

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Compliance

1. This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities Code of Practice 0–25 Years (January 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb (2013)
- SEND Code of Practice 0 -25 Years (April 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (2012)
- United Nations Convention on Rights of the Child (1991)
- COVID19 - Supporting Children and Young People with SEND as Schools and Colleges Prepare for the Wider Opening (June 2020)

2. This policy has been created to ensure compliance with the Department of Education's SEND Reforms, which address measures outlined in the Children and Families Act 2014. The Act includes changes to the support and services children and young people with special educational needs and disabilities will receive. These changes came into force on 1st September 2014.

Aim (the longer view)

3. This policy sets out our commitment to raising the aspirations and expectations for all pupils with SEND, including those identified as Gifted and Talented.

4. The overarching aim of this policy is to ensure that the needs of pupils with SEND, and the barriers to their learning, are accurately identified and effectively met so that they are able to achieve well and develop well, both as individuals and as members of the community, living life with dignity and independence (UNCRC Article 23).

5. To this end, we aim to:

- Assess pupils accurately, track their progress regularly and adjust provision in the light of on-going monitoring.

- Ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all pupils, including those with SEND.
- Ensure that teaching and learning is multi-sensory (e.g. using visual kinaesthetic and verbal methods according to individual need)
- Make sure that additional support is well targeted, using a balance of in-class support and sensitively handled timely withdrawal.
- Use the most appropriate resources to support learning, taking into account individual learning styles and ensuring that the development of pupils' literacy skills has the highest priority.
- Continuously monitor and evaluate the effectiveness of our provision for all pupils, including those with SEND, to ensure that we are providing equality of educational opportunity and value for money.

Objectives

6. Through the application of this policy we wish to:
 - Ensure compliance with National SEND Policy, most currently the DfE SEND Reforms, Children and Families Act 2014 and the SEND Code of Practice 2015.
 - Work closely with the LA in developing their Local Offer and complying with locally agreed policies and procedures.
 - Operate a 'whole pupil, whole school' approach to the management and provision of support for SEND.
 - Ensure all staff implement the school's SEND policy consistently, fully endorsing our belief that every teacher is a teacher of every child, including those with SEND.
 - Ensure that there is no discrimination or prejudice.
 - Ensure SEND pupils are included in the full range of learning opportunities which are available to all pupils.
 - Ensure all pupils have access to an appropriately differentiated curriculum.
 - Recognise, value and celebrate pupils' achievements at all levels.
 - Work in partnership with parents and carers¹ in supporting their child's education.
 - Guide and support all school staff, governors and parents regarding SEND issues.
 - Meet the individual needs of all children, irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs.
 - Provide appropriate resources and ensure their maximum and proper use.
 - Involve the pupil in the process of identification, assessment and provision and to ensure that the pupil is aware that his/her wishes are taken into account as part of the process and of the shared responsibility in meeting his/her educational needs.

¹ For the remainder of this policy, the term 'parent' will be taken to embrace carers.

- Provide an appropriately qualified Special Educational Needs Co-ordinator (SENCo) who will oversee and work with the SEND Inclusion Policy.
- Provide support and advice for all staff working with pupils who have SEND.
- Support pupils with SEND to develop their personality, talents and abilities to the full (UNCRC Article 23).
- Encourage all pupils with SEND to develop a respect for human rights, respect for parents, their own and other cultures and the environment (UNCRC Article 29).

Identifying special educational needs

7. A child has a learning difficulty or disability if they have (a) greater difficulty in learning than the majority of children of their age or (b) a disability that prevents or hinders them from making use of educational facilities or provision that is normally available.

8. In addition, we identify special educational needs within the context of the usual differentiated curriculum of the school. Pupils are identified as having SEN if they are not making progress within a curriculum that:

- sets suitable learning challenges
- responds to pupils' diverse learning needs
- aims to help pupils overcome potential barriers to learning

9. In accordance with the SEND Code of Practice 2015, four broad categories of need are identified:

- Communication and Interaction
- Cognition and Learning
- Sensory or Physical Needs
- Social, Mental and Emotional Health.

10. Whilst it is clear that the purpose of identification is to work out what action the school needs to take, it is not our purpose to fit a pupil into a category and serves solely to identify the needs of each individual pupil by considering the whole child's needs, not just his/her special educational needs.

11. The school will always take into account individual needs that are not specifically SEND needs, but which may impact on progress and attainment, for example:

- Attendance and Punctuality
- Health/medical needs
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium
- Being a Looked-After Child (LAC)
- Being the child of a parent in the Armed Services.

12. Any child that may fall significantly behind i.e. 1 year below Age Related Expectation in their learning, for whatever reason, will be added to the On Alert register.

13. The existence of behavioural difficulties within a child is not in itself a reason for the child to be regarded as having SEND and in such cases the school will use its best endeavours to find and rectify the underlying cause of behaviour.

14. Where a child with SEND is displaying behaviour difficulties, the expectations of the child's behaviour will be the same as for all children in the school but moderated with special consideration being given to underlying conditions which could predispose the child to behaviour problems (e.g. autistic spectrum disorders; AD/HD)

A graduated approach to SEND support

15. In compliance with the new SEND Code of Practice and SEND Reforms, there is a graduated approach to the identification, provision and support of all pupils, which includes a period of close monitoring and targeted provision prior to consideration being given to place a child on the school Record of Need (RON). Should a pupil require provision that is additional and different, they should be placed on the RON under one single category, namely SEND Support. Their provision will be identified and progress monitored via Individual Provision Mapping.

16. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEND. 'Quality First' teaching is a priority of the school. It is regularly and rigorously monitored and there is a focus on continual improvement of the teaching of all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

17. The SENCo must maintain close liaison with all members of staff to ensure that pupils are only identified as having SEND if they do not make adequate progress once they have had appropriate interventions, adjustments and good quality personalised teaching.

18. Details of the provision on offer at our school can be found in the School Offer and Information Report in the SEND section of the school's website and on the Family Information Service and the Early Help Hub, on the Cornwall Local Authority website.

Levels of Need

19. Our whole school's graduated response consists of five levels as follows:

1. Universal Support
2. Early Intervention Support
3. Targeted, additional support
4. Targeted, intensive addition support (Child placed on Record of Need at School Support level)
5. Request for an Education Health Care Plan (EHCP) or EHCP already in place.

For more detailed information about these five levels of our graduated response, please see Appendix 2 – the ‘Perran-ar-worthal Graduated Response to Support and Intervention for Children with Additional Needs’.

Criteria for exiting the SEND record of need

20. The SENCo has responsibility for the removal of a pupil from support on the Record of Need. The decision will be dependent upon appropriate progress being made towards set targets and in conjunction with appropriate teaching staff, outside agencies and parents.

Supporting pupils and families

21. Families of pupils with SEND are guided towards the Cornwall Family Information Service (FIS), www.supportincornwall.org.uk, with regard to the LA Local Offer for SEND in accordance with Regulation 51, Part 4.

22. Our school has provided a link on the Cornwall FIS's website to information on our provision for families who have a child with a SEND or Disability in line with current requirements (The School Offer). This link includes the SEND Policy and SEND Information Report, in accordance with Regulation 51, Part 3 section 69(3)(a) of the Act.

23. Admission arrangements can be found on the school's website.

24. Transition meetings between class teachers to discuss the needs of individual pupils with SEND should take place in July and will include the passing on of all records, including all Individual Provision Maps.

25. We ensure that Y6 pupils with specific SEND can access KS2 SATS if this is appropriate. The Headteacher in liaison with the SENCo and Y6 class teachers, must ensure that access arrangements have been made in a timely manner.

Supporting pupils with medical conditions

26. The school recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education, including educational visits and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010. Please see our Medical Conditions Policy available on our school website.

27. Some pupils may also have SEND and may have an EHCP that brings together health and social care needs, as well as special educational provision and the Code of Practice (2015) is followed.

28. Some members of staff have been specifically trained in Paediatric and all other staff have General First Aid and receive updated training when necessary. Where appropriate, staff are trained in managing the medication and other treatments of pupils with medical conditions. For more detailed information, see the school policy for Supporting Pupils with Medical Conditions, which can be found on the school's website.

29. The school refers to and regularly accesses guidance published by the DfE which can be found at www.sendgateway.org.uk

Monitoring and evaluation of SEND

30. The quality of provision offered to all pupils with SEND must be continuously monitored through on-going daily, weekly, half termly and annual review, on an individual and cumulative basis, in conjunction with the governors, Headteacher, SLT, teaching staff and parents, in line with an active process of continual review and improvement of whole school practice.

Training and resources

31. Professional development needs should be identified through the school's appraisal system, self-evaluation and quality assurance processes and feed into the School Improvement Plan.

32. The Headteacher oversees the professional development of all teaching staff and teaching assistant occurs during whole school training days and by attending courses. Colleagues attending courses are expected to disseminate and share relevant knowledge with other staff within the school.

33. The SENCo must undertake an annual audit at the end of each academic year, of Staff Skills and SEND Knowledge in order to recognise and address gaps within the school and for individuals.

34. The SENCo must undertake an induction meeting with newly-appointed teaching and support staff to explain systems and structures in place around the school's SEN provision and practice and discuss the needs of individual pupils.

35. The SENCo should regularly host or attend SEND network meetings in order to keep up to date with local and national developments in SEND and also support the LA through involvement in work strands to address on-going developments in SEND reforms.

36. Support staff should be encouraged to take an active part in all school functions or training, including leading after-school clubs.

Roles and responsibilities

The governing body

37. The governing body has regard to the SEND code of Practice (2015) when carrying out duties towards all pupils with SEND. Consequently, it is their responsibility to:

- To ensure that the school is compliant with the SEND Code of Practice (2015) and, in particular, to ensure that the school is making the necessary provision is made for pupils with SEND.
- Determine the school's general policy and approach to pupils with SEND in cooperation with the Headteacher/SENCo.
- Ensure that any additional funding for SEND pupils is appropriately targeted and spent accordingly.
- Ensure that the policy and information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services are available for parents.

- Ensure that the school's progress in implementing the policy and its impact on pupils are regularly reported to the Governing Body annually.
- Receive assurance that pupils with SEND are included as far as possible into the activities of the school.
- Consult with the LA and the Governing bodies of other schools, when appropriate, in the interests of coordinated SEND provision in the area.

The SEND governor

38. There is a named SEND Governor, accountable to the Governing body through its chair.

The SEND Team

39. Mrs Katie Rawlings is the SENCo and manages the SEND Teaching Assistants.

40. The SENCo has overall responsibility for:

- the management of SEND processes and implementation of policy
- providing leadership and overall supervision of SEND within the school
- assessing the impact of quality-first teaching.

41. The SENCo must maintain close liaison with all members of staff to ensure that pupils are only identified as having SEND if they do not make adequate progress once they have had appropriate interventions, adjustments and good quality personalised teaching.

42. The SENCo, with the support of the Headteacher, is responsible for:

- Assessing specific needs of students with SEND, including application for statutory assessment
- Managing the screening of pupils for dyslexia
- Line managing the SEND Teaching Assistants
- Liaising with other schools to aid transition
- Ensuring all relevant information is forwarded on to new school
- Day-to-day operation of the school's SEND Policy
- Liaising with and advising class teachers and support staff
- Maintaining the SEND Record of Need and the records of all pupils with SEND
- Liaising with parents of pupils with SEND
- Liaising with external services, including the Educational Psychology Service, Social Care, Early Support, etc.
- Holding review meetings for pupils with SEND, including those with an EHCP
- Applying for access arrangements, e.g. additional time for KS2 SATs.
- Manage SEND funding to ensure it is appropriately targeted.

Class teachers

43. All class teachers are required to keep a list of pupils who they are monitoring at On-Alert level and to identify and implement strategies to address their needs to enable them to catch-up. This will involve conversations between the class teacher, Sendco and parents, which will include problem solving, planning support and strategies for the individual pupils.

44. All teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from specialist staff and teaching assistants. The learning of **all pupils** remains the responsibility of the class teacher at all times.

Teaching assistants

45. Teaching assistants and Higher Level Teaching Assistants are recruited to work within the classroom or with targeted groups or individuals outside the classroom, as directed by the senior leaders, SENCo and class teachers.

For additional information about Roles and Responsibilities of all stakeholders, please see Appendix 3 – ‘Every Leader is a Leader of SEN – Roles and Responsibilities’.

Appendix 1: Assess, Plan, Do, Review cycle

Assess

- Teacher's quality first teaching, accurate formative assessment and experience of child
- Pupil progress, attainment and behaviour
- Development & attainment in comparison to peers
- Views and experiences of parents
- The child's own views
- If relevant, assessments, views of and advice from external services.

Plan

- The SENCo and class teacher, in consultation with parents and child, will draw up a plan. It will include:
 - The outcomes agreed for the next term
 - The support and interventions to be put in place
 - The expected impact on progress, development or behaviour
 - A clear date for review
- The plan will be recorded on the pupil's Provision Plan.
- A copy will be given to the parents.

Do

- The class teacher remains responsible for working with the child on a daily basis and works closely with TAs or specialist staff to plan and assess the impact of the interventions.
- The SENCo supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

- Parents will be invited to attend termly review meetings with the SENCo and their child in order to monitor and review the effectiveness of the support and the impact on the child's progress.
- A new plan will then be drawn up and added to the on-going Provision Plan.
- Parents will be given copies of all notes recorded at the review.

Appendix 2: Designated roles

Designated Persons responsible for managing the provision for children

Qualified SENDCo: Katie Rawlings (NASENCo - National Award for SENCO)

Qualified SENDCo: Rachel Heffer (NASENCo - National Award for SENCO)

Named SEND Governor: Chris Lea (Interim SEND Governor)

Contact details:

Telephone: 01872 863004

Email: senco@perran-ar-worthal.cornwall.sch.uk

Designated Safeguarding Lead

Hannah Pallot(Deputy Headteacher)

Deputy Safeguarding Lead

Rachel Heffer(Headteacher)

Designated Teacher for Looked After Children

Hannah Pallot (Deputy Headteacher)

Designated Member of Staff responsible for PPG/LAC Funding

Rachel Heffer (Headteacher)

Designated Member of Staff responsible for managing the school's responsibility for meeting the medical needs of pupils

Rachel Heffer (Headteacher/ Support SENCo)

Katie Rawlings (SENCo)

Appendix 3: Perran-ar-worthal 5-Stage Graduated Response

Graduated Response to support and intervention for children with Additional Needs

Stage	Provision Required	Support and Provision	Assessment, recording and monitoring systems	Monitored by
1	Universal provision	<ul style="list-style-type: none"> • High quality first teaching • A broad and balanced curriculum within an inclusive classroom • Personalised learning targets • Attention paid to different learning styles with teaching styles adapted accordingly • Carefully planned differentiation, including practical, visual, concrete resources • Modelling by adults within the classroom • Curriculum assessment of progress to support target setting and provision for children in the class • Assessment for learning and constructive feedback 	<ul style="list-style-type: none"> • Differentiated planning and outcomes • Child is aware of their own learning targets • Reviewed at Pupil Progress and Review meetings with Senior Leadership Team • Assessment for Learning systems used to identify strengths / gaps 	Class Teacher
2	Early intervention support (Not on SEN Register)	In addition to Stage 1: <ul style="list-style-type: none"> • Support within class through small groups and individual support • Differentiation of the curriculum to meet individual learning needs • Tools and resources to support access 	<ul style="list-style-type: none"> • Differentiated planning and outcomes • Child is aware of their own learning targets 	Class Teacher SLT

			<ul style="list-style-type: none"> Reviewed at Pupil Progress and Review meetings with Senior Leadership Team Assessment for Learning systems used to identify strengths / gaps 	
3	Targeted, additional support (Not on SEN Register)	In addition to Stages 1 and 2: <ul style="list-style-type: none"> Investigation of strength and needs Early intervention and personalised provision Inclusion of parents and child as part of the Plan – Do – Review cycle of targeted assessment Targeted support within class through small groups and working individually with an adult Additional group or individual programmes Evidence-based interventions delivered individually or in small groups within 8 to 20 weeks e.g. phonics and reading interventions etc. Reviewed 6 weekly. Differentiation of the curriculum to individual learning needs e.g. alternative methods of recording Tools and resources to support access 	<ul style="list-style-type: none"> SENCo made aware – ‘On Alert’ sheet completed, detailing evidence of intervention, impact and outcomes Child is aware of their own learning targets Reviewed at Pupil Progress and Review meetings with SENCo Assessment for Learning systems used to identify strengths / gaps Intervention records completed weekly to record progress 	Class Teacher SLT SENCo
4	Targeted, intensive additional support	In addition to Stages 1 to 3:	<ul style="list-style-type: none"> One Page Profile 	Class Teacher

	(SEN Register)	<ul style="list-style-type: none"> • Multi-professional planning and coordinated support may be in place e.g. Ed Psych, Outreach Services, NHS, CAMHS etc. • Personalised support working on an individualised curriculum • High levels of adult support and modelling to enable access to the curriculum • Personalised resources e.g. work station if appropriate • Inclusion of parents and child as a part of the Plan – Do – Review cycle of targeted assessment and intervention • Individual Provision Plan reviewed termly (or more often if appropriate) • Access to an adapted environment if appropriate • Individual modifications to the curriculum 	<ul style="list-style-type: none"> • Individual Provision Plan with termly review (or more often if appropriate) • Progress meeting with SENCo • SENCo monitoring provision • Intervention identified on whole school provision map 	SENCo
	Request for a Statutory Assessment	As above		
5	Provision over and above that which would be expected at universal and targeted support levels because a child's needs are exceptional, severe, complex and long-term	In addition to Stages 1 to 4: <ul style="list-style-type: none"> • Education, Health and Care Plan (EHCP) reviewed annually (Annual Review) 	<ul style="list-style-type: none"> • Annual Review Meeting • Annual Review Report • One Page Profile • Individual Provision Plan with termly review (or more often if appropriate) 	Class Teacher SENCo

	(SEND register – EHCP or application for EHCP)	<ul style="list-style-type: none"> • Multi-professional planning and coordinated support e.g. Ed Psych, Outreach Services, NHS, CAMHS etc. • Personalised support, working on an individualised curriculum • High levels of adult support and modelling to be able to access the curriculum • Personalised resources e.g. work station if appropriate • Inclusion of parents and child as a part of the Plan – Do – Review cycle of targeted assessment and intervention • Individual Provision Plan reviewed termly (or more often if appropriate) • Identified on Whole School Provision Map, reviewed termly (or more often if appropriate) • Access to an adapted environment if appropriate • Individual modifications to the curriculum 	<ul style="list-style-type: none"> • Termly progress meeting with SENCo • Intervention identified on whole school provision map 	
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Please note: To access additional support at a higher stage, the Class Teacher needs to evidence that a child is not making progress despite consistent provision at the current stage of support.