

ROSEMELLIN C.P. SCHOOL



In light of the appointment of Mr Liam Alston new to role September 2019, this policy is currently being reviewed.

**Responsibility: Mr Liam Alston
Mrs N. Finn, Headteacher,
Review Date: September 2019**

This policy accepts the definition of SEN as set out in the revised Code of Practice (DFE 7.2014).

Aims and Objectives

- 1.1 The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the Head Teacher or the appropriate governor has been informed by the LA that a pupil has special educational needs, those needs will be made known to all who are likely to teach them.
- 1.2 The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- 1.3 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.
- 1.4 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.
- 1.5. The teaching staff will identify particularly able pupils and ensure through differentiation and extension, that these children's learning needs are met.

Responsible Persons

2.1 The 'responsible person' for SEN is **Mrs N. Finn (Head Teacher)**

2.2 The person co-ordinating the day to day provision of education for pupils with special educational needs is **Mr Liam Alston [SENDCO]**.

Admission and Inclusion

3.1 Children with a Statement of Special Educational Needs, or Education, Health and Care plan, that names the school will be admitted to the school regardless of the number on roll in the year group.

3.2 All the teachers in the school are teachers of children with Special Educational Needs. As such Rosemellin Primary 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.

3.3 Inclusion is regarded as crucial to the policy, in line with that of the SEND Code of Practice, the Local Authority and the Crofty MAT.

3.4 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 Education Health Care Plans and others with less significant problems.

Specialist Provision

4.3 The school is fully accessible and there is wheel chair access throughout the main building. Our school's Accessibility Plan is currently being reviewed in line with necessary adaptations to the building taking place October 2019.

4.4 Rosemellin Primary School is a Dyslexic Friendly School, and as such all staff are trained in using dyslexic friendly strategies within the classrooms. Where necessary, printing is on buff coloured paper, dyslexia resources are in every classroom and all staff are aware of the need to make smartboard slides dyslexic friendly. In addition all correspondence with parents is written in dyslexic friendly print.

4.5 We have an Autism Champion who works alongside the SENDCO and SEN team, who supports staff, pupils and parents in ensuring the school is autistic friendly and inclusive.

4.6 We are a Trauma Informed School and have two licensed practitioners. All staff are trained in the basic TIS principles and adhere to these strategies to help develop children's emotional resilience.

4.7 The PASS survey is completed annually and forms the basis for planned work with classes/groups/individuals by the Pastoral Team.

4.8 We have two SEND managers, who work closely with the SENDCo. They are fully involved in supporting children's behaviour, developing emotional literacy, monitoring attendance and working with parents.

4.8 When necessary we are supported by the Local Authority's Inclusion Team and other external services: including Speech and Language, an Educational Psychologist employed by the school, Occupational Therapy, Hearing Support services etc. For a comprehensive list of provision offered at Rosemellin CP please see our Local Offer.

Access to the Curriculum

5.1 The National Curriculum will be made available for all pupils. Where pupils have Special Educational Needs a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

5.2 The school will make provision for pupils with Special Educational Needs to match the nature of their individual needs and the class teacher and SENDCO will keep regularly updated records of the pupils' Special Educational Needs, the action taken and the outcomes.

5.3 There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.

5.4 The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles (eg Visual, Auditory and Kinaesthetic approaches) and flexible groupings will reflect this approach.

5.5 Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.

5.6 Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

5.7 Teaching Assistant support is utilised, both for 1:1 support where necessary, group work and class based Enhanced Learning. Teaching assistants are also deployed during break times and lunchtimes, where appropriate, to support the inclusion of all children.

Providing the graduated response at 'School Support' (K)

6.1 When a pupil fails to make progress, despite having received quality first teaching and regular Enhanced Learning intervention, and shows signs of difficulty in some of the following areas:

- Acquiring English, Reading and Maths;
- Presenting persistent SEMH difficulties;
- Sensory or physical problems;
- Communication or interaction difficulties,

the school will place the pupil 'A Concern', and provide opportunities that are **additional to and different from** the differentiated curriculum. This may include one or more of the following approaches:

- Alternative classroom organisation and management
- Pre/Post teaching for individual/small group work
- In-class support by teacher/teacher assistant
- Withdrawal for individual/small group work interventions
- Individual TIS action plans
- Individual TIS sessions with a licensed practitioner
- Memory intervention (small group)
- Funfit (small group)
- Home/school reading schemes
- Speech and Language support, including ECAT strategies in the Early Years.
- Behaviour modification programmes
- Use of specialist equipment
- Learning mentor sessions
- Alternative teaching strategies

6.2 Parents will be informed of the provision being given to the individual child on 'A Concern'.

6.3 Pupils progress on will be monitored closely by all staff involved.

Teacher assessments will be completed at the end of the each term and the child may be removed from 'A Concern' if progress has been made and the gap reduced.

If progress remains minimal, the SENDCo completes class observations. At this point the SEN Manager/SENDCo meets with parents and relevant agencies will be contacted for advice and support. This stage will be referred to as School Support (K).

6.4 Pupils at **School Support (K)** will be provided for through an **Individual Education Plan (IEP)**; this will be drawn up, in consultation with class teacher, pupil, parents, and SENDCO (structured conversation) to provide individually targeted support for each need.

This plan will also suggest ways in which parents could support their child's learning at home.

6.5 IEPs are reviewed and updated half termly using an assess, plan, do, review cycle and meetings held with all stakeholders termly.

Identification and Assessment – Assess, Plan Do, Review; a graduated response

7.1 If progress is still not achieved despite support, the child may be assessed bearing in mind the County criteria with a view to initiating a statutory assessment of Special Educational Needs under the 1996 Education Act. The appropriate forms will be used for recording and referral as necessary, in accordance with the new code of practise.

7.2 Identification of special educational needs will be undertaken by all staff in consultation with the SENDCO, SEN team parents and class teacher, and the appropriate records and LA forms will be maintained.

7.3 Records will be developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher, together with end of Key Stage attainment tests.

7.4 Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary, pupils will be referred to the SENDCO or SEN Team for diagnostic testing to construct a profile of the child's strengths and weaknesses.

7.5 The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice. Pupil Passport reviews are conducted on a half termly basis.

7.6 In addition to this, the progress of children with an Educational Health Care Plan (EHCP) will be reviewed annually, as required by legislation.

7.7 Detailed records will be kept of pupils on the Record of Need receiving extra teaching support and interventions. These may also include:

- The regular administration of informal reading /spelling inventories (NLS High frequency word lists)
- Phonic check-lists
- Read Write Inc assessments
- Results of standardised and/or diagnostic tests
- Target tracker assessments
- TIS action plans
- Speech and Language Therapy care plans
- Individual Education Plans (IEPS)

Resources

8.1 SEND funds are devoted to the purchase of teaching support and learning support equipment.

8.2 Pupils have personalised equipment to help them learn, such as talking tins, overlays, timers, as well as common classroom resources such as dyslexic friendly rulers which may be used by everybody.

8.3 Some children have access to specialist equipment within the classroom, such as writing slopes, weighted blankets, wobble cushions and specialised chairs.

8.4 **Currently the school has; Update 2019 -2020**

61 pupils on SEN School Support (SS)

6 pupils on an EHCP

1 educated off-site

8.5 The Local Education Authority makes additional funds available to the school to support the pupils who are the subject of an EHCP or statement beyond 18 units, under the terms of the 1996 Education Act.

Able Pupils

The needs of particularly able pupils will be met through the class teacher's differentiation of classroom activities.

Liaison

9.1 Parents **will always** be informed when an external agency becomes involved with their child.

9.2 Regular liaison is maintained with the following external agencies for pupils as required:

- Child and family Service
- Early Help Hub
- Cornwall Psychology Services
- County LA Education Psychological Services
- Social Services
- Audiology Service
- Service for the Visually Impaired
- Health Service
- Education Welfare Service
- Family support workers (FSW)
- Parent support advisors (PSA)
- Early years Inclusion Team
- Education Out of School Services
- Looked after children officer
- Reintegration officer
- Special Education Section
- Parent Partnership
- Behaviour Support Service
- CAMHS
- Penhgaligon's friends
- Physical difficulties advisory service
- Speech & language therapy
- Occupational Therapy
- Dreadnought
- Play Therapy

Note this is not an exhaustive list and as a school we will seek services to help us meet the individual need we are addressing.

9.3 The school has links to Camborne Science & International Academy and Pool Academy and liaison is maintained particularly with regard to transition issues and the provision of opportunities for more able pupils.

Arrangements for the Treatment of Complaints:

10.1 When a parent has a concern, they should initially approach their child's class teacher.

10.2 If the issue cannot be resolved in this way, they should then contact a member of the Senior Leadership Team (SLT) in the first instance, or SENDCO;

Mr Liam Alston (SENDCO)

Miss Natasha Anderson (Deputy Head)

Mr Timothy Rice (Assistant Head)

Alternatively, the Head Teacher, **Mrs N. Finn** is also available for consultation.

10.4 In all cases, concerns are recorded on a "Parental Concern" Record onto which actions, outcomes and the response date are recorded. Further details can be found in the school's complaints policy.

Staff Development

11.1 In-service training needs related to special educational needs will be identified by the Head Teacher and SENDCO in consultation with the staff through the performance management process and as a result of the schools self-evaluation process.

11.2 These needs are then planned for by the Continuing Professional Development (CPD) Coordinator (Miss Natasha Anderson) and the Head Teacher.

Working with Parents

12.1 The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.

12.2 Parents are actively encouraged to attend termly IEP reviews, alongside the class teacher, pupil and SENDCO, to discuss their child(s) targets and their next steps. This is used as an opportunity to discuss the planned provision in school as well as Rosemellin Primary School listening to the parent's opinion regarding the best strategies to use with their child. The meeting can include advice for parents to support their role in the support of their child's needs at home, if appropriate.

12.3 Our Information Report is available to all parents on our school website and on the Care and Support in Cornwall website.

12.4 As mentioned above, parents will be fully consulted before the involvement of support agencies with their children, and will be invited to attend any formal review meeting.

In addition to face to face contact staff are able to communicate with parents through the 'School Comms text service and Class Dojo. Furthermore, advice can be offered for parents to support their role in the support of their child's needs at home, if appropriate.

Pupil Participation

13.1 The school will work to ensure that pupils are fully aware of their individual needs and the targets in their Pupil Passport (IEP). All pupils within the school are encouraged to take responsibility for their own learning. Steps will be taken to involve pupils in target setting and in the decisions which are taken regarding their education, including an invitation to attend termly IEP meetings and helping to organise annual reviews.

Evaluating Success

14.1 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', Individual Learning Plans, progress reviews and annual reviews.

In addition evidence will be gathered regarding:

- Pupil attendance and punctuality
- Number of exclusions
- Number of children supported by the funding allocation for non EHCP Special Educational Needs
- Number of children supported by the top-up funding allocation for EHCP Special Educational Needs
- Academic progress of pupils with special educational needs
- Improved standards of behaviour for individual children
- Analysis of the impact of intervention through pre and post intervention records

This policy will be reviewed every year.

Date: 1st September 2019