



Icknield Community College

**SPECIAL  
EDUCATIONAL  
NEEDS  
AND DISABILITIES  
(SEND) POLICY**



## Approval & Review

Author: Mrs S Walkley  
Review Period: Annually  
Status of Policy: Statutory Key Policy

Reviewed by (Committee):	Governing Body
Date of Review:	10 May 2022

Signed:

(Chair of Governing Body)

Date of Next Review:	May 2023
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# Icknield Community College

## Rationale

The Governors and staff of Icknield Community College accept the duties and responsibilities placed upon them by the 1996 Education Act and have adopted the principles of the SEND Code of Practice Jan 2015 with regard to children with special educational needs and disabilities (SEND).

The school recognises that many pupils, at some point, in their school career, have special educational needs that may require additional support. Arrangements are made to assess, identify and provide support for these needs, to enable pupils to overcome potential barriers to learning.

The school also aims to encourage a culture of peer support and inclusion that encourages strong friendship groups for students with SEND.

The objectives of the policy are:

- To ensure that as far as possible, all students with SEND gain access to a broad and balanced curriculum, including the National Curriculum, and extra-curricular activities, within the terms of the school's Equal Opportunities Policy;
- To identify and assess students with special educational needs as soon as possible and to provide, in accordance with the Code of Practice, a graduated system of provision for them;
- To ensure the efficient use of available resources;
- To develop a close partnership with parents, so that their knowledge, views and experience can be used to help the school to assess and provide for their children;
- To involve the student in their own learning and to take into account the ascertainable wishes of the students concerned in order to provide more effectively for them;
- To promote, on behalf of all SEND students, the most effective classroom practices and teaching and learning styles.

## Policy Development

The policy was formulated in consultation with the whole school community with input from students, staff, parents/carers and governors. The LA provided additional support.



## Roles and Responsibilities

	<b>Responsibility</b>
<b>Governing Body</b>	Involving and engaging the whole school community in understanding and implementing the policy. Setting objectives and monitoring progress.
<b>Headteacher</b>	Overall responsibility for the policy, its implementation and liaison with the governing body, parents/carers, the LA and for the appointment of a member of staff who will have overall responsibility for the implementation of this policy.
<b>SEND Co-ordinator</b>	<ul style="list-style-type: none"> <li>• Contribute to the strategic development of the SEND policy and provision;</li> <li>• Manage the SEND team;</li> <li>• Liaise with and advise colleagues on all matters relating to SEND;</li> <li>• Oversee the review and maintenance of EHC Plans and records for all SEND students;</li> <li>• Oversee the day-to-day operation of the school's SEND policy;</li> <li>• Co-ordinate and map provision for SEND students;</li> <li>• Deliver and quality assure the Review Cycle for SEND students;</li> <li>• Liaison with parents/carers and external agencies;</li> <li>• Assess and co-ordinate training and support for staff and parents/carers.</li> </ul>
<b>Teaching Staff and Student Services staff</b>	<ul style="list-style-type: none"> <li>• Understand the fact that all teachers are teachers of children/young people with SEND;</li> <li>• Plan, prepare and deliver 'Quality First' teaching to meet the needs of all learners, including those with SEND;</li> <li>• Demonstrate awareness of the needs of individual students and strategies to overcome potential barriers to learning;</li> <li>• Track and monitor pupil progress and share information with others, including parents as required;</li> </ul>



	<ul style="list-style-type: none"><li>• Participate in training and share good practice.</li></ul>
<b>Parents/Carers/ Community</b>	<ul style="list-style-type: none"><li>• Inform the school of any issues promptly and work with school staff to implement agreed strategies;</li><li>• Attend relevant parents' meetings/review meetings.</li></ul>
<b>Students</b>	<ul style="list-style-type: none"><li>• Participate in discussions about their needs, their targets and their progress.</li><li>• Contribute to their review meeting three times a year</li><li>• Follow advice and guidance provided by school staff;</li><li>• Try hard in lessons and with homework, asking for help if it is required.</li></ul>

## Admissions

Icknield Community College strives to be a fully inclusive place for young people to learn together. It acknowledges the range of issues that may affect a student's development.

All students are welcome, including those with SEND, in accordance with the Local Authority admissions policy. If a parent wishes to have mainstream provision for a child with an Education, Health and Care Plan, the LA must provide a place unless this is incompatible with the efficient education of other students and there are no reasonable steps that can be taken to prevent the incompatibility.

## General Provision

Provision for students with SEND is intended to enable them to make the greatest possible progress in the context of the National Curriculum and their personal development.

- All teaching staff teach students with SEND. Training for staff is provided as part of the staff development programme and there may be additional training provided to meet the specific needs of an individual student;
- Differentiated resources are used to ensure access to the curriculum;
- Teaching staff are encouraged to use Teaching Assistants as partners within the classroom. However, it may be appropriate for individual work to take place to support a learner to acquire, reinforce or extend skills.
- Staff are kept well informed about the strategies that are needed to manage a student's needs effectively, and other students are encouraged to understand and respond with sensitivity.



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- Support for students is provided, but young people are encouraged to be as independent as possible;
- The school can provide access for wheelchairs and there is access to a fully adapted accessibility toilet and shower area;
- The school can access support from the LA and other agencies as required.

## **Procedures for the Identification of Students with Special Educational Needs**

At Icknield, every attempt is made to identify students with SEND as promptly as possible, so that appropriate support can be provided.

There is liaison with the partnership of primary schools in order to identify students with SEND who will be joining the school at Year 7.

Further identification during Year 7 takes place as appropriate, through information from subject teachers, the Year 6/7 Progress Manager, Learning Mentors and Student Services staff.

Initial assessments are made as necessary using procedures set out in the 2015 Code of Practice.

Identification of students in Years 8 – 11 takes place in the same way.

Annual SEND audits are carried out for all year groups to ensure that the correct students are identified at the correct level.

## **Assessment, Monitoring, Record-keeping and Review Procedures**

The SEND Code of Practice recognises four broad areas of need:

- **Communication and Interaction:** this includes students who have speech, language and communication difficulties, slower processing difficulties and includes students with autism spectrum conditions (C&I);
- **Cognition and Learning:** this includes students who have learning difficulties, for example, dyslexia, dyspraxia and dyscalculia (C&L);
- **Social, Emotional and Mental Health:** (SEMH);
- **Sensory and/or Physical:** this includes students who have visual (VI), or hearing needs (HI), or a physical disability that affects their learning (PD).



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Assessment of students' needs is made by SEND staff in collaboration with subject staff, with reference to primary school records and liaison with primary school teachers where possible.

Once identified, students fall into two main categories:

- Students who have an Education, Health and Care Plan (EHCP)
- Students who have an identifiable special educational need (K).

The EHCP outlines and details the support necessary to provide for the needs of the student. These are summarised and made accessible to all staff through the SEND Handbook. The progress of the students is then monitored through Student Action Meetings (SAM) and Raising Achievement Panels (RAP) and three SEN/D review meetings a year. The student's EHCP plan is also reviewed annually.

The school monitors all students who have an identified SEND need regularly. This is done through the review of strategies outlined in the SEND Handbook for individuals, Student Action Meetings (SAM) and Raising Achievement Panels (RAP) and three SEND review meetings a year.

Students and Parents/carers are invited to these review meetings and asked to contribute before and during the process.

## **Partnership with Parents/Carers**

Icknield Community College values effective liaison and communication with parents and carers. The school acknowledges that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

Liaison with parents takes place in the following ways:

- Relevant Student Services staff are present at all parents' evenings;
- Parents and carers are invited to attend all review meetings;
- Parents/carers receive copies of targets and review reports;
- Ongoing informal communications with regard to individual students.



## **Student Voice**

Once students have been identified as having a special educational need or disability, they are consulted about their needs. Students are encouraged to participate in all decision-making processes, including the setting of learning targets and transition processes.

Students are encouraged to attend all or part of their review meetings and in addition, students that have an EHCP are seen regularly by their Key Worker for additional support and guidance.

## **Teaching and Learning**

Once students have been identified as having a special educational need, their individual needs are addressed through one or more of the structures organised within the school. Each student has an individual entry in the SEND Handbook which is shared with class teachers and support staff.

Support may include:

- In-class support – to enable students with identified special educational needs to have access to the curriculum and to increase their performance level in the supported subject;
- Specific interventions – these target different areas of need, for example, literacy numeracy and social skills development;
- Tutorial support – students may receive additional support with class or homework through withdrawal from one or more subjects;
- Individual Programmes – specific interventions are offered on an individual basis to meet specific identified needs;
- Targeted support for specific issues, such as self-esteem, anxiety, anger etc.

## **Links with External Agencies**

External agencies play an important part in supporting the school to identify, assess and make provision for students with special educational needs.

The school works closely, when appropriate, with the school Educational Psychologist, Attendance and Engagement team and other external agencies. In addition, the school seeks advice and input from specialist advisory teaching services, such as the Communication and Interaction Team, and other health, social services and voluntary agencies when appropriate.



## **Students with Physical Disabilities**

Icknield Community College welcomes students with physical disabilities within the Local Authority Admissions Policy and will make every effort to meet the needs of the young person.

The school has been adapted, with ramps, toilets and medical facilities to enable students with physical disabilities to be integrated. It is the policy of the school that students should receive the full curriculum, including the National Curriculum. Modifications may be needed to accommodate physiotherapy etc. where relevant.

The physical needs of students are met by the Student Services team, who are provided with relevant training.

## **Staff Development and Appraisal**

Icknield Community College has a strong commitment to gaining expertise in the area of Special Educational Needs and provides ongoing training and support for colleagues:

- Whole staff training sessions (e.g. Quality First teaching, Autism Level 1 etc.) as part of a planned programme or in response to a specific need;
- Regular training sessions for Learning Mentors, TAs and Specialist TAs;
- Members of the team attend partnership and LA network and training events;
- Newly appointed and newly qualified staff meet the SENDCo to discuss SEND procedures and to share best practice.

All staff are expected to have a target for their appraisal relating to the progress of vulnerable learners.

## **Monitoring the success of the SEND Policy**

Evidence of the effectiveness of this policy on progress in learning or improvements in behaviour for students with SEND will be shown by:

- ongoing teacher and TA observations of the student in the daily classroom setting;
- differentiated short-term planning by the class teacher to meet the student's needs;
- records and evidence of the student's work showing progress towards curriculum objectives;
- evidence of progress towards targets at review meetings;
- more age-appropriate scores on standardised testing;
- records and evidence of a student's progress towards improving behaviour;



- discussion at an appropriate level with the student about their progress;
- discussion with parents/carers about the student's progress;
- discussion with outside agencies about the student's progress;
- successful requests for additional funding e.g. students with or without an EHCP.

## **Evaluating the success of the SEND Policy**

The success of the policy will result in the needs of all children with SEND being met by:

- having the systems in place to identify students with SEND as early as possible;
- Making use of good practice in planning for, teaching and assessing students with SEND;
- Reviewing of the student's progress against targets set;
- Providing additional intervention if progress is not adequate;
- Receiving appropriate funding from the Local Authority to support the student's needs;
- Considering the wishes of the young person at an appropriate level;
- Having a positive and effective partnership with parents;
- Encouraging a multi-disciplinary approach whenever appropriate.

## **Review of the SEND Policy**

The policy will be reviewed annually with particular regard to local and national guidelines.



## Reference Documents and Related Guidance

- SEND Code of Practice: 0-25years (Jan 2015)
- Schools: guide to the 0 to 25 SEND code of practice Advice for school governing bodies/proprietors, senior leadership teams, SENDCOs and classroom staff (Sept 2014)
- Identifying and Supporting Special Educational Needs in Oxfordshire schools and settings (May 2014)
- Special Needs Code of Practice (2002)
- Children and Families Bill (2012-13 and 2013-14)
- Special Educational Needs (SEND): A guide for parents and carers (DfE revised 2009);
- Oxfordshire County Council Inclusion Handbook.