



Special Educational Needs & Disability Policy 2024/25

Document history

Date	Description [i.e. draft, consultation with staff, approval by Governors, review due]
March 2017	Reviewed policy approved by Governors
March 2019	Review due
Jan 2020	Presented to Curriculum Committee for review/approval
March 2020	Presented to Full Governors for Ratification
March 2020	Approved by Full Governing Body
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Jan 2023	Review due
Feb 2024	Approved by Curriculum Committee

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KEY STAFF

At Ivybridge Primary School our named Special Educational Needs Co-ordinator (SENCO) is Mrs Shaheena Yusuf. The named Governor responsible for SEN is our Chair of Governors Mrs Irene Bowles. They ensure that the Ivybridge Primary School Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

AIMS

The governing body and staff in the school aim to ensure that all pupils enjoy a broad, balanced and relevant education which meets individual needs. This is based on the principle that through careful monitoring of all pupils, needs are identified early and procedures are in place for responding quickly, professionally and effectively. We aim to overcome potential barriers to learning and achievement, and to meet children's diverse learning needs by setting suitable learning challenges and outcomes for all children.

There are four areas of need identified in the Code of Practice.

- Communication and interaction needs;
- Cognition and learning needs;
- Social, mental and emotional health needs; and
- Sensory/physical needs.

DEFINITIONS and TERMINOLOGY

The term parent is used for anyone who acts in 'loco parentis' meaning they have parental responsibility for a child.

Children have special educational needs if they have a **learning difficulty** that calls for **special educational provision** to be made for them.

Children have a *learning difficulty* if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; and/or
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in a mainstream school.

PRINCIPLES

- Ivybridge Primary School seeks to provide a stimulating and caring environment in which all individuals have the opportunity to achieve their full potential, developing at their own pace.
- We encourage and enable learners to be independent and self-aware.
- We set high and realistic expectations, acknowledging the rich and diverse heritage of our learners.
- We strongly believe all children are entitled to a broad, balanced and relevant curriculum regardless of their gender, race, culture and religious beliefs.

- We create an environment that meets the special educational needs of identified children in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN
- Through reasonable adjustments, we enable all children to have full access to all elements of the school curriculum
- All staff share responsibility for the identification of special needs and the learning of every child in their care the school will provide appropriate training for members of staff.
- Teachers practice high quality teaching strategies which aim to meet the needs of all children
- Parents have a vital role to play in supporting their child's education and we seek to develop a partnership with parents, taking account of their wishes, feelings and knowledge concerning their children.
- We encourage the participation of children with SEN in making decisions about their education and seek their views wherever possible.
- We seek to collaborate with all agencies involved with the child's well-being and development.
- We adhere to Hounslow's school admission policy.

The school will have regard to the **Special Educational Needs Code of Practice (2014)** when carrying out its duties toward all children with special educational needs and ensure that parents are fully involved in the decision-making process regard the provision that is made for their child.

ROLES AND RESPONSIBILITIES

THE GOVERNORS

The Governing Body has a statutory duty to see that special needs in the school are identified and met, that resources are allocated appropriately and that decisions about policy are communicated effectively and kept under regular review. There is a delegated Governor for SEN. It is the SEN Governor's responsibility to:

- ensure that the Governing body is up to date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed (Governor training in SEN is available through Hounslow Governor Development & Training programme).
- ensure that the Governing Body is fully involved in developing and monitoring the school's SEN policy
- ensure that SEN provision is part of the school development plan
- ensure that the quality of SEN provision is continually monitored

The SEN governor will do this by:

- becoming informed about relevant documents and legislation
- liaising with the SENCO and the Headteacher
- visiting the school to become familiar with SEN provision
- monitoring developments and progress in SEN
- reporting back to the Governing body
- questioning decisions of the Governing body which have implications for SEN attending relevant training sessions
- with the Governing body's agreement, making representations to the LA on behalf of the Governing Body

HEADTEACHER

The Headteacher, Mrs Jo Hilton, has responsibility for the day to day management of all aspects of the school's work, including provision for children with special educational needs. She will keep the Governing Body fully informed. At the same time the headteacher will work closely with the school's SENCO to ensure that ordinarily available provision meets the needs of pupils with SEND as far as is reasonable and practicable.

SENCO (Special Educational Needs Co-ordinator)

The role of SENCO at Ivybridge Primary School is undertaken by Mrs Shaheena Yusuf who has responsibility for the day-to-day operation of the school's SEND policy and for the following areas:

- Maintaining and overseeing records on all children with special educational needs
- Contributing to the in-service training of staff and ensuring CPD for SEND is up-to-date and relevant
- Liaising with external agencies including the educational psychology service and other support agencies, medical and social services and voluntary bodies.
- Liaising and advising fellow teachers
- Co-ordinating the deployment of funding, equipment and personnel resources
- Liaising with parents of children with special educational needs

CLASS TEACHERS are responsible for:

- The teaching and learning of all children in their classes
- Using high quality teaching strategies to meet the needs of pupils
- Identifying children's needs and taking initial action in consultation with the phase leader and SENCO as per the school's Initial Concerns procedure
- Implementing, monitoring and reviewing outcomes for sen support and education and health care plans for children in their classes
- Consulting with parents, SENCO and other agencies to meet the child's needs
- Ensuring they themselves have the knowledge and skills to support children with SEND, seeking advice and support where necessary.

SENIOR & MIDDLE LEADERS are responsible for:

- Monitoring the progress and attainment of children within their area of responsibility and identify those or those at risk of not making expected progress
- Supporting teachers in the provision of high-quality teaching for all children

CURRICULUM COORDINATORS are responsible for:

- Identifying and advise on resources which may support specific needs
- Advising teachers on assessment of children with special needs

TEACHING ASSISTANTS are responsible for:

- Supporting the teacher in assessing children's needs
- Supporting children to achieve the outcomes set in their sen support or education and health care plan
- Supporting the teacher in monitoring progress sen support and education and healthcare plans

PARENTS are asked to:

- Provide information to assist the school in assessing and supporting the child's needs
- Keep the school up to date with relevant information about their child
- Support and encourage their child to achieve outcomes set

Complaints Procedure for parents

All difficulties should first be raised with the class teacher. If for any reason this is not possible, parents should discuss concerns with the SENCO or the Head teacher. In circumstances where matters cannot be resolved within the school, parents should refer to the school's Complaints Policy.

RESOURCES

Finance

Funding is delegated to the school from the local authority to support children with special educational needs and disabilities who do not have EHCPs. This funding can be used flexibly according to the needs of the school. It provides the means for the school to deploy staff effectively and protects release time for the SENCO to fulfill their role. Some of this funding provides material resources or equipment to support children's learning. Funding is allocated individually for children with EHCPs according to their level of need. Funding can be used to provide adult support, specialist services (for example, physiotherapy,

occupational therapy, speech and language therapy) or equipment and materials specific to the child's needs. The school contributes to the LA buy-back scheme which enables it to draw on specialist expertise and resources when necessary.

Staff Deployment

Support staff are allocated either to classes to support all children, or where appropriate to specific children identified through SEN support or EHCPs. It is the responsibility of the SENCO to ensure that support staff are deployed effectively across the school and that the needs of children are being met.

Teaching Materials

We are committed to developing and improving the materials and equipment available in school to support children's learning needs. The SENCO is responsible for ordering specific materials or equipment for SEN in consultation with curriculum co-ordinators.

SUPPORT SERVICES

Apart from the school's own resources, the school works in close co-operation with the LA, health services and social services in order to meet children's special educational needs.

These external agencies include:

- Early Intervention Team
- Health Services
- Speech Therapy
- Social Services
- CAMHS (Child and Adolescent Mental Health Service)
- EWO (Educational Welfare Officer)
- SENDIASS

LOCAL AUTHORITY OFFER

Our Local Authority Offer is published here – https://fsd.hounslow.gov.uk/synergyweb/local_offer/

MONITORING & EVALUATION

The implementation of this policy will be monitored and its effectiveness evaluated on a regular basis by the curriculum committee. The policy will be reviewed fully every three years (or sooner if legislation or circumstances change), it will be approved by the Curriculum Committee.

LINKS WITH OTHER POLICIES AND DOCUMENTS

This policy has links with the following policies and information;

- SEND Information Report
- Accessibility Plan
- Behaviour Policy
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions