



@ Ivydale

SEND Policy

October 2018



Version	Date	Nature of change	Reason	Author	Ratification at FGB
1.0				CT	
2.0	Oct 2018	To reflect restructure of SEND provision		RF	

Next review: September 2020

Introduction and Context

This policy has been produced by the school Deputy for Inclusion, in liaison with the SENCo team, the school's governing body and Senior Leadership Team (SLT), staff and parents/carers. It should be read alongside our SEND Information Report. Our Deputy Headteacher who manages this policy is Ruth Fairclough (Tel: 020 7639 2702 Email: rfairclough@ivydale.southwark.sch.uk)

Our school is based on 3 core values: Respect, Responsibility and Positivity

The purpose of our SEND policy is to ensure that these 3 values are a reality for all Ivydale's pupils, including those with SEND. We want to raise aspirations and expectations for children with SEND, and focus on working together to improving outcomes through high quality additional provision and support.

Our vision for SEND



Aspirations and Expectations

At Ivydale, we recognise each child is an individual with their own talents, experiences, and needs. We value their abilities and achievements, and are committed to providing an excellent education which supports their academic, personal and social development. We are an inclusive school where children of all abilities, talents and disabilities are educated together in an enriching and child-centered learning environment. Our aspirations and expectations for all of our children are extremely high. Where children have additional needs the whole school community is committed to supporting them achieve their full potential. We value the positive benefits that inclusion brings, enriching and strengthening our school community.



Child, Parent and Staff Voice

We know that education is most effective when schools and families work in partnership. Respect for the truth that families know their children best underpins our entire approach. We believe all children should have a voice in their education and view their opinions and preferences as crucial to effectively support their learning. Combining parents and carers understanding of their child, the child's voice and our knowledge of education and pedagogy allows us to achieve the common goal of children's fulfilled and independent future. By working collaboratively, we can empower families to support their child, advocate for their rights and allow children to thrive.

At Ivydale, we respect that all families are different and we celebrate this diversity. We learn from our families about their beliefs and values and welcome all who support our school values into our community.



Provision and Review

All teachers at Ivydale are teachers of children with SEND. We seek to support all children's access to the curriculum within and beyond the classroom so that they have the opportunity to progress and achieve success. We aim to help remove the barriers to success that some children with SEND face in education and wider society. By constantly monitoring and reviewing the SEND provision offered at Ivydale, we ensure that all of our children have equitable access and opportunity to achieve.

We believe that by being a fully inclusive school we can demonstrate what is possible for all children and help to champion a fairer and more equal community.

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 SEND information report

Identification of SEND

A pupil has SEN 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 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 provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

We provide for a wide range of need at Ivydale; In line with the SEND Code of Practice, these are grouped into four categories:

- communication and interaction
- cognition (thinking) and learning
- physical and sensory
- social, emotional and mental health needs.

The purpose of identification is to work out what is the most effective action for us to take in meeting their individual profile of strengths and needs.

Staff Training and Resources

Ivydale's continuing professional development program is designed to maintain and develop the quality of teaching and our ability to respond to the strengths and needs of all children. The training needs of staff are identified in a variety of ways: induction, NQT mentoring, Professional Learning Partnerships (observation and feedback, book scrutinies etc), and staff questionnaires. Some training is planned based on the needs of all staff (e.g. familiarising everyone working in the school with the new Code of Practice) and others based on the type of role they carry out/children with whom they work (e.g. TEACCH training for staff working closely with children with autism).

All teachers and support staff undertake induction on taking up a post at Ivydale this includes a meeting with the Deputy for Inclusion to explain the school's systems and structures in place for SEND. Handover conferences are held towards the end of the Summer term when teachers meet to discuss the needs of any individual children with whom they will be working. Phase SENCos ensure that the teachers in their phase are aware of the needs of the SEND children they teach.

Roles and responsibilities

The Deputy Head for Inclusion: Ruth Fairclough

The Deputy Head for Inclusion will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Manage the SENDCo, intervention and pastoral teams
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Monitor the quality and effectiveness of SEND provision within the school
- Develop an effective CPD program to ensure all staff are able to respond to the strengths and needs of children with SEND in line with the SEND Code of Practice

- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

The SENCO Team

EYFS - Jan Harpley

Phase One - Jenifer Kurzik

Phase 2 - Pamela Chindipha

They will:

- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Ensure the school keeps the records of all pupils with SEN up to date

The SEND link governor: Anna Townsend

The SEND link governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Deputy head for Inclusion and the SENCO team to determine the strategic development of the SEN policy and provision in the school

The headteacher: Helen Ingham

The headteacher will:

- Work with the Deputy head for Inclusion and SEND link governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class

- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO team to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

Reviewing the Policy

The policy is kept under regular review; our appraisal and PLP systems provide frequent opportunities to monitor its implementation as well as areas that require development. There will be a formal review every 2 years led by the Deputy for Inclusion; this will include the voice of children, parents/carers and staff.