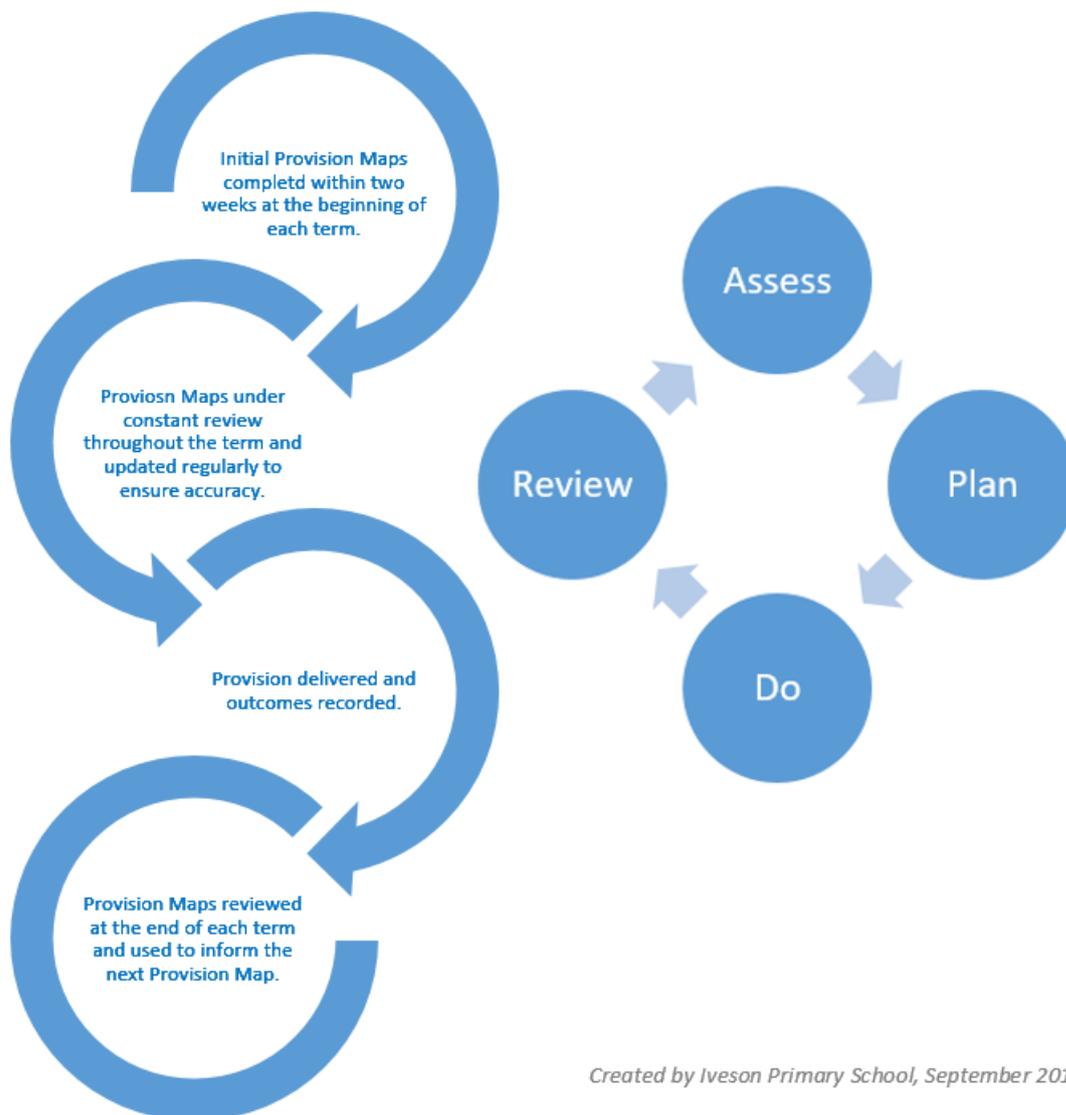
Every pupil has access to a differentiated curriculum. Pupils with **additional needs** are planned for through the delivery of a differentiated curriculum and through quality first teaching. Some pupils may require additional interventions, sometimes delivered by additional staff. Teachers are responsible for planning interventions and monitoring outcomes. Interventions will be time-limited and will always have a specific purpose. Following an intervention, outcomes will be recorded by the class teacher and shared with parents.

The SEND Code of Practice states:

6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.

Provision Maps

Pupils with **additional needs** will appear on the Class Provision Map. All additional needs and interventions will be recorded through this document and used to ensure that planning meets the needs of all pupils. Pupils on the SEN Register will be highlighted on the Provision Map, however, the specific details will not appear as these will be on the SEN Support Plan. The class Provision Map is a mechanism for highlighting that a pupil has **additional needs** and receives enhanced support without necessarily having Special Educational Needs.

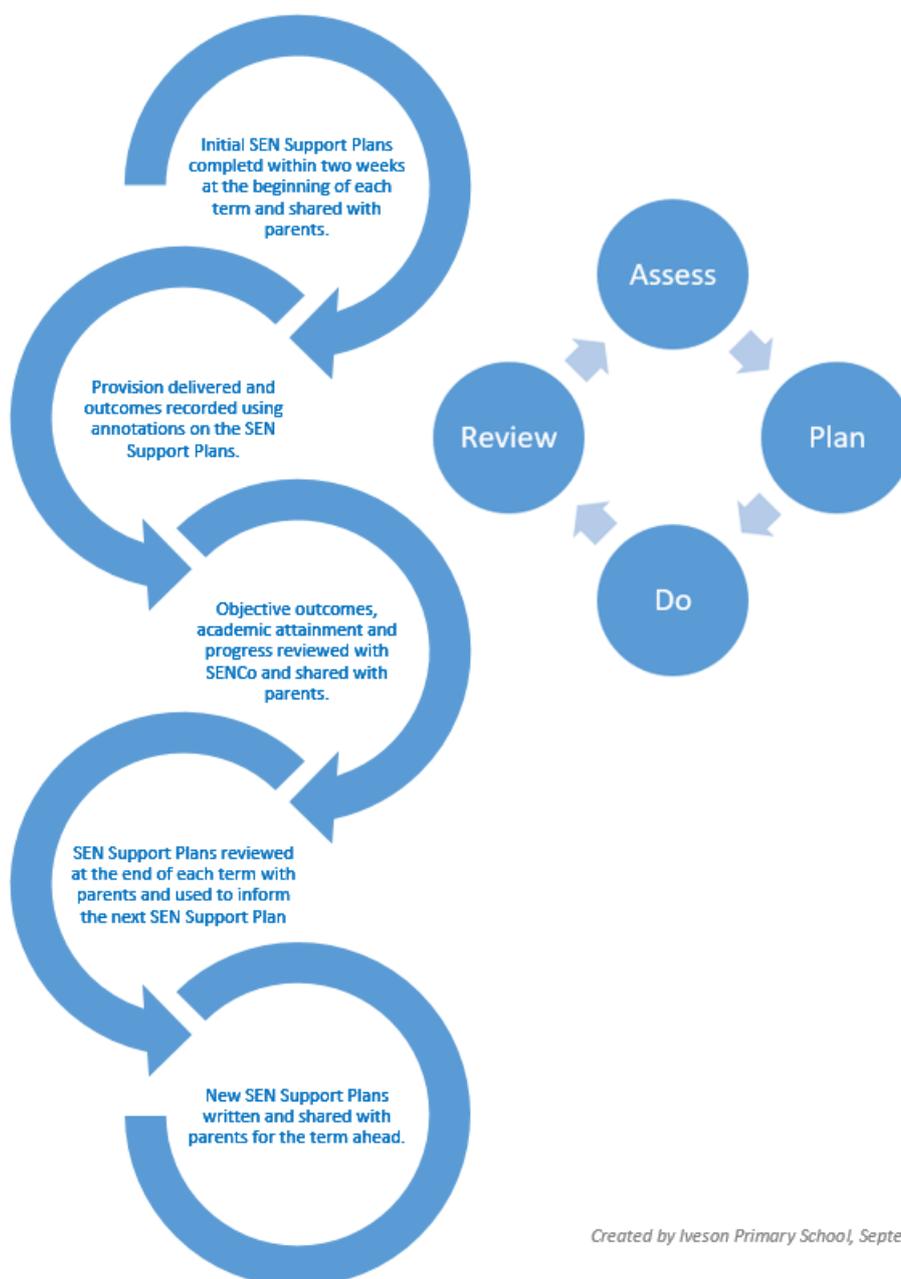


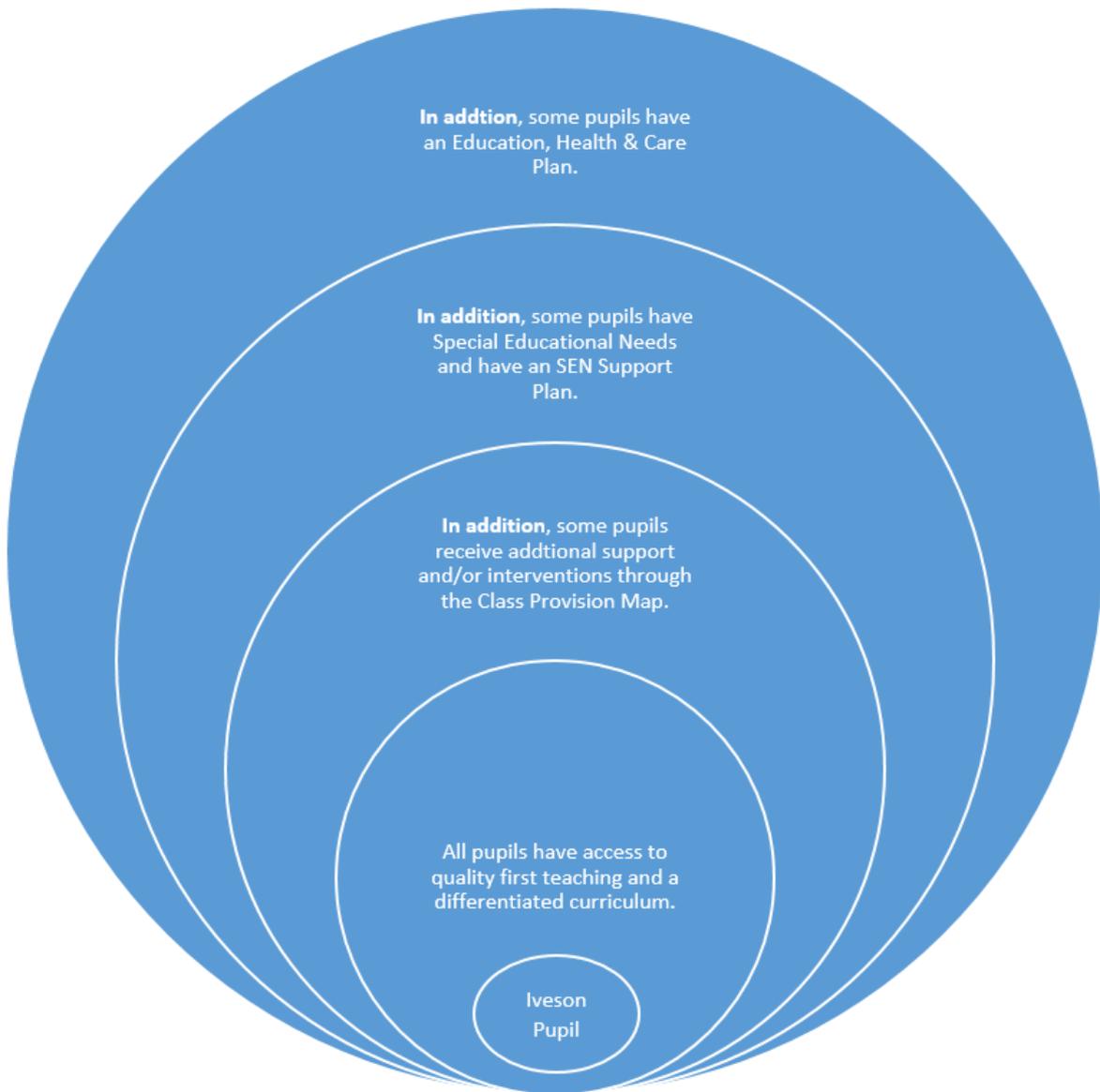
Created by Iveson Primary School, September 2018.

SEN Support Plan

All pupils on the **SEN Register** have an **SEN Support Plan** and this is reviewed at least termly with the SENCo and parents/carers. SEN Support Plans are written by the SENCo in collaboration with the class teacher, support staff, the pupil and parents/carers.

Where a pupil has an **Education, Health and Care Plan (EHCP)**, objectives are taken from this document and used to form the SEN Support Plan. In addition to the termly reviews, an EHCP must also be reviewed at least annually.





Wrap-around support for pupils with additional needs at Iveson Primary School

How does school know how effective its arrangements are for the provision of children with SEN?

School carry out regular assessments throughout the year, your child's progress will be assessed and the information analysed. This information is collated by the SENCo and reported to governors. The school's aim is to ensure all pupils to reach their full potential in all areas of school life, provision is evaluated by the amount of progress pupils are making.

How will I know how well my child is doing and how will school help me support my child's learning?

If your child has Special Educational Needs and is included on the SEN Register, you will be invited to attend a review meeting on a termly basis. This meeting will allow targets to be reviewed, progress to be discussed and new targets to be set for your child. You will be given a copy of these targets and ways in which you can help at home will be discussed with you.

In addition, we encourage you to have an open dialogue with your child's class teacher and any support staff involved and that you share any concerns with school at any point in the year. We will also hold parent training events throughout the year such as reading workshops, maths workshops and parenting groups which you will be informed about so that you can attend.

What specialist services and expertise are available or accessed by the school?

As a school we access a vast range of support to aid our teaching of pupils with Special Educational Needs. The list below names many (but not all) of the specialist services that we can access:

School Nurse, Educational Psychology team, SEN Inclusion Team, Inclusion and behavioural support team, targeted cluster resource, Speech and Language support, Child & Adolescent Mental Health Service (CAMHS), TAMHS, STARS team for Autistic Spectrum Condition training, physiotherapy support, Visually Impaired Team, and Occupational therapy.

What training do staff supporting children with SEND have?

All support staff have relevant, recent training on teaching and learning techniques and general awareness of additional needs which are continuously updated and refreshed. If your child has a specific learning need, school will access specialist training for support staff appropriate to your child's needs.

How will my child be included in activities outside the classroom?

All pupils are able attend all activities outside the classroom, if any modifications are needed, school will address these issues with you when planning any visits or trips.

How will the school help my child on transfer to the next phase of education?

During the regular review processes outlined within this document, transition arrangements will be made, this will include the SENCo from the next school.

When school places are allocated for Year six pupils, a transition plan will be organised which will allow for your child and you to visit the high School to look around and ask questions. Then a transition programme will be put into place allowing your child to visit the school and meet key members of staff. Your child will also complete work in school on transition discussing feelings and dealing with these.

How are the school's resources/ funding allocated and matched to children's needs?

Provision to meet the needs of all pupils, including those with Additional Needs and Special Educational Needs, will be funded from the school's notional budget. Extra top up funding can be applied for through the local authority (by school); Funding for Inclusion (FFI). The review panel at the local authority will decide on whether applications meet the criteria for additional funding.

Other Relevant Documents

- SEN Code of Practice
- Accessibility Plan
- Behaviour Policy
- Equality Policy
- Graduated Response to SEMH & Nurture
- Keeping Children Safe in Education
- PSHE Policy
- Pupil Premium Policy
- Pupil Premium Spending Strategy
- Safeguarding & Child Protection Policy
- SEMH Policy
- SEN Core Offer
- SEN Policy
- SRE Policy
- Supporting Medical Conditions
- Teaching and Learning Policy