



Special Educational Needs and Disability (SEND) Policy - 2015/2016

Introduction:

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEND Code of Practice also accompanies this legislation.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those pupils with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view information about the Cornwall pathway and provision (called the Local Offer) on the following website:

<http://www.cornwallfisdirectory.org.uk/kb5/cornwall/fsdmobile/home.page>

<http://www.cornwallfisdirectory.org.uk/kb5/cornwall/fsd/family.page?familychannel=2>

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 Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need and/or disability. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Our school offer is on the local offer website and also on our school website.

<http://www.st-mawes.cornwall.sch.uk/>

Definitions of special educational needs and/or disability (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND 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 and/or disability 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.

Aims:

- To provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs and or/disability Code of Practice
- To promote independence, equality and consideration for others
- To ensure that we celebrate the wide range of our students' achievement
- To equip students with the skills and attributes necessary for adult life
- To actively promote the pupil voice
- To create a welcoming atmosphere for parents and ensure their desires are key to provision

Objectives:

Parents are to be at the heart of the decision making process and supporting parents to gain a better educational understanding of their child, and involve them in all stages of their child's education is a key objective.

Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services (and feeding schools or early years settings) prior to the child's entry into the school. Where needs have not been previously identified, staff have an obligation to report observations to the SENDCo.

It is essential to make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have access to a broad, balanced and creative curriculum. This will be co-ordinated by the SENDCo 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.

The school staff will work with, and in support of, outside agencies and parents when the pupils' needs cannot be met by the school alone.

Coordination responsibilities:

The person responsible for overseeing the provision for children with SEND is the Headteacher and the SEND Governor. The person co-ordinating the day to day provision of education for pupils with SEND is the SENDCo.

Identification of pupils needs:

1. Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
2. Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
3. The 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.
4. The SENDCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
5. Through the above actions it can be determined which level of provision the pupil will need.
6. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.
7. The Pupil is monitored if concern is raised by parent or teacher but this does not automatically place the pupil on the school's SEND register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
8. Parents/teacher consultations are used to monitor and assess the progress being made by all children. The frequency of these meetings is dependent on individual progress.

SEND support:

The determination that a pupil does have SEND will be in partnership with parents, health services and other agencies. The aim of formally identifying a pupil with SEND is to help schools ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

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

Assess

In identifying a child as needing SEND support the teacher and the parents, working with the SENDCo should carry out a clear analysis of the pupil's needs. This should commence with the 'All about me' discussion and focus on the early support process.

This assessment may require regular review to ensure that support and intervention are matched to need; barriers to learning are clearly identified and being challenged 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.

The SENDCo will support feeder establishments such as the village play group to initiate assessment of need, if required, using the same process described above.

Plan

When it is decided by parents and others to provide a pupil with SEND support, planning meetings will be held with the SENDCo and teacher to map out the provision and aims for the child. 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 teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with teaching assistants and relevant specialist staff 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 SENDCo.

Review

Reviewing pupil progress will be made at termly meetings with parents, teacher and SENDCo. The review process will evaluate the impact and quality of the support and interventions. The SENDCo will revise the support and in light of pupil progress and development; making any necessary amendments going forward, in consultation with parents and subject teachers.

Training:

The SENDCo will attend relevant SEND courses, Family SEND meetings and facilitate/signpost relevant SEND focused external training opportunities for all staff. All Teaching Assistants are offered training opportunities through a range of local agencies and providers.

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. The school cluster employs a Parent Support Advisor who can assist parents, at their request.

Referral for an Education, Health and Care Plan:

If a pupil has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school, a health organisation or by a parent/guardian. This will occur where the complexity of need or a lack of clarity around the needs of the pupil 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 involving parents, SENDCo and other professionals engaged with the child.

The application for an Education, Health and Care Plans will combine information from a variety of sources including parents, teachers, social care and health. This is a new process.

Further information about EHC Plans can found via the SEND Local Offer:

<http://www.cornwallfisdirectory.org.uk/kb5/cornwall/fsdmobile/home.page>

<http://www.cornwallfisdirectory.org.uk/kb5/cornwall/fsd/family.page?familychannel=2>

Education, Health and Care (EHC) Plans:

Following Statutory Assessment, if it is decided that the needs of an individual are not being met by the support that is ordinarily available, an EHC Plan will be provided by Cornwall Council. Both staff in school and parents will be involved in developing and producing the plan.

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.

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 Personal Review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

Pupils with EHC Plan will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account with the wishes of parents and the needs of the individual. The plan is a long term investment and consideration of the pupils need and will continue into adulthood.

Where a student has a current statement or EHC plan there is a legal requirement to provide an annual review at the point of Year 6 transition. This review will involve the destination school and build plan to ensure smooth transition into the new setting.

Monitoring of the SEND:

A formal evaluation of the effectiveness of the school SEND provision and policy culminates in a SEND Report. The evaluation is carried out by the SENDCo in consultation with the Headteacher and link SEND Governor. This will be collated and published by the governing body of our school on an annual basis in accordance with section 69 of the Children and Families Act 2014. It is available on the website in the SEND section.

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 SENDCo or the Headteacher who will be able to offer advice on informal or formal procedures for complaint if necessary.

Responsible persons.

Headteacher Mrs Middlemore

SEND Governor Dawn Andrews

SENDCo Ms Praed

Policy written 4th November 2014

Approved by Governors 2014

Reviewed November 2015