



INGOLDMELLS ACADEMY

SEND Policy

REVIEW PROCESS	
REVIEWED	<i>Date</i> – 04/09/2025
NEXT REVIEW	<i>Date</i> – 04/09/2025

Our Vision and Values

Our vision is built on the foundation of our **G.O.L.D.** values, which guide everything we do:

Grow Together: We support each other and learn as a team. Everyone matters.

Own Your Actions: We take responsibility for what we do and always try to make good choices.

Love Learning: We are engaged in lessons and enjoy discovering new things.

Do Your Best: We try hard, never give up, and take pride in everything we do.

We believe every child is capable of greatness. Together, we create a safe and inspiring environment where children have the mindset to succeed.

We are constantly striving to provide our children with the best, raise the aspirations and expectations of all children. Children deserve an education that encourages and motivates them to achieve this. The curriculum and organisation of the school must allow each pupil to learn at a pace that is appropriate for them. We believe every teacher is a teacher of every child, including those with SEN. In order to achieve this we believe that we must provide a happy, stimulating educational environment, with nurture at the heart.

Definition of Special Needs

A child has special educational needs, if he or she has learning difficulties which call for additional provision to be made e.g

- Has a significantly greater difficulty in learning than the majority of others of the same age.
- Has a disability which prevents or hinders the child from making use of educational facilities

Difficulties can arise at different stages in a child's development are broadly categorised into four areas in the SEN code of Practice (2014).

- Communication and Language
- Cognition and learning
- Social and emotional and mental health issues
- Sensory and physical needs

Special Education Provision

For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area.

(1993 Education Act, section 156)

Additional support will vary to match the needs of the child at a given time. The support may be a short term boost or may be necessary for life.

- Language needs - Speech and Language Toolkit, intervention programmes, social communication groups. Referral to SALT
- Cognition needs – differentiated tasks, assessment of needs using school based tests, appropriate programmes of intervention, nurture based therapy sessions for self esteem. Referral to Specialist Teaching Services.
- Social/emotional needs – Clear boundaries, Golden rules, behaviour plans, nurture groups, buddies at playtimes, emotional literacy, lego therapy.

Referral to Educational Psychologist, behavioural support, family support, counselling services, Art therapy, Autism outreach services.

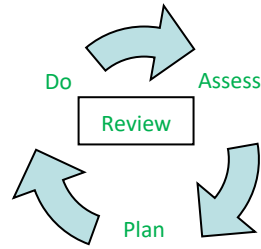
- Sensory/ physical needs – specialised equipment, changing classroom, sensory areas, sensory breaks, visual timetables, brain gym., differentiated activities and tests.
Referral to occupational therapy, physiotherapy, school/ community nurse, child development centre.

Objectives of the SEN Policy

- To contribute to the Safeguarding and promotion of the welfare and personal care of children and young people.
- To ensure that all pupils receive their education entitlement according to his or her needs, relative to the requirements of the SEND Code of Practice 2014.
- To give each child access to a broad, balanced, relevant, differentiated curriculum, alongside their peers in class; which provides opportunities for them to demonstrate progress.
- To develop effective partnership and close consultation between pupils, staff, parents, governors and outside support agencies.
- To develop, on the part of each child, a sense of personal value and positive attitude towards learning.
- To provide a continuous and systematic cycle of identification, planning, action, review; overseen by a SENCo who will work within the SEN inclusion policy.
- To promote clear effective communication between home and school.
- To provide effective and appropriate support within the school environment for the pupil's individual needs; including providing training and advice for staff working with SEN pupils.

Inclusion

- Our SEN policy reinforces the need for teaching that is inclusive. We adopt a whole- school approach to SEN policy and practice. Pupils identified as having SEN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school. The SEN Code of Practice 2014 makes it clear that all teachers are teachers of pupils with special educational needs.
- We recognise that all pupils should have access to the full curriculum and our aim is to support pupils with special educational needs in an inclusive setting as far as possible. However, when necessary, children are withdrawn for extra help with specifically tailored tasks or multi-sensory programmes of work. These are designed to meet the varying needs of the individual, and are carefully planned to ensure that their entitlement to the broad and balanced curriculum is not jeopardised.
- All our children are fully integrated into the social and pastoral life of the school. Teachers are responsible for monitoring the whole school experience of each child within their class and year group. Our pastoral lead takes responsibility to leading self-esteem based sessions and carrying out pastoral check ins. . There is close contact with parents and all discussions are recorded for future reference on CPOMS.
- The SEN Co-ordinator and SEN support staff oversee all aspects of provision for pupils with special educational needs including: identification, assessment, monitoring, provision mapping, classroom support, withdrawal, liaison with pupils, staff, parents and outside agencies, record keeping and administration.



Monitoring and Tracking Special Educational Needs.

- In accordance with the SEN Code of Practice 2014; a four part process will be implemented when a child is identified as having special needs. We follow the Graduated Approach

Assess

An initial concern is shared with parents and the SENCo is involved in regular discussions to review whether support interventions are having the desired impact. Progress is the crucial factor in determining the need for additional support. Progress is that which:

- Narrows the attainment gap between pupil and peers.
- Prevents the attainment gap from widening.
- Ensures full curricular access.
- Shows an improvement in self help and social or personal skills
- Shows improvements in a pupil's behaviour.

Where there is no progress, more specialist assessment may be necessary from health, social services, specialist teachers or other outside agencies. A parental agreement is sought when professionals are to be involved. Evidence is collected at all stages in the four stage process.

Plan

The parents, class teacher and SENCo agree the outcomes they are seeking from the interventions and support. Progress, development or behaviour will be discussed at termly meetings. Wherever possible the child is involved in the process. Any staff development needs are identified and addressed at this stage. Parents are asked to reinforce the intervention programmes by providing support at home.

Do

The class teacher, with any necessary support from the SENCo, oversees the implementation of interventions and assesses the effective implementation of the programme.

A teaching assistant may deliver the intervention on a daily or weekly basis, under the direction of the class teacher. They follow structured timetables and record the impact after the sessions. Any child participating in a specific intervention programme or 1: 1 programme of work will be assessed before and after the intervention.

On a termly basis, the SENCo, in collaboration with the class teacher, decides the action required to help the with the individual pupil's progress. This will inform the provision map.

This will be formulated from tracking data, consultation with staff, assessments of pupils and consultation with parents and outside agencies. **All** class based staff are involved in the implementation of the provision map and are encouraged to take ownership of identified groups/ individuals they will be responsible for. TA timetables and records are reviewed on a termly basis.

The main methods of provision made by school are:

- Quality first teaching education in classes, with additional help and support by the class teacher.
- Deployment of extra staff to work with the pupil.
- Periods of withdrawal to work with adult support in small groups or 1: 1.
- In class support with adult assistance-TA
- Support from specialists.
- Access to LA support services for advice on strategies, equipment and staff training.
- Provision of alternative learning materials/special equipment.
- Provision of additional adult time in devising interventions and monitoring their effectiveness.

Review

At the termly meeting, the impact and quality of support is reviewed by the child's parents, the class teacher and the SENCo. When possible the child will be included in this evaluation of progress. Parents are informed about the impact of support and the next steps. Targets are set and the cycle repeated until progress is evident.

The Role of the SENCo

The SENCO plays a crucial role in the school's SEN provision. This involves working with the head teacher and Governing Body to determine the strategic development of the policy (see SENCo job description). The SENCo support will assist the SENCo in these duties and work with targeted groups on intervention programmes.

The SENCo will maintain the records and ensure access to them. The pupil's files will include:

- Pupil Information Records
- Information of past targets and progress (IEPs)
- Current targets
- Information from health/social services
- Information from other agencies
- EHC plans (if necessary)
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Partnership with Parents

Ingoldmells Academy firmly believes in developing a strong partnership with parents and that this will enable children and young people with SEN to achieve their potential. As set out in the Code of Practice 2014, children and their Families are at the centre of the education process. The school recognises that parents have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

This is done in a variety of ways including: contacting and notifying parents as early as possible when a child proves to be having learning or behavioural problems, parent/ teacher discussions, target review meetings, annual review meetings, drop-in SEN days, sending targets home, open evenings, by telephone or letters, home/school agreements, informal meetings and annual reports home.

The school considers parents of SEN pupils as valued partners in the process. Depending on age and appropriateness, SEN pupils will also be encouraged to participate in the decision-making processes affecting them. We aim to build positive relationships where all stakeholders can express their needs and expectations with confidence.

Links with External Agencies/Organisations

Ingoldmells Academy actively seeks to promote positive links with a range of outside agencies. When it is considered necessary, colleagues from the following support services will be involved with SEN pupils:

- Educational psychologists
- Medical services
- Speech therapists
- Physiotherapists
- Hearing impairment services
- Visual impairment services
- Occupational therapists
- Outreach Support
- Primary Mainstream Support Team
- Parent Partnership
- Family Support (TAC)
- BOSS (Behaviours Outreach Support Service)

In addition, important links are in place with the following organisations:

- The LA
- Specialist Services
- Family Liaison Officer
- Education Welfare Officer
- Social Services

Complaints

These will be dealt with under the school's normal complaints procedure which is outlined in the school prospectus. The SEN Code of Practice outlines additional measures the LA must setup for preventing and resolving disagreements. These will be explained to parents if required.

SEN In-Service Training

We see provision for special educational needs as a whole-school issue and aim to ensure that all colleagues are as well informed as possible about relevant legislation and our own internal provision. It is the joint responsibility of the head teacher and SENCo to look at training needs for TA's and make appropriate arrangements. Some training will be linked to the school development plan but other individual sessions will be chosen to meet the needs of an individual children.

Also visit the 'LOCAL OFFER' on our school website for more details.