



Special Educational Needs and Disability (SEND) Policy

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School or Trust policy:	School

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Special Needs Policy September 2023

This policy accepts the definition of SEND as set out in the Code of Practice 1:3 (page 6)

Intent

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, SENDCO or appropriate governor has been informed by the LEA 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 the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- 1.3 Headteacher, SENDCO, 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.
- 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 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 the efficient use of resources. The intention is that all pupils will strive to be the best they can be to "live life, life in all its fullness." (John 10-10)

2. Responsible Persons

The 'responsible person' for SEN is Mr Matt Oakley (Headteacher).

- 2.1 The person co-ordinating the day to day provision of education for pupils with special educational needs is Mrs Louise Patchett, a class teacher, who is the SENDCO and works closely with teaching staff in order to deliver the necessary provision.
- 2.2 There are 5 teaching assistants assigned to children with EHCPs and they work closely with the class teachers so that the children make progress towards their individual targets.

3. Admission and Inclusion

- 3.1 All the teachers in the school are teachers of children with Special Educational Needs. As such Wendron Church of England 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 of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. The curriculum is adapted, and inclusion is regarded as crucial to the policy.

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 and those others on SEN support. All children therefore are encouraged to take part in after school clubs, plays, acts of worship, school council and other leadership roles, school trips and the residential in years 5 and 6.

- The school is on one level and is easily accessible to those with a physical disability. It has a large disabled toilet that is fitted with an alarm, which all staff are aware of, in case of an emergency.
- Rails have been fitted in the corridors and safety covers over the hinges of the doors so that the visually impaired can find their way through the school.
- We have a medical room that is equipped with a toilet and a walk-in shower as well as a changing table.
- An SEN room houses SEN resources although most are in the classrooms for classroom sessions to be inclusive.
- The curb has been dropped into the playground to allow wheelchair access.
- The sink in the disabled toilet has handles fitted for easier access. This is present on the school accessibility plan.
- 2 rooms have also been built to enable small group work and 1:1 session to take place effectively. Cade is also used as a quiet area where children can go to relax and reflect during times of heightened emotional state or dysregulation. In addition to this, there is a reflective area set up in the library.

Specialist Provision

At present, the school has:

- A bank of teaching assistants who are involved in supporting children with their targets,
- The general class TAs run interventions within the classroom environment as much as possible.
- Specialist resources and intervention programs are tailored to the needs of the individual child. They are adapted and reviewed regularly depending on the individual need.
- We work closely with outside agencies in order to provide the best possible learning opportunities for our SEND children.

4 Access to the Curriculum

- 4.1 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. Teachers will follow a flow diagram for referrals and adapt sessions, so all
- 4.2 children have access to a broad and balanced curriculum.

The school will make provision for pupils with Special Educational Needs to match the nature of their individual needs and the class teacher and

SENDCO will keep regular records of the pupils' Special Educational Needs, the interventions, and the outcomes.

- 4.3 There will be flexible groupings 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 special educational 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.
- 4.7 Intervention groups will be established to boost the literacy, numeracy and social skills of children with SEN when deemed appropriate by the class teacher.
- 4.8 Children with SEMH issues will have access to discussion groups with a teaching assistant or the mental health practitioner.
- 4.9 The Headteacher will track the whole school's progress in English and Mathematics providing catch up groups accordingly. These groups will be monitored for progress termly and adapted as a result.
- 4.10 The SENDCO carries out pupil conferencing on a termly basis so that the views of the pupils are taken into account when providing intervention and setting up targets.
- 4.11 The SENDCO updates the record of need regularly.
- 4.12 Individual class provision maps are updated by class teachers regularly.

5. Providing the graduated response:

There is a graduated response to SEN within the school:

Children will be taught using an adaptive curriculum.

When a pupil fails to make progress and shows signs of difficulty in some of the following areas : acquiring literacy and numeracy; presenting persistent SEMH difficulties; has sensory or physical problems; or communication or interaction difficulties, the school will provide them with additional support and place them on alert for a specific time period. Their needs will be met using a variety of ways:

- Classroom organization and management
- In-class support by teacher/teacher assistant
- Withdrawal for individual/small group work
- Behaviour modification strategies
- Use of specialist equipment
- Alternative teaching and recording strategies,
- Individual resources to encourage independence.

If a pupil does not make progress despite the school taking the action outlined, advice will be sought from the appropriate support services, the

targets will be amended accordingly and provision adapted. These children will then be moved onto the record of need and termly meetings will be held to discuss their targets and the progress of interventions that have been put into place.

Impact

6. Identification and Assessment – a graduated response

6.1 If there are still barriers to progress, the child may be assessed bearing in mind the County criteria with a view to initiating a statutory assessment of special educational needs under the 1996 Education Act. The appropriate forms will be used for recording and referral as necessary.

6.2 All teaching staff will undertake identification of special educational needs. The appropriate records will be maintained, and referral forms completed. 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 together with end of Key Stage attainment tests. Teachers will communicate with parents and complete a blue form together for the attention of the SENCO. Where necessary, pupils will be referred to the special educational needs co-ordinator 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. Target reviews will be held three times a year. Additionally, the progress of children with an Educational, Health Care plan will be reviewed at least annually, as required by legislation. If needed early meetings will be held as appropriate to the need.

6.4 Detailed records will be kept of the pupils receiving extra teaching support. These will include:

- Monitoring of current interventions,
- phonic check-lists, detailed records of work,
- the results of standardised and diagnostic tests,
- a summary of these will be passed on to any receiving school,
- tracking of their achievement by the SENCO,
- reports by outside agencies.

7. Resources

7.1 Whatever the school is allocated for children with special educational needs will be spent on those children. These funds are devoted to the purchase of teaching hours, support assistant hours, specialist equipment and training.

7.2 The school supplements this significantly from the base budget. Standards Funding for SEN is used to purchase specialist materials and training.

7.3 If a teacher feels that a child needs extra help, the child will be individually assessed using appropriate tests or check lists. That child will

then receive the extra help needed whether this is through a withdrawal group, behaviour plan, adapting the curriculum, and classroom support or specialist equipment.

8. Liaison

Parents will always be informed when an external agency becomes involved with their child.

- 8.1 Regular liaison is maintained with external agencies for pupils requiring outside agency support and pupils with EHCPs.
- 8.2 The school has links to early years and nursery settings, Helston Community College and Mullion School and liaison is maintained particularly with regard to transition.

9 Arrangements for the Treatment of Complaints:

The procedure for managing complaints is as set out in the school complaints policy.

10. Staff Development

- 10.1. In-service training needs related to special educational needs will be identified by the headteacher in consultation with the staff and will be incorporated into the school development plan.
- 10.2 Kernow learning provide training for all support staff on a half termly basis. There are regular SENDCO DO IT days, proving vital information and networking within the trust. Tanya Banks –the lead SENCO is available to support the SENDCO in her role. Kernow Learning SALT, Sam Edmonds, provides support and training in language link and SALT.

11. Working with Parents

- 11.1. 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.
- 11.2. Parents will always be kept informed about the Special Educational Needs 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. Parents will be kept fully informed about the Early Help Hub and sign posted in their direction as and when needed.

- 11.3. As mentioned in '8' 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 at all stages.

12. Pupil Participation

The school will work to ensure that pupils are fully aware of their individual needs and the targets in their Individual Provision maps. Steps will be taken to involve pupils in decisions which are taken regarding their education. They will be invited to attend their reviews and contribute their feelings towards their progress. The SENDCO will set up termly pupil conferencing in order to hear the pupil voice.

13. Evaluation

- 13.1 This school policy will be kept under regular review. The governors will gauge the success of the policy by the achievements of previously agreed targets outlined in the pupils' targets, progress review and/or annual review. In addition evidence will be gathered regarding :

- Staff awareness of individual pupil needs, through planning and work scrutinise as well as classroom observations by the SENCO,
- Success of the identification process at an early stage by the class teacher by tracking progress using teacher assessments and the school data,
- Academic progress of pupils with special educational needs from the teacher assessments,
- Improved behaviour of the children, where this is appropriate, through monitoring the rewards received by them and through classroom observations by the SENCO and the headteacher,
- Consultation with parents through questionnaires and reviews,
- Pupil attendance through the Edgen data.
- Pupils' awareness of their targets and achievements through classroom observations by the SENCO and headteacher and during their reviews.
- At all times the safety and welfare of pupils with SEND will be monitored. Specialist safety equipment or specific risk assessments will be conducted if deemed appropriate.