



Special Educational Needs and Disabilities Policy

Date agreed: 29th September 2025

Chair of Committee: Peter Cade

Date to be reviewed: 29th September 2026 (or as and when required)

This policy should be read in conjunction with the SET Wide SEND Policy and the School's SEND Information Report.

1. AIMS AND OBJECTIVES

1.1 The staff and Academy Council aim to provide a broad and balanced curriculum for all children; that includes setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning and assessments.

1.2 The staff and Academy Council will do their best to ensure that the necessary provision is made for any pupil who has Special Educational Needs and Disabilities and ensure that, where the Headteacher has been informed by the LA of a pupil's SEND, those needs will be made known to all who are likely to teach them.

1.3 The staff and Academy Council will report annually to parents on the policy and effectiveness of the school's work for pupils with SEND, including the SEND Information Report that is available on the school's website.

1.4 The staff will ensure that pupils with special educational needs join in all the activities of the school, so far as is reasonably practical and compatible with the pupil's needs, the efficient education of other children in the school and the efficient use of resources.

2. RESPONSIBLE PERSONS

2.1 The 'responsible persons' for SEND are the Headteacher and Chair of Academy Council.

2.2 The person coordinating the day-to-day provision of education for pupils with special educational needs is the Headteacher and Deputy Headteacher.

2.3 SENCO (Special Educational Needs Coordinator) is:

Name: Hannah Birks (Deputy Headteacher)

Telephone: 01332 777 920

Email: Hannah.Birks@ivy.set.org



3. ADMISSION AND INCLUSION

3.1 All the teachers in the school are teachers of children with SEND. As such, Ivy House School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of Shaw Education Trust.

3.2 When a child starts school the parents/carers fill in a 'My Care Plan' document which could alert the school staff and nursing team to specific interventions and medical support required during the day. The school will receive an Education, Health & Care Plan from the authority before a child starts school and will seek up to date assessments from other agencies, including physiotherapists and occupational therapists to ensure that the information is accurate. There may be occasions when they school is asked to admit a child without an EHCP, but who is awaiting further assessments to complete the process. In this instance, the Headteacher will liaise with the SEND Key Worker at the local authority to discuss the provision and ensure that the placement is able to meet the needs of the child.

3.3 All children are afforded the same rights and the school aims to promote inclusion and equality and has **Equality Information and Objectives** which are available on our school website.

4 ACCESS TO THE CURRICULUM

4.1 The curriculum is made available for all students and Schemes of Work are differentiated to meet the needs of individuals. In some cases, the school will need to draw on external support to meet the needs of some of its students. National Curriculum and national assessment opportunities are provided where appropriate to the working level of the pupils.

4.2 The school will make provision for pupils with SEND to match the nature of their individual needs and the class teacher will be responsible for keeping regular records of the students' special educational needs, the action taken and the outcomes.

4.3 There will be flexible groupings of pupils, so that learning needs may be met in individual, small group or whole class contexts.

4.4 Schemes of work for students, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.

4.5 Personal Learning Goals (PLGs), which employ a small steps approach to achievement, feature significantly in the provision that we make in the school. By breaking down the existing levels of attainment into finely graded steps and targets, we ensure that children experience success. All students have a PLG which is displayed in the classroom and is recorded on the Evidence for Learning (EfL) app.

4.6 We support children and young people in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation. There are times though when, to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

5. IDENTIFICATION

5.1 Identification of SEND will be undertaken by all staff, in liaison with the Leadership Team and other agencies, and the appropriate records and LA forms will be maintained. Records will be developed through a process of continuous assessment by the class teacher and staff team or as a result of standardised tests of educational achievement administered by the class teacher.

Assessments allow the pupil to show what they know, understand and can do, as well as to identify learning difficulties. Where necessary, pupils will be referred to the educational psychologist for diagnostic testing to construct a profile of the child's strengths and weaknesses.

5.2 The progress of children with SEND will be reviewed through formative and summative assessments. The Education Health and Care Plan will be reviewed annually, as required by legislation (SEND Code of Practice 2015).

5.3 Detailed records will be kept of pupils in school. These will include:

- Reception Baseline Assessments (where appropriate)
- Phonics Screening Assessments (where appropriate)
- Detailed records of work / learning journals (through Evidence for Learning)
- Results of standardised and diagnostic tests
- Reports from outside agencies that have been asked to work with the child, including health, physiotherapy and occupational therapy
- Individual Behaviour plans (IBPs) and individual risk assessments
- Observations made by teacher / teaching assistant / other members of staff
- Student comments / opinions on progress (where appropriate)

6. RESOURCES

6.1 The school is funded for pupils with an EHC Plan. Devolvement of these funds are at the discretion of the Headteacher and Academy Council. Regular review of the funding allocation for each student is completed on an annual basis and in conjunction with the EHCP review. The Headteacher is responsible for ensuring that the Local Authority, and where appropriate the Multi Academy Trust, are informed of updated information for each student.

7. OTHER AGENCIES

7.1 Parents/carers will always be informed before an external agency becomes involved with their child and consent will be gathered.

7.2 Liaison with external agencies supplements the support and assessment of the needs of individuals. Regular liaison is maintained with the following external agencies:

- *SEN Support Services*
- *Behaviour Support Services*
- *Psychological Services*
- *Social Care*

- *Speech & Language Therapist*
- *Occupational Health*
- *Audiology Service*
- *Service for the Visually Impaired*
- *Health Service*
- *Welfare Service*
- *Early Years' Service*
- *Looked after children officer*
- *Parent Partnership Service*
- *Independent advice and support from external therapists*

8. ARRANGEMENTS FOR THE TREATMENT OF COMPLAINTS

8.1 The procedure for managing complaints is as specified in the Shaw Education Trust's Compliments and Complaints Policy which is available on the school website.

Initial concerns or enquires about a pupil with SEND should be dealt with by the class teacher or a member of the Senior Leadership Team. There is no suggested time scale for resolution at this stage given the importance of dialogue through informal discussion.

In the event that these informal discussions fail to resolve matters, the complainant should follow the complaints procedure, setting out the precise nature of the complaint as specified in the school's Complaints Policy. All formal complaints that are received will be recorded in school and acknowledged as outlined in the policy.

9. STAFF DEVELOPMENT

9.1. In-service training needs related to SEND will be identified by the Headteacher in consultation with the Continual Preprofessional Development & Learning (CPDL) coordinator and staff, and will be incorporated into the staff development plan.

10. PARTNERSHIP WITH PARENTS/CARERS

10.1 The school will actively seek the involvement of parents/carers in the education of their children. It is recognised that it is particularly important with students who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.

10.2 We take account of the wishes, feelings and knowledge of parents at all stages and we encourage parents to make an active contribution to their child's education.

10.3 Parents will always be kept informed about their child's progress and experiences, in accordance with the recommendations outlined in the Code of Practice (2015). Communications between the parent/carer and the school will be consistently maintained.

10.4 As mentioned in '7' above, parents/carers will be fully consulted before the involvement of LA support agencies with their children, and will be invited to attend any formal review

meetings at all stages.

11. STUDENT PARTICIPATION

11.1 The school will work to ensure that students are aware of their individual needs and the targets in their Personal Learning Goals. Steps will be taken to involve students, where possible, in decisions which are taken regarding their education.

12. EVALUATING SUCCESS

12.1 This policy will be kept under regular review. The school will gauge the success of the policy by the achievements of previously agreed targets outlined in the pupils' PLG, progress review and/or annual review. In addition, evidence will be gathered regarding:

- Staff awareness of individual student need
- Success of the identification process at an early stage
- Academic progress of pupils
- Improved behaviour of the students, where this is appropriate
- Student attendance
- Number of exclusions
- Consultation with parents/carers
- Number of pupils moving between stages
- Students' awareness of their targets and achievements.
- The school meets the statutory requirements of the SEND Code of Practice 2015.