



POLICY STATEMENT: *Special Educational Needs and Disability (SEND) Policy and School Offer*

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Approved at a meeting of the Full Governing Body on (see paper copy)

Signed:

Chair of Governors

Head Teacher

There is a list of Special Education Needs terms and abbreviations in Appendix 1 - page 13

Introduction

At Grade Ruan C of E School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Objectives of our SEND Provision

We aim :-

- (a) to enable every pupil to experience success.
- (b) to keep an ongoing SEND register of all children whom we consider to have special educational needs.
- (c) to identify those children as early as possible, assess, record and regularly review their progress and needs.
- (d) to provide learning programmes geared to their needs.
- (e) to work collaboratively with parents, other professionals and support services.
- (f) to ensure that parents or carers are able to play their part in supporting their child's education.
- (g) to involve the child, so as to encourage a move from dependent to independent learning.

The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.

Headteacher, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs.

Responsible Persons

The 'responsible persons' for SEN is Mrs J Green (SENCO), and Mrs L Jones (Headteacher). The SEN Governor is Mrs L. Chandler.

Mrs Green co-ordinates the day to day provision of education for pupils with special educational needs.

Admission and Inclusion

All the teachers in the school are teachers of children with Special Educational Needs. As such Grade Ruan C of E School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with an Educational Health and Care Plan (EHCP) and those others with less significant problems.

Arrangements for the Treatment of Complaints:

The procedure for managing complaints is explained fully in the school's prospectus and parents should follow this formal complaints procedure. All complaints will be dealt with quickly and efficiently. Staff will communicate with parents through meetings and written communications.

Evaluating Success

This school policy will be kept under regular review. The governors will gauge the success of the policy by the achievements of previously agreed targets outlined in the pupils' IEP, progress review and/or annual review. In addition evidence will be gathered regarding:

- Staff awareness of individual pupil need.
- Success of the identification process at an early stage.
- Academic progress of pupils with special educational needs.
- Improved behaviour of the children, where this is appropriate.
- The number of children participating in home/school reading schemes.
- Pupil attendance.
- Number of exclusions.
- Number of children supported by the funding allocation for non-EHCP special educational needs.
- Consultation with parents.
- Number of pupils moving between stages.
- Pupils' awareness of their targets and achievements.

School Offer

Grade Ruan C of E School firmly believes in developing a strong partnership with parents/carers and that this will enable children and young people with SEND to achieve their potential. At Grade Ruan we recognise that parents/carers have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership. Parents/carers hold key information and have a critical role to play in their children's education.

Since September 2014, all schools have been required to publish details of its school offer, detailing support for pupils with special educational needs and/or a disability to complement the Cornwall County Council Local Offer. Below are details of the current school offer at Grade Ruan School and the Local Offer for Cornwall.

What Is 'Special Educational Needs and Disability'?

A Special Educational Need (SEN) is a difficulty or barrier that affects a child's ability to learn and to access the curriculum.

A Disability is a long term health condition which causes a difficulty or barrier to learn or to access the curriculum.

What should I do if I think my child has Special Educational Needs?

If you are concerned that your child has a special educational need (SEN), in the first instance we ask that you speak to your child's class teacher who will then follow up your concerns. Concerns can be discussed at parents' evenings which are held twice a year, or by making an appointment to meet with your child's class teacher at any point throughout the school year.

The Special Educational Needs Coordinator (SENCO) of the school is Mrs Green who is available to speak to, although an appointment may be necessary. Mrs Green is happy to speak to any parent regarding individual support.

The SENCO is responsible for:

- Coordinating all the support for children with SEND and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you as parents, are:
 - involved in supporting your child's learning.
 - kept informed about the support your child is getting.
 - involved in reviewing how they are doing.
- Liaising with all the other people who may be coming into school to help support your child's learning.

- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

How will the school respond to my concern?

The class teacher will listen to any concerns you may have at a pre-arranged meeting. If your concern cannot be met at that meeting then the class teacher will take some time to look into the concern and liaise with the SENCO. A follow up meeting will be arranged to ensure your concern is addressed and to plan any additional support your child may receive. If relevant at this stage, possible referrals to outside professionals to support your child's learning will be discussed.

How will the school decide if my child needs extra support?

If your child is identified as making limited progress within any of the four broad areas of need as identified in the 'Special Educational Needs and Disability Code of Practice', the school will set up a meeting to discuss this with you in more detail and to:

- listen to any concerns you may have.
- plan any additional support your child may receive.
- discuss with you any referrals to outside professionals to support your child's learning.

What will the school do to support my child?

All children at Grade Ruan C of E School, regardless of their need, receive excellent classroom teaching.

This means:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class within well differentiated ability groups. This may involve things like using more practical learning or learning outdoors.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

However, we recognise that each child's needs are unique and so each child will receive different support, depending upon their specific needs. The Special Educational Needs Co-ordinator (SENCo) and class teacher will decide which strategies and resources are appropriate to support your child's needs. Where outside agencies are involved, they will provide advice about how best to support your child's needs.

Any pupil identified as having a special educational need and/or disability is on the SEND register. Extra help will be given to these pupils to help them to make progress. Some examples of ways we may support your child further may include:

Specific group work within a smaller group of children

This group or one to one support may be:

- Run in the classroom or outside.
- Run by a teacher or a Teaching Assistant who has had training to run these groups.

SEN Support

- Your child may engage in group sessions with specific targets to help him/her to make more progress.
- A Teaching Assistant/teacher or outside professional may run these small group/individual sessions
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. Communication, Speech & Language, Educational Psychologist (EP), or a Social Communication Advisor. This will help the school and yourself understand your child's particular needs better and be able to support them better in school.
- The specialist professional will work with you, your child, class teacher and SENCO to understand their needs and make recommendations, which may include:
 - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better.
 - Support to set specific targets which will include their expertise.
 - A group run by school staff under the guidance of the outside professional e.g. a social skills group.

This type of support is available for a child who has specific gaps in their understanding of a subject/area of learning and who therefore has been identified as requiring SEN Support.

Education, Health and Care Plans

From September 2014, 'Statements' have been replaced by 'Education, Health and Care Plans'. This document will continue to outline a pupil's special educational need and the support that the school needs to put in place to help them, but it is a much more child friendly document, based around the pupil and their family. Most 'Statements' have now been replaced by an 'EHCP'.

Only children with the most complex and significant special educational needs will be considered for an Education, Health Care Plan (EHCP). If you think your child needs an EHCP you will need to discuss your concerns with Mrs Green, our school Special Educational Needs Co-ordinator (SENCO), who will advise you about whether your child needs an Education, Health and Care Plan and only once the school has exhausted its provision and outside agency

support will this be considered. These discussions are normally held at a review meeting with outside agencies, the SENCO and your child's class teacher.

Who will support my child in school?

- Qualified and experienced teachers
- Experienced and skilled teaching assistants
- Higher level teaching assistants
- Volunteers
- Peer support
- Outside professionals

What training and expertise do staff have for the additional support my child needs?

- Experienced teachers.
- All staff have had Supporting Children's Emotional Needs training.
- Mrs Jones and Mrs Green are registered THRIVE practitioners (supporting children with social, emotional and mental health).
- Mrs Thorpe is a qualified TIS Practitioner. (supporting children with social, emotional and mental health).
- A Physical Education specialist teacher and a coach, working across classes in KS1 and after school clubs.
- KS1 teachers have been trained to deliver Letters & Sounds Phonics.
- Key members of staff have had Team Teach training.
- TAs have had training in their specialist areas.
- All teachers and TAs have had First Aid training.
- Key staff have had Paediatric emergency first aid training.
- Key TAs have had diabetes training.
- Key members of staff have had Safeguarding training.
- Key staff have received training on epi-pen and individual children's specific needs.
- Mrs Humby has trained with the Cornwall Autism Team as an Autism Champion.
- All staff have attended recent SEND training. Based at Landewednack but supporting both schools.
- Specialist TAs deliver interventions and Speech and Language support.
- Early Years staff have had Makaton training.
- Key members of staff have been trained in Social and Communication support.
- Our SENCO as well as the school SENCO attends regular SEN Network meetings.
- Two members of staff have completed the 'Emotional Toolkit' training.
- All staff have recently had training in supporting pupils with challenging behaviour with Specialists from the Behaviour Support Service.

Training needs in relation to SEND will be identified by the Head Teacher in consultation with the staff and will be incorporated into the staff development plan.

Who else might be involved in supporting my child?

If your child is identified as needing SEN Support the following may be involved in supporting your child:

- Alternative Education Provision (ie Pupil Referral Units)
- Assessment and Education Provision team
- Autistic Spectrum Team
- Behaviour Support Service (BSS)
- Careers South West
- Child Adolescent Mental Health Service (CAMHS)
- Children in Care Education Service (CiCESS)
- Contact a Parent Service
- Education Welfare Service
- Educational Psychology Service
- Health Service
- Occupational Therapy
- Portage
- Private counsellor
- Reintegration officer
- SEN Support Services
- School Nurse
- Speech and Language Therapists (SaLT)
- Social Work
- Support (Augmentative Alternative Communication)
- Supporting Families
- The Hearing Support Service
- The Vision Support Service

How are the school's resources allocated and matched to my child's special educational needs?

Funding for SEND is part of the school's base budget and we will endeavour to provide resources to support children with SEND. Financial commitments will be subjected to decisions made by the Head Teacher, finance director and the trustees. The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs. The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.

What support will there be for my child's emotional and social well-being?

The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties. These include: external counsellors and members of staff such as the class teacher, teaching assistants and SENCO who are readily available for pupils who wish to discuss issues and concerns.

We recognise and support any children who are in need of emotional care. One key member of staff is now also TIS (Trauma Informed Schools) Practitioner.

Supporting children in their emotional and social well-being is an integral part of our curriculum for all children at Grade Ruan School. All staff have been trained in supporting children's emotional needs.

Our themed worship and lessons using the PSED & 'Roots and Fruits' materials support the children's personal development. Outside agencies support within all areas including social, mental and emotional health.

Our school has a Behaviour policy which outlines a firm but fair approach for all children. Rewards and sanctions can also be personalised to suit a child's particular needs.

We offer a wide variety of after school clubs which change termly. There are opportunities with the additional funding of Pupil Premium to ensure children can access after school clubs and trips. We also run a breakfast club for any child to attend to help them in the transition between home and school in the mornings.

How will my child be able to contribute their views and be involved in the process?

Your child will be able to contribute at all SEND reviews should the child be old enough and/or be able to contribute. They can have their views and needs expressed at the reviews, discussions with the class teacher or their views can be sought through pupil interviews, informal discussions, through Social Stories, etc

Any child on the SEN register will also complete a personalised part of their IEP with Mrs Green, where they state what they find a challenge and how they would like to be supported and their feelings about how they learn best.

How will the curriculum be matched to my child's needs?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. Teachers have the children's IEPs alongside their planning to ensure children with SEND's individual needs are met.

Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.

Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted on a daily basis if needed, to meet your child's learning needs.

The model below shows the way we target additional support:

- **All teachers in all classes provide** quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.
- **Some children are offered** specific, additional and time-limited interventions to help to accelerate their progress to enable them to work at or above age-related expectations. These are targeted at a group of pupils with similar needs and are usually designed to last for a period of 6 weeks.
- **A few children are offered** targeted provision in the form of a highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.

What opportunities will there be for me to discuss my child's achievement? How will I know how well my child is progressing?

Your child will have two formal opportunities at Parents' Evenings to meet with your child's class teacher to discuss strengths, weaknesses, progress, etc. Further opportunities to meet with the class teacher can be made throughout the year if you or the class teacher has any further concerns.

A child identified on the SEND register as having SEN Support will also have these same opportunities with the addition of discussing and reviewing targets in the child's IEP (Individual Education Plan). Additional SEN Support meetings may be required throughout the year especially when there is the involvement of outside professionals.

If your child has an Education and Health Care Plan then they will have reviews on a minimum of a yearly basis to discuss in detail the individual needs of your child, ensuring the right provision is in place.

For some children with SEND a home-school communication book can be a good link for both parties to learn more about your child on a daily basis ranging from any concerns, updates on positive learning and behaviour, etc.

How does the school know how well my child is doing?

Your child's progress is continually monitored by his/her class teacher. We know how well your child is doing by using the following:

- Assessments based on the Early Learning Goals Ages and Stages in the Reception year.
- His/her progress is reviewed formally every half-term and a progress measure is given in reading, writing, numeracy and science.
- Children in Year 1 are required to complete the National Phonics Screen that will assess their ability to read real and pseudo words.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels

are called 'P levels'. We also use Performance Indicators for Value Added Target Setting (PIVATS) to assess in smaller steps for all children identified with SEND. These will be identified with each IEP.

- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using Standard Assessment Tests (SATs). The results are published nationally.
- Children with SEND will have an IEP which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.
- Outside professionals also provide school with further in depth assessments. These are usually from the EP, STAPS, CSL.

How will my child be included in activities outside the classroom including school trips?

Your child will be allowed to attend any school club allocated to their specific year group. We endeavour to make all activities accessible for all. Where there may be some extra arrangements to be made, you can arrange to meet with the club leader to ensure safety and inclusivity for your child.

How accessible is the school environment?

ICT

Our school has enough laptops stored in trolleys that all staff can access to support to curriculum. All classrooms have laptops that children can use.

Facilities

The building is accessible to children with physical disabilities via ramps across some doorways. There is also a disabled toilet in the main building. As required by the Disability Discrimination Act an accessibility audit has been undertaken by the TRUST and an accessibility plan has been written. This is monitored by the Head Teacher and where improvements are made to the school, is taken into consideration.

We have developed a small multi-sensory room with soft music, lights and calming aromatherapy smells, easily accessible for any child requiring "time out" or a quiet space to talk.

As a school we are happy to discuss individual access requirements.

How will the school prepare and support my child to join the school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

The Reception class teachers liaises with pre-school providers. They will speak with your child and their key workers to gain as much information about your child as possible. If your child has already been identified as having special educational needs then the SENCO will

have been invited to attend a meeting at the pre-school setting. Your child will also have visits to our school in the summer term where they will get to meet the teachers, other children that will be starting the school with them and the new school environment.

Full time and full days can be difficult and tiring for children initially; we will meet with you and if necessary, your child can have staggered days in to school.

At every transition time at our school, your child will have the opportunity to meet with their next class teacher in their new classroom. On-going meetings, IEPs, reports, etc, are shared with the next class teacher so they are aware of and able to continue with the support required.

How will the school prepare and support my child to transfer to a new setting/school?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All IEPs will be shared with the new teacher.
- Additional support to take account of children's individual needs can be arranged, e.g. a Home/School diary, friendly book of photos and additional information to support the transition from one setting to another.

In Year 6:

- Your child will take part in focused learning about aspects of transition to support their understanding of the changes ahead.
- A member of staff from Mullion School (if transferring to Mullion Secondary) will come to visit and meet with the children who will be attending their school. Where possible your child will visit their new school. Many hold open evenings for parents to attend in order to support your decision making process about which school is the right choice for your child.
- If your child has already been identified as having special educational needs, then the SENCO at our school meets with the secondary school SENCO during the final term of Year 6. Details of the pupil's needs are passed on to the new SENCO, along with details of what support has been in place at our school to help them. Our SENCO passes on information about any outside agencies that have been involved and all SEN paperwork is passed on, including documents

such as IEPs and outside agency reports. The receiving secondary school will then have all the relevant information needed to put support in place as soon as your child joins them in Year 7.

- We arrange extra visits, as well as the scheduled ones, to Mullion School, to help children who are anxious about the transition to feel more confident about going to their new school.

How can I be involved in supporting my child?

You can support your child by:

- attending parents' evenings.
- helping them to complete their homework to a good standard and on time.
- ensuring your child gets to school on time and with all the appropriate equipment.
- talking to the class teacher if you have any concerns about your child.
- providing lots of opportunities to speak and have conversations with your child.
- supporting your child in their reading and number skills. Teachers are more than happy to share any ideas they have with you so you can top up the learning at home.

How can I access support for myself and my family?

By looking at Cornwall Family Information Services website, you find the Cornwall Local Offer and a wealth of information including a list of all the services available to you and your child. You can access support through the Cornwall Early Help Hub at www.cornwall.gov.uk/earlyhelphub or telephone 01872 322277. You can arrange to meet with Mrs Green or Mrs Jones who will also be able to point you in the right direction.

Who can I contact for further information?

If you wish to discuss your child's educational needs or concerned about something regarding your child's school please contact the school office to arrange a meeting with either:

Mrs Judith Green SENCO

Mrs Louise Jones Headteacher

Class teachers - available five days a week (appointment to be made for more formal meeting).

Information on our offer is also available from **Mrs L Chandler** - SEN Governor

Appendix 1

Special Education Needs Terms and Abbreviations

Abbreviation:	Meaning:
AC	Autism Champion
ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
AEN	Additional Educational Needs
ASD	Autistic Spectrum Disorder
AU	Assessment Unit
BESD	Behaviour, Emotional and Social Difficulties
BSL	British Sign Language
BSS	Behaviour Support Service
CAF	Common Assessment Framework
CCP	Consultant Community Paediatrician
CDC	Child Development Centre
CFS	Child and Family Service
CI	Communication and Interaction
CLD	Complex Learning Difficulties
CP	Cerebral Palsy
CSL	Communication, Speech & Language (previously SaLT)
CSLS	Co-ordinated Service for Learning Support
DAMP	Deficits in Attention, Motor Control and Perception
DoB	Date of Birth
EAL	English as an Additional Language
EBD	Emotional and Behavioural Difficulties
EHCP	Education, Health and Care Plan (sometimes seen as EHC Plan)
EBD	Emotional and/or Behavioural Difficulties
EP	Educational Psychologist
EWO	Education Welfare Officer
EYDCP	Early Years Development and Childcare Partnership
EYFS	Early Years Foundation Stage (From 3 to 6 years)
FSM	Free School Meals
G&T	Gifted & Talented
HI	Hearing Impaired
HSS	Hearing Support Service
HV	Health Visitor
IBP	Individual Behaviour Plan
IEP	Individual Education Plan
INSET	In-Service Education and Training (for teachers)
KS1	Key Stage 1 (Years 1 and 2)
KS2	Key Stage 2 (Years 3 - 6)
LA	Local Authority

Abbreviation:	Meaning:
CLA	Looked After Children (Previously LAC)
LSA	Learning Support Assistant
LSS	Learning Support Service
MAKATON	A simple communication system using signs and symbols
MARU	Multi-Agency Referral Unit
MLD	Moderate Learning Difficulties
NC	National Curriculum
NQT	Newly Qualified Teacher
ODD	Oppositional Defiant Disorder
OT	Occupational Therapist
PD	Physical Disability/Difficulties
PEP	Promoting Effective Parenting
PHYSIO	Physiotherapy
PMLD	Profound and Multiple Learning Difficulties
PRU	Pupil Referral Unit
PSP	Pastoral Support Programme
PTA	Parent Teacher Association
S&L	Speech and Language
SaLT	Speech and Language Therapy - now CSL
SEN	Special Educational Needs
SEND	Special Educational Needs & Disabilities
SENCo	Special Educational Needs Co-ordinator
SERP	Special Education Resources Panel
SGP	Staff Grade Paediatrician (Previously known as Clinical Medical Officer)
SLD	Severe Learning Difficulties
SMO	School Medical Officer
SpLD	Specific Learning Difficulties
SSA	Special Support Assistant
SSD	Social Services Department
TA	Teaching Assistant
TAC	Team Around the Child
TEAM TEACH	Training in positive handling techniques
TIS	Trauma Informed Schools
VI	Visually Impaired