



Ivington CE Primary and Pre-School SEND Policy and Information Report 2024/25



Introduction

Ivington CE Primary and Pre-School are a happy, welcoming community where children and adults can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school family, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

Our SEND provision allows pupils with learning difficulties the opportunity to follow a curriculum specifically tailored to develop life skills and to give pupils self-confidence through their learning thus enabling them to maximise their potential and to work independently. We are committed to narrowing the attainment gap between SEND and non-SEND pupils. This may include short-term intervention learning programmes, before and after school skills groups and other learning interventions developed to personalise learning. We have very good attendance as pupils want to come to school to experience our high quality learning provision. All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood.

If your child has special educational needs and/or a disability and you would like to know more about what we offer please contact us on 01568720216 or e-mail admin@ivington.herford.sch.uk

Head teacher: Melanie Smith

Deputy Head Teacher: Nicola
Lewis

SENDCo: Rhiannon Thomas

Student and Family Support

manager: Sadie Bray

Governor for SEND: Jean Wood

Roles and Responsibilities

The SENDCo

The SENDCo is Rhiannon Thomas who can be contacted at Ivington Primary School (rthomas@ivington.hereford.sch.uk) on Thursdays and Fridays by telephoning 01568 720216.

She will:

- Work with the Headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHCPs.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, for example, Speech and Language Therapy, Educational Psychology Service, Occupational Therapy, Behaviour Support Team and the Local Authority.
- Liaise with potential next providers of education, for example, primary and secondary schools, to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The SEND governor

The governing body has regard to the current Code of Practice for Special Educational Needs and Disability (SEND) when carrying out its duties. Governors will be kept informed of the work being carried out with pupils with SEND through regular meetings with the SENCo and regular reports from the Head teacher and the Lead Governor for Special Needs, Jean Wood.

The SEND governor, Jean Wood, will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board accordingly
- Work with the Headteacher and SENCo to determine the strategic development of the SEND policy and provision in the school

The Headteacher

The Headteacher, Melanie Smith, will:

- Work with the SENDCo and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Student and Family Support Manager

The Student and Family Support Manager, Sadie Bray, will:

- work with the Headteacher and SENDCo to ensure the needs of pupils are met,
- work directly with pupils and parents/carers,

- liaise with outside agencies,
- Lead on and work with staff to deliver the ELSA programme throughout the school,

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Ensuring every pupil in their class has access to high quality teaching and a curriculum adapted to the pupils' individual needs
- Ensuring all members of staff working with pupils in their class are aware of their individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Support Staff:

- support the teachers in enabling children with SEND to have access to an appropriate curriculum encourage and promote independence in the children
- liaise with the Class Teacher
- help to prepare resources and adapt materials
- lead interventions to close the gap for children experiencing difficulty
- promote the inclusion of all children in all aspects of life at school.

Pupils:

- are encouraged to participate fully in the life of the school
- understand the success criteria to enable progress to take place
- are expected to behave in a responsible and respectful way within a learning context
- have a role to play in voicing their suggestions as to how the teachers can help them to learn better.
- comment on how they feel they are progressing when their progress is evaluated

Engagement with pupils will play a key role in promoting a culture of positive expectation. Pupils are involved in the learning process at all levels. Through thorough marking, using feedback and response, they are aware of their targets and know what they have to do to improve. Support is tailored to their individual needs. Pupils are invited to comment regarding their provision and their progress made when using a specific support programme.

The Kinds of Special Needs for which provision is made

We refer to the term “Special Educational Needs” if a child:

- a. Has significantly greater difficulty in learning than the majority of children of his or her age in one or more areas of learning. Academic criteria are adhered to when making a decision. (See SEND Register)
- b. Has a disability which either prevents or hinders him or her from making use of educational facilities of a kind generally provided in schools within the area of the Local Authority concerned for children of similar age.

The difficulty or disability may relate to:

- Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties
- Cognition and learning, for example, SpLDs, learning difficulties, development disorders
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), anxiety and emotional regulation
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, diabetes

Special Educational Provision is that which is additional to or different from that which is made generally for most children in school.

Assessment is an ongoing core process throughout the school. It is a check that each child is making adequate progress against the national expectations set for each year group from Nursery through to Year 6. If a child is not making the expected progress, then we identify a need and determine the reasons why.

Adequate progress is defined as that which:

- closes the attainment gap between the child and children of a similar age
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than the majority of their peers
- matches or is better than the previous rate of progress
- ensures that a child has full access to the curriculum in line with their peers

- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvement in a child's behaviour allowing them to be receptive to learning.

Assessment and Identification

The school promotes a graduated approach to assessing, identifying and providing for pupils' special educational needs. This approach follows a model of Assess, Plan, Do, Review to help children make progress and successfully access the curriculum. It recognises that there is a continuum of SEND and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing. Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 the children are **assessed against nationally set criteria** to check their progress across all areas of learning / subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and Support Staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters.

When identifying Special Educational Needs, we take account of:

- Observations of social, emotional and mental health.
- Teacher assessment and experience of the pupil
- Pupil view
- Foundation Stage Profile assessment results
- Assessment against age-related expectations, previous progress and attainment.
- Standardised tests and assessments
- Assessments by a specialist service, such as Educational Psychology
- A child's early history or parental concern
- Requirement of specialist material/equipment or support for sensory/physical difficulties

A rigorous assessment procedure to track children's progress is continuously used. If a child fails to make expected progress the next stage would be to move to the use of school intervention and/or outside agency involvement for the identification, assessment and recording of children's learning difficulties. We incorporate these procedures into our normal working practice. Following assessment and staff consultation a child's special needs are identified and the needs are recorded on the SEND Register. A Provision Map is devised in collaboration with the class teacher, the SENDCo and the child. Details of the Individual Education Plan (IEP) are sent to parents who are invited to discuss this with the SENDCo and the class teacher. Teachers are supported by specialists from outside school who meet with parents and school staff for review meetings at least annually, in addition to parental meetings.

Provision

INTERVENTION: Intervention is carried out by the school and is ‘**additional to or different from**’ the usual differentiated curriculum.

It can take the form of:

- using different learning materials in the classroom
- making reasonable adjustments within the physical environment
- making reasonable adjustments to routines
- Support Staff in the classroom
- a more focused level of support in a small group withdrawn from the class
- focused work to be completed at home

The following are some examples of the interventions we can provide, depending on the child’s need:

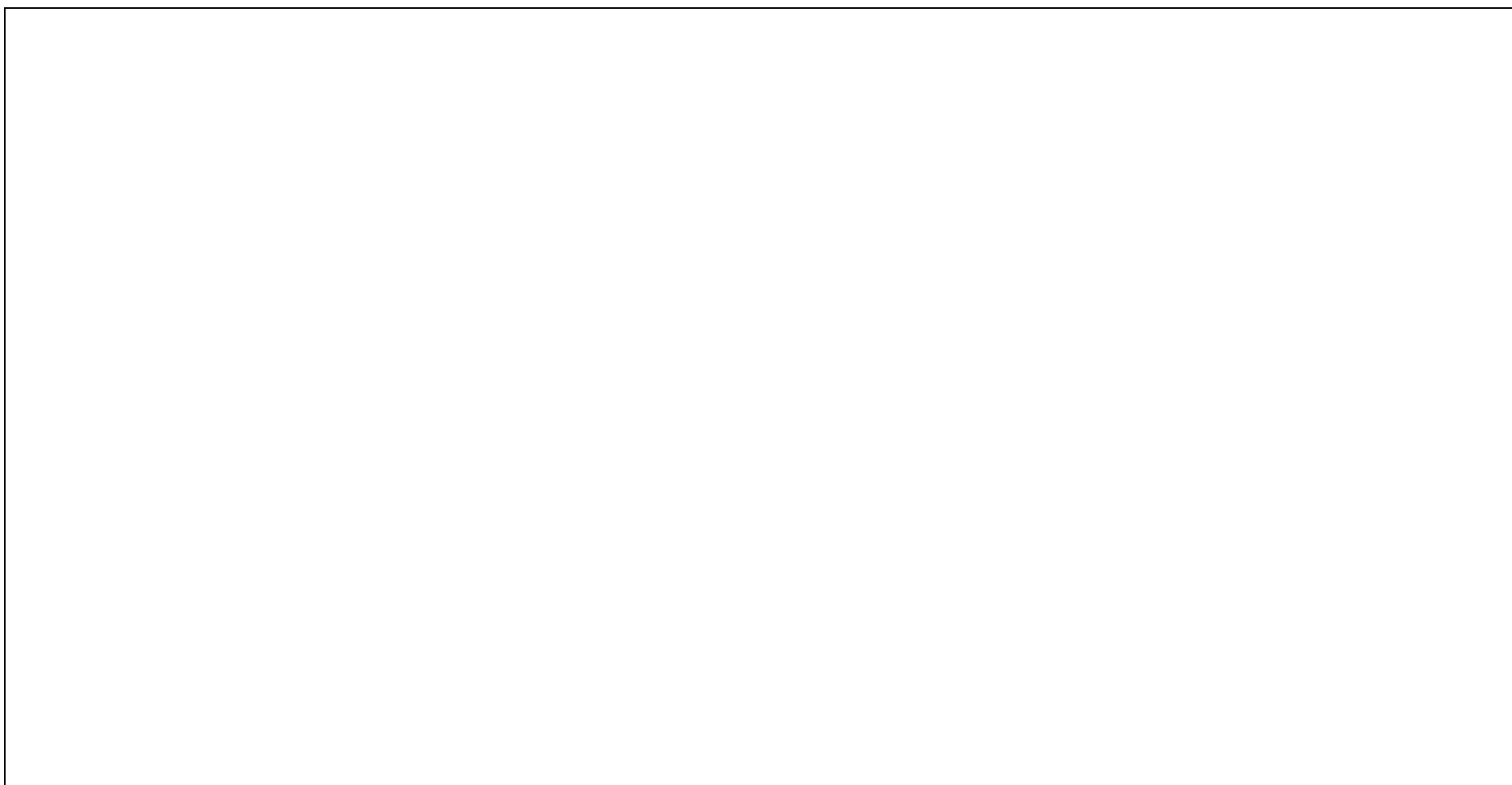
- Numicon
- 1st Class @ Number
- Catch up (Maths)
- Visual Skills Builder
- Memory Magic
- Language For Thinking
- Precision Teaching
- Write from the Start handwriting programme
- Jungle Journey fine motor skills
- Words First
- Read Write Inc Intervention
- Nessy
- SNIP (Reading and Spelling Programme)
- Nuffield Early Language Intervention (NELI)
- Thrive & ELSA
- Drawing and Talking
- Emotional Literacy Assessment & Intervention
- Bespoke interventions, e.g. interventions to support individual gaps in learning; supporting a child’s individual SLCN (by following the child’s speech and language therapy programme)

FREQUENCY & TIMING OF SUPPORT

This is arranged and timetabled by the Head teacher/ SENDCo/Student and Family Support Manager and Teachers.

ORGANISATION OF SUPPORT

Our inclusive approach to provision means that the majority of pupils have their needs met by accessing planning based on age related expectations. All lessons are appropriately adapted to meet the needs of individual children. Lessons are structured to provide a range of activities. The school adopts a flexible approach to support provision in order that a child’s individual needs can be met. We encourage emphasis being placed on learning within the normal peer groups. Although the needs of the pupils are considered individually they may not necessarily be supported individually.



External Services

When a child is demonstrating further cause for concern or **their learning need is more complex and persistent** than can be met by the school interventions already put in place, **school will engage with relevant external services**. This is triggered when:

- a child continues not to make adequate progress

- continues working at levels substantially below that of children of a similar age even when teaching approaches have been targeted on an identified area of weakness
- continues to have difficulty in developing English and Mathematical skills
- has emotional or behavioural difficulties which substantially or regularly interfere with the child's own learning or that of the other learners, despite taking part in an individualised behaviour management programme
- has sensory or physical needs and require additional specialist equipment or require regular advice or visits by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- a child's learning needs are manifesting themselves either in a more complex or in a more specific way as they move on through the school.

For these children, the difference between their attainment and that of the other children is widening and this needs further investigation. A request for support from external services is likely to follow a decision taken jointly by school staff in consultation with parents. In seeking the support of external support services, those visiting the school will need to have access to the child's records in order to establish which strategies have already been tried and parental permission must be given.

The external specialist may:

- act in an advisory capacity to refine targets set by the school
- extend the expertise of the teaching staff
- provide additional assessment
- be involved in supporting the child directly
- suggest that a statutory assessment is advisable
- consult with all parties involved with the child

Support Staff, including Higher Level Teaching Assistants and Teaching Assistants are assigned across the whole school to support SEND pupils according to need.

Statutory Assessment: EHC Plan (Education, Health Care Plan)

When a child is demonstrating a significant cause for concern or their learning need is more complex and persistent than can be met by the interventions already put in place statutory assessment will be considered. The EHCP (Plan) incorporates all information about the child from birth to 25. All parties, including health and other agencies involved with the child contribute to this plan. If a Statutory Assessment is required the school, in consultation with the child, parents and outside agencies, will submit reports for consideration by the Local Authority's Provision Panel. The request is made to the Local

Authority (LA), which in our case is Herefordshire. Herefordshire's SEND Local Offer can be obtained from the Hereford Council's website (www.herefordshire.gov.uk). The school office can also provide further information.

The Local Authority will need to have:

- information about the child's progress over time
- documentation in relation to the special educational need
- details of action taken by the school to meet the child's special educational needs
- particulars of any special resources or arrangements put in place.

This information includes where relevant:

- Individual Education Plans (IEPs) for the child
- records of regular reviews and their outcomes
- health reports, including medical history where relevant
- national assessment levels and reports or records of progress compiled by the teachers
- educational and other assessments, for example from an advisory teacher or an Educational Psychologist
- reports from other professionals involved with the child (Social Services, Educational Welfare services, Health and Education services).

The views of the parent and child are sought. Parents may also make a Request for Statutory Assessment. They will need to contact the Parent Partnership Service at the Local Education Office to be advised of the way forward. If the school makes a Request for Statutory Assessment, parents can still access the Parent Partnership Services at any point in the process. The process is defined by a specific timescale and statutory procedures. All of the evidence is gathered and sent to the Local Authority Special Educational Needs Officer who in turn sends it for review to the Special Educational Needs Panel. If the request is successful, then further evidence is gathered from all of the agencies who have involvement with the child. If the Provision Panel agrees to the need for an 'Education Health Care Plan', the Local Authority will lead on the process. School will prepare the necessary documentation and send it to the Local Authority. Statements / EHC Plans are subject to annual review which will include parental views about the child's progress. Further reviews can be arranged at any time if significant concerns arise. Children under 5 years of age are subject to 6 monthly reviews.

Recording

Records are kept on each child. They are stored in the SEND files on the schools internal computer system (which has limited access) or any paper files are stored in a lockable filing cabinet located on the school site. Once a child's individual need is identified it is recorded on the school's SEND register. A master copy is stored on the school's internal ICT network. There is also a Medical List to enable staff to be kept informed of any medical information. This is updated by the admin staff in the main office. Care Plans, Pastoral Support Plans and

information from outside agencies will also be stored in the above files. General Learning Support and Intervention records are maintained, by Class Teachers, to chart children's progress. The Head teacher, SENCO and Student and Family Support Manager monitors this process. Provision Mapping is updated at least termly. Names can also be added or removed from the SEND Register following consultation with relevant personnel and agencies. There are also general information files, stored in the Head teacher's office which includes master copies of letters and forms which may be required for identification, assessment, monitoring, referral, evaluation and review. They also contain correspondence from outside agencies.

Partnerships

The partnership between parents and school will play a key role in promoting a culture of positive expectation for SEND pupils. Parent partnership is encouraged through termly consultations, Head teacher/SENCO/ Student and Family Support Manager's letters, curriculum newsletters, annual reports, SEND reviews and informal discussions. We endeavor to create positive links with our parents by operating an 'Open Door' policy. Pupils and parents are at the heart of decision-making, ensuring high quality individual education pathways are carefully planned around the specific needs of the child. We try to accommodate parental availability when planning meetings. Initially, when a child's special needs are identified, a letter is sent home to parents raising awareness and inviting them into school to discuss this further. Parents are consulted regularly at the termly parent/carers teacher conversation and review discussions. Phone and email contact is maintained which ensures that difficulties and anxieties can be resolved swiftly.

School Agency Partners include:

Education Psychologist
Child Development Centre
Child and Adult Mental Health Service
Speech and Language Therapy
Occupational Therapy
Physiotherapy

Social, Communication Outreach Service
Hearing Sensory Support
Visual Sensory Support
Learning Difficulties and Disabilities

If you would like to know more information about these services contact Ivington Primary School on 01568720216 e-mail admin@ivington.hereford.sch.uk. Further information is also available from Herefordshire's Council's website www.herefordshire.gov.uk.

Transition

There are excellent links with the local High Schools. Staff from the schools to which our pupils are transferring are invited to all review meetings in the year prior to their end of Key Stage transition. This ensures that all Staff are aware of the needs of our pupils and can make adequate arrangements in readiness for the transition of our pupils. Staff from the Secondary Phase also spend time in the primary schools with our school staff familiarising themselves with individual needs. We participate in the transition arrangements of our Secondary schools.

Complaints

We hope that complaints about SEND provision will be rare, however, if there should be a concern the process outlined in the school's Complaints policy should be followed.

Contact details of support services for parents of pupils with SEND

As well as through school, parents are also able to seek support, guidance and advice through SENDIAS. SENDIAS Herefordshire is a confidential, impartial and free statutory service that provides information and support for parent/carers of children who have special education needs (SEN) and/or disability Herefordshire's SENDIAS can be found published here: sendias@herefordshire.gov.uk
https://www.herefordshire.gov.uk/info/200207/family_support/826/sendias

The Local Offer

Herefordshire's SEND Local Offer can be obtained from Herefordshire's Council's website (www.herefordshire.gov.uk). The school office can also provide further information.

Please see our Whole School Intervention Provision Map for more details.