



Special Education Needs and Disability (SEND)

INTRODUCTION

This policy is to be read in conjunction with all other school policies.

Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- i) have a significantly greater difficulty in learning than the majority of children of the same age; or
- ii) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (LA);
- iii) are under compulsory school age and fall within the definition at (i) or (ii) above or would do so if special educational provision was not made for them.

SEN Code of Practice

Special educational needs may relate to one or more of the following areas of need:

- Communication and interaction; (C&I)
- Cognition and learning; (C&L)
- Social, emotional, mental development; (SEMD)
- Sensory and/or physical needs;
- Medical conditions;

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children deemed to be disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified needs.

EQUAL OPPORTUNITIES & INCLUSION

This policy has been updated in line with the:

- SEN Code of Practice (2001)
- SEN Code of Practice (2014)
- SEN and Disability Act 2001 and the government consultation on provision for children with SEN, Support and Aspiration: A new approach to special educational needs and disability.
- Equality Act 2010
- Children and Families Act 2014

It is part of a whole school strategy to promote the inclusion and 'effective learning for all pupils' (National Curriculum 2000).

The Cornerstone Academy Trust (TCAT) endeavours to make every effort to achieve maximum inclusion of all pupils (including those with SEN) whilst meeting pupils' individual needs. Teachers provide learning opportunities for all the pupils within the school environment and provide materials appropriate to pupils' interests and abilities. This ensures that all pupils have full access to learning equivalent to that set in the National Curriculum. We use the guidance given in the National Curriculum document to support inclusion.

AIMS AND OBJECTIVES

The aims of The Cornerstone Academy Trust are based on the aims stated in the Devon Local Authority (LA) Policy for Special Educational Needs and guided by the SEN Code of Practice 2014 and any updates. We aim to work, with the LA, to ensure our pupils achieve high levels of progress; effective learning and development for all pupils regardless of any special educational need.

We are committed to inclusion; meeting individual needs and the provision of the highest quality for all students alongside the efficient use of resources. We encourage mutual respect and consideration as part of the ethos of our school. As set out in the National Curriculum, 2014 we ensure that 'lessons [are] planned to ensure that there are no barriers to every pupil achieving'.

PARTNERSHIP WITH PARENTS & CARERS

We recognise that parental involvement is crucial to enhancing progress and achievement in school. TCAT aims to work in close partnership with parents and carers and the Local Authority for our Children in Care (CIC). This is a school priority in line with the SEN Code of Practice and recommendations from the Lamb Enquiry 2009 (Special Educational Needs and Parental Confidence). We work to enable and empower parents and carers by:

- giving parents and carers opportunities to play an active and valued role in their child's education
- inviting parents to parent consultation meetings
- making parents and carers feel welcome in the school
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- aiming to instil confidence that TCAT will listen and act appropriately to parental concerns
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for their child where appropriate and ensuring the child is aware of these
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- making parents and carers aware of the Parent Partnership Services
- encouraging communication through telephone and email
- providing all information in a 'parent friendly' and accessible way

INVOLVEMENT OF PUPILS

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEN Code of Practice). We endeavour to fully involve pupils wherever possible by including pupils in:

- identifying their own needs and learning about their self and school as learners
- individual target setting across the curriculum
- encouraging self- reflection in the learning process
- formal reviews, providing evidence for meetings and attendance at review meetings

The procedures for including pupils are identified in the Equal Opportunities policy. We ensure that pupil perceptions of the support and process are included in monitoring and evaluation procedures through Student Voice. We also ensure that all pupils have access to a designated member of staff for support and to allow pupils to express any concerns they may have.

MANAGEMENT OF SEN WITHIN THE SCHOOL

We believe that every teacher is responsible and accountable for all pupils in their class whatever their educational needs. The Head teacher and the Governing body have delegated the responsibility for the day-to-day implementation of the policy to the Special Educational Needs Co-ordinator (SENCO). All members of staff are aware of their responsibilities towards pupils with SEN, whether or not pupils have a Statement of Special Educational Needs. A positive and sensible attitude is shown towards those pupils.

In line with the recommendations in the revised Code of Practice the SENCO is responsible for:

- overseeing the day-to-day operation of this policy
- rigorous assessment of pupils' attainment levels and target setting
- supporting teachers to narrow the gap of attainment between vulnerable groups and cohorts
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers and TAs
- supporting teachers to effectively utilise Teaching Assistants
- overseeing the records of all children with SEN
- liaising with parents of children with SEN
- contributing to the in-service training of staff
- liaising with relevant external agencies including the support and educational psychology services, health and social services, and voluntary bodies
- making access arrangements for children where required
- ensuring the opinions and views of the parent and child are considered throughout

The SENCO is responsible for keeping the head teacher and the governor with responsibility to SEN fully informed. This will take place at regular intervals throughout the year at least once a term.

ADMISSION ARRANGEMENTS

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

SPECIAL PROVISION

The school has wheelchair access to the main classroom buildings, and two disabled toilets across both buildings.

TCAT endeavour to equip all staff with expertise, training and support in the following areas:

- implementing synthetic phonics work (Read Write Inc)
- working with children with Hearing Impairment (Sound field Systems)
- working with children with Visual Impairment
- working with children with emotional and social difficulties
- working with children with Downs Syndrome
- distinguishing between an EAL child and a EAL/SEN child

- working with children with Speech, Language and Communication needs
- working with children with Autistic Spectrum Disorder
- working with children with SpLD (specific learning difficulty) or SLCN (speech, language & communication needs)

IDENTIFICATION AND ASSESSMENT

We accept the principle that pupils' needs should be identified and met as early as possible. The school adopts the levels of intervention as described in the SEN Code of Practice. We adopt the following procedures for identification and assessment:

- the analysis of data including initial assessment in the Early Years; Foundation Stage Profile; Year 1 Phonics Screening and end of key stage SATs,
- the pupil in context profile
- the completion of 'Initial SEN Teacher Referral' forms
- following up parental concerns
- pupil self-referral and requests for help
- tracking individual pupil progress over time using RAISE, GL assessment data, AR, AM
- liaison with feeder schools on transfer
- information from previous schools
- information from other services
- termly SEN Reviews held with SENCO & Class teacher
- Whole School Assessment Plan

The SENCO maintains a record of pupils identified through the procedures listed. This record is reviewed at least twice a year with individual teachers. It may be appropriate for some pupils to be in receipt of a more in depth individual assessment which may be undertaken by the school SENCO in the first instance and then further assessment as part of the purchased time from Babcock Educational Psychology Service. These assessments may take many forms e.g. diagnostic reading assessment; observations of the child, working 1-1 on some aspect; a specific questionnaire.

At present, if a child requires support that is additional to, or different from his/her peers they are placed on the school SEN register and will be recorded as receiving additional SEN support. A number of children with complex needs may have a Statement of SEN currently. Should a child require a high level of support, professionals will initiate a My Plan (DAF1,2) or a My Education, Health and Care Plan (DAF 2a,b). Interventions will be set with the Class Teacher, SENCO and parents. Additional support from external agencies will be provided if necessary (school nurse, educational psychologist, speech & language therapist, occupational therapist etc).

Protocols and procedures are followed in terms of managing paperwork; Data Protection and Confidentiality.

CURRICULUM ACCESS AND PROVISION

In order to meet the learning needs of all pupils, teachers differentiate work according to our assessment data taken from Educator assessments and each child's Individual Learning Plan. The teacher's role is to meet each child's individual needs and to mark work; plan consequent work.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. The following additional support may be provided:

- in class support for small groups using Teaching Assistants (TA)
- small groups withdrawal
- individual class support / individual withdrawal
- further differentiation of resources
- levelled groups – smaller groups for the lower ability levels

All pupils on the SEN register will have an Individual Provision Map and an individual Educator assessment. These are dynamic documents which are subject to review with the Class teacher and SENCO to reflect the child's learning needs and progress. For pupils with statements, provision will be in line with the recommendations on the statement using the whole school resources to support learning. Children in Chare will have provision maps that support their PEPs.

LINKS WITH OTHER SERVICES

We aim to maintain useful contact with educational support services. The following agencies may be involved:

- Educational Psychology Service (Statutory time and additional purchased time)
- Children & Young People's Services (CYPS)
- Education Welfare Service
- Police
- Speech and Language Therapy (SALT)
- School Nursing Teams
- Health visitors
- Children's Centres
- And others

STAFF DEVELOPMENT AND TRAINING

In order to maintain and develop the quality of our provision, all members of staff are encouraged to undertake training. Input from external agencies is actively encouraged. Twice yearly Joint Planning Meetings with outside agencies help to focus on training needs and we respond with CPD opportunities accordingly.

Resources

The provision for SEN is supported by the SEN budget and Standards fund monies. The allocation of funds is deployed to support the implementation of this policy. The following principles have been identified to support this:

- Annual review of allocation of TA's by the Head and SENCO according to the needs of the children.
- Appropriate training of all members of staff
- Resources to be purchased as required through the specific SEN budget.
- There is also an allocation each year which is reviewed annually and adjusted according to the SEN needs (see the school annual budget for exact amount.)

Monitoring and Evaluation of SEN Provision

The effectiveness of our provision for pupils is identified as having special educational needs is carried out in the following ways:

- classroom observation (SENCO); Leadership Team and SEN Governor)
- work sampling (SENCO and SEN Governor)
- scrutiny of planning (Curriculum co-ordinators and SENCO)
- teacher interviews (Team leaders)
- informal feedback from all staff
- pupil interview
- pupil tracking (SENCO)
- pupil review meetings and records of review meetings (SENCO)
- monitoring Individual Provision Maps and targets (class teacher and SENCO)
- movement on the register (SENCO and SEN Governor)
- attendance records (EWO)
- formal assessment of children working below their expected level

These are monitored by the individual class teachers, the SENCO and the SEN Governor.

Monitoring of policy effectiveness

We have identified the following success criteria to enable the Head teacher, SENCO, Senior Management team and SEN Governor to monitor and evaluate the effectiveness of the policy.

- the SENCO has at least one termly meeting with the governor responsible for SEN
- the 'register' is updated at least twice a year
- Pupil Progress SEN Year Group Termly Meetings
- there is movement on the register, both up and down the levels of intervention
- all concerns are followed up as soon as possible
- parents are informed about all expressions of concern
- pupils with Individual Provision Maps have the targets reviewed a minimum of twice a year
- pupils are aware of targets they need to achieve linked to the Individual Provision Maps
- relevant members of staff are aware of pupil targets
- targets are SMART and written in accessible language
- parents are informed of their child's targets at parents' evening
- parents' data collected from parent surveys / questionnaires parents express satisfaction with the provision made
- teachers and support staff are aware of procedures
- all teachers' weekly plans show evidence of differentiation
- there is evidence of individual pupil progress over time
- SEN issues are included in staff development planning
- teachers are aware of their responsibilities
- the SENCO contributes to the school development plan.

Complaints

If there are any complaints relating to the provision for pupils with SEN these will be dealt with in the first instance by the Head teacher. The Chair of Governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved. This policy will be reviewed by the governing body every two years or earlier if it is considered necessary.

Latest Review: March 2016

Information:

SEN Code of Practice:

<https://www.gov.uk/government/consultations/special-educational-needs-sen-code-of-practice-and-regulations>

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251839/Draft_SEN_Code_of_Practice_-_statutory_guidance.pdf

LAMB ENQUIRY:

<https://www.education.gov.uk/publications/eOrderingDownload/01143-2009DOM-EN.pdf>

Devon Advice:

<http://www.devon.gov.uk/index/childrenfamilies/cypsfactsheets.htm>

Parent Partnership (DIAS):

Contact your local [Parent Partnership Service](#) for impartial advice about special educational needs

<http://www.parentpartnership.org.uk/about-us>

0-25 SEN Team (Devon CC)

<https://new.devon.gov.uk/send/>