

St Columb Minor Academy

POLICY

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Responsibility:

Principal / Inclusion Manager

Governor Committee:

Teaching and Learning

Date Adopted by Governors: October 2017

Date to be Reviewed: Spring Term 2020

Responsible Persons

The 'responsible people' for SEN are **Jennie Walker the Executive Principal** and **Carol Wint the Chair of Governors**.

The person co-ordinating the day to day provision of education for pupils with special educational needs is **Tamsin Irons** (Special Educational Needs and Disabilities Co-ordinator) **Rev. Chris Mcquillen Wright** supports the SENDCo in her role as SEN Governor.

Contact details for **Miss Tamsin Irons** are

- Telephone: 01637 873958
- Email: senco@st-columb-minor.cornwall.sch.uk

Miss Tamsin Irons is an Assistant Headteacher at the Academy. Her responsibility as Inclusion Manager includes all areas that may affect a child's ability to learn including Special Educational Needs and Disabilities. She is non-class based. Tamsin works closely with other SENDCos in the Newquay area, ACE MAT as well as being well known through the SENDCo Network throughout the County.

Aims and Objectives

Aims of the policy are the same as for all the children in our Academy.

Learning to Ride the Wave of Life

We believe in

- A safe, caring and stimulating environment
- Equality of opportunity
- Respect for all individuals, valuing diversity

- Quality teaching and learning
- High expectations of achievement and behaviour

At St Columb Minor Academy we believe that all children must have access to high quality teaching that focusses on inclusive practice and breaks down barriers to learning; And that for majority of our children this can be achieved through personalisation and differentiation, but individuals with SEND need provision that is additional to, and different from, their peers.

The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

This policy reflects the requirements of the 2014 Code of Practice including the **definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

We recognise that there are barriers to learning that impact on attainment and progress that are not SEN.

We focus on individual progress as the main indicator of success. We strive to make a clear distinction between “underachievement” – often caused by a poor early experience of learning - and special educational needs. Some pupils in our school may be underachieving but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these pupils catch up. Other pupils will genuinely have special educational needs and this may lead to lower attainment (though not necessarily to under-achievement). It is our responsibility to ensure that children with special educational needs have the maximum opportunity to attain and achieve in line with their peers. Accurate assessment of need and carefully planned programmes, which address the root causes of any learning difficulty, are essential ingredients of success for these pupils. These will be provided, initially, through additional support funded from the devolved schools budget.

We are committed to meeting the needs of all children with SEND including those who do not have an EHC plan.

We also are committed to the fact that all our teachers teach all children, including those with SEN.

The Objectives of the policy are that:

- **Staff members seek to identify the needs of pupils with SEN as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.** This will be co-ordinated by the SENDCo and Associate Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils can contribute to their own learning.** By encouraging pupil participation in wider opportunities such as school clubs, school council, residential visits, school plays and sports teams

Identification

See definition of Special Educational Needs at start of policy.

A graduated approach means the teaching staff delivering quality teaching for all, then, after identification of need, the child receiving SEN Support (this maybe solely at a school level or with the involvement of other agencies). If a child has lifelong or significant difficulties and this is not considered by professionals as adequate support for the child there could be a Statutory Referral completed to consider the need for an EHC plan.

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement will be monitored by the class teacher, KS leader and Assessment Manager.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff including the SENDCo in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parents evenings.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register, part of the Barriers to Learning list. Parents will always be informed prior to parent consultations. These happen three times a year via a conversation with the class teacher and by letter Parents are invited to come and meet the class teacher and share a plan where the needs of the child are set out, support that the child will be given and specific targets set (an IEP). The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. This happens at least termly through data conferencing, as well as when teaching staff highlight concerns using the school Record of Concerns sheet. If parents raise concerns these are always considered at the time they are raised. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. This is recorded in an Individual Education Plan

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the

implementation of effective support will be provided by the SENCO. Evidence of the SEN support ie teaching to support child achieving their targets will be evidenced in an IEP book on a regular basis. This is made available to parents at parents evenings and through the SENship meetings as well as whenever requested by the parent of the child.

Review

Reviews of a child's progress will be made regularly, at least termly through parent consultation, monitoring by the SENDCo and through data conferencing. Evidence of progress will be recorded in the "what has improved?" box on the IEP. The review process will also evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer on the Family Information Service website or by contacting SENDiaSS – a support service for SEN parents. Contact details are: 01736 751921

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Cornwall County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review

enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

There are other factors that may impact on a child's attainment and progress as well as SEN and these children are also identified and supported by the school in a variety of ways some of which are recorded in an individual plan. These include English as an Additional Language, attendance, medical needs and behaviour.

Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN records for individual pupils and will share these with appropriate staff.

All staff can access:

- The School SEN Policy- This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.
- A copy of the full SEN Register.
- Information on individual pupils' special educational needs, including IEPs if these children are taught by that teacher
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities on an individual basis as well as through staff training (at least once a term)

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

Admission arrangements

Please refer to the information contained in our school prospectus and on the website.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with Education, Health and Care Plans and those without.

Specialist SEN provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary in consultation with parents.

Facilities for pupils with SEN

The school complies with all relevant accessibility requirements; please see the school accessibility plan for more details.

Allocation of resources for pupils with SEN

The school is allocated a dedicated sum for pupils without a statement of SEN or EHC plan. These funds are devoted to the purchase of: teaching assistant hours and specialist equipment, SENCO salary and staff training

The school supplements this with a substantial amount from the base budget.

The Governing Body allocates resources to the children on the SEN Record Of Need. Children are on the Record of Need because they are children for whom the definition of SEN is relevant (see start of policy)

Currently (Oct 2017) the school has:

88 pupils on school support (previously recorded as SA and SA +) 14% of the school

The school has **5 pupils** who are the subject of **EHC plans** (Oct 2017).

Money is used to support these children with an additional adult both in class and play/lunch times for **140.5** hours a week. The Local Authority makes a dedicated amount of money available to the academy to support the pupils who are the subject of EHC plans under the terms of the 1996 Education. **3 of these pupils** currently receive “top up” funding of the equivalent of **41 hours per week**.

The school provides **210 hours per week of 1:1 support** for pupils who do not have an EHC plan. These hours do not include what the school pays for general TA support and for some focused programmes eg Sensory support, Dyslexia Support and a Speech and Language therapist.

Access to the curriculum, information and associated services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child’s parents for other flexible arrangements to be made. Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and across the family of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN. In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

Inclusion of pupils with SEN

The Principal, governors and SENDCo oversee the school’s policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice, as appropriate, around individual pupils, from external support services when appropriate.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent and pupil questionnaire, discussion at the SENship parent support group and through progress meetings with parents.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.

This school policy will be kept under regular review and reviewed annually.

The governors will gauge the success of the policy by considering:

- the extent to which the SENDCo has achieved targets set through Performance Management
- the extent to which the objectives set out in this policy are achieved.

SEN provision and interventions are recorded and monitored and evaluated regularly by the Leadership Team, SENDCo and governors. This information is fed back to the staff, parents and governors through the Head teacher's report, in staff meetings and through the Blue Briefing and SEN Information Report. This helps to ensure transparency and ultimately quality provision.

Arrangements for the Treatment of Complaints:

The procedure for managing complaints is:

For parents to meet with the SENCO (Tamsin Irons) in the first instance and if they are not satisfied to meet with the Executive Principal - Jennie Walker.

If parents are still not satisfied, the Academy's complaints procedure is available on the school's website.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. SEN matters including feedback from Monitoring and Evaluation are part of the weekly Staff Business Meeting. SEN training is part of the Staff Meeting programme on a t least a termly basis.

The SENDCo attends relevant SEN courses and facilitates/signposts relevant SEN focused external training opportunities for all staff.

We recognise the need to train all our staff on SEN issues including support staff and we have funding available to support this professional development.

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will act to address the concern. St Columb Minor Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENDCo is the designated person responsible for liaising with the following

- Parents will always be informed when an external agency becomes involved with their child via a letter with attached permission slip.
- Regular liaison is maintained with at least the following external agencies for pupils at "Action Plus" and pupils with Statements of Special Educational Needs:

Educational Psychology Service
ASD Team
Speech and Language therapists

Learning and Cognition Service
Physical Disabilities Support
The Family Information Service
The Hearing Support Service
The Vision Support Service
Health Services inc our School Nurse, Occupational Health, the Child Development Centre and
Physiotherapy
Education Welfare Service
Special Schools and ARB's inc The Beacon, Curnow, Doubletrees, Pencalenick, Richard Lander
and Brannel.
SCOPE
Early Years Service
Early Support and the CAF process
SENDicaSS
The Early Help Hub
Social Care
Education Out of School Services
Children in Care Officer
Special Education Needs Team
Child Adolescent Mental Health Service

Pupil Participation

The academy will work to ensure that pupils are fully aware of their individual needs and the targets in their Individual Education Plans through use of a child friendly discussion sheet. Steps will be taken to involve pupils in decisions which are taken regarding their education including attendance at Annual Reviews where appropriate.

Their views, (including the views of Year 7 pupils) will be collected by the SEN Governor on an annual basis as well as through the schools questionnaire system and School Council.

Working in partnerships with parents

St Columb Minor Academy believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority support service where specific advice, guidance and support may be required. If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEN Governor –**Rev. Chris McQuillen Wright** may be contacted in relation to SEN matters.

Links with other schools

The academy works in partnership with the other schools in the ACE multi academy trust and local secondary schools that pupils transfer to.

There is joint training and sharing of resources. The SENCo is an active part of the County SEN network. This enables the schools to build a bank of joint resources and to share advice, training

and development activities and expertise which benefit the children in this academy and in other schools.