



Special Educational Needs and Disabilities (SEND) Policy for Lewannick CP School

Reviewed September 2023

Next Review September 2024

Designated Person responsible for managing the provision for children with SEND (SENCO): Mrs Samantha Brooks

Contact details: sbrooks@lewannick.net

This policy is based on the Statutory Educational Needs and Disability (SEND) Code of Practice.

What are Special Educational Needs or a disability (SEND)?

A pupil is classed as having SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability, which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Our School principles and philosophy

Lewannick CP School is an inclusive school. We are committed to providing an appropriate and high quality education for all of our children. We adopt a whole school approach and operate an equal opportunities policy for all. Every child is valued equally regardless of their abilities, interests and behaviour. Each child is entitled to a broad, balanced, relevant and differentiated curriculum.

Our children are at the heart of everything we do, we are hugely proud of our school and all that we achieve together.

This policy describes how we meet the needs of children who may experience barriers to their learning.

In compliance with the SEND Code of Practice, 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. Should a pupil require provision that is additional and different they are placed on the school Record of Need.

Their provision will be identified and progress monitored by Individual Education Plans (Assess, Plan, Do, Review)

1. Aims and Objectives

The overarching aim of this policy is to ensure that the needs of pupils with SEND, and the barriers to their learning are accurately identified and effectively met. This is so that they are able to achieve and develop well, both as individuals and as members of the community.

- 1.1. The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- 1.2. All staff implement the school's SEND policy consistently and fully endorse our belief that every teacher is a teacher of every child including those with SEND.

- 1.3. The staff assess pupils accurately, track their progress regularly and adjust provision in light of ongoing monitoring. Pupils are involved in the process of identification, assessment and provision to ensure they are aware that their wishes are taken into account and it is a shared responsibility to meet their educational needs.
- 1.4. The staff will ensure that lessons are stimulating, enjoyable and differentiated to meet the needs of all pupils, including those with SEND. This will include using the most appropriate resources to meet the individual needs of all children and their personal learning styles.
- 1.5. The staff will ensure that teaching is multi-sensory.
- 1.6. Staff will ensure additional support is targeted, using in class support as well as extra interventions.
- 1.7. The staff will ensure equality of opportunity, ensuring there is no discrimination or prejudice. So that pupils with SEND join in the activities of the school together with pupils who do not have special educational needs. This will be so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision.
- 1.8. The staff will recognise, value and celebrate pupils' achievements at all levels.
- 1.9. Staff will work in partnership with parents / carers to support children's education.
- 1.10. Lewannick CP school is part of the Duchy Academy Trust and works closely with all schools to ensure that the needs of pupils with SEND are being met. The academy employ a Leader for Teaching and Learning to ensure high standards of provision across the academy these are irrespective of physical, sensory, emotional, social, mental health, specific or general learning needs. By working collaboratively, we aim to ensure that all children's life chances are enhanced, with the aim that they will become independent, thoughtful and resilient lifelong learners.
- 1.11. Lewannick CP School and The Duchy Academy Trust comply with the Equality Act 2010.

2. Roles and Responsibilities

The 'responsible person' for SEN in Lewannick CP School is Antony Fugill (CEO) and Sally Cook (Head).

We are cautious we deal with sensitive information and all staff follow GDPR and safeguarding guidelines.

2.1 The SENCO – Mrs Samantha Brooks

Our SENCo has completed the National Award for Special Educational Needs and taught children with additional needs throughout her teaching career. She is an Autism champion, trained in lego therapy, emotional coaching and fun fit.

The SENCo is responsible for co-ordinating the day-to-day provision of education for pupils with special educational needs in Callington Primary School.

The SENCO will:

- Work with the CEO and Head of School plus the SEND Governor to determine the strategic development of the SEN policy and provision in the school.
- Have a day-to-day responsibility for the operation of the SEND Policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans.
- Provide professional guidance to class teachers and support staff, parents and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support. Assessing specific needs of pupils with SEND, including application for statutory assessment.
- Manage the screening of pupils for being at risk of dyslexia.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, including the local authority and its support services.
- Attend, hold and discuss review meetings for students with SEN including those with an EHC plan.
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

- Ensure that the school keeps the records of all pupils with SEN up to date. This includes the removal of pupils from support on the Record of Need. This decision will be based upon appropriate progress being made towards set targets and in conjunctions with appropriate teaching staff, outside agencies and parents.
- Liaise with parents and carers.
- **Please email sbrooks@lewannick.net to contact the SENCo**

2.2 The SEN Governor – Mrs Justine Collins will:

- Help to raise the awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this.
- Work with the Head of School and SENCo to determine strategic development of the SEN policy and provision in the school.

2.3 The CEO and Head of School

The **CEO (Mr Antony Fugill)** and **Head of School (Mrs Sally Cook)** will:

- Work with the SENCo and SEND Governor to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for the provision and progress of learners with SEND and / or a disability.
- **Please email head@callingtonprimary.co.uk to contact Mr Antony Fugill.**
- **Please email head@lewannick.net to contact Mrs Sally Cook.**

2.4 Class teachers

Class teachers are responsible and accountable for the progress and development of all the pupils in their class. All teachers in our school are teachers of children with SEND. They all adhere to a model of good practice and inclusion is regarded as crucial to this policy.

Each class teacher is responsible for:

- The progress and development for every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they are following the SEND policy.

We can also provide the following interventions:

- 1:1 reading
- Toe by Toe
- Precision teaching: high frequency words, times tables, phonic sounds, spellings, number recognition
- Working memory support
- Phonics support
- Arithmetic skills
- Fun fit
- Lego therapy

3. SEN information report – The Graduated Approach

3.1 The categories of SEN that are provided for

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

- Communication and interaction, for example, autistic spectrum disorder (ASD), speech and language difficulties and Downs Syndrome

- Cognition and learning, for example, dyslexia, dyspraxia and SpLD
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), childhood trauma and ASD
- Sensory and/or physical needs, for example, hearing impairments, processing difficulties, sensory needs.

3.2 Behaviour

Identifying behaviour as a need is no longer an acceptable way of describing SEND 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.

3.3 Identifying pupils with SEN and assessing their needs

Class teachers will make regular assessments of progress for all pupils and identify those who have:

- Greater difficulty in learning than the majority of children of the same age and /or
- Disability which prevents or hinders them from making use of educational facilities / provision that is normally available,

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

- Sets suitable learning challenges
- Responses to pupils diverse learning needs
- Aims to help pupils overcome potential barriers to learning.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

3.4 Levels of Need

'At Risk'

If staff members have a concern about a pupil, they will have conversations with the SENCo and parents. The pupil maybe added to the 'At Risk' register. This register refers to pupils who may have for a variety of reasons fallen behind and require some additional input to diminish the gap. The pupil will be monitored and class teachers will identify and implement strategies to address the needs to enable them to catch up. The 'At Risk' register is reviewed half-termly to ensure that everything is done at an early stage to avoid the need for SEND support. However, if after a period of time a pupil does not catch up it will be considered whether they require SEND support and added to the Register of Need.

SEN Support

Pupils are placed on the SEND Register of Need at this level after consultation between the class teacher and the SENCo when it is established they have a significant learning difficulty and need provision that is **additional and different**.

Parents will be informed and the school will continue to work in partnership with them, listening to their views and those of the pupil. They will be actively involved in planning and decision making. This will take the form of the termly 'Assess, Plan, Do, Review' Cycle.

Assess

- Teachers high quality accurate assessment and experience of the child.
- Pupil progress attainment and behaviour.
- Development and 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 (and SENCo where necessary) in consultation with parents and child. It will include:

- The outcomes agreed for the next term
- The support and interventions to be put in place
- The expected impact on progress, development or behaviour
- A clear date for review
- A copy will be given to the parents, teachers and the SENCo.
- Details will be included on termly provision maps.

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 their child in order to monitor/ review the effectiveness of the support and the impact on the child's progress.

- A new plan will then be drawn up with targets for the next term.
- Parents will be given copies of all notes recorded at the review.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

3.5 Additional support for learning

We have teaching assistants who are trained to deliver interventions such as Lego Therapy, Draw and Talk, precision teaching, phonic support and emotional literacy.

Teaching assistants will support pupils on a 1:1 basis when the child has a need for additional support beyond the adults already in the class room. This may be for emotional regulation, physical needs, cognitive support to develop academic / social understanding, sensory needs, medical support or communication needs.

Teaching assistants will support pupils in small groups when there is a similar need that can be best supported in a lower ratio capacity for the benefit of all concerned. Small group sessions enable those pupils who find it hard to actively participate in a whole class environment to contribute to discussions and tasks in a deeper and more pertinent way. They enable targeted support and on the spot assessment of achievement and future need that can then be fed back to the class teacher.

3.6 Staff Development

In-service training needs related to special educational needs will be identified by the Head teacher and SENCO in consultation with the staff and will be incorporated into the staff development plan supported by SEN Standards Fund.

In the last academic year, staff have been trained in strategies to support ASD children including relevant resources relating to emotions and in supporting dyslexia – strategies in the classroom.

3.7 Involving Specialists

As a school, we work closely with external professionals in order to maximize their expertise and knowledge. We have worked in conjunction with SEN advisors from the local authority with regards to procedures and policies to ensure our provision is in line with legislation and fit for supporting our SEN students.

If a pupil continues to make little or no progress over a sustained period or where they continue to work at levels substantially below age expected despite SEND support, the school will involve specialists including those from outside agencies. The views of parents / carers and the pupil are considered at all levels of intervention.

Regular liaison is maintained, with the following external agencies for pupils on SEND support and pupils with an Education Health Care Plan (where applicable)

- Educational Psychology Services
- Social Services
- Audiology services
- Health Services – GP or paediatrician
- Early Years Services
- County Special Education Caseworker
- Speech and Language Therapist
- Cognition and Learning Advisor
- Physical and Medical Team Advisor
- Hearing and Vision support Advisor
- CAMHS
- Early Years Inclusion Team
- Communication Support Service
- Health visitor / school nurse
- Autism Spectrum Team
- Occupational Therapy
- Educational Mental Health Practitioner.

3.8 Education, Health and Care Plan (EHCP)

Pupils who need more specialist provision and whose needs can not be wholly met at SEND support level will be the subject of Statutory Assessment. This is completed by the SENCo and class teacher who obtains the views and information about the pupil from all 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 Local Authority then considers the application and issues an EHCP as appropriate.

There is a statutory requirement to review an EHCP annually. This is in addition to the termly Assess, Plan, Do, Review cycle.

4. Securing equipment and facilities

The school has a designated budget for purchasing equipment needed to support those pupils on the Record of Need. Additional financial requests can be made to the main purchasing team within TDAT.

In addition to the budget mention above, the school purchases 'bought time' with the Educational Psychology service. This is used throughout the academic year either for staff training, 1:1 evaluations or pupils or mediation time.

Equipment and supportive facilities are evaluated on an ongoing basis. This is assessed in relation to the number of pupils on the Record of Need and their specific need, their requirements for equipment, the need for external paid professionals' services and if adaptations to the site are required.

5. Consulting and working with parents

- The school will actively seek the involvement of parents in the education of their children. It is recognised as a crucial factor in achieving success that pupils with SEND needs require the support and encouragement of parents.
- Parents will always be kept informed about the special educational needs experienced by their child 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 fully consulted before the involvement of Support agencies with their children, and will be invited to attend any formal review meetings at all stages

6. Pupil Participation

The school will work to ensure that pupils are fully aware of their individual needs and the targets in their Plan Do Review meetings. Steps will be taken to involve pupils in decisions which are taken regarding their education.

7. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

- We use flexible grouping of pupils so that learning needs can be met in individual, small groups or whole class context.
- We offer a differentiated curriculum to meet the needs of all pupils.
- Curriculum tasks and activities may be broken down into a series of small and achievable steps.
- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to go on our residential trip(s).
- All pupils are encouraged to take part in sports day/school plays/special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability. The provision maybe adapted to suit individual needs or adapted for the whole class to ensure no-one is singled out.
- The majority of the grounds are accessible by wheelchair via ramps, and lifts with assistance. We do have disabled unisex toilets.
- For a more comprehensive outline of our provisions, please see the school's Accessibility Plan available on the school website.

7.1 Support for improving emotional and social development

- We provide support for pupils to improve their emotional and social development in the following ways:
- Pupils with SEN are encouraged to be part of Lego Club to promote teamwork, building friendships and communication skills.
- All staff have been trained in Emotional Coaching techniques.
- PSHE is taught to all pupils. These lessons include learning about diversity, personal, cultural, physical and emotional differences as well as the importance of tolerance, acceptance and that we are all unique.
- We have a zero tolerance approach to bullying.

8. Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. Where ever possible, we will arrange additional transition sessions between our primary setting and the child's chosen secondary provision. SEN information, including assess, plan, do, reviews will be shared with the school or college to help inform staff of the support required prior to the child in question moving schools.

9. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 4 - 6 weeks
- Using pupil questionnaires
- Using parent questionnaires
- Monitoring by the SENCo – this includes lesson observations, pupil conferencing, parent conferencing, book scrutiny and discussions with colleagues.
- Using provision maps
- Termly Assess, Plan, Do, Review meetings along with reviewing the success
- Holding annual reviews for pupils with EHC plans

9.1 Evaluating Success

This school policy will be kept under review. The Governors will gauge the success of the policy by the achievements towards the targets set. In addition, evidence will be gathered regarding:

- Staff awareness of individual pupil need
- Success of the identification process at an early stage

- Academic progress of pupils with special educational needs
- Pupils own evaluation of their success
- 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
- Number of children supported by the funding allocation non EHC plan needs.
- Consultation with parents
- Pupils' awareness of their targets and achievements

10. Complaints about SEN provision

The procedure for managing complaints is:

1) Informal Stage

It is normally appropriate to communicate directly with the SENCo. This may be by letter, by telephone, by email or in person by appointment, requested via the school office. Many concerns can be resolved by simple clarification or the provision of information and it is anticipated that most complaints will be resolved by this informal stage.

In the case of serious concerns it may be appropriate to address them directly to the Head of School.

2) Formal Stage

If your concern or complaint is not resolved at the informal stage you may choose to put the complaint in writing and pass it to the Head of School, who will be responsible for ensuring that it is investigated appropriately. If the complaint is about the Head of School, your complaint should be passed to the CEO or Clerk to the governing body, for the attention of the Chair of the governing body.

You should include details which might assist the investigation, such as names of potential witnesses, dates and times of events, and copies of relevant documents. It is very important that you include a clear statement of the actions that you would like the school to take to resolve your concern. Without this, it is much more difficult to proceed.

Please pass the completed form, in a sealed envelope to the school office. The Head of School (or CEO or Chair) may invite you to a meeting to clarify your concerns and to explore the possibility of an informal resolution.

If you accept that invitation, you may be accompanied by a friend, if you wish, to assist you in explaining the nature of your concerns.

It is possible that your complaint will be resolved through a meeting with the Head of School (or CEO or Chair). If not, arrangements will be made for the matter to be fully investigated, using the appropriate procedure. In any case you should learn in writing, usually within 5 days of the school receiving your formal complaint, of how the school intends to proceed. This notification should include an indication of the anticipated timescale.

Any investigation will begin as soon as possible and when it has been concluded, you will be informed in writing of its conclusion.

If you are not satisfied with the manner in which the process has been followed, you may request that the governing body reviews the process followed by the school, in handling the complaint. Any such request must be made in writing to the Clerk to the governing body, within 10 school days of receiving notice of the outcome, and include a statement specifying any perceived failures to follow the procedure

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

10.1 Contact details of support services for parents of pupils with SEN

There are a range of services we collaborate with to provide support and guidance for children with SEND and their families. Please use the link below, which will take you to our School offer and Information Report, which lists the agencies we work alongside.

<https://lewannick.cornwall.sch.uk/sample-page/sen-policy/>

Alternatively, you may contact the Early Help Hub for further guidance and advice by following the either of the links below.

<https://www.cornwall.gov.uk/earlyhelp>

10.2 Contact details for raising concerns

Mrs Samantha Brooks – SENCo sbrooks@lewannick.net

10.3 The local authority local offer

Our contribution to the local offer is:

https://www.supportincornwall.org.uk/kb5/cornwall/directory/service.page?id=BdjKl2b3tPk&newlocalofferchannel=4_1

Our local authority's local offer is published here:

<https://www.supportincornwall.org.uk/kb5/cornwall/directory/localoffer.page?newlocalofferchannel=0>

11. Monitoring and arrangements

Samantha Brooks will review this policy and information report **every year**. It will also be updated if any changes to the information are made during the year.

The governing board will approve it.