



IMBERHORNE SCHOOL

Policy Document



The Cornerstones of our
Learning Community

Headteacher: Mr Lee Walker

SEND Policy	
Date of review:	January 2024
Prepared by:	Ceri Price
Approved by Governing Board:	08.02.24
Policy based on:	Internal Policy
Date for next review:	

This policy and Information Report promote the successful inclusion of students with Special Educational Needs (SEN) and disabilities.

Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report.

Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and Responsibilities

Named SENDCo: Mrs Ceri Price Contact details Tel: 01342 323562 e-mail: cprice@imberhorne.co.uk

SEND Governor: Alyson Tonge

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At Imberhorne, approximately 27.5% of our children are identified as having a SEN and/or disability ('SEND Support') and 2.6% have EHC plans (Education, Health and Care Plans). (Figures: 1623 on roll, 447 on SEND register, 43 students with EHC plans) This means all teachers expect to have, and cater for, students with SEND in their classes. Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum condition and speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia and dyscalculia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), oppositional defiance, attachment difficulties, Tourette's and anxiety

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- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties and epilepsy

SEND are long term and significant difficulties, not gaps in learning. It is important to point out the circumstances which are not classed as SEND, but which may hinder progress and attainment:

- Attendance and Punctuality
- English as an additional language (EAL)
- Being in receipt of Student Premium Grant
- Being a Looked After or Post-Looked After Child
- Being a child of service personnel
- Having behavioural difficulties where an underlying cause has not been identified.

Identifying pupils with SEN and assessing their needs

The process of identification and assessment normally starts through liaison with our primary feeder schools. The SENDCo attends Year 6 Annual Reviews for students with EHC Plans and Year 5 Annual Reviews where deemed appropriate. The SENDCO also visits our feeder schools in May or June to discuss all students prior to them starting at Imberhorne in September.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Every pupil is assessed using Cognitive Ability Tests (CATs) as well as reading comprehension assessments. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and have a measured approach to addressing them. Frequently, the concern can be addressed by Quality First Teaching in partnership with parental support. Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to discuss with the SENDCo and GP if they think their child may have ASD or ADHD or some other disability.

Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Parent's concerns are taken into account
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are.

We will notify parents when it is decided that a pupil will receive SEND support.

Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant

- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Our approach to teaching pupils with SEND

We believe that all students learn best with the rest of their class. Our aim is for all students to be working independently in class and engaging in challenging work. Students with SEND are entitled to be taught by their teacher. Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

When considering an intervention, we look first at the student's profile of learning in order that we can select the intervention which is best matched to the student. We can provide the following interventions:

- Academic Monitoring
- Learning Mentor
- Literacy Intervention
- Numeracy Intervention
- Social Communication (individual and group work)
- Emotional Regulation
- Resilience intervention

Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style and content of the lesson
- Adapting our resources and staffing
- Using recommended aids, such as word processors, colour paper/overlays and larger font
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary and reading instructions aloud

Additional support for learning

Our Learning Support team consists of:

- SENDCo
- 2Assistant SENDCos
- 2 x Lead LSA's (one at each site)
- Learning Support teachers
- Learning Support Assistants (LSAs) who support pupils on a 1:1 basis in class or in the Hub
- Three HLTAs who take small groups for interventions
- A KS3 and a KS4 Learning Mentor

We work with the following services to provide support for pupils with SEND:

- Educational Psychology Service
- Speech and Language Therapy
- The Learning and Behaviour Advisory Team
- The Autism and Social Communication Team
- The Sensory Support Team

- Physiotherapy
- Occupational Therapy

Expertise and training of staff

This is the second year in post for our SENDCO who now holds her NASENCO qualification and is also a qualified Access Arrangement Assessor. She has worked at the school as a Science teacher for 7 years progressing to KS3 science practitioner and then held responsibility in the school for vulnerable students. Our SENDCO has developed strong collaborative links with our primary schools and federation partners. Our literacy intervention teachers have backgrounds in maths, English and languages teaching. Our LSAs undertake regular training in a wide range of special education needs areas.

Securing equipment and facilities

The school is compliant with the Equality Act 2010 and accessibility legislation. Where necessary, we secure equipment and facilities to meet the physical and learning needs of our pupils.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress
- Reviewing the impact of interventions to measure progress
- Using pupil questionnaires /discussions
- Monitoring by the SENDCo
- Holding annual reviews for pupils with EHC plans
- Analysis and publication of Ofsted / HMI / LA reports

Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

The school is compliant with the Equality Act 2010 and accessibility legislation.

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.

All pupils are encouraged to go on trips and our residential trips.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development. Pupils with emotional and social difficulties are encouraged to take part in extra-curricular activities.

Working with other agencies

Imberhorne supports a multi-disciplinary approach to maximise the educational provision for SEND students.

Many agencies and support services are able to help identify, assess and provide support for SEND students. Such agencies and support services include a wide variety of specialist teachers and other professionals.

The school may procure the aid of the above specialist services at any time that it is deemed appropriate, for example, advice on the identification, assessment and effective provision of resources.

Complaints about SEND provision

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. Any complaints are taken seriously and are heard through the school's complaints policy and procedure. Complaints about SEND provision in our school should be made to the SENDCO in the first instance. If unresolved, they will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details of support services for parents of pupils with SEN and/or disability

To see more clearly what services are available in the local area and how to access them, please refer to the Local Offer. West Sussex's Local Offer is available from the website <https://westsussex.local-offer.org>

The West Sussex SEND Information, Advice and Support Service provides impartial information, advice and support to parents and carers of children who have special educational needs and/or disabilities. The website is https://westsussex.localoffer.org/information_pages/423-information-advice-and-supportservice-sendias-homepage

The charity Reaching Families provide a comprehensive guide to support services in West Sussex. The website is <https://www.reachingfamilies.org.uk/>

Contact details for raising concerns

SENDCo: Mrs Ceri Price (cprice@imberhorne.co.uk)

Headteacher:

Mr Lee Walker (lwalker@imberhorne.co.uk)

Deputy Headteachers:

Miss Kitty Marlborough (kmarlborough@imberhorne.co.uk)

Mr Christian Fallick (cfallick@imberhorne.co.uk)

Governor responsible for SEND: Alyson Tonge (atonge@imberhorne.co.uk)

The local authority local offer

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care.

Our local authority's local offer is published here: <https://westsussex.local-offer.org>

Our contribution to the Local Offer is published here: <https://westsussex.localoffer.org/services/237-imberhorne-school>