



## **SEND Policy**

**March 2023**

## **Special Educational Needs (SEN) Policy**

At Ickford School, we believe that every adult and every child is unique and therefore has different needs in terms of their learning journey. Some children find some areas of learning more difficult than others and consequently may need additional support. The children who require support or intervention beyond the normal classroom differentiation are included on our SEND Register. For the purposes of reporting to external bodies including the DfE and Ofsted, we will use the term Special Educational Needs (SEN) to refer to those children who struggle with learning and need extra support in school and at home in order to achieve their full potential.

### **Rationale**

Our school offers a broad, balanced and creative curriculum where opportunities to achieve and succeed are provided for all children. We are proud of our stimulating and inclusive learning environment where we aim to provide every child with access to a quality education. This includes the statutory aims of the National Curriculum (2014) and the SEN Code of Practice (2014). We firmly believe that we are the educators of all children in our care, including those who are identified as having Special Educational Needs, and that through quality first teaching and effective differentiation all of the children in our school will be able to access and enjoy the curriculum that we provide.

### **Aims**

To raise the aspirations of and expectations for all pupils with SEND.

To provide a focus on outcomes for children and not just hours of provision or support.

To ensure that all children are able to access the curriculum at their own stage of development.

The objectives of this policy are to create an inclusive environment which:

- Meets the Special Educational Needs of each child.
- Ensures early identification and assessment of children who have SEND.
- Makes reasonable adjustments in order to remove barriers to learning and caters for the needs of all children.
- Uses pupil and parent voice to assist us in knowing how best to meet children's needs.
- Provides opportunities for independent learning and activities that engage and challenge pupils.

### **Identification of Special Educational Needs and access to Learning Support**

Teachers, supported by the SENCO and Senior Leadership Team, make use of our 'identification of SEN flowchart' (see Appendix I) to identify children who require any level of learning support. This document has been written in accordance with the definition of SEN below:

### **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.

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.

### **Learning Support Plans**

Children who are listed on the SEN register will be given a documented Learning Support Plan *or* Social, Emotional and Behavioural Support Plan. These are reviewed either termly (Learning Support Plan) or annually (Social, Emotional and Behavioural Support Plan) in collaboration with parents where new targets will be set (if appropriate) and previous ones evaluated. For further detail on each plan, please see our *SEN Procedures* document.

Children can access Learning Support without necessarily needing a documented Learning Support Plan. These are children in the first 3 stages of the flowchart. At each stage, teachers (supported by the SENCO) should assess whether or not the additional support is having a positive impact on progress.

Children should only enter stage 4 (requiring a written *Learning Support Plan or Social, Emotional and Behavioural Support Plan*) if they meet the conditions outlined in the SEND Code of Practice (2014):

- Progress is **significantly slower** than that of their peers starting from the same baseline – making half of the expected progress in an academic year (1.5 points in Y1 or 2 points in Yrs2-5).
- Attainment is **significantly lower** than that of their peers – a year behind or more in any subject.

Or

- If the child has a *diagnosed* learning difficulty (eg. dyslexia, dyscalculia) that entitles them to receive additional support at SEN Support level, supported by a report from a qualified professional (eg Educational Psychologist).
- If the child has a diagnosed neurological difficulty (eg. ADHD, ASD) that means that they are not able to access the curriculum without significantly more support than their peers and impacts them socially and/or academically supported by a report from a qualified professional (eg Paediatrician).

### **The Role of the Special Educational Needs Coordinator (SENCO)**

- To support and advise colleagues about issues that involve Learning Support.
- To oversee and update the Learning Support Register and monitor the records of those children listed on it.
- To maintain an up-to-date knowledge of local and national policies regarding SEN and to communicate necessary information with colleagues.
- To maintain links with external agencies for support and advice regarding children with SEN and how best to support their development.
- To communicate effectively with parents, in liaison with class teachers, about their child/children who has/potentially has been identified as having SEN.
- To monitor and evaluate provision for SEN and report to the Head Teacher and Governing Body.
- To manage a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs.
- To review this policy as required at least every three years.

### **Gifted and Able Children**

Although this policy focuses on those children whom, for whatever reason, may struggle to access areas of the curriculum, we also believe that the most able and gifted children may be categorised as having 'special needs'. The approach towards these children is encompassed in a separate policy but, as emphasised in this policy, we have a determination to be 'inclusive' as a school and to meet the needs of all children through quality first teaching and differentiation that ensures appropriate challenge for all abilities.

### **The Local Offer**

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Buckinghamshire's Local Offer can be found at <https://familyinfo.buckinghamshire.gov.uk/send/>

### **Equalities Statement**

We have carefully considered and analysed the impact of this policy on equality and the possible implications for pupils with protected characteristics, as part of our commitment to meet the Public Sector Equality Duty (PSED) requirement to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations.