



SEND Policy and Report

Reviewed Nov 2019

Next Review Sept 2020

At Halwin School we aim for each child to achieve their best in a caring, supportive environment, which provides equal opportunities for all. All children have individual needs, many of which can be met within the normal environment of the classroom through a differentiated curriculum. Every teacher at Halwin School is a teacher of every child, including those with SEND.

Our SENDCo is Mrs Vicky Tamblin and you can contact her on 01209 860329 or secretary@halwin.cornwall.sch.uk

The Governor responsible for SEND is Ms Rachel Bickerton.

This policy was developed in response to the SEND Code of Practice, 0-25 Guidance 2014.

It is available from the school or at www.halwin.co.uk

Aims and Objectives

At Halwin School, our aim is for every child in our care to have access to a broad and balanced curriculum which will enable them to achieve their full potential. We will use our best endeavours to ensure all children can access this curriculum in line with The Special Educational Needs & Disabilities Code of Practice.

To do this we will:

1. Seek to identify the needs of pupils with SEND as early as possible.
2. Monitor the progress of all pupils on a regular basis.
3. Make appropriate provision to overcome all barriers to learning and ensure all pupils have full access to the curriculum.
4. Work with parents
5. Work with and in support of outside agencies
6. Create a school environment where pupils can contribute to their own learning
7. Provide support and advice for all staff on working with pupils with special educational needs.

Our Approach

At Halwin School we aim for each child to realise their full potential in a caring, supportive environment, which provides equal opportunities for all. All children have individual needs, many of which can be met within the normal environment of the classroom through a differentiated curriculum.

Every teacher at Halwin School is a teacher of every child, including those with SEND.

- We have effective management systems and procedures taking into account the current Code of Practice (2014).
- We have successful communication between teachers, children, parents, intervention group leaders and outside agencies.
- We acknowledge and draw on parents' knowledge and expertise in relation to their own child.
- We are committed to developing the knowledge and skills of all staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality.

- We use an effective review cycle that allows us to assess, plan and review for the next steps in each child's development.

Identifying Children's Needs

At different times in their school life, a child may have a special educational need.

Definitions of special educational needs and disabilities (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND 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:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) 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.

At Halwin School we identify the needs of each individual child by considering the child as a whole and applying a graduated approach:

1. Quality first teaching that meets the needs of all learners including those with SEND and other external factors such as parents in the armed forces, pupil premium, disabilities and being in care.
 - All pupil progress is monitored through tracking and pupil progress meetings.
 - Any pupils who are falling significantly outside of the range of expected academic achievement will be monitored.
 - If a pupil has been identified as needing extra support they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

- If appropriate, further advice will be sought from outside agencies and other professionals in order to gain a clearer picture of the child's specific needs.
 - 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.
 - Children who require extra support may receive intervention on an individual or group basis with a teaching assistant (See below).
 - The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
 - The child is recorded by the school as being targeted for extra support due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parent's evenings.
 - Parent's evenings are used to monitor and assess the progress being made by children.
2. SEND support is given to children alongside what we can provide in school, from an external agency. This can be from our Educational Psychologist or from a range of other providers (see Local Offer). Children who receive this additional support to meet their needs are recorded on the School's SEND register.
- Referral to an outside agency will be done in partnership with the parents, this may be for a short, focussed period of time or:
 - If a child has lifelong or significant difficulties then they may be referred for Statutory Assessment for an Education, Health and Care Plan (EHCP). The parent can request an EHCP assessment at any time and the school will apply when the complexity of the child's needs require multi-agency working.

We also recognise that some children who have SEND may also have pre-existing medical conditions. For information on how we work with such children please see our Medical Conditions Policy at www.halwin.co.uk

Support for children with SEND

If a child is identified as having SEND, we will provide support that is 'additional to' or 'different from' the differentiated approaches and learning arrangements normally

provided as part of our high quality first teaching. These are set out in our school local offer (available at www.halwin.co.uk). Support is given using the 'assess, plan, do, review' cycle and following our SEND Flowchart (see appendices).

The additional support or 'intervention' is tailored to each child's needs and is provided on a 1:1 or small group basis by a trained teaching assistant or the class teacher. The support is monitored closely and reviewed on a regular basis.

While the majority of children with SEND will have their needs met in this way, some may require an EHC needs assessment to determine whether or not it is necessary for the Local Authority to make provision in accordance with an EHC plan.

Assessing the Impact of Intervention

The interventions used are those proven to make a difference for most learners.

A baseline assessment takes place at the beginning to provide the point of reference for measuring progress. Regular reviews take place and adaptations are made where needed.

Where difficulties persist, advice and support is requested from other professionals with the parents' consent. This include: Speech and Language Therapists; Occupational Therapist; Physiotherapist; Educational Psychologist or other health/education professionals.

Where a child has an EHCP there is an annual review held in addition to termly parents meetings.

What should I do if I think my child may have SEND?

If you have any concerns about your child's progress or wellbeing, then please speak to your child's class teacher or to Mrs Tamblin (SENCO).

Preparing for Next Steps

Transition is a part of life for all learners and we recognise that this is an important time and needs to be managed carefully. At Halwin:

- Strong links are maintained with the on-site preschool. EYFS teacher clearly identifies pupils who may need extra support through transition sessions.
- EYFS transition is well planned and takes place regularly and progressively.
- EYFS teacher visits pre-school to aide transition.
- There are strong links with the receiving Secondary School. Pastoral leads identify pupils who may need extra support.
- Taster sessions happen throughout the year and in a variety of curriculum areas.
- Two days of visits to receiving school.
- Following visit from transition team including Year 7 pupil mentors.
- Transition link Governor 'Get to Know' visits.
- 'Move up' morning across the school allows all pupils to work with their new teacher.
- SENDCO liaises with Preschool and Secondary School to ensure all information is shared before transition.
- Where necessary, individualised transition programmes are put in place.

For information on applying for a place at Halwin School please see our admissions policy at www.halwin.co.uk

Training and Resources

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 SEND.

The SENDCo attends relevant SEND courses, SEND network meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff. She has recently undertaken the National Award for SENDCo and is a member of NASEN.

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. Staff have received training on teaching phonics, managing behaviour and dyslexia in the last year. The SENDCo, with the teaching team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

All pupils with SEND have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. The SENDCo will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and

complexity of need meets the threshold for this funding. It would then be the responsibility of the SENDCo, senior leadership team and governors to agree how the allocation of resources is used.

Our School Profile.

In 2018-19 our SEND profile shows that we have 11% of children as identified as having SEND.

14% of those are identified as having SEND linked to Communication and Interaction

57% of those are identified as having SEND linked to Social, Emotional and Mental Health

14% of those are identified as having SEND linked to a Hearing Impairment

SEND Budget

During the year 2018-19 our school spent the following on SEN:

Approx. £5000 On in-school pupil provision

Approx. £5200 on specialist services e.g. Educational Psychologist

Have Your Say

At Halwin we are proud of our strong community links. This report details our annual offer to all learners, including those with SEND. To be effective we need your views and rely on parents/carers, governors, staff and learners to engage fully in our 'assess, plan, do, review' provision.

If you have any comments please contact Mrs Tamblin, Mrs Busby or Mr Lawrence on secretary@halwin.cornwall.sch.uk

Appendix 1 SEN Flowchart

An initial concern is raised and evidence gathered

CT and SENCO meet to consider pupil against School criteria

Further evidence required
SENCo to consider carrying out further diagnostic assessment

Does not meet criteria
No intervention given, CT trials different wave 1 strategies

Meets criteria
Child given Wave 2 intervention and noted as being 'of concern'

Intervention is tracked and results are discussed in pupil progress

Progress not made
Intervention is adapted or altered to suit child or a different intervention is trialled.

Progress made
Pupil returns to Wave 1 teaching

Progress not made
If progress is still not made then Wave 3 specific 1:1 intervention is given and children are noted as being

Progress not made
If progress is still not made then children will be considered for referral to Educational Psychologist or other outside help

SEN Support

If at any point in the process an outside agency becomes involved with a pupil e.g. speech and language therapist, Educational psychologist, behavior specialist etc or a child is diagnosed with a specific need e.g. dyslexia, tourettes, then the child is placed on the SEN support register and tracked along with other Wave 2 and Wave 3 intervention children.

