Alverton Primary School

Special Educational Needs and Disability Policy

Source	Cornwall LA / Alverton
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I confirm that this policy has been reviewed and adopted by the Governing Body of Alverton Primary School. Chair of Governors Date	

COMPLIANCE
Alverton Primary School Special Educational Needs Policy.
This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards.

Mission Statement
Together We Learn.

AIMS and OBJECTIVES
We aim to provide every child with access to a broad and balanced education and to create an atmosphere of encouragement, acceptance, respect for achievements and sensitivity to individual needs, in which all pupils can thrive.

Objectives

- Identify the needs of pupils with SEN as early as possible.
- Monitor the progress of all pupils.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the national curriculum.
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education.
- Work with and in support of outside agencies when the pupils needs cannot be met by the school alone.
- Create a school environment where pupils can contribute to their own learning.
- Provide support and advice for all staff.

CATEGORIES OF SEN – as defined by the Code of Practice

SEN is divided into four types:

- **Communication and Interaction**
  This includes children with speech and language delay, impairments or disorders and those who demonstrate features within the autistic spectrum.

- **Cognition and Learning**
  This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.

- **Social, Mental and Emotional Health**
  This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.

- **Sensory and/or Physical Needs**
  This includes children with sensory, multi-sensory and physical difficulties.

Behavioural difficulties *do not necessarily mean that a child or young person has a SEN and should not automatically lead to a pupil being registered as having SEN.*

Slow progress and low attainment *do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN.*

Persistent disruptive or withdrawn behaviours *do not necessarily mean that a child or young person has SEN.*

Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

Disability

Under the Equality Act 2010 a disability is defined as....' A physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes many more children than many realise; 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, as well as long term health conditions such as asthma, diabetes, epilepsy and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

Other factors which may impact on progress and attainment but are not SEN include:

- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

As a school we aim to make reasonable adjustments, including the provision of auxiliary aids and services to ensure disabled children are not at a substantial disadvantage compared to their peers.

IDENTIFICATION, ASSESSMENT AND REVIEW

A child or young person has a SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or 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 the use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

A Graduated Approach to SEN Support

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. **High Quality Teaching**, differentiated for individual pupils, is the first step in responding to pupils who may or may not have SEND; additional intervention and support cannot compensate for a lack of high quality teaching.

High quality teaching for all pupils, including those at risk of underachievement, is regularly reviewed through lesson observations, book scrutinies and pupil progress meetings and conferences.

Class teachers, supported by the Senior Leadership Team, make regular assessments of progress and attainment for all pupils. These should seek to identify pupils making less than the expected progress given their age and circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

- widens the attainment gap

Any pupils who are falling significantly outside of the range of expected academic achievement will be placed **'On Alert'**.
Once a pupil has been identified as being **'On Alert'** they will be:

a) Closely monitored by staff in order to gauge their level of learning and possible difficulties.
b) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progress and enable the teacher to better understand the provision and teaching styles that need to be applied.
c) The SENDCo will be consulted as needed for support and advice and may wish to observe the pupils in class.
d) Through the above the level of provision the child will need going forward can be determined.
e) If a pupil has recently been removed from the SEN register they may also fall into this category of 'On Alert' as continued monitoring will be necessary.
f) Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share their information and knowledge of their child with the school.
g) A child may be placed 'On Alert' by the school due to concern by parent or teacher but this does not automatically place them on the SEN register. Any concerns will be discussed with parents informally or at parent's evenings.
h) Parents' evenings are used to monitor and assess the progress being made by children.

SEN Support
If the interventions and differentiations above still result in slow progress and lower than expected attainment a child may be identified as having SEN and, following discussions with the parents, will be added to the SEN Support register. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided is known as the graduated approach and consists of four parts:
Assess
Plan
Do
Review

This will be an ongoing cycle to enable provision to be refined and revised as the understanding of the needs of the pupil grows. The cycle enables the identification of those interventions/strategies which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess
When identifying a child as needing SEN Support the class teacher will work with the SENDCo to carry out a clear analysis of the pupil's needs. This will include:

- Drawing on the teacher's assessment and experience of working with the pupil.

- Details of their previous progress and attainment.
- The views and experience of parents
- The pupils own views.
- Where relevant and if not already involved, advice from external support services/ agencies will be considered following consultation and agreement by parents.
- Schools can also consult the check lists in Cornwall's 'Meeting Individual Needs' file.

The school will take seriously any concerns raised by parents. They will be note and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to the individual need, that barriers are clearly identified and being overcome and that the interventions being used are developing and evolving as required.

Plan
Planning will involve consultations between the teacher, SENDCo, parents and pupil, if appropriate, to agree the adjustment, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support to be provided, any particular teaching strategies/ approaches that are to be used and the outcomes that are being sought.

Do
The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with the classroom teaching.

The SENDCo will provide support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support and intervention.

Review
Reviews of a child's progress will be made regularly (half termly). The review process will evaluate the impact and quality of the support and interventions and will take into

account the views of the pupil and parents. The class teacher and D in conjunction with the parents and pupil, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward.

Referral for an Education, Health and Care Plan (EHCP)
If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an EHCP will be taken at a progress review meeting.

The application for an EHCP will combine information from a variety of sources including parents, teachers, SENDCo, Social Care, Health professionals and other supporting agencies.

Information will be gathered relating to current provision provided, action points that have been taken and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

MANAGING PUPILS NEEDS ON THE SEND REGISTER
All children on the SEND register will have a Learning Passport, which details important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them. Advice from other professionals who have contact with the child inform the targets for the pupil. The Learning Passport will be a working document which is updated to reflect the current needs of the child. Formal review meetings will take place three times a year, where pupils and parents will be involved in reviewing progress and setting new outcomes. Class teachers will be responsible for evidencing progress according to outcomes described in the plan.

The SENDCo is responsible for the records provided by the class teachers to ensure consistency across the school and appropriateness and quality of outcomes. Class teachers are responsible for maintaining and reviewing the support on a daily basis.

Allocation of Resources
All pupils with SEND have access to the school's budget depending on their level of need. For those with the most complex needs, additional funding (High level needs HLN) is retained by the local authority.

There are three levels of support for pupils with SEND:

- **Universal level funding** is provided on a per learner basis for all those attending the school. This is also known as element 1 funding and helps to allow each pupil access to good quality universal provision.

- **Targeted** level funding – schools and academies are expected to contribute the first £6,000 of the additional educational support provision for learners with SEN from their notional SEN budget (those children with a statement of need/EHCP with Band 4 level of support). This is also known as element 2 funding.

- **Specialist or personalised level top up funding** above £10,000 (elements 1 and 2) is provided by Cornwall County for individual pupils with specific specialist needs on Band 3 or above.

It should be noted that the level and combinations of provision may change over time and that it is the education establishments' responsibility to ensure it is used in the most effective way for the benefit of the children on the SEND register. The SENDCo will refer individual application to the Local Authority Statutory Assessment team who present individual cases to a muli-agency panel to determine whether the level and complexity of need meets the threshold for this funding. It is the responsibility of the SENDCo, senior leadership team and governors in consultation with the parents to agree how the allocation of resources is used.

Specialist support
Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will involve specialists from outside agencies. School may also involve specialists to advise on early identification of SEN and effective support and interventions.

CRITERIA FOR EXITING THE SEN REGISTER/RECORD
If, following a review, it is felt that a pupil is making progress which is sustainable then they may be taken off the SEND register. In making this decision the views of the teacher, pupil and parents will be taken into account as well as that of any other professionals involved. If it is agreed by all to take the pupil off the SEND register the pupil may be put back 'On Alert.' and monitored through the school's procedures to ensure the progress continues. All records will be kept until the pupil leaves the school and passed onto the next setting. If it is felt the pupil requires additional assistance then the procedures set out in the policy will be followed.

SUPPORTING PUPILS AND FAMILIES
Alverton School believes that a close working relationship with parents is vital in order to ensure that all children, including those with SEN, make the expected progress and attainment. In cases where more frequent contact with parents is necessary, this will be arranged based on the pupils individual needs. Parents are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The SENDCo may signpost parents of pupils with SEN to the Local Offer.

The SEND 'Local Offer' is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Cornwall that have

an EHCP/Statement and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by private, voluntary and community sectors. The SEND Local Offer can be accessed from the Family Information Service website - www.cornwallfisdirectory.org.uk The school's Offer is linked through this site and also accessed via the school website.

The SEN Information Report will be published at the end of each academic year on the school website.

Admission arrangements
Please refer to the information contained in our school prospectus and the school's admission policy, found on the school website. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN – those with EHC plans and those without.

Access to exams and other activities
Children with SEN are able to access exams through extra time and other arrangements as required eg reading for the Maths and Science papers, adult scribe.

For school trips and other activities a health and safety audit will be carries out and any special arrangements needed for SEN children and those with a disability or medical condition will be made by the teacher and/or SENDCo.

SUPPORTING PUPILS AT SCHOOL 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 may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school has a policy for Supporting Pupils at School with Medical Conditions, which can be found under the "Polices" tab on the school website.

MONITORING AND EVALUATION OF SEND
In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of an annual parent, pupil and staff questionnaire, discussion and through progress meetings with parents.

The SEN governor regularly visits school to audit SEN provision, which may include observation, pupil conferencing and talking to staff.

Pupil progress is monitored on a termly basis in line with the SEN Code of Practice.
SEN provision and interventions are recorded on an individual provision map, which are

updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENDCo. The interventions are monitored and evaluated half-termly by all staff and helps to identify whether provision is effective or needs to be altered.

TRAINING

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 SEN.

The SENDCo attends relevant SEN courses, SEN network meetings and facilitates/ signposts relevant SEN focused external and In Service training opportunities for all staff.

We recognise the need to train all our staff on SEN and other issues. All staff have been asked to complete a skills audit. The senior leadership team ensures that training opportunities are matched to school development priorities and those identified through the audit.

ROLES AND RESPONSIBLITIES

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an SEN governor appointed to take particular interest in the development of SEN in the school.

- The appointed SEN governor for Alverton is Emily Jane.
- The person responsible for overseeing the provision for children with SEN is Mr Martin Higgs, Headteacher.
- The person co-ordinating the day-to-day provision of education for pupils with SEN is Mrs Helen Hughes, SENDCo.
- The Designated Teacher with specific Safeguarding responsibility is Mr Martin Higgs and the Designated Safeguarding Lead is Mr Martin Higgs.
- The member of staff responsible for Looked after Children is Mr Martin Higgs.
- The member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is Mrs Helen Hughes.

Governors will ensure that:

- The necessary provision is made for any pupil with SEND.
- All staff are aware of the need to identify and provide for pupils with SEND.
- Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- The school profile informs parents under the heading 'How we are making sure we are meeting the learning needs of individual pupils'.
- They have regard to the requirements of the new Code of Practice for Special Educational Needs (2014).
- Parents are notified if the school decides to make SEND provision for their child.
- They are fully informed about SEND issues, so that they can play a major part in school self- review.

- They set up appropriate staffing and funding arrangements, and oversee the school's work for SEND.

The **Head Teacher** is responsible for:

- The management of all aspects of the school's work, including provision for pupils with special educational needs.
- Keeping the governing body informed about SEND issues.
- Working closely with the SENDCo.
- The deployment of all special educational needs personnel within the school.
- Monitoring and reporting to governors about the implementation of the school's SEND policy and the effects of inclusion policies on the school as a whole.

The **Special Educational Needs Co-ordinator (SENDCo)** is responsible for:

- Overseeing the day to day operation of the school's SEND policy.
- Co-ordinating the provision for pupils with special educational needs.
- Ensuring that an agreed, consistent approach is adopted.
- Liaising with and advising other school staff.
- Helping staff to identify pupils with special educational needs.
- Carrying out assessments and observations of pupils with specific learning problems.
- Supporting class teachers in devising strategies, drawing up Pupil Learning Passports, setting targets appropriate to the needs of the pupils and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom.
- Liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents.
- Maintaining the school's SEND register and records.
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/ records, end of year QCA tests, SATs etc.
- Contributing to the in-service training of staff.
- Liaising with the SENDCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other.
- Taking part in county SEN moderation.

Class teachers are responsible for:

- Providing high quality teaching for all children.
- Assessing pupils' needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCo, parents and pupil).
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis.

- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND

TAs should:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- Use the school's procedure for giving feedback to teachers about pupils' progress.

TAs work as part of a team with the SENDCo and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing Pupil Profiles and monitoring progress.

STORING INFORMATION

Documents relating to pupils on the SEND register will be stored with their Pupil File in fireproof cabinets in the resources room. These cabinets are locked at all times and the room is locked overnight. SEND records will be passed on to a child's next setting when they leave Alverton School. The school has a Confidentiality Policy which applies to all written pupil records.

ACCESSIBILITY

The DDA as amended by the SEN and Disability Act 2001, places a duty on all schools to increase – over time – the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce written accessibility plans for their individual school and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. Alverton's Accessibility Plan can be found on the school website.

COMPLAINTS

If a parent or carer has any concerns or complaints regarding the welfare or care of their child, an appointment can be made by them to speak to the Headteacher who will be able to advise on formal procedures for complaints if the matter cannot be resolved any other way.

LINKS

Links to Support Services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school.

Links with other agencies and voluntary organisations

Alverton Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCo is the

designated person responsible for liaising with the following:

- Educational Psychology Service
- Behaviour Support Service
- Social Services (Child Protection Officers also liaise)
- Speech and Language Service
- Autism Team
- Sensory and Physical Support
- Specialist Outreach services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency.

Links with other schools
The school works in partnership with the other schools in the locality, including a special school. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

REVIEWING THE POLICY
This policy will be reviewed by the SENDCo and the governors on an annual basis.

LINKED POLICIES/DOCUMENTS
Accessibility Plan
Anti-bullying Policy
Behaviour and Exclusion Policy
Complaints Procedure
Confidentiality Policy
Data Protection Policy
Equality Plan and Procedures
Use of Force and Restraint policy
Managing Medical Conditions in School policy
Personal Care policy