



**Ivingswood Academy  
Special Educational Needs and Disability (SEND) Policy**

**February 2019**

**Inclusion Manager:** Alyson Newington  
**SEND Governor:** Gillian Davies

**This policy was approved by the Local Governing Board, September 2018**

**Next review: February 2020**

## SEND POLICY (Special Educational Needs and Disability Policy)

### At Ivingswood Academy we aim to:

- Have a happy, supportive and inclusive environment where standards are high and all children are encouraged to challenge themselves to achieve their best and to develop a life-long love of learning.
- Raise attainment and achieve maximum academic progress for all of our pupils.
- Challenge and inspire our children to be confident and independent learners through partnership between pupils, staff, parents and the wider community.
- Provide experiences that broaden the children's horizons and instil a life-long love of learning and pride in personal achievement.
- Develop well rounded, confident young people with lively and enquiring minds.
- Celebrate diversity so that everyone feels empowered, valued and respected.
- Enable pupils to become responsible and environmentally aware global citizens.
- Instil the values of honesty, kindness, friendship, understanding, respect for all and responsibility for our actions.

### Basic Philosophy

Every child in our School has additional needs at some time.

*This may be the result of a physical impairment, a specific learning difficulty, global or specific delayed development, an emotional or behavioural problem, or simply a very short term need in a specific area of the curriculum.*

All children have access to and are encouraged to participate in a broad and balanced National Curriculum and personal, social and moral education, at their appropriate level of understanding and performance.

We identify the needs of all children, including the very able, and provide the appropriate opportunities and challenges to enable them to learn as effectively as they can through progressive schemes of work, target setting and class differentiation.

Where children need extra help it will be given in one or more different ways to ensure inclusion.

- Quality First Teaching
- Differentiated class work
- Small group support within the classroom and/or outside the classroom
- 1:1 support on specific targets with an adult.
- Personally allocated Learning Support Assistant
- Outside Agencies involved e.g. Speech Therapists, Hearing and Vision support services, Educational Psychologist, School Nurse, Occupational Therapist, Paediatrician and other medical professionals, Specialist Support Teachers and Outreach services.
- Appropriate resources

We encourage children encountering difficulties to be well integrated into our School. Children are naturally aware of differences amongst us, and these may be discussed in regular PSHCE sessions or at other opportunities.

We aim to build up children's self-esteem within the learning environment by various means. For example children may: have the satisfaction of completing differentiated learning tasks, receive appropriate and specific praise, gain house points, have their excellent work recognised in School displays and be provided with opportunities to succeed in a wide range of extra-curricular activities.

Children participate in assemblies, including weekly achievement assembly, when children are given recognition for their particular accomplishments. They also participate in regular assemblies for parents.

We encourage children irrespective of differences to mix and work together as this helps to nurture tolerance and understanding.

## **ROLES AND RESPONSIBILITIES**

### **Governors**

The Governing body, in co-operation with the Head teacher, determine the School's general policy and approach to provision for children with SEND. They establish the appropriate staffing and funding arrangements and maintain a general oversight of the School's work. They have regard to the SEN Code of Practice (2014) which provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations and applies to England. It relates to children and young people with special educational needs (SEN) and disabled children and young people.

There is a named Governor who takes a particular interest and monitors the SEND children's provision within School.

The Inclusion Manager and SEND Governor meet regularly and reports are produced termly for the Governing Body.

### **Head Teacher**

The Head Teacher has the responsibility for the day to day management of all aspects of the School's work, including educational provision and funding for children with SEND. The Head Teacher keeps the Governing body fully informed and also works closely with the School's Inclusion Manager.

### **All teaching and non teaching staff**

The teaching and non-teaching staff are fully aware of the School's procedures for identifying, assessing, monitoring and making provision for pupils with SEND. If a need is identified, appropriate support and resources will be put in place after consultation with the Inclusion Manager. Training and development is included as part of the SEN Improvement Plan.

Teachers respond to children's needs by:

- Providing appropriate support for children who need help with communication, language and literacy and numeracy;

- Using differentiated planning to develop children's understanding through the use of a range of physical and practical activities
- Helping children to manage their behaviour and emotions so that they can take part in learning effectively and safely.
- Using a range of different teaching approaches and experiences.

### **Inclusion Manager**

The Inclusion Manager works closely with the Head Teacher, teachers and Learning Support Assistants and is on the Senior Leadership Team. The Inclusion Manager is closely involved in the strategic development of the SEND policy and provision.

The Inclusion Manager has responsibility for the day to day operation of the School's SEND policy, and for co-ordinating provision for pupils with additional needs.

The Inclusion Manager frequently meets with staff to ensure the needs of children are met and keeps a register of pupils with SEND which is regularly updated.

Termly evaluations of provision are held where individual Support Plans are reviewed and updated. Specific interventions are monitored and evaluated in conjunction with the class teachers and other adults involved in SEND provision.

The Inclusion Manager produces and reviews the SEND Improvement Plan, the SEND policy, the statutory Annual report and updates the local offer on the BCC website.

The Inclusion Manager will work closely with parents and carers to ensure that children with SEND are identified and provided for as early on in their school career as possible. This includes identifying SEND issues and monitoring children in EYFS. The expertise of EYFS staff ensure that early identification and intervention can be in place to support children and families at the very beginning of their formal education.

Ivingswood Academy understands that parents and carers have a vital role to play in supporting their child's education and staff will seek to involve parents in supporting their child's education and take into account the parents views in respect of their child's particular needs. In line with the School's open door principle, parents are actively encouraged to make appointments to discuss their child's progress or any concerns they may have.

Our normal admissions policy applies to all pupils, and we do not differentiate between applications from pupils with SEND and those without. Therefore, we will admit children already identified as having SEND, as well as identifying and providing for pupils not previously identified as having SEND. We will continue to provide for any child with SEND who joins the school from a different area and who has been identified as requiring special educational provision. This will ensure continuity of provision. The responsibility of placing a child who has an EHC Plan lies with the Local Authority.

The Inclusion Manager meets parents regularly to review Support Plans and EHC (Education, Health Care) plans. The child is involved and their views and wishes are sought and taken into account, in the light of their age and understanding.

## **Complaints Procedure**

It is in everybody's interest to try and resolve concerns informally without invoking formal complaints procedures. So, if parents are unhappy with any aspect of provision they should, in the first instance, discuss the problem with the class teacher. If the parent is not satisfied with the teacher's comments or the situation does not improve then they should arrange an appointment with the Inclusion Manager (SENDCo) stating clearly what they are unhappy about and what they would like to see happen regarding their concern.

As the Inclusion Manager is part of the Senior Leadership Team, she has full authority and experience to determine the most appropriate special education provision for all children in the school and responsibility to ensure that it is being delivered effectively. However, should the matter still not be addressed satisfactorily then the parent should refer to the school's complaints policy.

This can be found on the school website at <http://www.ivingswoodacademy.co.uk/policies/>

It is recommended that parents obtain impartial information and advice on their expectations and entitlements before proceeding down a formal complaints process and the Buckinghamshire SEND Information and Advisory Service (formally Parent Partnership) may be able to help with this.

You can phone SEND IAS on 01296 383754, email [sendias@buckscc.gov.uk](mailto:sendias@buckscc.gov.uk) or go to the website <http://www.buckscc.gov.uk/education/bucks-send-ias>