



Special Educational Needs and Disability (SEND) Policy

Agreed: January 2021

Review date: January 2022

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 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 September 2014 (updated 2015)
- Schools SEND Information Report Regulations (2014)

The person responsible for managing the school's response to the provision made for children with SEND is **Mrs Lesley Osborne**. She is one of the Assistant Headteachers and a member of the Senior Leadership Team (SLT).

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Information on Our Local Offer is available on the school's website and the Family Information Service website.

www.heamooreschool.co.uk

www.supportincornwall.org.uk

The governing body of the school have a legal duty to publish information on the website about the policy for pupils with SEND. This is updated annually.

The named governor with responsibility for SEND is **Mrs Carol Breakwell**.

What are our beliefs and values around SEND?

Heamoor Community Primary School is a fully inclusive setting and we believe all children have an equal right to a full and rounded education.

We recognise that all children are entitled to **good quality first teaching** and we aim to improve outcomes by having high expectations for all children including those with SEND.

Every teacher at Heamoor Community Primary School is a teacher of children with special educational needs and disability.

What do we mean by good quality first teaching?

- High expectations for all pupils
- Environment and resources to promote independent learning
- Well planned lessons with differentiated learning intentions and success criteria
- Reasonable adjustments and well planned SEND provision in class

- Range of effective teaching strategies
- Effective challenge by use of varied pitch and pace
- Good modelling by adults
- High level questioning
- High levels of engagement
- Opportunity for individual and group discussion
- Opportunity for pupils to work independently and collaboratively
- Effective feedback to move pupils on in their learning
- Encouragement and praise to engage and motivate pupils
- Self and peer assessment opportunities
- Well trained additional adults effectively deployed

What do we mean by Equal Opportunities and Inclusion?

We ensure the school meets the needs of all, taking into account gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances.

What are our aims and objectives?

We aim to

- Raise the aspirations of and expectations for all pupils with SEND
- Respond to and respect the views of the child
- Work in partnership with parents/carers
- Operate a "whole school" approach to the management and provision of support for children with SEND identifying roles and responsibilities of all staff including the SENCO
- Identify SEND early
- Create an environment that meets the needs of every child
- Enable all children to have full access to all elements of the curriculum through reasonable adjustments
- Ensure a high level of staff expertise to meet pupil need by offering support, advice and training
- Work in partnership with outside agencies and with other settings
- Work within the guidance provided in the Code of Practice 2014 (updated 2015)

What are special educational needs and disability?

A child has special educational needs if he or she has a **learning difficulty** or **disability** which calls for **special provision**.

A **learning difficulty** or **disability** is a significant greater difficulty in learning than the majority of others of the same age.

Special educational provision means educational or training provision that is additional to and different from that provided within the normal differentiated mainstream curriculum.

Health care provision or social care provision which educates or trains a child is treated as **special educational provision**.

Why do we identify SEND?

At Heamoor Community Primary School we aim to identify the needs of pupils by considering the needs of the whole child. The purpose of identification is to work out what action we need to take. The benefits of early identification are widely recognised- identifying need at the earliest point and then making effective provision improves the long-term outcomes for the child.

The Code of Practice suggests that pupils are only identified as having SEND if they do not make adequate progress once they have had good quality personalised teaching and a variety of interventions /adjustments.

We recognise the four areas of SEND identified in the new Code of Practice (September 2014 and updated 2015)

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, emotional and mental health**
- **Sensory/Physical**

We are also mindful that other factors that are not SEND may impact on progress and attainment, for example

- Disability (disability alone does not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of the Pupil Premium Grant
- Being a child in care (CIC)
- Behaviour (behaviour alone without an identifiable cause is not SEND)

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arise from special educational needs.

How to we operate a graduated response to SEND support?

High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEND.

We use the assessment process to identify any learning difficulty and barrier to achievement and this is used to form the basis for planning the next steps of the child's learning.

When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. **Interventions** will be put in place. These concerns will be discussed with the SENCO and other relevant staff. The child will be recorded as "On Alert."

Parents are involved in a consistent and positive way throughout.

If a child does not make **adequate progress** once they have had good quality personalised teaching and all the interventions and reasonable adjustments have been made, the conclusion may be reached that the child requires help over and above that which is normally available and the child will be placed on the school Record of Support with parental permission and receive **SEND Support (SS)**.

This will be monitored through the writing and review of a Personal Learning Plan.

What is the nature of intervention?

Intervention may take the form of:

- Different learning materials or specialist equipment such as a writing slope, move n sit cushion, pencil grips etc.
- Use of visuals to support social communication and language development.
- Some group or individual support, which may involve small groups of children working with an additional adult.
- Other intervention such as Funfit or pre-teaching of new concepts.
- Social skills groups such as Nurture Group, Breakfast Club and Lego Club.

- Use of a TIS (Trauma Informed Schools) assessment with support from the Learning Mentor .
- Peer and adult mentoring and counselling such as Draw and Talk, CHALK and Music Therapy.
- Additional home school communication book.
- Additional individual reward charts agreed with parent and child.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

What is Adequate Progress?

Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour

What is SEND Support?

SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the child in making good progress and securing good outcomes.

- Assess make a clear analysis of the child's needs
- Plan agree a plan of action
- Do make all relevant staff aware and implement the adjustments, support & intervention
- Review analyse the quality, effectiveness and impact of support

We ensure that teachers provide, where necessary, an individualised programme of learning with intervention that is 'additional to and different from' those provided as part of the school's usual differentiated curriculum.

The SENCO offers guidance and facilitates training where necessary to improve staff's ability to identify and respond to SEND and their understanding of the SEND most frequently encountered.

We make available the appropriate resources and specialist equipment to ensure all children can access the curriculum and fulfil their true potential.

The quality of teaching for pupils with SEND, and the progress made by pupils is a core part of the school's performance management. As a school we review the quality of teaching and learning, including those at risk of underachievement through regular pupil progress meetings.

Accurate records are kept by the class teacher and SENCO. The child's outcomes, teaching strategies and the involvement of specialists informs the One Page Profile. This profile provides an accurate and comprehensive summary of the child and is used to inform all staff and as part of the transition process from class to class and when transferring to a new school.

The child and parents are also involved in developing a Personal Learning Plan (PLP) with their class teacher that includes a timetabled structured conversation to decide short term targets, preferred learning styles and actions to be taken to achieve outcomes. These are reviewed and updated termly.

When do we involve outside agencies and what do they do?

Where a child continues to make little or no progress despite the good quality personalised teaching and all the varied interventions/adjustments we will consider involving specialists including those from outside agencies. The decision for involving outside agencies is the responsibility of the SENCO in consultation with the Headteacher and the child's parents.

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the PLP continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a longer period.
- Continues working substantially below that expected for children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.

- Has emotional, social or mental health needs that result in behaviour which regularly and substantially interfere with the child's own learning or that of the class/group.
- Has sensory or physical needs and require additional specialist equipment, regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

If as a school we feel we are unable to meet the needs of a pupil through our own provision arrangements we will consider requesting an **Education, Health and Care Plan (EHCP)**.

Evidence will be gathered which might include:

- Previous Personal Learning Plans and targets for the pupil.
- Records of regular reviews and their outcomes (Assess, Plan, Do, Review cycle)
- Records of the child's health and medical history where appropriate.
- Records of progress and attainment
- Education and other assessments, for example from an advisory specialist support teacher or Educational Psychologist
- Views of the parent/carer and child

What is an Education Health and Care Plan (EHCP)?

The majority of children and young people with SEND have their needs met through mainstream education providers and will not need an Education, Health and Care Plan.

EHCPs remain with children and young people with the most complex needs up to the age of 25. The EHCP replaces previously issued Statements of Special Educational Needs.

EHCPs focus on the outcomes the child or young person seeks to achieve across education, health and care.

EHCPs set out how services will work together to meet the child's needs.

EHCPs are based on a co-ordinated assessment and planning process which puts the child or young person and their parents at the centre of the decision making.

The EHCP will be reviewed at least annually and the SENCO will be responsible for co-ordinating the review.

How do we support children and families?

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with SEND often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the Personal Learning Plan and the review and transition process.

The school website contains details of how we might identify SEND in school and our response as well as the Special Educational Needs Information Report (which includes the arrangements made for children in our school with SEND and a link to our Local Offer.

At all stages, the school will keep parents fully informed and involved. We always take account of the wishes, feelings and knowledge of parents. We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of children with SEND with their parents. We inform parents of any outside intervention and share the process of decision-making by providing clear information relating to the education of their child.

Parents always have access to the SENCO through a school email address and support is also provided by the school based Learning Mentor, Counsellor and the school's allocated Local Authority Link Family Worker.

How do we support pupils with medical conditions?

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips 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 children with a medical condition may also have SEND and may have an EHCP which brings together their health and social care needs, as well as their special educational provision.

Arrangements are put in place in school to support pupils at school with medical conditions. We work with parents to produce a Health Care Plan that is shared with all staff and updated annually or as required.

Intimate Care Plans to support with toileting are put in place if required.

What is the criteria for exiting the Record of Support?

The decision to exit the Record of Support is made in partnership with the child, their parents and any involved outside agencies. A child will exit the Record of Support when they no longer need provision that is additional to and different from that provided generally for children of the same age in a mainstream setting.

What are the roles and responsibilities?

Safeguarding: The Designated Safeguarding Lead is our Headteacher, Mrs Jodie Flynn. She is supported by the two Assistant Headteachers Miss Tamsin Cocks and Mrs Lesley Osborne as Deputy Designated Safeguarding Leads. Mrs Flynn is also responsible for the managing of the Pupil Premium Grant and Children in Care funding.

All staff are expected to take a full part in the school's responsibility for meeting the medical needs of pupils and this is overseen by the Headteacher and SENCO.

The Special Educational Needs Co-ordinator's (SENCO) responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers and contributing to the in-service training of staff.
- Advising on a graduated approach and co-ordinating and developing school-based strategies for the identification and review of children with SEND.
- Liaising with the Designated Teacher where a Child in Care has SEND.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Liaising with pre-school settings for new children with SEND entering EYFS
- Liaising with schools so that support is provided for Y6 pupils with SEND as they prepare to transfer to secondary school.
- Liaising with external agencies including the Local Authority's support and Educational Psychology services, Health and Social Care and voluntary bodies.

- Collaborating with curriculum co-ordinators so that learning for all children is given equal opportunity
- Monitoring the progress of children on the SEND Record of Support.
- Ensuring that a dyslexia friendly environment is adopted across the school and appropriate strategies are in place

The SEND Governor's responsibilities include:

- Securing the necessary provision for any pupil with SEND.
- Assisting in the development of the SEND policy.
- Monitoring progress.
- Liaising with the SENCO, Headteacher and Staff.
- Informing the Governing body of development and progression in regards to SEND.
- Reporting annually to parents.

What is the role of Support Staff?

We have a number of well- trained, good quality Support Staff at Heamoor Community Primary School who are employed to support the learning of all the children.

The line managers for Support Staff are the Assistant Headteachers, Mrs Lesley Osborne and Miss Tamsin Cocks.

Good Support Staff:

- intervene at the point of need
- think like a teacher but know where the boundaries of responsibility lie
- are given clear direction by the teacher
- know what they need to do to help the children make progress and know what each child has learned
- is a good role model in terms of conduct eg: dress, manners and punctuality
- takes steps to ensure that communication links are good
- has a clear understanding of safeguarding children
- respects confidentiality
- has a clear understanding of the whole school improvement priorities
- has a clear understanding of the assessment for learning process (eg learning intentions , success criteria, next steps learning)
- values professional development and identifies training needs linked to school improvement priorities and/or the needs of the individual child
- supports colleagues

How do we monitor and evaluate SEND provision?

The school regularly and carefully monitors and evaluates the quality of provision we offer all pupils. The evaluation and monitoring arrangements promote an active process of continual review and improvement for all pupils.

The quality of teaching and the progress made by pupils is a core part of the school's performance management. Data is used to look at all vulnerable groups and identify gaps in attainment. Regular audits of records are carried out. SEND forms part of the School Improvement Plan.

Parents' views and pupil's views are sought via whole school questionnaires. We actively encourage parents of children with SEND to have a voice via Annual Review meetings, TAC meetings and progress review meetings.

How do we identify and provide training and resources?

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs of Teachers and Support Staff are identified through regular performance management and following advice from outside agencies.

The school's SENCO regularly attends the Local Authority SENCO network meetings in order to keep up to date with local and national updates in SEND. SEND is funded from the school's core budget. The Headteacher informs the governing body of how funding allocated to support SEND has been used. The Headteacher, SENCO and Senior Leadership Team meet regularly to agree on how to use funds directly related to EHCPs. Children with the most complex needs may receive top up funding.

The Headteacher has responsibility for the funds allocated to the SEND cost centre, the amount of which is determined by the finance committee.

How do we store and manage information?

The management of information forms part of our e-safety policy. All confidential safeguarding information is stored centrally and is shared on a need to know basis. A transfer of information record is completed if these are sent to another school.

Advice and recommendations from outside agencies are copied and shared with staff and kept in the Individual Child Information file. All SEN records are passed on to a transferring school. Medical records are shared only with parental permission.

All documents for disposal are destroyed using the services of a company that specialise in the disposal of confidential waste.

What is the procedure for managing complaints?

Parents wishing to raise concerns about their child should make an appointment with the Class Teacher, Headteacher and/or SENCO.

If the matter is not resolved the parents would be encouraged to meet with the SEND governor and then if necessary the County Complaints Procedure should be followed. (A copy is available on request.)

What are our statutory duties in relation to accessibility?

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time, the accessibility of schools for disabled pupils and to implement and review their Accessibility Plans.

Schools are required to produce Accessibility Plans in writing for their individual school and this can be found in the Accessibility Management Plan (May 2014). Local Authorities have a duty to prepare accessibility strategies covering the maintained schools in their area.

As a school we aim to increase and promote access for disabled pupils by making reasonable adjustments to ensure all children can access the teaching and learning and the wider curriculum such as clubs and school visits. Modification to the environment and resources such as enlargement of written materials is undertaken as required. Staff have undergone various training on the impact of special educational needs and disability and are aware of their responsibilities regarding this.

When will the policy be reviewed?

Review date: January 2022.