

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

1. RATIONALE

The Ivory Federation is committed to providing an inclusive education in which every pupil is valued, supported to participate fully in school life and enabled to achieve the best possible educational and wider outcomes.

This policy reflects the Children and Families Act 2014, the Equality Act 2010 and the Special Educational Needs and Disability Code of Practice: 0 to 25 years. It should be read alongside each school's published SEN Information Report and the Local Authority's Local Offer.

A child or young person has special educational needs (SEN) where they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is provision that is additional to, or different from, that made generally for others of the same age.

The Federation will not discriminate against disabled pupils and will make reasonable adjustments, including the provision of auxiliary aids and services where appropriate, to prevent disabled pupils being placed at a substantial disadvantage.

2. PURPOSE

- To identify pupils' special educational needs as early and accurately as possible and respond promptly.
- To secure high-quality, inclusive teaching for all pupils, supported by appropriate adaptations, interventions and specialist advice where required.
- To ensure pupils with SEND have access to a broad, balanced and ambitious curriculum and are included in the wider life of the school.
- To use the graduated approach of assess, plan, do and review to understand need, plan provision and evaluate impact.
- To involve pupils and parents/carers meaningfully in decisions about support, provision and outcomes.
- To ensure clear accountability for SEND at classroom, leadership and governance level.
- To work effectively with the Local Authority, health, social care and other external professionals.
- To support successful transition between classes, phases, schools and settings.

3. IDENTIFICATION OF SEND

The Federation recognises the four broad areas of need described in the SEND Code of Practice:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health difficulties; and
- sensory and/or physical needs.

These areas provide an overview of need but do not determine provision on their own. The needs of the whole child will be considered. A pupil may have needs across more than one area and these may change over time.

Teachers are responsible for identifying emerging concerns through high-quality assessment, observation, progress information and discussion with pupils, parents/carers and relevant professionals. Slow progress or low attainment will not automatically mean that a pupil has SEN. Equally, attainment in line with chronological age does not mean that SEN can be ruled out.

Where there are concerns, the class teacher will work with the SENCo to consider possible barriers to learning and whether additional assessment, adaptation or support is required. The Federation will also consider factors which may affect progress and attainment but are not themselves SEN, including attendance, English as an additional language, disadvantage, family circumstances and health needs.

4. THE GRADUATED APPROACH

Where a pupil is identified as having SEN, the school will take action through a cycle of assess, plan, do and review. This process is intended to develop a growing understanding of the pupil's needs and of the approaches that are most effective in supporting them.

Assess- the class teacher and SENCo will draw on assessment information, previous progress and attainment, the views and experience of parents/carers, the pupil's views and, where relevant, advice from external professionals.

Plan- agreed outcomes, provision, adjustments, interventions and review arrangements will be recorded in the school's established SEND planning processes. Parents/carers and pupils will be involved as appropriate.

Do- the class teacher remains responsible for the pupil's learning and progress, including where interventions or additional support are delivered by another member of staff. The SENCo will support staff with advice, strategies and coordination where required.

Review- progress towards agreed outcomes and the effectiveness of provision will be reviewed regularly. Provision will be adapted in response to evidence of what is, or is not, working.

5. TEACHING, CURRICULUM AND PROVISION

High-quality teaching is the first response to pupils who have or may have SEND. Teachers will maintain high expectations and make appropriate adaptations so that pupils can access, participate in and progress through an ambitious curriculum.

Additional provision may include targeted teaching, structured interventions, specialist resources or equipment, changes to the learning environment, pastoral support, advice from external professionals or additional adult support. Provision will be matched to identified need and reviewed for impact.

Support will be planned to promote independence and participation. Additional adult support will not automatically mean continuous one-to-one support unless this is required by the pupil's assessed needs or specified provision.

Reasonable adjustments will be considered across the curriculum, school routines, educational visits, extracurricular activities and statutory assessment arrangements.

6. EDUCATION, HEALTH AND CARE (EHC) PLANS

Most pupils with SEND will have their needs met through ordinarily available provision and SEN Support. Where, despite relevant and purposeful action, a pupil requires provision beyond that which can reasonably be provided from the school's resources, the school may consider requesting an Education, Health and Care needs assessment from the Local Authority.

Parents/carers and young people also have the right to request an EHC needs assessment directly from the Local Authority.

Where a pupil has an EHC plan, the school will use its best endeavours to secure the special educational provision specified in the plan and will work with the Local Authority and other agencies in accordance with statutory requirements. EHC plans will be reviewed at least annually.

7. PUPIL AND PARENT/CARER PARTICIPATION

The Federation values parents/carers as partners and recognises the importance of pupils being involved in decisions about their education. Information will be shared in an accessible way and pupils' views will be sought in a manner appropriate to their age, understanding and communication needs.

Parents/carers will be informed when the school considers that their child may have SEN and will be involved in planning and reviewing support. Schools will provide regular opportunities to discuss progress, outcomes and provision.

8. TRANSITION

SEND information will be shared appropriately when pupils move between classes, phases, schools or settings.

Where additional transition arrangements are needed, these will be planned with the pupil, parents/carers, relevant staff and other professionals as appropriate.

For pupils with EHC plans, statutory transition requirements will be followed and planning will begin sufficiently early to support a successful move.

9. ROLES AND RESPONSIBILITIES

Governing Bodies

- have oversight of SEND provision and ensure the Federation fulfils its statutory duties;
- ensure there is a suitably qualified SENCo and that the SENCo has sufficient time and resources to carry out the role effectively;
- identify a governor with oversight of SEND and receive appropriate information about the quality and impact of provision; and
- ensure each school publishes and reviews the required SEND information.

Executive Headteacher and Senior Leaders

- provide strategic leadership for SEND and promote an inclusive culture across the Federation;
- work with the Strategic Lead for SEND / Federation SENCo and Assistant SENCo to ensure effective systems for identification, provision, assessment and review;
- ensure staffing, resources, professional development and deployment support pupils' needs;
- ensure SEND is considered within curriculum, behaviour, attendance, safeguarding, medical needs and wider school improvement arrangements; and
- ensure reasonable adjustments and accessibility duties are understood and implemented.

Strategic Lead for SEND / Federation SENCo

Heidi Reitze, Strategic Lead for SEND and Federation SENCo, has strategic oversight of SEND provision across the Federation. She works with the Executive Headteacher, senior leaders, governing bodies and the Assistant SENCo to ensure that pupils with SEND are identified appropriately and receive effective provision.

- oversee the strategic development and day-to-day coordination of SEND provision across the Federation;
- support and advise senior leaders, teachers and other staff in identifying need and securing effective provision;
- monitor the quality and impact of provision for pupils with SEND across the three schools;
- oversee appropriate SEND records, assessment, planning and review arrangements;
- liaise with pupils, parents/carers, external professionals, the Local Authority and other settings;
- oversee EHC needs assessment requests and annual reviews where appropriate;
- support effective transition arrangements;
- lead and contribute to staff training and professional development;
- report to the Executive Headteacher and governing bodies on SEND provision and outcomes; and
- oversee the annual review and publication of each school's SEN Information Report.

Assistant SENCo

Megan Daynes, Assistant SENCo, works alongside the Strategic Lead for SEND / Federation SENCo to support the effective implementation and coordination of SEND provision across the Federation.

- identification, assessment, planning and review for pupils with SEND;
- advice and support for teachers and support staff;
- liaison with pupils, parents/carers and relevant professionals;
- Person Centred Reviews and other SEND review arrangements;
- SEND records and documentation;
- transition arrangements; and
- monitoring the implementation and impact of agreed provision.

Class Teachers

- are responsible and accountable for the progress and development of every pupil they teach, including pupils who receive support from teaching assistants or specialist staff;
- provide high-quality teaching, identify barriers to learning and make appropriate adaptations;
- work with the SENCo to assess, plan, implement and review provision;
- know and implement the provision, reasonable adjustments and strategies agreed for pupils they teach;
- monitor progress and the impact of interventions and raise concerns promptly; and
- work in partnership with pupils, parents/carers and support staff.

Support Staff

Support staff will work under the direction of teachers and relevant leaders to implement agreed provision, promote pupils' independence, provide feedback on progress and contribute to review arrangements.

10. MEDICAL CONDITIONS, SAFEGUARDING, ATTENDANCE AND BEHAVIOUR

SEND may interact with medical needs, safeguarding concerns, attendance difficulties or behaviour. Staff will consider whether a pupil's SEND is relevant when responding to these issues and will make reasonable adjustments where required.

Having SEND does not explain away safeguarding concerns or remove the need for appropriate expectations. Equally, behaviour or attendance concerns will not be considered in isolation where there may be an underlying or unmet need.

Arrangements for pupils with medical conditions are set out in the Federation's Supporting Pupils with Medical Conditions / Medicines arrangements and related individual healthcare plans where required.

11. SEN INFORMATION REPORT AND LOCAL OFFER

Each school will publish an SEN Information Report on its website and review it at least annually. The report will describe the school-specific arrangements for identifying and supporting pupils with SEND, including accessibility, expertise, involvement of pupils and parents/carers, transition, external support and arrangements for handling concerns.

The schools will also signpost families to Oldham's Local Offer for information about education, health and social care provision available for children and young people with SEND.

12. COMPLAINTS

Concerns about SEND provision should, wherever possible, be raised initially with the class teacher and/or SENCo so that they can be addressed promptly. Formal complaints will be considered under the Federation's Parental Complaints Policy.

Where a complaint relates to statutory EHC processes or decisions made by the Local Authority, separate statutory routes of challenge or appeal may apply.

13. MONITORING AND REVIEW

The Executive Headteacher and governing bodies are responsible for ensuring that appropriate SEND arrangements are in place across the Federation.

The implementation and impact of this policy will be monitored through the Federation's existing leadership, curriculum, pupil progress, safeguarding and governance arrangements, including consideration of the experiences and outcomes of pupils with SEND.

This policy will be reviewed annually, and sooner where there are changes to legislation or statutory guidance, or where learning from practice indicates that changes are required.

Each school's SEN Information Report will be reviewed and updated annually and published on the school website.

14. LINKED POLICIES AND DOCUMENTS

- SEN Information Report (school specific)
- Accessibility Plan / Accessibility and Disability Equality
- Supporting Pupils with Medical Conditions / Medicines
- Allergy Safety and Anaphylaxis
- Safeguarding and Child Protection
- Behaviour
- Improving Attendance
- Equality and Diversity
- Teaching and Learning
- Assessment

15. KEY LEGISLATION AND STATUTORY GUIDANCE

- Children and Families Act 2014
- Equality Act 2010
- Special Educational Needs and Disability Code of Practice: 0 to 25 years
- Special Educational Needs and Disability Regulations 2014

Policy reviewed August 2026