

Ickworth Park Primary School



Special Educational Needs Policy

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ICKWORTH PARK PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

All teachers are teachers of special educational needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and adaptations. However, if the pupil does not make expected progress and requires provision that is additional to or different from ordinary provision, then the pupil may be identified as having special educational needs.

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Our guiding principle is one of Inclusion. We want to identify and break down possible barriers to learning.

2. Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#) which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#) which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCos) and the SEND information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Objectives

- to work within the guidance provided in the SEND Code of Practice 2014
- to value all pupils in our school equally
- to ensure that all pupils have equal access to a broad and balanced curriculum which meets individual needs and abilities
- the aims of education for pupils with difficulties and disabilities are the same as those for all pupils
- it is the responsibility of all teachers to identify and meet the SEND of pupils and to draw on the resources of the whole school
- every child is entitled to have his or her particular needs recognised and addressed
- to offer high quality support to ensure that all needs are met
- to maximise the opportunities for pupils with special educational needs to join in with all activities of the school
- all pupils are entitled to experience success
- consideration of SEND crosses all curriculum areas and aspects of teaching and learning
- all special educational provision is more effective if pupils and parents are fully involved;
- to seek the views of the child and take them into account;
- to acknowledge and draw upon parent knowledge and expertise in relation to their child.

This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEND is a matter for the whole school and is part of the continuous cycle of assessment and review and the graduated approach.

5. Roles and Responsibilities

Provision for pupils with special educational needs is a matter for the school as a whole.

SENDCo: Mrs E Reynolds

Designated Safeguarding Lead: Mrs K Steele

Deputy Designated Safeguarding Leads: Ms S Allen and Mrs E Reynolds

Teacher responsible for CiC: Mrs K Steele

Governing Body

The school governors have a specific responsibility to:

- do their best to ensure that the necessary provision is made for any pupil who has special educational needs
- help to raise awareness of SEND issues at governing board meetings
- determine the school's general policy and approach to provision for children with SEND
- establish the appropriate staffing and funding arrangements and monitor the success of the policy
- the Governing Body will ensure that there is an annual report sent to parents regarding the school's SEND policy, including its success, any developments and how resources have been allocated.

In doing so, Governors will have regard to the Special Educational Needs Code of Practice 2014 and the Disability Rights Code of Practice for schools.

The school has a governor with responsibility for SEND – Mrs Fiona Berry

The Headteacher

The headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for pupils with SEND. The Headteacher keeps the governing body fully informed and works closely with the school's SENDCo-Ordinator to monitor SEND.

The Special Needs Co-ordinator (SENDCo)

The Special Needs Co-ordinator is Mrs E Reynolds. She can be contacted via email: SENDCo@ickworthparkprimary.org.uk. Her responsibilities include:

- co-ordinating provision for pupils with special educational needs
- liaising with and advising fellow teachers
- monitoring the progress of pupils with SEND
- liaising with parents of pupils with special educational needs
- overseeing the records of all children with special educational needs, ensuring that paperwork is up to date and maintaining a central SEND register
- coordinating the completion of referrals and attending referral meetings
- liaising with the pre-school and upper school SENDCo and outside agencies as deemed appropriate e.g. educational psychologists, school nurse, speech and language therapists, other health services and special educational outreach services.

The SENDCo meets regularly with SENDCos at other schools which enables her to keep up to date with current initiatives locally and nationally and to seek out and share best practice.

Teachers

All teachers are teachers of children with SEND and do their best to adapt the curriculum to meet their need. They must oversee any intervention being offered and manage the teaching assistants working in their classes. All staff are involved in the development of the school's SEND policy and are aware of the procedures for identifying, assessing and making provision for pupils with SEND. It is their responsibility to identify pupils who require SEND intervention and to inform the SENDCo who will check the data given and enter the child on the SEND register. The teacher is responsible for meeting the parent, informing them of the decision and engaging with both pupil and parent.

Teaching Assistants

Teaching Assistants often run specific interventions for children with SEND. They must assess at the beginning and end of the intervention and report results to both the class teacher and SENDCo in order to measure progress and assess the suitability of the intervention. They should also report any relevant issues and successes, observed both within and out of the classroom, to the class teacher and SENDCo.

6. Admission and Inclusion

Pupils with SEND are admitted to the school on the same basis as any other child. The Governing Body uses the LA admissions criteria.

Specialist Provisions

The school does not have a specialist unit.

Special Facilities

The school welcomes applications for admission from parents of pupils with mobility difficulties and has complete wheelchair access. There is one disabled toilet.

The governors make every effort to accommodate a pupil's particular needs.

Allocation of resource

The SEND budget is used to fund

- learning support assistants
- training for all teachers and learning support assistants so they can meet pupil's needs more effectively
- special books, assessments and equipment
- interventions – training, materials and delivery
- specialist support

If a pupil requires significant support in order to access the curriculum, High Needs Funding will be applied for on an individual basis.

7. Identification of SEND

We recognise that the early identification and assessment of children exhibiting special needs is vital. Identification will probably begin with the class teacher and should include:

- information from liaison with pre-schools, play groups or other schools
- monitoring of a child's progress
- careful observation to note the pupil's skills, strengths and establish areas of weakness
- any expression of concern from parents or the health authority
- informal discussion with the child's parents, other members of staff, Head teacher and SENDCo
- parent's comments, which will be included in the assessment process
- comparison of the child's attainment with the peer group and national norms
- use of appropriate screening tests, assessment and diagnostic tests.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

The SEND Code of Practice (2014) identifies 4 broad categories of need:

1. Communication and interaction. For example, autistic spectrum disorder, speech and language difficulties, developmental language disorders
2. Cognition and learning. For example, dyslexia, dyspraxia
3. Social, emotional and mental health difficulties. For example, attention deficit hyperactivity disorder (ADHD)
4. Sensory and/ or physical needs. For example, visual impairments, hearing impairments, processing difficulties, epilepsy

These four broad areas give an overview of the range of needs that we as a school plan for. The purpose of identification is to work out what action we need to take to support each child's needs, not to fit a pupil into a category.

Other factors which may impact on progress on and attainment but which are not SEND:

- Disability (the Code of practice outlines 'reasonable adjustment' duty but these alone do not constitute SEND)
- Attendance and Punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant (PPG)
- Being a Looked After Child (LAC)
- Behaviour (these are often an underlying response to a need)

Consulting and involving parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Home/school liaison may take place via informal and formal meetings, parent/pupil/teacher consultation days, home/school books, reading logs
- The school will always tell parents when their child is receiving help for their SEND.

Consulting and involving pupils

Pupils with SEND often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in some of the decision making processes, including setting learning targets. Pupils identified with SEND contribute to their Learning Plan which enables staff to understand how each child feels about their additional needs, things they are good at and how best they like to be supported.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

8. Provision

High quality teaching, adapted to suit individual needs, is the first step in responding to pupils who may have SEND. Teaching is carefully and regularly monitored to ensure that all pupils receive high quality teaching from all teachers and adults involved with pupils. Teachers are responsible and accountable for the progress and development of all the pupils in their class. In addition, Ickworth Park School provides for pupils with SEND by:

- ensuring pupils are as fully involved as possible in attempting to achieve their individual targets
- ensuring pupils on the SEND register receive appropriate support, this could be in class support, monitoring, interventions
- providing a wide range of support in addition to maths and literacy intervention programmes
- organising the annual review procedure for pupils with Educational Health Care Plans (EHCPs) taking into account the views of the pupil and parents
- working closely with other agencies, where necessary, seeking advice and submitting referrals for support and further assessments
- ensuring pupil's needs are reviewed through assessment and testing.
- reviewing progress and targets on children's individual Learning Plans

Our Local Offer details the many areas of support which we offer. This is made available to parents on our school website.

Adaptations to the curriculum and learning environment

We ensure that the curriculum and our extracurricular activities are fully inclusive and that a child's educational and/or medical, social care and health needs are fully met. This includes:

- Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions at regular intervals during the academic year
- Using pupil questionnaires
- Monitoring by the SENDCo
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHCPs

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip(s).
- All pupils are encouraged to take part in sports day/school plays/workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEND or disability.
- The schools accessibility plan is available on our website

Children with medical conditions are supported so that they have full access to education, including school trips and physical education. For children with a disability the school will comply with its duties under the Equality Act 2010. The school works closely with medical professionals and complies fully with the requirements of a child's Care Plan.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school council and other in school clubs

- Pupils with SEND may receive support from Drawing and Talking or ELSA. We currently have two ELSAs and one Drawing and Talking trained members of staff at Ickworth Park who support children with their emotional and social development.

9. Complaints and Monitoring

We have a zero-tolerance approach to bullying.

Links with other schools

Close liaison is maintained with the Early Years settings to support pupils as they enter the school.

Advanced planning for pupils in Upper Key Stage 2 is essential to allow appropriate options to be considered. The SENDCo will liaise with the SENDCos of the receiving school to ensure that effective arrangements are in place to support pupils at time of transfer.

When pupils move to another school their records will be transferred to the next school within 15 days of the pupils ceasing to be registered, as required under the Education (Pupil Information) Regulations 2000.

If there is any cause for complaint about any aspect of the school's special needs provision parents are encouraged to contact the SENDCo as soon as possible. If the problem is not resolved it should be referred to the Head of School or Executive Headteacher. If the complaint is still not resolved it should be made in writing to the Governing Body.

Monitoring arrangements

This policy and information report will be reviewed **every 1 year**. It will also be updated if any changes to the information are made during the year.