

# Special Educational Needs and Disability Policy

## 2018 -2019



Source	Newlyn School
Date written	December 2015
Reviewed on	March 2019
Next review date	March 2020
I confirm that this policy has been reviewed and adopted by the Governing Body of Newlyn School.	
Mrs E Lambourn, Chair of Governors	
Date:	

**Designated Person responsible for managing the provision for children with SEN: Julie Wood**

**Contact details:** [mrswood@newlyn.cornwall.sch.uk](mailto:mrswood@newlyn.cornwall.sch.uk)



## **Compliance and General Statement**

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities Code of Practice 0 - 25 Years (April 2015) 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 Years (April 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (2012)
- United Nations Convention on Rights of the Child (1991)

This Policy has been created to ensure compliance with the Department of Education's SEND Reforms, which address measures outlined in the Children and Families Act 2014. The Act includes changes to the support and services children and young people with special educational needs and disabilities will receive. These changes came into force on 1st September 2014. This policy has been created by Julie Wood in liaison with the Head teacher approach, SEN Governor, SLT and staff, with due regard to the input of parents and pupils with SEND.

In compliance with the new SEN Code of Practice and SEND Reforms, there is a graduated approach to the identification, provision and support of all pupils which includes a period of close monitoring and targeted provision prior to the consideration being given to place a child onto the school Record of Need (RON). Should a pupil require provision that is additional and different they are placed on the RON under one single category, namely SEN Support. (This category replaces the categories of School Action and School Action Plus). Their provision will be identified and progress monitored via Individual Provision Mapping.

This policy sets out our commitment to raising the aspirations and expectations for all pupils with SEN, including those identified as Gifted and Talented.

## **Aims and Objectives**

The overarching aim of this policy is to ensure that the needs of pupils with SEN, and the barriers to their learning, are accurately identified and effectively met so that they are able to achieve well and develop well, both as individuals and as members of the community, living life with dignity and independence. (UNCRC Article 23)

### **Aims:**

- Assess pupils accurately, track their progress regularly and adjust provision in the light of ongoing monitoring.
- Ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all pupils, including those with SEN.
- Ensure that teaching and learning is multi-sensory.
- Make sure that additional support is well targeted, using a judicious blend of in-class support and withdrawal.
- Use the most appropriate resources to support learning, taking into account individual learning styles and ensuring that the development of pupils' literacy skills has the highest priority.
- Continuously monitor and evaluate the effectiveness of our provision for all pupils, including those with SEN, to ensure that we are providing equality of educational opportunity and value for money.

### **Objectives:**

Through the application of this policy we wish to:

- Ensure compliance with National SEN Policy, most currently the DfE SEND Reforms, Children and Families Act 2014 and the SEND Code of Practice 2015.
- Work closely with the LA in developing their Local Offer and complying with locally agreed policies and procedures.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for SEN.
- Ensure all staff implements the school's SEN policy consistently - fully endorsing our belief that every teacher is a teacher of every child including those with SEN.
- Ensure that there is no discrimination or prejudice.
- Ensure all pupils have access to an appropriately differentiated curriculum.
- Recognise, value and celebrate pupils' achievements at all levels.
- Work in partnership with parents/carers to gain a better understanding of their child and involve them in all stages of their child's education.
- Guide and support all school staff, governors and parents on SEN issues.
- Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs.

- Provide appropriate resources and ensure their maximum and proper use.
- Involve the pupil in the process of identification, assessment and provision and to ensure that the pupil is aware that his/her wishes are taken into account as part of the process and of the shared responsibility in meeting his/her educational needs.
- To provide an appropriately qualified Special Educational Needs Co-ordinator (SENCO) who will oversee and work with the SEN Inclusion Policy.
- To provide support and advice for all staff working with pupils who have SEN.
- Support pupils with SEN to develop their personality, talents and abilities to the full. (UNCRC Article 23)
- Encourage all pupils with SEN to develop a respect for human rights, respect for parents, their own and other cultures and the environment. (UNCRC Article 29)

### **Identifying Special Educational Needs**

A child has a learning difficulty or disability if he/she has:

- greater difficulty in learning than the majority of children of his/her age. and/or
- a disability which prevents or hinders them from making use of educational facilities/ provision that is normally available.

In addition, we identify special educational needs within the context of the usual differentiated curriculum of the school. Pupils are identified as having SEN if they are not making progress within a curriculum that:

- a) sets suitable learning challenges
- b) responds to pupils' diverse learning needs
- c) aims to help pupils overcome potential barriers to learning

In accordance with the SEND Code of Practice 2015, four broad categories of need are identified:

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

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

Whilst it is clear that the purpose of identification is to work out what action the School needs to take, it is not our purpose to fit a pupil into a category and serve solely to identify the needs of each individual pupil by considering the whole child, not just his/her special educational needs.

The school will always take needs that are NOT SEN but that may impact on progress and attainment into account for example:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child (LAC)
- Being the child of a Serviceman/woman

The identification of behaviour as a need is no longer an acceptable way of describing SEN and any concerns relating to a child's behaviour will be described as an underlying response to a need which the School has recognised and identified clearly.

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.

## **A Graduated Approach to SEN Support at Newlyn School**

At Newlyn School all teachers are responsible and accountable for the progress and development of all pupils in their class including where pupils access support from specialist staff and teaching assistants. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN. 'Quality First' teaching is a priority of the school. It is regularly and rigorously monitored and there is a focus on continual improvement of the teaching of all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. Close liaison is maintained with all members of staff by the SENCO to ensure that pupils are only identified as having SEN if they do not make adequate progress once they have had appropriate interventions/adjustments and good quality personalised teaching.

Details of the provision on offer at Newlyn School can be found in the School Offer in the SEN section of the School's Website and on the Family Information Service, Cornwall Website.

## **Levels of Need**

Newlyn School's Graduated Response consists of three levels as follows:

### **On-Alert.**

This refers to pupils who may, for some reason, have fallen behind and require some additional input to catch-up. A pupil in this category may have one of more of the following indicators:

- Be at risk of not meeting their targets
- Currently working at a standard below National expectations and their targets will not bring them above this level
- New entrants to the school whose needs are still being assessed
- Currently have barriers to their learning e.g.
  - Their behaviour is disruptive
  - There are attendance/lateness issues
  - Concerns over their mental health
  - The family is currently experiencing challenges
  - They have EAL (English as an Additional Language)

All class teachers are required to keep a list of pupils who they are monitoring at On-Alert level and to identify and implement strategies to address their needs to enable them to catch-up. This will involve conversations between the class teacher, SENCO and parents which will include problem-solving, planning support and strategies for the individual pupils.

Pupils at this level of need DO NOT form part of the School's 'Register of Need' (RON) and, in line with the Code of Practice, the School ensures that everything is done at an early a stage as possible to avoid the need for SEN Support. 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 the class teacher (supported by SENCO as needed) and 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 SEN support plan.
- 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 termly review meetings with the Class Teacher and the SENCo and their child in order to monitor/ review the effectiveness of the support and the impact on the child's progress.
- A new the 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 consider the application and issue 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.

#### **Criteria for Exiting the SEN Record of Need**

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**

Newlyn 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](http://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.

Transition meetings between class teachers to discuss the needs of individual pupils with SEN take place in July and will include the passing on of all records including all Individual Provision Maps.

## **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 or disability - 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 e.g. reading for the Maths and Science papers, adult scribe. We ensure that Y6 pupils with specific SEN can access KS2 SATS. The SENCO, in liaison with the Y6 class teacher, ensures access arrangements have been made in a timely manner.

### **For school trips and other activities**

A health and safety audit will be carried 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 Newlyn School with Medical Conditions:**

- The school recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education, including educational visits 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 pupils may also have SEN and may have an EHCP which brings together health and social care needs, as well as special educational provision and the Code of Practice (2015) is followed.
- The school has a number of members of staff trained in Paediatric and General First Aid and, where appropriate, staff are trained in managing the medication and other treatments of pupils with medical conditions. See the school policy for supporting Pupils with Medical Conditions for more detailed information.
- The school follows guidance published by the DfE which can be found at [www.sendgateway.org.uk](http://www.sendgateway.org.uk)

### **Monitoring and Evaluation of SEND**

The quality of provision offered to all pupils with SEND is continuously monitored through ongoing daily, weekly, half termly and annual review, on an individual and cumulative basis in conjunction with the Governors, Head teacher, SLT, teaching staff and parents in line with an active process of continual review and improvement of whole school practice.

### **Training and Resources**

- 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 Head teacher 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 host/attends SEN network meetings in order to keep up to date with local and national developments in SEND and also supports the LA through involvement in work strands to address ongoing developments in SEN Reforms.
- Support Staff are encouraged to take an active part in all school functions/training including leading after-school clubs.

## **Roles and Responsibilities**

### **Role of the SEN governor/Governing Body**

There is a named SEN Governor: Mrs Sue Moon

The Governing body has regard to the SEN code of Practice (2015) when carrying out duties towards all pupils with SEN consequently it is their responsibility to:

- Ensure the necessary provision is made for pupils with SEN.
- Determine the school's general policy and approach to pupils with SEN in cooperation with the Head teacher and SENCO.
- Ensure that the teachers are aware of the importance of identifying and providing for those pupils with SEN.
- Ensure that the policy and information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services are available for parents.
- Ensure that the school's progress in implementing the policy and its impact on pupils are regularly reported to the Governing Body.
- Ensure that parents are notified of a decision by the school to make SEN provision for their child.
- Ensure that pupils with SEN are included as far as possible into the activities of the school.
- Consult with the LA and the Governing bodies of other schools, when appropriate, in the interests of coordinated SEN provision in the area.

### **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 SENCO is responsible for:**

- Assessing specific needs of students with SEN, including application for statutory assessment.
- Managing the screening of pupils for dyslexia.
- Line managing the 1:1 TAs.
- Liaising with other schools to aid transition.
- Ensuring all relevant information is forwarded on to new school.
- Day-to-day operation of the school's SEN Policy
- Liaising and advising class teachers and support staff.
- Maintaining the SEN Record of Need and the records of all pupils with SEN.
- Liaising with parents/carers of pupils with SEN.
- Liaising with external services including the Educational Psychology Service, Social Care, Early Support etc
- Attending/holding review meetings for pupils with SEN including those with an EHCP.
- Applying for access arrangements eg additional time for KS2 SATs.

### **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

### **Role of the Teaching Assistants**

Teaching Assistants and Higher Level Teaching Assistants are recruited to work within the classroom and/or with targeted groups or individuals outside the classroom as directed by the Senior Leaders and class teachers. The learning of **all pupils** remain the responsibility of the class teacher at all times.

### **Designated Safeguarding Lead**

Isabel Stephens

### **Deputy Designated Safeguarding Lead**

Julie Wood

### **Designated Teacher for Looked After Children**

Isabel Stephens

**Designated Member of Staff responsible for PPG/LAC Funding**

Isabel Stephens

**Designated Member of Staff responsible for managing the School's responsibility for meeting the medical needs of pupils**

Isabel Stephens

### **Storing and Managing Information**

The school complies with the current data protection and confidentiality requirements regarding information about pupils and families.

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. Copies of advice from the outside agencies are copied and shared with staff and kept in the class SEN file. All SEN records are passed onto the 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.

### **Accessibility**

The Disability Discrimination Act (DDA) 2010, 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 their plans. Schools are required to produce accessibility plans in writing for their individual school; Newlyn's Accessibility Plan can be found on the school website. LAs are under 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.

### **Dealing with Complaints**

The school's standard complaints system applies. More information can be found on the school website. Parents wishing to raise concerns about their child should make an appointment with the class teacher, Head teacher and/or SENCo. If the matter were not resolved the parents would be encouraged to meet with the SEN governor and then if necessary, the County Complaints Procedure should be followed. (A copy is available on request.)

### **Bullying**

Please refer to the school's Behaviour Policy which is available on the school website.

## **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**

Newlyn 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
- Social Services (Child Protection Officers also liaise)
- Speech and Language Service
- Autism Team
- Sensory and Physical Support (Children's Community Occupational Therapy Service)
- Specialist Outreach services
- Children and Adolescent Mental Health Service (CAMHS)
- Visual Support Service
- Hearing Support Service

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 SEN Policy**

The Policy will be reviewed annually to comply with requirements for SEND with effect from April 2015.

Policy Agreed:

Date                                      December 2018

Signed - Chair of Governors .....

Review Date                              December 2019