



Special Education Needs Policy

Version Control

Version	Date	Page Number	Section	Amendment
	09.11.2021			Change to page 10: Curriculum Policy instead of Curriculum and Assessment Policy
	09.03.2026		8.0	Removed specific list of sessions delivered through the parent-carer workshop programme to "future proof" against changes

Special Educational Needs Policy

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1.0 Special Education Needs and Disability information report background

This Special Education Needs (SEN) and Disability information report provides information on our school's policy for pupils and students with SEN and disabilities.

This Special Educational Needs (SEN) and Disability policy complies with

- Section 69(2) of the Children and Families Act 2014
- Regulation 51 and Schedule 1 of the Special Education Needs and Disabilities Regulation 2014

And refers to the section 6 of the 'Special Education Needs and Disability Code of Practice: 0 to 25 Years'.

The Accessibility Plan is written in compliance with paragraph 3 of the schedule 10 of the Equality Act 2010

2.0 School Vision

Ickburgh School: Visions, Values and Aims

Vision

Ickburgh School is a place where all pupils and staff members find Fulfilment, Belonging, and Independence.

Values

Fulfilment

I feel a deep and nourishing sense of fulfilment, through achieving meaningful outcomes.

Belonging

I belong to something bigger than myself; a community of diversity, tolerance and respect, where difference is celebrated.

Independence

I am as independent as I can be in achieving my outcomes, and I'm nurtured to develop my own personality, interests, and talents.

Aims

To deliver this for our pupils and staff members, we aim to be a world class centre of excellence by:

- Establishing the school as an outward-facing learning community, constantly seeking to improve its practice by reflection, evaluation and innovation.
- Working in partnership with, and drawing on the expertise of, parents, other agencies and the wider community.
- And, most importantly, placing pupils at the heart of everything we do.

3.0 The needs of our school learners and admissions criteria

Ickburgh School is a Special School providing enhanced support for children and young people who have special educational needs and disabilities (SEND).

The school caters for pupils between the ages of 3 to 19 years of age. All students attending the school have Education, Health and Care Plans in place.

The school's provision is divided into three Pathways designed to meet a range of needs. Classes in each Pathway run across Early Years, Primary, Secondary and Sixth Form.

- Connecting Learners - For learners with severe learning difficulties and Autism
- Active Learners - For learners with severe learning difficulties
- Sensory Learners - For learners with profound and multiple learning difficulties, many of whom have physical disabilities, visual and hearing impairments and complex medical needs

Strategies used within and across Pathways are personalised to the needs of individual learners.

Ickburgh School with the support of physiotherapists and occupational therapists cater for children and young adults who are able to walk or are beginning to walk but still require support with mobility and with fine motor difficulties, such as holding a pen, a spoon, or using scissors to cut paper. Children who use a wheelchair are ably supported by trained staff with the support of our health partners.

With the support of the speech and language therapists and our own trained staff children receive support in developing communication, language and reading skills.

The facilities on site - a hydrotherapy pool, 5 multi-sensory rooms, 2 food technology rooms 2 art rooms and a music room, help us design a curriculum creating experiences which are varied, colourful, challenging and stimulating. Encouraging independence, choice making and communication is important. Our pupils and students thrive when they feel happy, safe and secure, and are challenged to do their very best.

The school is unlikely to be suitable for students who present with frequent and seriously challenging behaviours due to the delicate condition and health and safety needs of some of our pupils and students.

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4.0 Admissions Process

Stage 1	School Visit	Parents/Carers who think that Ickburgh School may be the right place for their child are welcome to make an informal visit with the family liaison worker who can advise on placement, curriculum and schooling matters.	
Stage 2	Parents/Carers thinking 'no' or 'don't know'	If after the visit parents/carers who think this not an appropriate placement, would need to contact their local authority, for further support and advice.	
	Parents/Carers thinking 'yes'	If after the visit parents/carers who this this might be an appropriate placement would need to contact their local authority to make an official referral. There is a link to the Admissions Process on the school website for further information.	
Stage 3	Official referral	Admission to the school is agreed through the statutory assessment process. A learners needs are jointly assessed by Ickburgh School and the Local Authority the learner resides in, in consultation with parents, carers and professional partners in health and social care.	
Stage 4	Decision of the local authority	Placement confirmed	Placement not confirmed
		If a placement is confirmed by the school and local authority, Parents/Carers will receive help to complete the schools admissions forms, from a family liaison worker.	A child's local authority will seek to support the parents in finding a suitable school placement. Parents also have the right to appeal this decision, and information about this can be provided by the local authority parent partnership team called SENDIAGS
Stage 5	Completing the admissions criteria	Parents will be supported completing the schools admission papers. This provides the school with key information such as who to get in touch with in the event of an emergency contact numbers and the permissions parents give for their child to participate in activities in school.	

	Care plan	Once a decision has been made to place a learner at Ickburgh School, parents/carers of a child who has medical needs, will be asked to support the school nurse in completing a care plan for their child. This will include plans for meeting the needs of learners with medical conditions requiring intervention at school such as epilepsy, dietary needs, and continence problems.
	Wheelchair user or mobility difficulties	An occupational therapist and physiotherapist may want to check that a child or young person has the correct seating or walking equipment to safely take part in school activities and travel on the school bus.
	Swallowing difficulties	If a child or young person has problems swallowing food and liquids a joint assessment will be undertaken by a speech and language therapist and an occupational therapist and an eating and drinking plan created, and shared with your child's class team.
	School Transport	If a learner lives outside the school catchment area, or has significant needs a family liaison worker will help a parent/carer apply for school transport.

5.0 Initial Planning Meeting

An initial planning meeting will take place within 10-12 weeks of a learner's admission. The initial planning meeting gives parents/carers and the school the opportunity to discuss placement matters and come to a joint agreement about whether the school placement is suitable. The school will present a baseline assessment and discuss how it intends to support a learner's educational and personal care needs, with the support of its partners (where necessary) in health (speech and language therapist, occupational therapist, physiotherapist, dietician, consultant paediatrician), education (specialist teachers for multisensory impairment, visual impairment, educational psychologist) and social care.

6.0 The School Environment

Our facilities cater to the educational development, physical, therapeutic and medical needs of learners with profound and multiple difficulties and severe learning difficulties.

- Classrooms fitted with interactive whiteboards and technology
- Sensory rooms for multisensory sessions
- Gymnasium for sporting activities
- Rebound therapy room purpose built, and outdoor trampoline to provide therapeutic exercise and fitness
- School hall and Atrium for whole school activities and mixed use
- Hydrotherapy pool for water based activities for the profoundly disabled and younger non swimmers.
- A flat with bedroom and living room to develop independence and skills for adult life.
- A Sixth Form Common Room and Food Technology Room to support further with the above
- Hygiene suites fully accessible for personnel care needs
- Outdoor area for play and socialising
- Bus park for school buses can collect and drop off learners
- Visitors' car park

- Meeting rooms for parent led meetings, reviews, training
- School kitchen with modern facilities where all meals are carefully prepared to meet specific dietary requirements

The room and spaces support the delivery of a broad and balanced curriculum creating colourful, challenging and stimulating experiences. The space and interaction with staff and learners encourages independence, choice making and communication.

7.0 The School Curriculum

Please refer to the school's Curriculum Policy (available on the school website) for a detailed explanation of the school curriculum.

8.0 Parents/Carers

Parents and Carers play a key role in the school life of their children, and work in partnership with the school is key in supporting learners to do their very best.

At Ickburgh School we run an annual programme of workshops designed to support parents and carers. Workshops are delivered by specialist teams, parent – led initiatives and the schools Family Liaison Officer.

9.0 Special Educational Needs Coordinator

The Headteacher holds a National SEN Coordinator Award (NASENCO), to ensure that the day-to-day provision meets pupil needs and the school delivers on pupils' key outcomes.

Policy Reviewed by: Joseph Sieber

Designation: Head Teacher

Date: 9th March 2026

Approved by: Pupil, Parent and Curriculum

Chair of Committee: Pat Corrigan

Signature:

Date: 17th March 2026