



Wendron Church of England VA Primary School

Special Educational Needs Policy

Reviewed: Sept 2020 Next Review: Sept 2021

This policy accepts the definition of SEN as set out in the Revised Code of Practice 1:3 (page 6)

Intent

1. 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 headteacher, SENCO or appropriate governor has been informed by the LEA 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, SENCO, 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. The intention is that all pupils are able to, "live life, life in all its fullness." (John 10-10)

2. Responsible Persons

The 'responsible person' for SEN is Mr Paul Hunkin (Headteacher).

- 2.1 The person co-ordinating the day to day provision of education for pupils with special educational needs is Mrs Louise Patchett, a class teacher, who is the SENCO and works closely with teaching assistants in order to deliver necessary provision.
- 2.2 There are several teaching assistants assigned to children with EHCPs and they work closely with the class teachers so that the children make progress towards their individual targets.

Implementation

3. Admission and Inclusion

- 3.1 All the teachers in the school are teachers of children with Special Educational Needs. As such Wendron Church of England 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. Inclusion is



Wendron Church of England VA Primary School

Special Educational Needs Policy

Reviewed: Sept 2020 Next Review: Sept 2021

regarded as crucial to the policy, in line with that of the Local Education Authority and the dyslexia friendly accreditation.

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 Educational, Health Care Plans and those others with less significant problems. All children therefore are encouraged to take part in after school clubs, plays, class acts of worship, running the tuck shop, school council and other leadership roles, school trips and the residential in years 5 and 6.

The school is on one level and is easily accessible to those with a physical disability. It has a large disabled toilet that is fitted with an alarm, which all staff are aware of, in case of an emergency. Rails have been fitted in the corridors and safety covers over the hinges of the doors so that the visually impaired can find their way through the school. We have a medical room that is equipped with a toilet and a walk in shower as well as a changing table. An SEN room houses most of the SEN resources although many live in the classrooms in order for the SEN children to be included in classroom sessions. The curb has been dropped into the playground to allow wheel chair access. The sinks have also been changed in the disabled toilets and handles fitted for easier access. This is all present on the school accessibility plan that was written in Sept 09. 2 rooms have also been built to enable small group work and 1:1 sessions to take place effectively. They will also be used as a quiet area where children can go to “chill out” when their emotions are getting the better of them. In addition to this, there is also a reflective area set up in the library. Trevithick class has weekly cloakroom monitors in order to keep those areas safe for all pupils. Most of the cupboards and doors in the corridor and hall have been fitted with a pictorial sign so that children with limited vocabulary know what is behind each of them.

Specialist Provision

At present, the school has:

- a bank of teaching assistants who help children with their targets,
- 1 teaching assistant trained in understanding the meaning of words,
- 1 teaching assistant trained in structure and rules,
- 1 teaching assistant trained in social communication skills,
- 1 teaching assistant trained in memory and language,
- 1 teaching assistant who took part in a L.I.S.K course, developing skills for listening to children
- 1 teaching assistant trained in processing instructions and information,
- 1 teaching assistant that has been trained in speech, language and communication skills,
- 1 teaching assistant trained in speech, language and communication needs,
- most teaching assistants and teaching staff trained in makaton,
- 1 teaching assistant trained in Developing Emotional Intelligence,
- teaching assistants trained in team teaching,



Wendron Church of England VA Primary School

Special Educational Needs Policy

Reviewed: Sept 2020 Next Review: Sept 2021

An accredited SENCO,
3 class teachers, the head teacher and 6 TAs with diabetes training,
And most of the staff have been trained in makaton, dyslexia, autism, epilepsy,
vision support, using an epipen and first aid at work.

There is a lot of specialist equipment available in the school to enable children to access the curriculum:

laptops,
Simple City and Fizzy's first numbers programmes,
ribbon scissors,
a small mouse,
a joy stick,
double fingered scissors,
pencil grips,
alphabet cards,
high frequency word cards,
a writing slope,
fiddlers,
coloured plastic wallets,
tinted reading rulers,
coloured whiteboards,
ipads,
Rifton Activity chair,
Floor cushions and chairs,
Dictaphones,
Talking tins,
Exercise books with coloured pages,
Spell Better on the I pads,
Wobble cushions,
Peanut ball,
Scooter board,
Weighted cushion,
Ear defenders.

SEN children can benefit from taking part in the following programmes:

Peripatetic music sessions,
Fun Fit,
Top to Toe,
SEAL,
Speed Up Handwriting and
Listening Skills,
1:1 sessions,
Letters and sounds,
Socially speaking,
Write from the start,
BBC dance mat,



Wendron Church of England VA Primary School

Special Educational Needs Policy

Reviewed: Sept 2020 Next Review: Sept 2021

Springboard maths
Memory games.

We are also linked closely with outside agencies in order to provide the best possible learning opportunities for our SEN children. These include:

Speech and language support,
Dyslexia screening support,
EWO,
Behaviour support,
Physiotherapists,
a hearing specialist,
The local educational psychologist,
Manual handling agencies,
Mental Health Specialists,
Occupational therapists,
a paediatric nurse,
counselling services,
Vision support,
ABA team.

4 **Access to the Curriculum**

- 4.1 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.
- 4.2 The school will make provision for pupils with Special Educational Needs to match the nature of their individual needs and the class teacher and SENCo will keep regular records of the pupils' Special Educational Needs, the action taken and the outcomes.
- 4.3 There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.
- 4.4 The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.
- 4.5 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.
- 4.6 Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.
- 4.7 Intervention groups will be established to boost the literacy, numeracy and social skills of children with SEN when deemed appropriate by the SENCO.



Wendron Church of England VA Primary School

Special Educational Needs Policy

Reviewed: Sept 2020 Next Review: Sept 2021

- 4.8 Children with emotional and behavioural problems will have access to discussion groups with a teaching assistant.
- 4.9 The Headteacher will track the whole school's progress in English and maths and will adapt catch up groups accordingly. These groups will be monitored for progress every 6 weeks and adapted as a result.
- 4.10 The SENCO carries out pupil conferencing on a termly basis so that the views of the pupils are taken into account when providing intervention and setting up targets.
- 4.11 The SENCO updates the record of need and provision maps regularly.

5. **Providing the graduated response:**

There is a graduated response to SEN within the school:

- 1) Children will be taught using a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas : acquiring literacy and numeracy; presenting persistent SEMH difficulties; has sensory or physical problems; or communication or interaction difficulties, the school will provide them with additional support and place them on alert for a specific time period. Their needs will be met using a variety of ways:

- Classroom organisation and management
- In-class support by teacher/teacher assistant
- Withdrawal for individual/small group work
- Behaviour modification strategies
- Use of specialist equipment
- Alternative teaching and recording strategies,
- Individual resources to encourage independence.

If a pupil does not make progress despite the school taking the action outlined, advice will be sought from the appropriate support services, the targets will be amended accordingly and provision adapted. These children will then be moved onto the record of need and termly meetings will be held to discuss their targets and the progress of interventions that have been put into place.

Impact

- 6. **Identification and Assessment – a graduated response**
- 6.1 If progress is still not achieved despite this, 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.



Wendron Church of England VA Primary School

Special Educational Needs Policy

Reviewed: Sept 2020 Next Review: Sept 2021

- 6.2 Identification of special educational needs will be undertaken by all staff through the SENCo and the appropriate records and LA forms will be maintained. 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. 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 special educational needs co-ordinator for diagnostic testing to construct a profile of the child's strengths and weaknesses.
- 6.3 The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice. Target reviews will be held three times a year. Additionally, the progress of children with an Educational, Health Care plan will be reviewed annually, as required by legislation.
- 6.4 Detailed records will be kept of the pupils receiving extra teaching support. These will include:
- any work covered with the SEN teaching assistant,
 - phonic check-lists, detailed records of work,
 - the results of standardised and diagnostic tests,
 - a summary of these will be passed on to any receiving school,
 - tracking of their achievement by the SENCO,
 - reports by outside agencies.

7. Resources

- 7.1 Whatever the school is allocated for non statemented children with special educational needs will be spent on those children. These funds are devoted to the purchase of teaching hours, ancillary hours, specialist equipment and training.
- 7.2 The school supplements this significantly from the base budget. Standards Funding for SEN is used to purchase specialist materials and training.
- 7.3 If a teacher feels that a child needs extra help the child will be individually assessed using appropriate tests or check lists. That child will then receive the extra help needed whether this is through a withdrawal group, behaviour plan, differentiation, classroom support or specialist equipment.

8. Liaison

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



Wendron Church of England VA Primary School

Special Educational Needs Policy

Reviewed: Sept 2020 Next Review: Sept 2021

8.1 Regular liaison is maintained with the following external agencies for pupils requiring outside agency support and pupils with statements of Special Educational Needs:

- SEN Support Services
- Psychological Services
- Social Services
- Audiology Service
- Health Service
- Welfare Service
- Special Education Section
- Parent Partnership Service
- Behaviour support
- TAC meetings
- Mental Health Team
- Counselling Services

8.2 The school has links to early years and nursery settings, Helston Community College and Mullion School and liaison is maintained particularly with regard to transition issues.

9 **Arrangements for the Treatment of Complaints:**

The procedure for managing complaints is as set out in the school complaints policy.

10. **Staff Development**

10.1. In-service training needs related to special educational needs will be identified by the headteacher in consultation with the staff and will be incorporated into the staff development plan supported by SEN Standards Fund.

10.2 Most staff are trained in dealing with epilepsy, dyslexia, makaton, autism, vision support and using epipens.

11. **Working with Parents**

11.1. 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.

11.2. Parents will always be kept informed about the Special Educational Needs experienced by their children in accordance with the recommendations outlined in



Wendron Church of England VA Primary School

Special Educational Needs Policy

Reviewed: Sept 2020 Next Review: Sept 2021

the Code of Practice. Communications between the parent and the school will be consistently maintained. Parents will be kept fully informed about the Parent Partnership Service.

- 11.3. As mentioned in '8' above, parents will be fully consulted before the involvement of LA support agencies with their children, and will be invited to attend any formal review meetings at all stages.

12. Pupil Participation

The school will work to ensure that pupils are fully aware of their individual needs and the targets in their Individual Provision maps. Steps will be taken to involve pupils in decisions which are taken regarding their education. They will be invited to attend their reviews and contribute their feelings towards their progress.

13. Evaluation

- 13.1. 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' targets, progress review and/or annual review. In addition evidence will be gathered regarding :

- Staff awareness of individual pupil needs, through planning and work scrutinies as well as classroom observations by the SENCO,
- Success of the identification process at an early stage by the class teacher or SENCO by tracking progress using teacher assessments and the school data,
- Academic progress of pupils with special educational needs from the teacher assessments,
- Improved behaviour of the children, where this is appropriate, through monitoring the rewards received by them and through classroom observations by the SENCO and the headteacher,
- Consultation with parents through questionnaires and reviews,
- Pupil attendance through the SIMs data and some home schooling, where deemed appropriate.
- Pupils' awareness of their targets and achievements through classroom observations by the SENCO and headteacher and during their reviews.

- 14.0 At all times the safety and welfare of pupils with SEN will be monitored. Specialist safety equipment or specific risk assessments will be conducted if deemed appropriate.

Other relevant policies:

SPCMAT Safeguarding and Child Protection policy – November 2020

SPCMAT Data Protections and Freedom of information policy – November 2020



Wendron Church of England VA Primary School

Special Educational Needs Policy

Reviewed: Sept 2020 Next Review: Sept 2021

MONITORING AND EVALUATION

This policy and its effectiveness will be reviewed by the SENCO, Headteacher and the Governing Body.
Policy written by

Policy written by: Mrs Louise Patchett

Headteacher: Mr Paul Hunkin

Consultation with Governor:

Signed on behalf of Governors:

Date: