



M O U N T C H A R L E S S C H O O L

Special Educational Needs and Disability Policy

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2018 – 2019

Mrs C Bunting  
HEADTEACHER

**Designated Person responsible for managing the provision for children with SEN:  
Mrs L Nancarrow**

**Deputy Designated Person responsible for managing the provision for Year 5 and 6  
children with SEN:  
Miss R Nile**

**Contact details: 01726 73911**

**Policy Approved by SEN Governor: October 2018  
Review date: October 2019**

## **Mission Statement**

At Mount Charles School every child is provided the opportunities to reach their full potential. We value every child as an individual and have high expectations of all our children and where necessary put support in place to help them achieve them.

We are an inclusive school and ensure every child has access to the curriculum, as well as encouraging them to participate in the wider school community and social activities.

At Mount Charles School we have a whole school approach to SEND which will, in fact, enhance the learning and well-being of all pupils. All pupils receive a broad and balanced curriculum.

## **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 Mrs L Nancarrow and Miss R Nile, in liaison with the Headteacher, SEN Governor, SLT and staff, with due regard to the input of parents and pupils with SEND. Views are obtained through regular meetings, pupil conferencing and this year we are introducing the Parent Confidence Survey to SEN Support parents.

Mount Charles School is a two form entry school in the centre of a diverse socio-economic town. There are 412 children on roll with 56 children receiving SEN Support and 14 children with Education and Health Care Plans or Statements of Educational Needs, including the 11 children who attend the Area Resource Base.

In compliance with the 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. Their provision will be identified and progress monitored via Individual Provision Mapping and One Page Profiles.

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 – Aims and Objectives

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 carefully balanced blend of in-class support and interventions outside the classroom.
- e) Use the most appropriate resources to support learning, taking into account individual learning styles and ensuring that the development of pupils' 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.
- g) Carefully and continuously monitor and evaluate of children's behaviour as a way of communicating their SEND need.

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 implement 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) Ensure children communicating their needs through challenging behaviour are supported through targeted plans which address the underlying need and provide the children with alternative strategies to communicate.
- l) Provide appropriate resources and ensure their maximum and proper use.
- m) 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.
- n) To provide an appropriately qualified Special Educational Needs Co-ordinator (SENCO) who will oversee and work with the SEND Inclusion Policy.
- o) To provide support and advice for all staff working with pupils who have SEN.
- p) Support pupils with SEN to develop their personality, talents and abilities to the full. (UNCRC Article 23)
- q) 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)

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

According to the SEN Code of Practice published by the Department for Education in March 2015: '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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.'

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, including behaviour choices.

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, Emotional and Mental Health (SEMH).

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, 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 MOUNT CHARLES**

At Mount Charles 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 Mount Charles School can be found in the School Offer in the SEND section of the Parent's Pages on the School's Website and on the Family Information Service, Cornwall Website.

## Levels of Need

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

### 1. On-Alert.

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 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, 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.

### 2. SEN Support

Pupils are placed on the RON at this level after assessment and consultation between the SENCO and Class Teacher and Parent/Carer when it is established that they are still not making the expected progress and/or have a significant learning difficulty and need provision that is **additional and different**. Full details of provision that is additional and different can be found in the School Offer.

At this point, parents/carers will be encouraged to work in partnership with the school, who will listen 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 peers
- 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 and/or class teacher in consultation with parents/carers and child. 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 Individual Provision Plan/One Page Profile.
- A copy will be given to the parents/carers.

## **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/carers will be invited to attend termly review meetings with the class teacher and their child in order to monitor/ review the effectiveness of the support and the impact on the child's progress.
- A new the plan will then be drawn up and added to the ongoing Individual Provision Plan/One Page Profile.
- Parents/carers 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 substantially below age expected levels 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.

### **3. Education, Health and Care Plan (EHCP)**

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 requested 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 consider the application and issue 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 are subject to the half-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 teaching assistants.
- d) Liaising with other schools to aid transition.
- e) Ensuring all relevant information is forwarded on to new schools.
- 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) Attending/holding review meetings for pupils with SEN including those with an EHCP.
- l) Applying for access arrangements eg additional time for KS2 SATs.

Miss R Nile is responsible for the above areas related to Year 5 and Year 6 students and will work alongside SENCO and Class teachers.

## **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 Mount Charles 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/carers.

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

- Families of pupils with SEN are guided towards the Cornwall Family Information Service (FIS), <https://www.supportincornwall.org.uk/kb5/cornwall/directory/home.page>, with regard to the LA Local Offer for SEN in accordance with Regulation 51, Part 4.
- Mount Charles School has provided a link on the Cornwall FIS's 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 Plans and One Page Profiles.
- We ensure that Y6 pupils with specific SEN can access KS2 SATS. The SENCO, in liaison with the Y6 class teachers, ensures access arrangements have been made in a timely manner.
- At Mount Charles we also liaise with external agencies in ensuring the best support for pupils and families.

## **SECTION 7 – SUPPORTING PUPILS AT MOUNT CHARLES 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/carers 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 Head teacher oversees the professional development of all teaching staff and teaching assistants that 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 – ROLES AND RESPONSIBILITIES**

### **Role of the SEN governor/Governing Body**

There is a named SEN Governor: Dawn Ferguson- Smith

The Governing body has regard to the SEN code of Practice (2015) when carrying out duties towards all pupils with SEN consequently it is their responsibility to:

- Ensure the necessary provision is made for pupils with SEN.
- Determine the school's general policy and approach to pupils with SEN in cooperation with the Head teacher and SENCO.
- Ensure that the teachers are aware of the importance of identifying and providing for those pupils with SEN.
- 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.
- Ensure that parents are notified of a decision by the school to make SEN provision for their child.
- Ensure that pupils with SEN 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 SEN provision in the area.

### **Role of the Teachers**

All the teachers in the school are teachers of children with Special Educational Needs and all have undertaken additional training in order to extend their skills and knowledge of SEND. Teachers are responsible for:

- Differentiating tasks to ensure all children can access the learning and curriculum.
- Making reasonable adjustments to allow and ensure individuals to access all elements of the learning and curriculum, e.g. movement breaks.
- Monitoring and ensuring progress of all children in the class, including the monitoring of behaviour and assessing impact of any strategies implemented.
- Planning and overseeing provision of support through the teaching assistants within their class.

### **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 Class teachers. The learning of **all pupils** remain the responsibility of the class teacher at all times.

Teaching Assistants are line managed by Mrs L Nancarrow.

### **Designated Safeguarding Lead**

Mrs L Nancarrow

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

Mrs L Nancarrow

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

Mrs A McGovern

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

Mrs H Hann and Mrs L Nancarrow (if medical needs have an educational impact)

**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 and Anti-Bullying Policies which are available on the school website.

Policy Agreed:

Date .....

Signed – Chair of Governors .....

Review Date .....