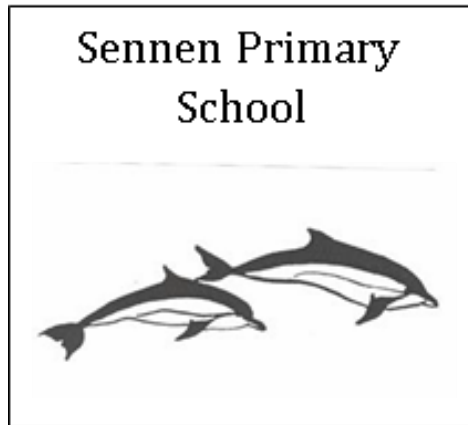


SENNEN SCHOOL



# Special Educational Needs and Disability Policy

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**2020 – 2021**

**Designated Person responsible for managing the provision for children with SEND:  
Rebecca Thomas**

**Contact details: 01736 871392**

We want every child to leave Sennen School wanting and determined to make a difference to the world, and having the skills to do so. In order to do this, we believe that we have to enable the children to be emotionally intelligent, resilient and brave, so that they will stand up for what is right and be ambassadors of social justice.

## **SECTION 1 – COMPLIANCE AND GENERAL STATEMENT**

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities Code of Practice 0 – 25 Years (April 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 SEN 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)

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. This policy has been created by Rebecca Thomas in liaison with the Headteacher, SEN Governor, SLT and staff, with due regard to the input of parents and pupils with SEND.

At Sennen School we believe that all children are unique individuals with a right to a safe and happy learning environment, in which both safeguarding and children's wellbeing are a shared priority. An inclusive environment which offers acceptance and respect for everyone, ensures equal opportunities regardless of social background, culture, race, gender or ability and which embraces both British values and diversity.

In compliance with the new SEN 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 the consideration being given to place a child onto the school Record of Need (RON). Should a pupil require provision that is additional and different they are placed on the RON under one single category, namely SEN Support. (This category replaces the categories of School Action and School Action Plus). Their provision will be identified and progress monitored via Individual Provision Mapping. This policy sets out our commitment to raising the aspirations and expectations for all pupils with SEN, including those identified as Gifted and Talented.

## **SECTION 2 – AIM (THE LONGER VIEW)**

The overarching aim of this policy is to ensure that the needs of pupils with SEN, 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)

To this end, we aim to:

- a) Assess pupils accurately, track their progress regularly and adjust provision in the light of ongoing monitoring.
- b) Ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all pupils, including those with SEN.
- c) Ensure that teaching and learning is multi-sensory.
- d) Make sure that additional support is well targeted, using a judicious blend of in-class support and withdrawal.

- e) 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.
- f) Continuously monitor and evaluate the effectiveness of our provision for all pupils, including those with SEN, to ensure that we are providing equality of educational opportunity and value for money.

#### Objectives:

Through the application of this policy we wish to:

- a) Ensure compliance with National SEN Policy, most currently the DfE SEND Reforms, Children and Families Act 2014 and the SEND Code of Practice 2015.
- b) Work closely with the LA in developing their Local Offer and complying with locally agreed policies and procedures.
- c) To operate a 'whole pupil, whole school' approach to the management and provision of support for SEN.
- d) Ensure all staff implements the school's SEN policy consistently – fully endorsing our belief that every teacher is a teacher of every child including those with SEN.
- e) Ensure that there is no discrimination or prejudice.
- f) Ensure all pupils have access to an appropriately differentiated curriculum.
- g) Recognise, value and celebrate pupils' achievements at all levels.
- h) Work in partnership with parents/carers in supporting their child's education.
- i) Guide and support all school staff, governors and parents on SEN issues.
- j) Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs.
- k) Provide appropriate resources and ensure their maximum and proper use.
- l) 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.
- m) To provide an appropriately qualified Special Educational Needs Co-ordinator (SENCO) who will oversee and work with the SEN Inclusion Policy.
- n) To provide support and advice for all staff working with pupils who have SEN.
- o) Support pupils with SEN to develop their personality, talents and abilities to the full. (UNCRC Article 23)
- p) Encourage all pupils with SEN to develop a respect for human rights, respect for parents, their own and other cultures and the environment. (UNCRC Article 29)

#### Roles and responsibilities:

**The SENDCo** (Special educational needs and disabilities coordinator) is Mrs Rebecca Thomas, and she can be contacted on 01736 871392.

They will:

- Work with the Head Teacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- 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 SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- 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 SEND up to date
- Work alongside the senior leadership team in planning the curriculum for pastoral support and monitoring the emotional wellbeing of children

#### **The SEND Link Governor:**

The current SEND Link Governor is Mrs Caroline Amos

The SEND Link Governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the Governing Body on this
- Work with the Head Teacher and SENDCo to determine the strategic development of the SEND policy and provision in the school.

#### **The Head Teacher**

The Head Teacher will:

- Work with the SENDCO and SEND Link Governor to determine the strategic development of the SEND 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, including those with SEND
- Working with the SENDCo to ensure that children with SEND, along with all other children, receive a broad and balanced curriculum that is appropriate to their level of development
- 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 Inclusion Leader (SENDCO) to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

#### **Role of the Teaching Assistants**

Teaching Assistants and Higher Level Teaching Assistants are recruited to work within the classroom and/or with targeted groups or individuals outside the classroom as directed by the Senior Leaders and Classteachers. The learning of **all pupils** remains the responsibility of the classteacher at all times. Teaching Assistants are line managed by the classteacher and SENDCo where appropriate.

### **SECTION THREE – IDENTIFYING SPECIAL EDUCATIONAL NEEDS**

A child has a learning difficulty or disability if he/she has:

- greater difficulty in learning than the majority of children of his/her age. and/or
- a disability which prevents or hinders them from making use of educational facilities/ provision that is normally available.

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:

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

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

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

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 serve solely to identify the needs of each individual pupil by considering the whole child, not just his/her special educational needs.

The school will always take needs that are NOT SEN but that may impact on progress and attainment into account for example:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child (LAC)
- Being the child of a Serviceman/woman

The identification of behaviour as a need is no longer an acceptable way of describing SEN and any concerns relating to a child's behaviour will be described as an underlying response to a need which the School has recognised and identified clearly.

#### **SECTION 4 – A GRADUATED APPROACH TO SEN SUPPORT AT SENNEN SCHOOL**

At Sennen School 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. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN. '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 SEN most frequently encountered. Close liaison is maintained with all members of staff by the SENCO to ensure that pupils are only identified as having SEN if they do not make adequate progress once they have had appropriate interventions/adjustments and good quality personalised teaching.

Details of the provision on offer at Sennen School can be found in the School Offer in the SEN section of the School's Website and on the Support in Cornwall Website (Local Offer).

#### **Levels of Need**

Sennen School's Graduated Response consists of three levels as follows:

##### **Monitoring.**

This refers to pupils who may, for some reason, have fallen behind and require some additional input to catch-up. A pupil in this category may have one or more of the following indicators:

- Be at risk of not meeting their targets
- Currently working at a standard below National expectations and their targets will not bring them above this level
- New entrants to the school whose needs are still being assessed
- Currently have barriers to their learning eg
  - Their behaviour is disruptive
  - There are attendance/lateness issues
  - Concerns over their mental health

- The family is currently experiencing challenges
- They have EAL (English as an Additional Language)

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

Pupils at this level of need DO NOT form part of the School's RON and, in line with the Code of Practice, the School ensures that everything is done at an early a stage as possible to avoid the need for SEN Support. However, if after a period of time, an individual does not catch-up, it is at this point that consideration will be given as to whether they need SEN support.

### **SEN Support**

Pupils are placed on the RON at this level after assessment and consultation between the SENCO and Class Teacher when it is established that they have a significant learning difficulty and need provision that is **additional and different**.

At this point, parents/carers will be informed of the decision and the School will continue to work in partnership with them, listening to their views and those of the pupil, and involving them proactively in planning and decision making. This will take the form of a half-termly 'Assess- Plan-Do -Review Cycle.'

#### **Assess**

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

#### **Plan**

A plan will be drawn up by SENCO & class teacher in consultation with parents and child. It will include:

- The outcomes agreed for the next half 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 Individual Provision Map.
- 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/ 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 ongoing Individual Provision Map.
- Parents will be given copies of all notes recorded at the review.

### **Involving Specialists**

If a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below age expected despite SEN Support, the school will involve

specialists including those from outside agencies. The views of parents/carers and the child are considered at all levels of intervention.

### **Education, Health and Care Plan**

Pupils who need more specialist provision and whose needs cannot be wholly met at SEN Support level will be the subject of Statutory Assessment. This is completed by the SENCO who obtains the views and information about the child from all other professionals involved in their education, health and/or care. Parents/Carers views and those of the child are obtained and will be considered in order for a recommendation for an EHCP to be made to the Local Authority. The LA then considers the application and issues an EHCP as appropriate.

(EHCPs replace Statements of Educational Need.)

There is a statutory requirement to review an EHCP annually. This review meeting is held at the school with parent, child and all professionals involved invited to attend.

In addition, pupils with an EHCP (or Statement) are subject to the termly Assess-Plan-Do-Review Cycle.

### **The SENCO is responsible for:**

- a) Assessing specific needs of students with SEN, including application for Statutory assessment.
- b) Managing the screening of pupils for dyslexia.
- c) Line managing the learning support assistants where appropriate
- d) Liaising with other schools to aid transition
- e) Ensuring all relevant information is forwarded on to new school.
- f) Day-to-day operation of the school's SEN Policy
- g) Liaising and advising class teachers and support staff.
- h) Maintaining the SEN Record of Need and the records of all pupils with SEN.
- i) Liaising with parents/carers of pupils with SEN.
- j) Liaising with external services including the Educational Psychology Service, Social Care, Early Support etc.
- k) Holding review meetings for pupils with SEN including those with an EHCP.
- l) Applying for access arrangements eg additional time for KS2 SATs.

## **SECTION 5 - CRITERIA FOR EXITING THE SEN RECORD OF NEED**

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

## **SECTION 6 – SUPPORTING PUPILS AND FAMILIES**

- Families of pupils with SEN are guided towards the Support in Cornwall website [www.supportincornwall.org.uk](http://www.supportincornwall.org.uk) with regard to the LA Local Offer for SEN in accordance with Regulation 51, Part 4.
- Sennen School has provided a link on the website to information on our provision for families who have a child with a SEN and/or Disability in line with current requirements (The School Offer). This link includes the SEN Policy and SEN Information Report in accordance with Regulation 51, Part 3 section 69(3)(a) of the Act.
- Admission arrangements can be found on the school website.
- The school's policy on managing the medical conditions of pupils can be found on the school website.
- Transition meetings between class teachers to discuss the needs of individual pupils with SEN take place in July and will include the passing on of all records including all Individual Provision Maps.
- We ensure that Y6 pupils with specific SEN can access KS2 SATS where appropriate. The SENCO, in liaison with the Y6 class teachers, ensures access arrangements have been made in a timely manner.

## **SECTION 7 – SUPPORTING PUPILS AT SENNEN SCHOOL WITH MEDICAL CONDITIONS**

- 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.
- Some pupils may also have SEN and may have an EHCP which brings together health and social care needs, as well as special educational provision and the Code of Practice (2015) is followed.
- The school has a number of members of staff trained in Paediatric and General First Aid and, where appropriate, staff are trained in managing the medication and other treatments of pupils with medical conditions. See the school policy for supporting Pupils with Medical Conditions for more detailed information.
- The school follows guidance published by the DfE which can be found at [www.sendgateway.org.uk](http://www.sendgateway.org.uk)

## **SECTION 8 – MONITORING AND EVALUATION OF SEND**

Please refer to information given in Section 4 of this policy. The quality of provision offered to all pupils with SEND is continuously monitored through ongoing 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.

## **SECTION 9 – TRAINING AND RESOURCES**

- All professional development needs are identified through the school's appraisal system, self-evaluation and quality assurance processes and feed into the School Development Plan.
- The Headteacher oversees the professional development of all teaching staff and teaching assistants 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.
- The SENCO undertakes an annual Audit of Staff Skills and SEN Knowledge in order to recognise and address gaps within the school and for individuals.
- Newly appointed teaching and support staff undertake an induction meeting with the SENCO who will explain systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual pupils.
- The SENCO regularly attends SEN network meetings in order to keep up to date with local and national developments in SEND and also supports the LA through involvement in work strands to address ongoing developments in SEN Reforms.
- Support Staff are encouraged to take an active part in all school functions/training including leading after-school clubs.

## **SECTION 10 – OTHER ROLES AND RESPONSIBILITIES**

### **Designated Safeguarding Lead**

Nichola Smith

### **Designated Teacher for Looked After Children**

Nichola Smith

### **Designated Member of Staff responsible for PPG/LAC Funding**

Nichola Smith

### **Designated Member of Staff responsible for managing the School's responsibility for meeting the medical needs of pupils**

Nichola Smith

## **SECTION 11 – STORING AND MANAGING INFORMATION**



The school complies with the current data protection and confidentiality requirements with regard information about pupils and families.

**SECTION 12 – REVIEWING THE SEN POLICY**

The Policy will be reviewed annually to comply with requirements for SEND with effect from April 2015.

**SECTION 13 – ACCESSIBILITY**

Please refer to the Accessibility Plan. This can be seen on the school website.

**SECTION 14 – DEALING WITH COMPLAINTS**

The school’s standard complaints system applies. More information can be found on the school website.

**SECTION 15 – BULLYING**

Please refer to the school’s Behaviour Policy which is available on the school website.

Policy Agreed:

Date .....

Signed – Chair of Governors .....

Review Date .....