



Pencoys Primary School

Special Educational Needs and Disabilities Policy

Date Agreed: 03.09.22	Chair of Governors: Caroline Sommerville	Headteacher: Catherine Bonds
Date for Review: September 2023	Review by: Jayne Kirk	

Aims and Objectives

- 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 those needs will be made known to all who are likely to work alongside them.
- The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- 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 efficient use of resources.
- The teaching staff will identify particularly able pupils and ensure through differentiation and extension, that these children's learning needs are met.

Responsible Persons

- The 'responsible person' for SEND is **Mrs Catherine Bonds**. (Headteacher)
- The person co-ordinating the day to day provision of education for pupils with special educational needs and disabilities is **Ms. Jayne Kirk** (SENCO)

Admission and Inclusion

- All teachers in the school are teachers of children with Special Educational Needs .As such Pencoys 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 are committed to identifying and providing for the needs of all children in a wholly inclusive environment.
- Inclusion is regarded as crucial to the policy, in line with the SEND code of practise and with other schools within our Multi-Academy Trust.
- 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 (EHCP's) and others with less significant problems.

Specialist Provision

- There is wheel chair access throughout the main building. We have an up to date Accessibility Plan .
- We have a trained member of staff who is our Autism Champion and they work alongside the SENCO, supporting staff and pupils in ensuring the school is autistic friendly and inclusive.
- We are a Trauma Informed School and have 1 licensed practitioner. All staff are trained in the basic TIS principles and adhere to these strategies to help develop children's emotional resilience. Teachers complete termly TIS snapshot assessments with the TIS lead and these are used to create action plans / planning for individual children.
- We have 2 additional members of the pastoral team, who work closely with the SENCO. They are fully involved in supporting children's behaviour, developing emotional literacy, monitoring attendance and working with parents.
- We have 2 Dyslexic champions who support children through screening and individualised learning targets, small groups and resources to encourage independent learning. We are working towards becoming a Dyslexia friendly school.
- Two members of staff are trained to assess and support children with dyspraxic traits, helping to develop fine and gross motor skills through attending regular Fun Fit sessions throughout the week.

Access to the Curriculum

- 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.
- The school will make provision for pupils with Special Educational Needs to match the curriculum to the nature of their individual need. The class teacher and SENDCo will keep regularly updated records on the pupil's Special Educational Needs, the action taken and the outcomes .
- There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts .
- The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groupings will reflect this approach .
- 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.
- Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

- 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

Levels of Need

Pencoys School's Graduated response consists of three levels as follows:

On Alert

- 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 as identified in accordance with the SEND Code of Practice 2015:
 - Communication and Interaction
 - Cognition and Learning
 - Sensory and/or Physical Needs
 - Social, Mental and Emotional Health

The school will place the pupil at **ALERT (A)** 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
 - Home/school reading schemes
 - Behaviour modification programmes
 - Use of specialist equipment
 - Learning mentor sessions
 - Individual TIS action plans
 - Individual TIS sessions with a licensed practitioner
 - Memory intervention (small group)
 - Funfit (small group)
 - Speech and Language support, including ECAT strategies in the Early Years
 - Alternative teaching strategies
- Pupil's progress on **ALERT** will be monitored closely by all staff involved. Teacher assessments will be completed at the end of each half term and the child removed from **ALERT** if progress has been made and the gap reduced. However, if after a period of time, an individual does not catch-up, it is at this point that consideration will be given as to whether they need SEN support.

SEN Support

Pupils are placed on the RON at this level after assessment and consultation between the SENCO and Class Teacher when it is established that they have a significant learning difficulty and need provision that is additional and different. At this point, parents/carers will be informed of the decision and the School will continue to work in partnership with them, listening to their views and those of the pupil, and involving them proactively in planning and decision making. This will take the form of a half-termly 'Assess- Plan-Do -Review Cycle.'

Assess

- Teacher's high quality, accurate formative assessment and experience of child
- Pupil progress, attainment and behaviour
- Development & attainment in comparison to peers
- Views and experiences of parents
- The child's own views
- If relevant, assessments, views of and advice from external services.

Plan

A plan will be drawn up by SENCO & class teacher in consultation with parents and child. It will include:

- The outcomes agreed for the next half term
- The support and interventions to be put in place
- The expected impact on progress, development or behaviour
- A clear date for review
- The plan will be recorded on the pupil's Individual Provision Map.
- A copy will be given to the parents.

Do

- The class teacher remains responsible for working with the child on a daily basis and works closely with TAs or specialist staff to plan and assess the impact of the interventions.
- The SENCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support.

Review

- Parents will be invited to attend half-termly reviews with the SENCO and/or class teacher and their child in order to monitor/ review the effectiveness of the support and the impact on the child's progress.
- A new plan will then be drawn up and added to the ongoing Individual Provision Map.
- Parents will be given copies of all notes recorded at the review

Involving Specialists

If a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below age expected despite SEN Support, the school will involve specialists including those from outside agencies. The views of parents/carers and the child are considered at all levels of intervention.

Education, Health and Care Plan

Pupils who need more specialist provision and whose needs cannot be wholly met at SEN Support level will be the subject of Statutory Assessment. This is completed by the SENCO who obtains the views and information about the child from all other professionals involved in their education, health and/or care. Parents/Carers views and those of the child are obtained and will be considered in order for a recommendation for an EHCP to be made to the Local Authority. The LA then considers the application and issues an EHCP as appropriate. (EHCPs replace Statements of Educational Need.) There is a statutory requirement to review an EHCP annually. This review meeting is held at the school with parent, child and all professionals involved invited to attend. In addition, pupils with an EHCP (or Statement) are subject to the half-termly Assess-Plan-Do-Review Cycle.

The SENCO is responsible for:

- a) Assessing specific needs of students with SEN, including application for Statutory assessment.
- b) Managing the screening of pupils for dyslexia.
- c) Line managing the teaching assistants
- d) Liaising with other schools or settings to aid transition.
- e) Ensuring all relevant information is forwarded on to new schools.
- f) Day-to-day operation of the school's SEN Policy.
- g) Liaising and advising class teachers and support staff.
- h) Maintaining the SEN Record of Need and the records of all pupils with SEN.
- i) Liaising with parents/carers of pupils with SEN.
- j) Liaising with external services including the Educational Psychology Service, Speech and Language, Early Support etc
- k) Attending and holding review meetings for pupils with SEN including those with an EHCP.
- l) Applying for access arrangements eg additional time for KS2 SATs.
- m) Attending and contributing TAC meetings. In some cases, the SENCO may act as Lead Professional for TAC meetings

Criteria for exiting the Record Of Need

The SENCO has responsibility for the removal of a pupil from support on the Record of Need at Pencoys School. The decision will be dependent upon appropriate progress being made towards set targets and in conjunction with appropriate teaching staff/outside agencies and parents

Resources

- SEND funds are devoted to the purchase of teaching support and learning support equipment.
- Pupils have personalised equipment to help them learn, such as talking tins, overlays, timers, as well as common classroom resources which may be used by everybody.
- Some children have access to specialist equipment within the classroom, such as writing slopes, tetrabands, weighted blankets, wobble cushions, a Prodigy tablet and specialised chairs.

Currently (Autumn 2022) the school has;

5 pupils on **Alert**

27 on **School Support**

5 pupils who are the subject of **EHCP's**

- The Local Education Authority makes additional funds available to the school to support some pupils who are the subject of **EHCP's** 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 and a mastery curriculum (See Teaching and Learning Policy)

Liaison

- Parents **will always** be informed when an external agency becomes involved with their child.
- Regular liaison is maintained with the following external agencies for pupils as required:
 - Early Help Hub
 - Child and Family Services
 - 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
- CAHMS
- Penhaligon's Friends
- Physical and Medical advisory service
- Speech and Language therapy
- Occupational Therapy
- BF Adventures
- Dreadnought

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.

- The school has links to Camborne Science and International Academy, Pool Academy and Redruth Academy; liaison is maintained particularly with regard to transition and the provision of opportunities for pupil premium and more able pupils.

Arrangements for the Treatment of Complaints:

- When a parent has a concern, they should initially approach their child's class teacher.
- If the issue cannot be resolved in this way, they should then contact

Mr Russell Kendall (Deputy Head)

- Alternatively, the Head Teacher, **Mrs Catherine Bonds** is also available for consultation.

Further details can be found in the school's complaints policy.

Staff Development and training

- All professional development needs are identified through the school's appraisal system, self-evaluation and quality assurance processes and feed into the School Development Plan.
- The Headteacher oversees the professional development of all teaching staff and teaching assistant occurs during whole school training days and by attending courses. Colleagues attending courses are expected to disseminate and share relevant knowledge with other staff within the school.
- The SENCO undertakes an annual Audit of Staff Skills and SEN Knowledge in order to recognise and address gaps within the school and for individuals.
- Newly appointed teaching and support staff undertake an induction meeting with the SENCO who will explain systems and structures in place around the school's SEN provision and practice and to discuss the needs of individual pupils.

- The SENCO regularly attends SEN network meetings in order to keep up to date with local and national developments in SEND.
- Support Staff are encouraged to take an active part in all school functions/training including leading after-school clubs.
- In addition there is regular training offered by the Multi-Academy Trust to support identified CPD needs.

Working with Parents

- 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.
- Our Information Report is available to all parents on our school website and on the Care and Support in Cornwall website
(<https://www.supportincornwall.org.uk/kb5/cornwall/directory/home.page>)
- 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 meetings.
- Parents are actively encouraged to attend termly IEP reviews, alongside the class teacher, pupil and SENCO, 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 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.
- In addition to face to face contact staff are able to communicate with parents through Class Dojo, email and the school text service.

Pupil Participation

- The school will work to ensure that pupils are fully aware of their needs and the targets on their Individual Education Plans. 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

- This school policy is kept under regular review. The governors will monitor the success of the policy by the achievements of previously agreed targets outlined in the pupils IEPs, 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.

Storing and managing information

The school complies with the current data protection and confidentiality requirements with regard to information about pupils and families as outlined in the Crofty MAT Trust Data Protection Policy.

This policy will be reviewed annually to comply with requirements for SEND.