

# Alice Ingham RC Primary School



Headteacher - Mrs B Sivills  
SENCO - Miss L Ratcliffe  
Designated SEN Governor - Mrs E Reader

## 1. Our Mission

1.1 The Governors, staff, parents and pupils of Alice Ingham School warmly welcome children with special educational needs (SEN) into our school community. Our aim is to provide a caring and supportive learning environment that allows all children to achieve their full potential. This in accordance with our mission statement.

*"We will provide a broad and balanced curriculum which shows continuity and progression and allows equality of access for all. We seek to value the contribution of each individual to foster and cultivate self-esteem, a regard for others, for human dignity and respect for the diversity of cultural values and beliefs."*

1.2 Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes into account of the type and extent of the difficulty experienced by the child.

1.3 The Equality Act identifies the fact that some pupils with disabilities may have learning difficulties that call for special educational provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act. We will assess each child as required, and make the appropriate provision, based on their identified needs.

## 2. Our Objectives

2.1 The aims of this policy are:

- To create an environment that meets the special educational needs of each child.
- To ensure that special educational needs of children are identified, assessed and that they are being met.
- To enable all children to have full access to all elements of school life and the school curriculum.
- To ensure that collaboration between staff and parents is paramount and that parents are involved in their child's learning.
- To encourage pupils to express their views and be fully involved in their learning.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.



### 3. Educational inclusion

3.1 In our school we aim to offer excellence and opportunity to all children. We have high expectations of all children and encourage them to reach their full potential. We aim to achieve this by removing any barriers to learning that children may have. Through appropriate provision, we respect that children:

- Have different educational and behavioural needs and aspirations.
- Require different strategies to learning.
- Need a range of different teaching approaches and experiences.

3.2. Teachers, with the support of relevant agencies, respond to children's needs by:

- Providing support for children who need help with communication, language and literacy.
- Planning to develop children's understanding through the use of all their senses and varied experiences.
- Planning for children's full participation in learning, and in physical and practical activities
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping children to manage their emotions and to take part in learning.

### 4. Identification of Special Educational Needs

4.1 Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some point in their lives. Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of children of the same age.
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for other children of the same age.

4.2 All of our teachers at Alice Ingham Primary School are teachers of SEN and we have strategies in place for working with pupils with a wide range of needs. All of our children receive quality first teaching, however there is also additional or different provision in place for children who require extra support.

References: SEN Code 5:27 chapter 10.



4.3 In order to ensure that children's needs are being catered for then early identification is essential. As a school we carry out various assessments which support the identification process. The assessments include:

- All children are assessed when they enter our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all of our children.
- When a child is admitted to school outside normal admission times e.g. in the middle of the school year, assessments will be carried out to assess a child's learning. Information from previous schools will also be considered.
- Results from assessments carried out throughout the year also contribute to early identification of specific additional needs.

4.4 If the assessments highlight that a child has a learning difficulty, we use a range of strategies to make full use of all available classroom and school resources. The child is also placed in on the SEN register at either focus, school action, school action plus or statemented.

School Focus: at this stage, children are not involved in any interventions or additional support but their progress is monitored regularly. If staff conclude, after a period of time that the child needs specific support to enable them to make progress, then they will be moved to school action.

School Action: If it is identified that a pupil requires intervention that is additional or different from normal classroom differentiation, the SENCO will instigate an individual Education Plan (IEP) for the pupil. The teachers will be responsible for setting SMART targets on the IEP that the children can achieve through either classroom support or intervention programmes.

School Action Plus: When a child is still not making progress despite receiving extra support, then they are placed on school action plus. At this stage, external agencies are involved to provide specific strategies and support for the child. An IEP is also given at this stage.

STATEMENTED: for a small minority of pupils the help and support given at school action plus may not be sufficient to enable the children to make adequate progress. It will then be necessary for the school, in consultation with parents and any external agencies involved with the pupil, to consider requesting a statutory assessment from the Local Authority (LA). At this stage, the school in consultation with all of the relevant professionals, the pupil and parents will provide written evidence or information about:

- The school's action through school action and school action plus;
- Individual education plans for the child;
- Records of reviews and their outcomes;
- The pupil's health including the pupil's medical history where relevant
- National curriculum levels;
- Educational or other assessments;
- Involvement of other professionals;
- Views of the parents and the pupil;
- Any involvement by the social services or education welfare service.



Individual Education Plan: as previously mentioned, a child will receive an IEP if they are on the SEN register at either school action, school action plus or statemented. In an IEP we will record the strategies used to support the child. It will show the short term targets set for the child and the teaching strategies to be used. It will also indicate the planned outcomes and the date for the plan to be reviewed. At Alice Ingham, we review and set our new IEP targets four times in the academic year. We feel it is necessary to pass relevant targets that the child needs to work on as they move into the next year group.

## 5. links with Agencies and Voluntary organisations

5.1 External support services play an important part in helping the school identify, assess and make provision for pupils with special educational needs. The school receives regular visits from the Educational Psychologist. In addition, the school may seek advice from specialist advisory teaching services such as Rochdale Additional Needs Service (RANS) for children who have a diagnosis of ASD.

We also consult with and seek and seek the support of:

- Behavioural team;
- Child and Adolescence unit;
- Family Worker;
- Physiotherapist;
- School Nurse;
- Health and Social Services;
- Social Worker;
- Parish Priests;
- Speech and Language Service.

References: SEN Code 5:27 chapter 10



## 6. Roles and Responsibilities

6.1 Provision for pupils with special educational needs is a matter for the school as a whole. Planning, recording and assessment for the role of the children with special educational needs is the responsibility of the class teacher.

6.2 Miss Ratcliffe is the special educational needs co-ordinator (SENCO). The SENCO is responsible for:

- Managing the day-to-day operation of the policy;
- Co-ordinating the provision for and managing the responses to children's special needs;
- Supporting and advising colleagues;
- Overseeing the records of all children with special educational needs;
- Acting as one of the links with parents;
- Monitoring and evaluating the special educational needs provision, and reporting to the governing body;
- Managing a range of resources to enable appropriate provision to be made for children with special educational needs;
- Contributing to the professional development of all staff.

The SENCO has half a day non-contact time each week for administration and assessment. Children on the SEN register have individual folders containing all of their relevant paperwork. These are stored in a cupboard in the administrative office. Copies of current IEP's are kept with in the relevant class teacher's SEN folder.

6.3 The SEN Governor is Mrs E Reader. The role of the governing body is:

- To have due regard to the code of practice when carrying out its duties toward all pupils with special educational needs;
- To do its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children.
- The SEN governor/ headteacher ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

References: [SEN Code 4:15](#), [5:30](#), [6:32](#)

## 7. Allocation of resources

7.1 The school endeavours to ensure that every pupil has access to relevant resources. The SEN budget will be spent on human and material resources. Human resources include the co-ordinator's allowance. (See appendix A for SEN support arrangements and appendix B for the intervention grid.)



## 8. Admissions

8.1 Alice Ingham welcomes all pupils with SEN. The governing body has agreed with the LA admissions criteria which do not discriminate against pupils with special educational needs, and its admissions policy has due regard for the guidance in the Code of Practice: 1:33.

8.2 The school will admit pupils with already identified special needs, as well as identifying and providing for pupils not previously identified as having SEN.

8.3 The admission arrangements for pupils with SEN are the same as those for other children. (See Admission Policy.)

References: [SEN Code 1:33](#)

## 9. Specialist Provision

9.1 In addition to the full time SENCO, the school employs a number of qualified teaching assistants.

9.2 The school welcomes applications for admission from parents of pupils with mobility difficulties. The school has some wheelchair access and the governors will make every effort to accommodate a pupil's needs and work with the Education Department to update existing facilities.

## 10. SEN training

10.1 The school makes an annual audit of training needs for all staff taking into account school priorities as well as personal professional development. The school is allocated funding from the Standards Fund each year that it may be used to meet identified needs. Support will be given to NQTs and other new members of staff.

10.2 Should a pupil with specific needs to be admitted to the school, then the SENCO will take up the necessary training and where appropriate cascade the knowledge to other staff through in-service training.



## 11. Partnerships with parents

11.1 partnership with parents plays a key role in promoting a culture of co-operation between parents, school and local authorities.

11.2 The school welcomes the involvement of parents for all pupils and recognises the vital role that parents play in supporting a pupils' education.

11.3 The school will report on individual pupil development through annual written reports to parents, parents evenings and discussion with teachers and the SENCO.

11.4 In addition, parents of children with SEN will be invited into school to discuss their child at review meetings. Children who are statemented will also have annual review meetings which the parents will be invited to attend.

11.5 Confidential information discussed at the meetings will be recorded and kept in the main office. Copies of all records and IEPs will be shared with parents.

11.6 Information relating to safeguarding/ Child Protection will be confidential and records will be kept in the main office.

References: SEN code 2:10, 3:04, 3:05

## 12. Evaluation/Success Criteria

12.1 The success of the school's SEN policy will be evaluated and reported on annually in the SEF.

12.2 Pupil progress, including Standard Attainment Tests (SATS) and Teacher Assessment, will be tracked by all staff and Senior Management team and the results will be used to measure progress.

12.3 Staff Development will be ongoing, ensuring SEN staff are up-to-date with current policy and practice and have the underpinning knowledge and strategies to support pupils and raise standards.

References: SEN Code 5:37

## 13. Complaints procedure

13.1 The schools' complaint procedures are set out in the school prospectus. Parents can also request independent disagreement resolution and the school will make further information about this process available on request.





# APPENDIX A SEN SUPPORT ARRANGEMENTS

## KEY STAGE ONE

### Reception

- Mrs Dodman - full time - pupil with funded support.
  - Mrs Rawstron – part time – pupil with funded support.
- Miss Yasin full time

### Year One

- Miss Stallard - full time
- Miss Grayshan – full time

### Year Two

- Mrs Dodd – full time
- Miss Webster – full time – pupil with health care plan.

## KEY STAGE TWO

### Year Three

- Mrs Croke – full time
- Miss Chadwick – full time – Statemented child

### Year Four

- Mrs Arthur – full time
- Mrs Butterworth – part time – Statemented child

### Year Five

- Mrs Plumpton – full time
- Mrs Dearden – full time- Statemented child

### Year Six

- Miss Mason – full time
- Miss Winward – full time

Mrs Ashworth – Learning Mentor  
Mrs Smallwood – Learning mentor  
Mrs Byrne – Intervention assistant

Appendix B

# Intervention at Alice Ingham Primary School

|                             |                           |                           |                      |
|-----------------------------|---------------------------|---------------------------|----------------------|
| <b>Reading Intervention</b> | <b>Toe by Toe</b>         | <b>Direct Phonics</b>     | <b>ALS</b>           |
| <b>Wave 3</b>               | <b>Every Child Counts</b> | <b>ELS</b>                | <b>Nurture Group</b> |
| <b>Rainbows</b>             | <b>THINC Group</b>        | <b>THINC 1:1</b>          | <b>Booster 1:1</b>   |
| <b>Pyramid</b>              | <b>SULP</b>               | <b>Group work booster</b> | <b>EAL support</b>   |