


# Isleham Church of England Primary School Special

## Educational Needs and/or Disability Policy

### Statement Summary

*Explanation of the school's approach to SEN and/or Disability in School. This is based on, and is in line with, national guidance.*

	<b>Date of writing</b>	Summer 2025
	<b>Date of review</b>	Summer 2027
	<b>Committee</b>	Standards

**Key Personnel**

The SENCo is Mrs N Sikyta, and can be contacted on 01638 780336 or [senco@isleham.cambs.sch.uk](mailto:senco@isleham.cambs.sch.uk). The Designated Safeguarding Leads are Mrs D Deacon and Mrs L Dennis. These people can also be contacted on the aforementioned telephone number.

## 1. School Vision

### Our School Christian Vision:

#### **Our school motto is "Let your Light Shine" (Matthew 5:16) Flourishing together in a Christian Community**

At Isleham Church of England (VC) School, as a Christian School we aim to value and respect every individual. We promote resilience, excellence and discovery. Everyone can succeed and be the best they can be. We aim to provide an environment where all can flourish and let their light shine.

We ensure that our children enjoy learning within a caring environment where each individual is valued. Personal achievement and happiness are nurtured through a wide range of opportunities. We take pride in all we do and will do everything in our power to make your child's time with us as successful as possible.

Our mission statement is to discover and develop to the full the divinely entrusted talents of each individual within a secure, caring Christian community.

The principals of our vision underpin our SEND policy.

## 2. Rationale

Isleham C of E Primary School is committed to inclusion. We believe in providing an appropriate, high quality education for all God's children in our school, especially those identified as having special educational needs and / or disabilities (SEND). There is a commitment to offering a broad and balanced curriculum that enables children to reach their potential.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all children can flourish and feel safe.

An ongoing part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all children. We aim to engender a sense of community and belonging, and to offer new opportunities and services to children.

We believe that educational inclusion is about equal opportunities for all children, whatever their age, gender, ethnicity, culture, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of children; we regularly monitor attainment and progress to ensure that these groups of children are on track to reach their aspirational targets.

### **3. Code of Practice**

The 0-25 Code of Practice (2014) is based on the reforms of SEND in the *Children and Families Act 2014*. It recognises that children with 'the right support and high aspirations' can achieve well and that schools are 'vital to the success' of young people. It states the following principles:

- Taking into account the views of children, young people and their families;
- Enabling children, young people and their Parents / Carers to participate in decision-making;
- Collaborating with partners in education, health and social care to provide support;
- Identifying the needs of children and young people;
- Making high quality provision to meet the needs of children and young people;
- Focusing on inclusive practices and removing barriers to learning; and
- Helping children and young people to prepare for childhood.

#### 4. Identification

The Code of Practice states that 'a pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age'.

When reviewing and managing special educational provision, there are four broad areas of need outlined in the Code of Practice (2014):

##### Communication and interaction

*6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.*

*6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.*

##### Cognition and learning

*6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.*

*6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.*

##### Social, emotional and mental health difficulties

*6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.*

*6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does*

*not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.*

*Sensory and/or physical needs*

*6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or rehabilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.*

*6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.*

In order to accurately identify needs, we use the following information to gain a better picture of a child's abilities:

- Baseline assessment results
- Progress measured against the objectives in the new National Curriculum (2014)
- Progress measured against the Pre- key stage one and two assessment standards
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development
- An existing EHC Plan and its targets
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Previous identification of SEND prior to joining the school

We regularly observe and assess all children with formal assessments at least termly. During our regular data analysis, children who are not progressing satisfactorily are identified and offered appropriate interventions and support to help them reach their targets. This does not automatically mean that a child has SEND but that our school is committed to offering support to raise the achievements of all children.

Parents / Carers and teachers (with the involvement of the SENCo. as necessary) have regular meetings so that any additional needs are identified promptly.

Additionally, the SENCo. meets regularly with the a local authority SEND Services representative, usually a specialist teacher, to discuss any children that display learning, social or physical behaviours that are additional or different to their peer group. This enables specialist advice to be offered from the outset so that teaching can also cater for the needs of all individuals. Please note that our school will always ask permission of the Parents / Carers to talk about a child with another agency.

Upon identification, the child and their parent will be offered the opportunity to meet with the class teacher and / or SENCo. who will outline the provision to be implemented. A review date will be arranged so that support is regularly adapted to meet the changing needs of any individual. Together (parents/carers and the class teacher), we will write an Individual Education Plan (IEP) to plan actions based on combined knowledge of the child, implement the actions over a term and then review whether these actions have been successful.

Children identified with SEND are placed on an internal register which is reviewed termly. Our school believes that children should be offered the appropriate level of support. Therefore, more specialist provision may well be offered, prompting school and Parents / Carers to request an Education, Health and Care (EHCP) needs assessment if necessary

## **5. Provision**

At Isleham C of E Primary School, we believe that quality first teaching is paramount in helping all children achieve their potential. When needs are first identified, specialist interventions may be organised to fill gaps in learning or to establish new patterns of learning behaviour. We have a vast array of different strategies and interventions to support learners.

Our school-based provision falls generally into the following categories:

- Language and communication (including thinking skills)
- Literacy
- Mathematics
- Motor Skills
- Nurture / Attendance / Welfare
- External support

Children may have access to provision across a number of the aforementioned categories or merely have their needs met by thorough, adaptive planning by the class teacher and / or SENCo.

There are a number of external agencies who can support children with additional needs. The SENCo. will liaise frequently with these professionals to ensure that the child with SEND gets the best possible outcomes. Some of the agencies that Isleham Church of England Primary School work with are:

- Locality Team (Education Welfare Officer, Family Support Worker, 'Heads Up' counselling service)
- Children's Services
- CAMHS (Child and Adolescent Mental Health Service)
- School Nurse
- Occupational Therapy
- Physiotherapy Therapy
- Community Paediatrician
- SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service)
- Specialist Teaching Team
- Educational Psychology Service
- Sensory Service for children with Visual or Hearing Impairments
- Speech and Language Therapy
- Social Care
- Voluntary organisations such as Blue Smile/NSPCC

## **5. Education, Health and Care Plans**

At Isleham C of E Primary School, SEND support is adapted to meet the individual. Sometimes, despite additional interventions and high quality teaching, expected outcomes are not achieved. At this point, the

school or Parents / Carers can request an Education, Health and Care (EHC) needs assessment which can lead to an EHC plan. The Local Authority gather a range of information on the child and their needs before deciding whether an EHC plan would help a child to achieve the desired outcomes. Section F of the EHC plan specifies the provision required to meet the child's needs. The Local Authority must make sure that this support is provided and determine whether additional funding or external expertise is required. Annual reviews of EHC plans will be required, offering another opportunity for Parents / Carers, teachers, the child and other agencies to share good practice and amend provision as necessary.

## **6. Pupil Voice**

The child is the most important person in the process of identification and supporting in SEND. In order to gain their views, children may be asked to participate in pupil perception interviews, individualised questionnaires and invited to attend key meetings, where appropriate. Targets are created with the child, alongside their parents so that they have ownership of them.

## **7. Parental Involvement**

Staff and Parents / Carers work together to support children with SEND, in the identification process and in the application of new provision. We believe that Parents / Carers should be involved at all stages of the education planning process and that home-school communication is vital in ensuring a child's needs are met.

Short term targets will be co-produced with parents / carers for children with SEND on a regular basis. Working towards the targets at home and school helps to reinforce the concept therefore helping your child to develop their skills more quickly.

## **8. Transition**

We recognise that transition between year groups and schools can be tricky for many children with and without additional needs. As children enter the school in Early Years, we arrange school-based 1:1 visits, teachers regularly visit catchment pre-schools, hold information evenings and organise transition programs for children who have more specific needs.

When children need to move classes within the school, all appropriate information is passed onto the next teacher and pupils are encouraged to make transition visits to their new classrooms (generally with a Teaching Assistant). This helps children to familiarise themselves with the new environment. A transition book can be made with your child if this will help to reduce their anxiety.

Moving to secondary school can be daunting and so an extensive transition programme can be implemented, as necessary, from the Autumn Term of Year 6. This may include additional meetings between families and professionals as well as extra visits by the child to the new school. The SENCo. and class teacher from Isleham C of E Primary School will meet with the Head of Year 7 and SENCo. from the secondary school to share appropriate information and make a detailed transition plan. This may also include attendance at a summer school.

## **9. Training**

The school is committed to high quality CPD and so staff attend courses throughout the year to ensure support and practice are up-to-date.

## 10. Data and Record Keeping

All information relating to a child's SEND is kept in a locked cupboard in the SENCo.'s office. We follow the requirements set out under GDPR, and pass information on to other professionals only after permission and consent has been sought.

## 11. Complaints

We hope that due to strong links with families, any issues are resolved quickly in the best interest of the child. However, should you feel that an issue is ongoing, please make reference to the Communications Policy and Complaints Policy. The Chair can be contacted via the email address [office@isleham.cambs.sch.uk](mailto:office@isleham.cambs.sch.uk)

Chapter 11 of the new Code of Practice offers further advice for Parents / Carers and schools in dealing with SEND-related disagreements.

## 12. Further Information

Please refer to our website for links to important documents and useful websites.

### ***Equalities Impact Statement:***

1. *Has this policy fully considered the School's Equality objectives and statement? Yes*
2. *Are there any impacts of the School's Equality objectives and statement on this policy? No*
3. *If "Yes" are these clearly described and their impact assessed within the policy document? N/A*

### **Child Protection Statement**

*At Isleham C of E Primary School the welfare of the child is paramount. All children, whatever their age, culture, disability, gender, language, racial origin, religious beliefs and sexual identity have the right to protection from abuse. All suspicions and allegations of abuse and poor practice will be taken seriously and responded to swiftly and appropriately. All staff and volunteers in school have a responsibility to report any concerns to one of the designated child protection officers.*