



SEND Policy

Ingleby Manor School

Adopted: 1st September 2021

Review Date; November 2022

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SPECIAL EDUCATIONAL NEEDS

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March comes into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's [website](#).

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. An Education, Health and Care Plan Pathway are supporting these plans. You can view Stockton's SEND Local Offer on their website, by clicking this link: [Stockton Local Offer](#)

The SEND Local Offer is a resource, which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Stockton that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

MISSION STATEMENT

Some children and young people need something additional to or different from what is provided for the majority of children; this is special educational provision. Special Educational Needs and Inclusion is always a priority at Ingleby Manor School. All staff and the Education Advisory Board are highly committed to inclusion and the principles outlined in this policy; working hard to ensure that provision is made for those who need it and that all children are given the opportunities to be the best they can be.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and students working together. Our commitment to this is outlined in this policy. |

1. AIMS & OBJECTIVES

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Objectives

- Identify the needs of students with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services prior to the child's entry into the school.
- Monitor the progress of all students in order to aid the identification of students with SEN. Continuous monitoring of those students with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure students with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCO and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for students within the school as a whole, and the effectiveness of the SEN policy and the school's SEN work.
- Work with and in support of outside agencies when the school alone cannot meet the students' needs.
- Create a school environment where students feel safe to voice their opinions of their own needs. This may mean providing regular one to one meetings between students and the SENCO and will be made easier by carefully monitoring the progress of all students. Student participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life [e.g. membership of the School Council].

2. ADMISSIONS ARRANGEMENTS

The admission arrangements for all students are in accordance with national legislation,

including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Information about school's admissions policy can be found in the school prospectus and on the school website.

The SENCO will co-ordinate and oversee transition into different educational settings and ensure that the provision is appropriate to children's individual needs. The SENCO will ensure liaison between staff members and SEN teams within school to ensure that the provision is individualised where needed.

This may include;

- Transition planning meeting with staff from the current school, future placement and parents
- Additional visits
- Personalised transition plan
- Sharing of information

3. RESPONSIBILITY FOR THE COORDINATION OF SEND PROVISION

- The person responsible for overseeing and co-ordinating the day to day provision of education for students with SEND is the SENCO: Mrs Louise Arnold
- Consultant SENCO: Mrs Sarah Gill

The schools Education Advisory Board have a responsibility to ensure provision for students with SEND is made in line with statutory requirements, as outlined in the SEN Code of Practice 2014.

Our named SEND governor is: Michelle Averell

4. ARRANGEMENTS FOR COORDINATING SEND PROVISION

The SENCO will hold details of all provision maps, educational support plans and other

specific SEND documentation for individual students.

All staff can access:

- Ingleby Manor School SEND Policy;
- A copy of the full SEN Register and data systems used for tracking this cohort;
- Guidance on the identification of Special Educational Needs in the Code of Practice (2014)
- Information on individual students' special educational needs, including targets set and copies of their One Page Profiles with targets set/outcome monitoring.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on SIMS on individual students and their special needs and requirements
- Information on current legislation and SEND provision
- Information available through Stockton's SEND Local Offer

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all students with special needs and their requirements, which will enable them to provide for the individual needs of all students

5. IDENTIFICATION OF STUDENTS' NEEDS

Identification

See definition of Special Educational Needs at start of policy

A graduated approach:

Quality First Teaching

- a) Any students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a student has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the student in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a student has recently been removed from the SEN list they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being under observation due to concern by parent or teacher, but this does not place the child on the school's SEN register. Parents are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Student progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEN Support

Where it is determined that a student does have SEND, parents will be formally advised of this and the decision will be added to the student's school record. The aim of formally identifying a student with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the student grows. This cycle enables the identification of those interventions, which are the most effective in supporting the student to achieve good progress and outcomes.

Assess

This involves clearly analysing the student's needs using 8 standardized assessments, the class teacher's assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The student's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the student is progressing

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO, support staff, parents and students (where appropriate) to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the student, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis.⁸

They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the student and their parents. The SENCO will revise the support and outcomes based on the student's progress and development making any necessary amendments going forward, in consultation with parents and the student.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process, which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi- agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statement will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<https://www.stocktoninformationdirectory.org/kb5/stockton/directory/localoffer.page?localofferchannel=5&localofferagebands=3>

or by speaking to an Education, Health and Care Plan Team on:

01642 528 526

or by contacting the Special Educational Needs & Disability Information Advice & Support Service on:

01642 527 158 / SENDIASS@stockton.gov.uk

Education, Health and Care Plans [EHC Plan]

Following Statutory Assessment, Stockton County Council will provide an EHC Plan, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The annual review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

6. INCLUSION OF STUDENTS WITH SEND

This information can change throughout the year, due to changing numbers of children and staff and identification of new children with SEND.

Ingleby Manor School has 99 students registered on the SEN Register.

Ingleby Manor has a team of staff who specialise in SEND provision and support.

We are committed to whole school inclusion. For more information on our provision for inclusion see section 9.

The Vice Principal oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by Senior Leaders to ensure that it promotes the inclusion of all students. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual students, from external support services through the termly 'Inclusion meetings', Multi-Agency Safeguarding Hub and any others that are relevant e.g. SBAPs.

7. FACILITIES FOR STUDENTS WITH SEND

The school has a range of facilities for students with SEN in place. These are:

1. Specific areas for SEN students to access an alternative space during social times.
2. Specific designated SEN area within school for students to access temporary personalised learning programmes / interventions.
3. Dedicated areas in school for specific education, social and emotional interventions, where there are appropriate resources for students needing support in these areas.

If a situation arises where specialist equipment is needed, then advice would be sought from specialist services such as PDSS.

8. ALLOCATION OF RESOURCES FOR STUDENTS WITH

SEND

All students with SEN will have access to Element 1 and 2 of a school's budget. Some students with SEN may access additional funding. For those with the most complex needs, additional funding is retained by the local authority. The key worker will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. The decision to apply for additional funding is made by the SENCO in collaboration with the Head teacher.

9. ACCESS TO THE CURRICULUM, INFORMATION AND ASSOCIATED SERVICES

Students with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate students with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.

The role of the SENCo includes:

- Keeping staff fully informed of the special educational needs of any students in their charge including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods, which will aid the progress of all students including those with SEND.
- Making use of all class facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that students would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENCO in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels.
- Recording and maintaining a whole school provision map summarising a wide range of additional provision, above and beyond Quality First Teaching,

10. WORKING IN PARTNERSHIP WITH PARENTS & CARERS

Ingleby Manor School believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through progress reports, parent's evenings, provision reviews, review meetings and annual reports.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs.

If an assessment or referral indicates that a student has additional learning needs the parents and the student will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

11. LINKS TO SUPPORT SERVICES

The school continues to build strong working relationships and links with external support services in order to fully support our SEN students and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a student. This will then be brought to the attention of the class teacher or the SENCO who will then inform the child's parents.

The following services will be involved as and when is necessary:

- EP (Educational Psychologist)
- Targeted Support
- CAMHS (Child and Adult Mental Health Services)
- Occupational Therapist
- School Nurse
- Hearing and Visual Impairment Support services
- Education Welfare Service
- Social Services
- Autism Outreach Service [AOT]
- Daisy Chain
- Speech and Language Team [SLCN]
- Stockton Local Authority Special Educational Needs Team
- Additional services/professionals can be contacted to support individual needs

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency and parents will be informed.

12. IN SERVICE TRAINING (CPD)

- We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEN.
- The SENCO attends relevant SEND courses, Family SEN meetings and

facilitates/signposts relevant SEND focused external training opportunities for all staff.

- We recognise the need to train all our staff on SEND issues. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 5).
- Training can be made available for whole staff or specific groups, such as; governors, midday staff, support staff. This can be accessed through the Local Authority, the academy chain or through in- house training.
- The school is a member of DELTA Academies Trust. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

13. EVALUATING THE SUCCESS OF PROVISION

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and students throughout the year.

This may be through:

- Data analysis
- Discussions at parents meetings
- Review meetings with the child and any other professionals working with the child
- Appraisal meetings with teachers and support staff

Student progress will be monitored on a termly basis in line with the SEN Code of Practice.

There is an annual formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCo, Assistant Principal and SEN governor. Information is gathered from different sources such as child and parent surveys/ teacher and staff surveys/parents evenings/ consultation evening/ feedback forms/school forums. This will be collated and published by the EAB on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

14. COMPLAINTS PROCEDURE

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Vice Principal, who will be able to advise on formal procedures for complaint.

The school's complaints procedure is outlined in the school prospectus. The SEN Code of Practice (2014) outlines additional measures the local authority must set up for preventing and resolving disagreements. These will be explained to parents as required. A full copy of the complaints procedure can be obtained from the school office upon request.

Signed _____ *Mr. R. Parkinson* **(Principal)**

Date _____

Signed _____ *Mrs. L. Arnold* **(SENCo)**

Date _____

Signed _____ *Mrs M Averell* **(SEN Governor)**

Date _____

This policy will be reviewed annually.