



Ibstock Community College

Respect and Pride brings Success

Special Educational Needs and Disabilities policy October 2022

This policy has been shared with staff and governors of Ibstock Community College

Ibstock Community College LIFE MAT is an exempt charity and a company limited by guarantee, registered in England with company number 07992438 and has a registered address of Central Avenue, Ibstock, Leicestershire. LE67 6NE.

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Definitions of special educational needs or disabilities (SEND) taken from section 20 of the Children and Families Act 2014.

Definitions and context

A child or young person has SEND 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.*

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision were not made for them.

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.

The way in which provision and support is made has changed for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force on the 1st September 2014. A new SEN Code of Practice accompanies this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Leicestershire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Ethos & Value Statement

At Ibstock Community College we strive to inspire, through the delivery of a Quality First Teaching, success for all our learners. This school prides itself on our community where everyone feels safe, valued, included and proud.

1. Aims and objectives 'Every Teacher is a Teacher of SEN'.

Aims:

- We aim to provide every child access to a broad and balanced education, which is inclusive and compliant with the Special Educational Needs and Disabilities Code of Practice
- To promote independence, equality and consideration for others.
- Ensure that we celebrate the full range of our students' achievements.
- Support all students to excel by offering multiple pathways for progression.
- Equip students with the skills and attributes necessary for adult life.

Objectives:

- Staff members seek to identify the needs of students with SEND as early as possible. This is most effectively done by gathering information from parents, education, health, care services and previous schools prior to the child's entry into the school. Where needs have not been previously identified all staff have an obligation to report observations / concerns through our graduated early monitoring process to our SEND Department.
- Monitor the progress of all students in order to aid the identification of students with SEND. Continuous monitoring of those students with SEND by their teachers will help to ensure that they are able to make good progress towards their outcomes.
- Provide and monitor appropriate provision to overcome barriers to learning and ensure students with SEND have full access to the Curriculum. This will be coordinated by the SENDCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with, and in support of, outside agencies when the students' needs cannot be met by the school alone. Ibstock receives further support from Speech and Language Therapy (as appropriate), Child and Adolescent Mental Health Services (CAMHS), Autism Outreach Service, SEND Transition team and Independent Educational Psychologists.
- Create a school environment where students can contribute to their own learning by offering opportunities to hear their voice. The school community helps to build a sense of belonging, respect and value. A sense of comradeship and team spirit is also encouraged through wider opportunities for participation in Ibstock Community College life.

2. Responsibility for the coordination of SEND provision

The person responsible for overseeing the provision for children with SEND is Mrs Tracey Roden (SENDCo). Mrs Annabel Roberts, Deputy Head teacher, whose responsibilities are overseen by Mrs Sophie Williams, Head teacher, oversees Mrs Roden's responsibilities. Our SEND Governor is Sarah Fitzpatrick.

3. Arrangements for coordinating SEN provision

The SENDCo will secure and hold details of all SEN Support records such as the SEN Support Register, provision maps, strategy sheets and structured conversation minutes for individual students.

All staff can access the following documents on the school's staff Area (R: drive)

- Ibstock Community College SEND Policy
- A copy of the full SEN Student Register (separated into year groups)
- SEND Code of Practice
- Practical advice, strategies, teaching resources, and information about types of special educational needs and disabilities

By accessing the above every staff member will have complete and up-to-date information about all students with special needs and their requirements; enabling them to provide for the individual needs of all students. This policy is made accessible to all staff and parents in order to aid the effective coordination of Ibstock's SEND provision.

4. Admission arrangements

Please refer to the information contained in our school prospectus and this website: <https://www.leicestershire.gov.uk/education-and-children/schools-colleges-and-academies/schooladmissions/apply-for-a-secondary-school-place>

The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Please refer to the information contained on our website: <http://www.ibstockcollege.leics.sch.uk/policies/admissions-and-catchment-area>

Where appropriate upon transition children with identified needs will be supported through; liaison meetings with parents, key staff from both settings and support agencies. An individual transition plan will be offered where necessary.

5. Specialist SEN provision

Ibstock Community College is an inclusive school. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see Section 10 of this document. In our school we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from SEND services where appropriate.

6. Facilities for students with SEN

We have the following adaptations and special facilities:

- Ramps
- Toilets for disabled users
- We are continuously extending these facilities as resources become available, in line with the requirement to make reasonable adaptations to meet the needs of students with disabilities, and facilitate access for adults with disabilities
- An accessibility plan is made available on our website
- Evacuation chairs are available for use in exceptional circumstance by agreement on an individual basis
- Individual plans PEEP for students with additional needs who required supported evacuation procedures
- Supported break and lunchtime areas

7. Allocation of resources for students with SEN

The Governing Body of the Ibstock Community College sets the overall budget available to meet special educational needs taking account of:

- statutory requirements
- other budgetary requirements at Ibstock Community College
- the resources identified for SEND within the Individual school's budget
- the availability of additional grants to the Ibstock
- priorities identified in the Ibstock Community College Improvement Plan
- allocate support to groups of students and individual students, including those with an EHC Plans
- ensure that support is allocated to students on a fair and equitable basis
- monitor the progress made by students with SEND
- evaluate the effectiveness of provision for SEND
- ensure that support staff, including Teaching Assistants, work within the framework of Ibstock's policy and practice

8. Identification of students needs

Identification:

See the definition of Special Educational Needs at the beginning of this document.

A graduated approach: 'Every Teacher is a Teacher of SEND'.

Quality First Teaching: 'The baseline of learning for all students'.

1. Any student who is falling significantly outside of the range of expected progress achievement in line with predicted performance indicators and grade boundaries will be monitored by the teacher.
2. Tutors and class teachers can identify concerns regarding a student through an early monitoring referral. This is completed in consultation with parents and carers, the student and key staff in school.
3. Once a student has been identified as possibly having SEND they will be closely monitored by staff in order to assess their learning and possible difficulties.
4. The subject teachers will take steps to provide adapted learning opportunities and materials that will support the student's progression and enable the student to access the curriculum.
5. The SENDCo and SEND Department will be consulted as needed for support, advice and guidance and may wish to observe the student in class or complete assessments.
6. Through the above actions it can be determined which level of SEND support the student will need.
7. Parents are encouraged to share information and raise queries with Ibstock – that may be with the tutor, Pastoral Manager, subject teacher or the SENDCo directly. Families are encouraged to ensure that their contact details are kept up to date and inform the school of any changes that have occurred to support the communication process.
8. The student is monitored if concern is raised by parent or teacher but this does not automatically place the student on Ibstock's SEND Register. Concerns are discussed with parents/carers. It is recorded by Ibstock as an aid to further progression and for future reference.
9. Student progress meetings and Parents' Evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

SEN Support:

Where it is determined that a student does have additional needs, parents will be formally advised of this before inclusion of the individual on Ibstock's SEND Register. The aim of formally identifying a student with SEND is to help Ibstock ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the student to achieve good progress and outcomes.

Assess

In identifying a child as needing SEND support teachers, support staff, working with the SENDCo should carry out a clear analysis of the student's needs. This should draw on assessments, student statements, and teacher's observations, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The opinion and feelings of the individual and advice from external support services will also be considered where appropriate. Any parental concerns will be recorded and compared with the school's information and assessment data on how the student is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

When it is decided to provide a student with SEND support parents will be informed. Planning will involve consultation between the student, their SEND keyworker, parents and other relevant staff to agree the adjustments, interventions and support that are required. The impact on progress, development and / or behaviour that is expected and a clear date for review will be decided.

All those working with the student will be informed of their individual needs, any particular teaching strategies / approaches that are being employed and the outcomes that are being sought. The SEND register is located in Staff Area (R: drive), and students are clearly identified on SIMs. All those working with the student within school have access to this relevant plans and information to inform planning and progress.

Do

All staff and teachers remain responsible for understanding a student's additional needs. Keyworkers retain responsibility for the learning plan implementation even where the interventions may involve group or 1:1 teaching away from the mainstream classes. Teachers will work closely with Teaching Assistants, and Key Workers with relevant specialist staff, to plan and assess the impact of support and interventions and links with classroom teaching. Additionally, support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Termly meetings will take place to review student's progress. The review process will evaluate the impact and quality of the support and interventions. The student's keyworker will revise the support in light of student progress and development. The review includes parents however remains child centred.

Referral for an Education, Health and Care Plan:

If a student has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by Ibstock Community College but can be requested by a parent directly to the local authority. This will occur where the complexity of the needs of the student are such that a multi-agency approach to assessing that need, and for planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review involving parents and the child.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals
- Student statements
- Other information deemed appropriate at that time

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the student is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needsanddisability/education-and-childcare/get-help-with-your-childs-progress/how-to-get-help>

Or by contacting the SEND Information, Advice and Support Service (SENDIASS) on:

Telephone: 0116 305 5614

(Monday to Thursday 9am to 4.30pm, Friday 9am to 4pm)

Email: sendiass@leics.gov.uk

Help your child may get include:

- a personalised learning programme
- high level of adult supervision – learning support assistant or working in a smaller group
- specific adapted resources to take part in class activities
- help to communicate with other children, social communication and interaction groups
- a referral to the educational psychology service

Education, Health and Care Plans (EHC Plan)

1. Following Statutory Assessment, an EHC Plan will be provided by the Local Authority, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Ibstock's SENDCo and parents will be involved developing and producing the plan.
2. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the student's formal record and reviewed at least annually by staff, parents and the student. The Annual Personal Review enables provision for the student to be evaluated and, where appropriate, for changes to be put in place.

9. Access to the curriculum, information and associated services

Students with SEN will be given access to the curriculum through the specialist SEND provision provided by Ibstock Community College as is necessary, as far as possible taking into account with the wishes of parents and the needs of the student.

Every effort will be made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEND

and SEND teaching are provided. Staff members are invited to attend twilight and Inset training to further develop skills and knowledge.

Ensuring Access to the Curriculum for Students with SEND:

The SENDCo, and Senior Leadership Team are responsible for:

- Keeping staff fully informed of the special educational needs of any students including sharing progress reports, medical reports
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. Ensuring staff members are kept up to date
- In-class provision and support are deployed effectively to ensure that the curriculum is adapted where necessary
- Individual or small group tuition is provided where it is felt that students would benefit from this provision
- Setting appropriate individual targets/ short term outcomes that motivate students to do their best, and celebrating achievements at all levels.

10. Inclusion of students with SEN

The Head of School and SENDCo oversee the Ibstock Policy for Inclusion and are responsible for ensuring that it is implemented effectively throughout Ibstock Community College.

The curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all students. This includes learning outside the classroom and offsite provision.

Ibstock Community College will seek advice where appropriate around individual students, from internal and external support services. Where a behavioural incident warrants exclusion the Head of School and member(s) of SLT will consider the incident in line with the Behaviour Policy.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision Ibstock encourages feedback from staff, parents and students. Parents and students will be given an opportunity to evaluate the effectiveness of provision by means of a survey in addition to discussion at reviews.

Student progress will be monitored on a termly basis in line with the SEND Code of Practice. The learning plan encourage parental contribution. The Parents' Consultation Evenings provide the opportunity for parents to speak with the SENDCo.

SEND provision and interventions are recorded on student files. These are updated by keyworkers and monitored by the SENDCo. These reflect information passed on by the SENDCo at the beginning of the academic year and are adapted following assessment.

12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCo, a Pastoral Manager or Leadership Team member who will be able to offer advice on formal procedures for a complaint if necessary. Please see complaints policy on school's website

13. Continuing Professional Development

We aim to keep all Ibstock staff up to date with relevant training and developments in teaching and learning in relation to the needs of students with SEND.

The SENDCo seeks the support of the Local Educational Psychology Service when a need for specialist training is identified. The SENDCo and Senior Leadership Team consider the relevance of specific training carefully and aim to meet the needs of staff dealing with specific SEND issues.

The SENDCo attends relevant SEND courses, and facilitates / signposts relevant SEND focused external training opportunities for all staff. All Teaching Assistants are offered training opportunities.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. The SENDCo, with the Senior Leadership Team, ensures that training opportunities are matched to Ibstock's improvement priorities and those identified through the use of provision management (see Section 11).

14. Links to support services

Ibstock Community College continues to build strong working relationships and links with external support services in order to fully support our SEND students and aid inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within Ibstock Community College.

15. Working in partnerships with parents

Ibstock Community College believes that a close working relationship with parents is important to ensure:

- Early and accurate identification and assessment of SEN leading to the correct intervention and provision
- Continuing social and academic progress of children with SEN to enable personal success
- Parental views are considered and valued
- Personal and progress targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual student's needs. The SENDCO may also signpost parents of students with SEND to

the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a student has additional learning needs the parents and the student will, where possible, be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child.

16. Transition

Where a student has an EHC plan there is a legal requirement to provide an annual review at the point of Year 9 transition. This review may take the form of a Person Centred Review or Formal Review. This is decided upon by the SENDCo in consultation with external agencies. Transition Plans are drawn up in accordance to parental, student and staff views. The participants follow the actions of a Review Meeting to ensure smooth transition.

17. Links with other agencies and voluntary organisations

Ibstock Community College invites and seeks advice and support from external agencies in the identification, assessment and provision of SEND. The SENDCo and SEN team are the designated persons responsible for liaising with the following:

- Independent Educational Psychologists
- Behaviour Support Service (transition)
- Speech and Language Service
- Language and Learning Support Service
- CAMHS
- Sensory Support Services
- And any other specialist services as required for individual students

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.