



LOSTWITHIEL SPECIAL EDUCATIONAL NEEDS & DISABILITY POLICY

Policy Approved by Governors: Autumn 2016

Review Date: Autumn 2017

This policy accepts the definition of SEN as set out in the Special educational needs and disability code of practice: 0 to 25 years, 2014

Lostwithiel School prides itself on being an inclusive environment.

Every member of staff is committed to providing for the needs of all children including ensuring that pupils with special educational needs are able to join in the activities of the school together with pupils who do not have special educational needs.

1. Aims and Objectives

- 1.1 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, where the headteacher or the appropriate governor has been informed by the Children Services Authority (CSA) that a pupil has special educational needs, those needs will be made known to all who are likely to teach them.
- 1.2 The staff and governors in Lostwithiel School are aware of the importance of identifying and providing for those pupils who have special educational needs.
- 1.3 The headteacher, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs. **(This is mandatory).**
- 1.4 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 is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.
- 1.5 The school has links to three local secondary schools (Penrice, Poltair and Roseland) and liaison is maintained particularly with regard to transition issues.

2. Responsible Persons

- 2.1 The 'responsible person' for co-ordinating the day to day provision of education for pupils with special educational needs is **Janet Bond (jbond@peninsulatrust.org)**.
- 2.2 The Governor appointed to SEN is **Tabitha Carnell** with responsibility to:
 - Inform the full Governing Body of current SEN practice in the school
 - Liaise and be part of Policy writing
 - Have regard for the SEN Code of Practice and the Disability Discrimination Act.

- 2.3 All the teachers in the school are teachers of children with Special Educational Needs and all have undertaken additional training in order to extend their skills and knowledge of SEND. Support staff have also undertaken specialist training in areas such as ASD, Dyslexia, Behaviour Management, Motor Co-ordination, Speech & Language, Team Teach, social skills, Draw and Talk.

3. Admission and Inclusion

- 3.1 All the teachers in the school are teachers of children with Special Educational Needs & Disabilities. As such, Lostwithiel School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in an inclusive environment.
- 3.2 The school operates an equal opportunities policy for children with special educational needs and disabilities who are afforded the same rights as other children. This includes both those children with statements of special educational needs and those others with less significant problems.

4. Access to the Curriculum

- 4.1 The Early Years Foundation Stage Framework and 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.
- 4.2 The school will make provision for pupils with special educational needs to match the nature of their individual needs and the class teacher and SENCO will keep regular records of the pupils' special educational needs, the action taken and the outcomes.
- 4.3 There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.
- 4.4 The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.
- 4.5 Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of additional needs.
- 4.6 Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

5. Providing the graduated response at 'On Alert' and 'SEN Support'

- 5.1 The school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty the class teacher and teaching assistant would raise their concerns with the SENDCO. Pupil progress data is discussed *half* termly (every 6 weeks) with staff and the Headteacher to ensure that all pupils' progress is being closely monitored although, staff are encouraged to raise concerns regarding pupils progress at any time. As a result the pupil may be put on the 'On Alert' register. If a child is on the 'On Alert' register they may be: currently attaining below National Age Expectation, not making expected progress, new to the school and staff have not yet been able to assess their needs, experiencing barriers to learning eg. attendance, family issues, mental health issues, behavioural issues. These pupils may require

additional support and will be monitored for a period of time. It would not be expected for pupils to stay 'On Alert' for an extended period of time.

- 5.2 If a pupil does not make progress despite additional support and monitoring then specialist input may be requested from an outside agency referred to in section 8. This specialist input would then be incorporated into provision outlined on the pupils IEP. Pupils requiring 'SEN Support' will have: a learning difficulty or disability that is impacting on their ability to learn, needs which require multi-agency assessment and support, specialist interventions different from those normally provided. The four areas of need are:

Communication and interaction eg. ASD; S&L.

Cognition and Learning including severe (SLD); Profound & Multiple (PMLD); Specific (SpLD) eg. Dyslexia, dyspraxia, dyscalculia.

Social, Mental and Emotional Health including ADHD and attachment disorder.

Sensory and/or Physical.

Pupils may have one specific need or needs across several areas.

- 5.3 Support that is additional to and different from the differentiated curriculum will be planned, provided and reviewed through an Individual Education Plan (IEP) in a range of ways including:

- Classroom organisation and management
- In-class support by teacher/teacher assistant
- Withdrawal for individual/small group work
- Home/school reading schemes
- Behaviour support programmes
- Use of specialist equipment
- Alternative teaching strategies
- Social Skills Groups
- Speech & Language Therapy
- Physiotherapy
- Fun Fit
- Behaviour Support Plans
- Personalised Learning
- Extended Services
- Use of ICT
- Please also refer to our SEN school offer.

- 5.4 The resources allocated to pupils (see 7) who have non-statemented special educational needs will be deployed to implement these individual education plans as outlined in the SEND Code of Practice. Parents will be informed and pupils will be involved in decisions taken at this stage. (See also 8, 11 and 12)

- 5.5 **Provision mapping** is our way of recording how we support the needs of **all** our children requiring additional provision. They ensure that the school can review the provision that is in place, evaluate the effectiveness of this provision and check we are meeting all the children's needs.

6. Identification and Assessment – a graduated response

- 6.1 If progress is still not achieved despite 'School Support', the child may be assessed bearing in mind the County guidance with a view to initiating a statutory assessment of special educational needs under the 1996 Education Act and the 2014 SEN Code of Practice. The appropriate forms will be used for recording and referral as necessary.
- 6.2 Identification of children with special educational needs will be undertaken by all staff through the SENCO and the appropriate records and CSA forms will be maintained. Records will be developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher or the special educational needs teacher together with end of Key Stage attainment tests. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary pupils will be referred to the SENCO for diagnostic testing to construct a profile of the child's strengths and weaknesses.
- 6.3 The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice. Pupil progress meetings are held between the SENCO and Class Teachers termly and inform IEPs and provision. IEPs are reviewed with the pupil and in consultation with parent/carer. Additionally, the progress of children with a Statement of Special Educational Needs or an Education Health Care Plan (EHCP) will be reviewed annually (or bi-annually), as required by legislation. Pupils with a Pastoral Support Plan or Personal Behaviour Plan meet with the SENCO and class teacher regularly in order to review progress towards targets.
- 6.4 Detailed records will be kept of the pupils receiving extra teaching support. These will include:
- Phonic check-lists
 - 1:1 targets
 - Detailed records of work and the results of standardised and diagnostic tests
 - Intervention impact monitoring.
- A summary of these will be passed on to any receiving school.

7. Resources

- 7.1 The school receives specific funding for individual pupils with a statement of need in order to address their statement targets. We also use general budgets to provide additional support for pupils on the Record of Need. The nature of this support varies dependent upon the changing need of the pupils.

8. Liaison

- 8.1 Parents will always be informed when an external agency becomes involved with their child. (See also 12)
- 8.2 Regular liaison is maintained with the following relevant external agencies for pupils at 'School Support' and pupils with Statements of Special Educational Needs or EHC Plans [as applicable].

External Agencies available to Lostwithiel School

- SEN Support Services

- Educational Psychology Service
- Behaviour Support Service
- Social Care and Community Support
- Family Support Service
- The Hearing Support Service
- The Vision Support Service
- ASD Support Service
- Portage
- Early Years Service
- Education Welfare Service
- Learning Disabilities Services
- Occupational Health
- Physio Therapy
- Speech and Language Support Service
- Children in Care Support Service
- Child Health
- Cornwall Child Development Centre
- Equality and Diversity Service
- Barnardos
- Child Adolescent Mental Health Service
- Accessible Childcare Service
- Penhaligon's Friends
- Dyslexia Friendly Schools Service

9. Equal Opportunities

- 9.1 Equal Opportunities are reflected in our School's Vision, Values and Aims. We aim to provide opportunities for all individuals to reach their full potential within a context of mutual respect, justice and fairness in an environment that challenges any form of discrimination.

10. Arrangements for the Treatment of Complaints

- 10.1 Any complaints regarding SEN matters should initially be made to the SENCO (Mark Wilsher at the earliest possible time following the concern. The complaint will be fully investigated within three weeks.
- 10.2 Should any party be unsatisfied with the outcome, the Chair of Governors should be consulted.

11. Staff Development

- 11.1 In-service training needs related to special educational needs will be identified by the Head Teacher /SENCO in consultation with the staff and will be incorporated into the staff development plan.

12. Working with Parents

- 12.1 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.

12.2 Parents will always be kept informed about the provision experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained.

12.3 As mentioned in '8' above, parents will be fully consulted before the involvement of CSA support agencies with their children, and will be invited to attend any formal review meetings at all stages.

13. Pupil Participation

13.1 The school will work to ensure that pupils are fully aware of their individual needs and targets in their Individual Education Plans. Steps will be taken to involve pupils in decisions which are taken regarding their education.

13.2 Pupils with a Statement of Special Educational Needs are invited to offer their views on their education prior to their Annual Review meeting. They are also encouraged to attend part of the Annual Review meeting, where appropriate.

13.3 Pupils views are gathered through Pupil Conferencing carried out annually with children of differing ages and needs.

14. Evaluation of Success

14.1 This school policy will be kept under regular review. The governors will gauge the success of the policy by the progress review and/or annual report. In addition evidence will be gathered regarding:

Staff awareness of individual pupil need.

Academic progress of pupils with special educational needs.

Improved behaviour of the children, where this is appropriate.

The increase in the level of inclusion achieved within the school setting as a percentage of time.

Pupil attendance.

Number of exclusions.

Consultation with parents.

Pupils' awareness of their targets and achievements.

The school meets the statutory requirements of the SEN Code of Practice 2014.

Written: Autumn 2016

Next Review: Autumn 2017