



Boscastle and Port Isaac Community Primary Schools

Special Educational Needs Policy

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a 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 use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

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Mission statement

The Federation of Boscastle and Port Isaac Community Primary Schools are committed to equality and inclusion for all. We strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey.

Quality teaching is vital; however for some children there are occasions when further additional support may be needed to help them achieve their targets. The range of support deployed will be tailored to individual needs following thorough assessment by internal and external agencies. It is designed to promote pupils working towards becoming independent and resilient learners

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives

Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.

Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.

Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This is co-ordinated by the SENCo and Headteacher, and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.

Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include Family Support Service , Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service (CAMHS), Camelford Trust network of SENCOs, Cornwall SENCO Network, Health Support Services.

Create a school environment where pupils can contribute to their own learning.

This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and play leaders in the playground.

2. Responsibility for the coordination of SEN provision

The person responsible for overseeing the provision for children with SEN is Sarah Duffy (Headteacher).

The person co-ordinating the day to day provision of education for pupils with SEN is Sara Haden SENDCO Boscastle and Zoe Weatherhead SENDCO Port Isaac.

3. Arrangements for coordinating SEN provision

The SENCO will hold details of all SEN records for individual pupils.

All staff can access:

- This SEN Policy,
- A copy of the Graduated Response of Provision for Children with SEN
- Guidance on identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map.

- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Cornwall's SEND Local Offer.

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils. This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.

4. Admission arrangements

Please refer to the information contained in our school prospectus. 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 Education, Health and Care Plans and those without.

5. Specialist SEN provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEN provision and training from SEN services where necessary.

6. Facilities for pupils with SEN

The school complies with all relevant accessibility requirements, please see the school accessibility plan for more details.

7. Allocation of resources for pupils with SEN

The SEN budget is allocated each financial year. The money is used to provide additional support and/ or resources dependant on individual needs. Additional provision may be allocated to meet provision required through the year. Resources may include the deployment of staff depending on individual circumstances.

8. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy.

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) 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 information and knowledge with the school.
- h) The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parent meetings.
- i) Parent meetings are used to monitor and assess the progress being made by children.

SEN Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the Graduated Response of Provision for SEN. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning which is known as SEN support.

Provision

The support provided consists of a four – part process:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes and is recorded in a Provision Map.

Assess

- This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents.
- The pupil's views and where relevant, advice from external support services will also be considered.
- Any parental concerns will be noted 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 need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required.
- Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

- Planning will involve consultation between the teacher and/or SENCO and parents to agree the adjustments, interventions, targets and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. We are keen to work in partnership with parents; listening to their views and proactively involving them in decision making and planning.
- 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 that is being provided, any particular teaching strategies/approaches that are being employed 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 and to plan and assess the impact of support and interventions and links with classroom teaching.
- Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

- Reviews of a child's progress will be made regularly, at least once termly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents.
- The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan

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 a 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 Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Educational Psychologist
- Social Care
- Health professionals

Information will be gathered relating to the 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 or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer on the Family Information Service website:

www.cornwallfisdirectory.org.uk

Families can access the support of an Independent Supporter by contacting SENDIASS (formally Parent Partnership) PPS@disabilitycornwall.org.uk www.disabilitycornwall.co.uk

Tel: 01736 751921

Education, Health and Care Plans (EHC Plan)

- a. Following Statutory Assessment, an EHC Plan will be provided by Cornwall Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

9. Access to the curriculum, information and associated services

- Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.
- Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made.
- Regular training and learning opportunities for staff on the subject of SEN and SEN teaching are provided both in school and across the family of schools.
- Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEN.
- In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary.

- We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.
- We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

10. Inclusion of pupils with SEN

- The Headteacher and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.
- The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils, this includes learning outside the classroom.
- The school will seek advice, as appropriate, around individual pupils, from external support services.
- Advice and support will be sought from the Cornwall Behaviour Support Service for children who have behavioural concerns.

11. Evaluating the success of provision

- In order to make consistent continuous progress in relation to SEN provision we encourage feedback from staff, parents and pupils throughout the year. This is done in the form of discussion and through meetings with parents.
- Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice.
- Interventions will be recorded on an individual provision map, which will be updated when the intervention is changed. These are updated by the class teacher and are monitored by the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments. The provision is monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

12. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCO, who will welcome the opportunity to support the family in resolving any concerns and who will also be able to advise on formal procedures for complaint.

13. In service training (CPD)

- 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 SENCO attends relevant SEN training courses, SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.
- We recognise the need to train all our staff on SEN issues and the SENCO, along with the headteacher ensures that training opportunities are matched to school development priorities and those identified in SEN provision.

14. Links to support services

- The school continues to build strong working relationships and links with external support services in order to fully support our SEN 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.
- Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will inform the child's parents and plan SEN provision

15. Working in partnerships with parents

At Boscastle and Port Isaac Primary Schools we believe that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision.
- b) continuing social and academic progress of children with SEN.
- c) personal and academic targets are set and met effectively.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Support service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. 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.

Our SEN governor Mrs J O'Grady can be contacted in relation to SEN matters.

16. Links with other schools

The school works in partnership with the other schools through area network meetings. This enables the schools to share advice, training and development activities and expertise.

17. Links with other agencies and voluntary organisation

We regularly invite advice and support from external agencies in the identification and assessment of, and provision for, SEN. The SENCO is the designated person responsible for liaising with the following and the class teacher may also liaise with any of the support services.

Autism Advisory Service

Behaviour Support Service

Child & Adolescent Mental Health Service (CAMHS)

Cornwall Education Psychology Service

Community Policing

Dreadnought & Chicks – Therapy services

Dylexia Advisor

Hearing Support Service

Kernow Young Carers

School Nurse

Social Services

Speech and Language Therapy

Vision Support Service

Signed _____ (S Duffy) (**Headteacher**) Date _____

Signed _____ (S Haden/ Z Weatherhead) (**SENCo**) Date _____

Signed _____ (J O'Grady) (**SEN Governor**) Date _____

This policy will be reviewed annually.