Date adopted: September 2014

Date for review: September 2015

**St. Buryan Academy Primary School**

**Special Educational Needs and Disability Policy**

September 2014

The Governing Body and teaching staff of the school are committed to providing for pupils who have Special Educational Needs and/or disabilities. Its practices comply with the Children’s and Families Act (part3) 2014, the 2014 Special Educational Needs and Disability Code of Practice (0-25 years), the Children Act 1989, the Equality Act 2010 and the Health and Social Care Act 2012.

1. Definitions

A child has Special Educational Needs if he/she has a learning difficulty or disability which calls for special educational provision, namely provision **different from** or **additional to** that normally available to pupils of the same age.

 A child may have:

-a significantly greater difficulty in learning than the majority of children of the same age

- and /or have a disability which prevents or hinders him/her from making use of educational facilities generally provided for other pupils of the same age

2. Areas of Special Educational Need

* Communication and Interaction
* Cognition and Learning
* Emotional, Social and Mental Health
* Sensory and/or Physical
1. Aims and Objectives

The staff and governors will ‘use their best endeavours’to provide appropriate and effective provision for any pupil with Special Educational Needs or disabilities, to enable him/her to achieve his/her best and grow in confidence,both at school and in the future.

* They will ensure that pupils with Special Educational Needs are included in the activities of the whole school as far as is reasonably possible.
* In addition, support and arrangements will be put in place for children with medical conditions, as required by the Children’s and Family Act 2014. For example, a Care Plan may be drawn up for such pupils, as appropriate.
* There will be equality of inclusion and opportunity for all, with no discrimination of any type.
* The staff and governors will have regard to the Children’s and Families Act 2014, the 2014 Special Educational Needs and Disability Code of Practice (0-25 years), the Children Act 1989, the Equality Act 2010 and the Health and Social Care Act 2012.
1. Responsible Persons
* The ‘responsible’ persons for SEN are Mrs. Pascoe, Head Teacher, and Mrs. A. George, Chair of Governors.
* Mrs. Cockfield, is the Special Educational Needs and Disabilities Co-ordinator (SENDCO) and Mrs. D. Hardy the SEND Governor. Mrs. Cockfield co-ordinatesthe day to day provision of education and arrangements for pupils with Special Educational Needs and Disabilities. She reports to Mrs. Pascoe, Head Teacher and the Governors.
* All teachers are responsible for the progress and development of the children in their class with Special Educational Needs.
1. Admission and Inclusion
* Children of all abilities may be admitted to the school.
* Inclusion is paramount, and in line with Local Authority policy, staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment.
* The school operates an equal opportunities policy for all pupils. Children with Special Educational Needs and/or Disabilities are afforded the same rights as all children.
1. Access to the Curriculum
* The same curriculum, set by the Academy, and differentiated as appropriate, is available to all pupils. This includes clubs, sports activities and educational visits.
* There is an Accessibility Plan stating how all areas and resources are physically accessible to all pupils.
1. Provision, Equality and Inclusion
* The school will make reasonable adjustments and appropriate provision for pupils with SEND to match their needs.
* Where possible a child’s need will be met using school resources.
* Advice from and referral to, specialist support services, such as the Children’s Psychology Service will be made, as appropriate.
* Additional learning resources and auxiliary aids will be sought and purchased as appropriate.
* A ‘disabled’ toilet with alarm is located next to the hall.
* There is ramp access to all entrances.
* Most learning will take place alongside the whole class in the classroom, as a result of high quality, sometimes personalised, teaching, with some differentiation of learning outcomes.
* Teaching, learning and grouping will be flexible to reflect pupils’ learning styles and abilities. It is envisaged that pupils with SEN and disabilities will be able to study the full National Curriculum.
* The same or similar learning objectives to those on which the whole class is working, are applied as far as is possible, at times with additional teacher or teaching assistant support. (‘Wave 1’ Intervention).
* Small and some mixed age classes allow a teacher to plan more appropriate and personalised outcomes andforexample allowing a child to workon learning objectives broken into small achievable steps, in a more seamless way.
* Specific targeted intervention for an individual or small group, such as a Social Skills Programme and ‘booster’ sessions for Y1, Y2 and Y6 are implemented at different points in the year, and as the need arises (‘Wave 2’ – Intervention)
* In addition,1:1 support (‘Wave 3’ Intervention) is implemented as appropriate, often where there is a greater need for teachers and parents to focus on several or specific areas of difficulty. A child’s targets and needs which are **additional to** or **different from** those of other children, discussed by teachers, the child and parents, may be written into an Individual Education Plan (IEP) or similar, together with a stipulation of the frequency of the intervention and strategies to achieve the targets.
* Advice for activities and strategies from specialists, with the consent of parents, may form part of the IEP.
* Teachers and parents have copies of the IEPs and work together with the child to achieve the targets and outcomes.
* Individual Educational Plans are reviewed by teachers, the child and parents, termly.
* The class teacher and SENDCO keep regular records of pupils’ special educational needs, the action taken and the outcomes.
1. Identification, Assessment and of Individual Needs

A child may have a difficulty in one or more of these areas:

* Communication and Interaction ( includes children on the autistic spectrum)
* Cognition and Learning (includes children with dyslexia)
* Emotional, Social and Mental Health
* Sensory and/or Physical

However, addressing the needs of the individual child will always be more important than giving a label to the difficulty.

* Early identification of a child’s special need is made so that effective provision can be put in place, possibly reducing the need for intervention at a later stage and improving long-term outcomes for that child. This ‘need’ might occur at any point in a child’s schooling.
* On entry, school will assess each pupil’s current skills and level of attainment building on information from previous settings and key stages as appropriate.
* For example, an Early Years child may already have had a ‘special need’ identified, possibly by a health visitor or as a result of the Progress Check between 2 and 3 years of age.
* School will consider evidence that a pupil may have a disability (under the Equality Act 2010) and what reasonable adjustments may need to be made for him/her. An Early Years child may, for example, already be benefitting from ‘Early Support’ services for the disabled, before starting school.
* School will listen and respond to parents’ concerns about their child’s development at any point and also take account of the child’s views, as appropriate.
* A seamless transition to the school’s support system is then aimed for.
* A child’s additional or special educational needs may be identified at any time over a period of time, by staff members or parents following observations, assessments and discussion with the SENDCO.
* Evidence may show:

-progress significantly slower than that of their peers

-a significant drop in progress

-a failure to close, or a widening of the attainment gap with their peers

* As a child with special educational ‘learning’ needs has ‘a significantly greater difficulty in learning than his/her peers’ such a child may be performing at a considerable number of sub levels of academic achievement below that expected for his/her age.
* A child with needs in other areas such as social development, would be likely to be displaying significant or sustained difficulties which his/her teachers and parents consider require the provision of ‘special’ intervention and strategies.

High quality teaching, targeted at their areas of weakness would be an initial response whilst further evidence is gathered.

* Parents would always be invited to discuss their child’s needs and strengths and the child’s own views sought. A brief written summary of discussions would be made and a copy given to parents.
* If special educational provision is agreed the child would be placed on the school ‘Record of Need’ at ‘Special Education Support’ (SS)
* Support that is **additional to** or **different from** provision for other children would then normally be provided.
* Outcomes, targets and next steps would be discussed by teachers, parents and the child.
* Wave 1, 2, or 3 Interventions would be implemented as appropriate.
* An Individual Education Plan (IEP) or similar detailing the extra support provided and short-term targets for that child might be drawn up. Targets would be agreed and discussed with parents and the child and a copy of the IEP sent home. IEPs are reviewed termly and new targets set.
* There is a graduated approach to addressing the needs of children at SS. The termly cycle of action is ‘Assess, Plan, Do, Review.’
* Advice from specialist services may be sought at any time and in agreement with the parents. This might be if a child makes little or no progress despite interventions.
* These may include educational psychologists, Child and Adolescent Mental Health services (CAMHS), speech and language therapists and occupational therapists.
* It would be anticipated and hoped that through the Intervention the child’s progress would accelerate to a point whereby the additional support could be decreased or no longer needed, especially long term. Parents are informed and invited to discuss each step with teachers.
* Should a child be identified as being exceptionally gifted in an area of the curriculum, he/she may be extended through differentiation within the class, through access to different learning groups and, at times, through activities offered by the secondary schools we feed.
1. Education, Health and Care Plans (EHCs)
* The Local Authority must conduct an assessment of the education, health and care needs of a child with complex needs, (such as of a disabled child with a range of additional needs), if it considers special education provision to be necessary through an Education, Health and Care Plan.
* An EHC plan is normally only considered where the child’s needs are so great, that a school alone is unable to offer suitable provision.
* Much evidence of the child’s complex needs from a range of sources would be required along with evidence of the impact of the interventions already put in place by the school.
* An EHC plan would set out how a range of services (e.g. education and health services) would work together to meet the child’s range of needs and improve his/her long-term outcomes.
* It would stipulate the Local Authority funding for this.
* The views, wishes and feelings of the child and parents would always be considered.
* The Local Authority would arrange a review of the child’s EHC at least annually.
1. Liaison with Parents
* The school will inform parents if they consider their child may have a special educational need. The child’s strengths and difficulties will be discussed and long term outcomes and next steps agreed. Parents’ and the child’s views, thoughts and feelings will be considered.
* Parents will be involved in the planned support and interventions and asked to encourage and support their child at home too.
* If there is an IEP, targets will be discussed and parents given a copy to support their child at home.
* They are informed and asked for their consent, should there be the need to consult an outside agency.
* Local Authority information and details of support agencies such as the ‘Parent Partnership’ are made known to parents at this stage too.
1. Pupil Participation
* The school ensures that pupils’ views, thoughts and feelings about their strengths and areas of difficultyare considered.
* Their aspirations and desired longer term outcomes are discussed.
* Short-term next steps and targets such as in an IEP are agreed, together with how they may be achieved.
1. Collaboration and Links with outside agencies
* The expertise of professionals and specialists from agencies such as The Child and Family Service may be called upon at any time as appropriate.For example, support may be sought from:

Children’s Psychology Service

Child and Adolescent Mental Health Services

Behaviour Support Service

Education Welfare Service

Dyslexia Service

Hearing Support Team

Vision Support Team

Speech and Language Therapy Service

Other Health Services

Pyramid Kernow

Social Services

NSPCC

Bereavement Service

Early Years Service

Further details of these, and other services, may be obtained by school and parents on cornwall.gov.uk

Cornwall Council’s Special Education Needs, Disabilities and Inclusion Services (SENDI)

1. Transition between schools
* To support transition, the school will share relevant information regarding a child’s special educational need with the school to which the child is moving.
1. Staff Expertise and Development
* In-service training needs to be related, for example, to special educational needs, and will be identified by the Head Teacher in consultation with the SENDCO and staff annually.
* Staff will attend relevant in service training or invite a specialist to the school for whole staff training.
* The SENDCO will keep up to date with developments and changes within SEND, through the Local Authority and national websitesand through attendance at SEN network meetings and courses.
1. Resources
* Each classroom has additional resources for pupils with SEN
* Many resources are kept in the class ‘Helping Hands’ box, for pupils to access independently as required. These include coloured overlays, talking tins, key word lists, mnemonic cards, mind maps, story maps, fidget balls etc.
* Supplementary resources and equipment, such as additional aids for pupils with disabilities would be added to relevant classrooms as required.

16 Funding for Individual and Special Educational Needs

* The school’s general Academy Grant through its Notional and Special Needs budgets would be used to support children with individual needs as appropriate.
* A pupil with an EHC plan would be funded by the Local Education Authority.

The annual Governors’ Report to parents will include information on how monies have been spent.

 17 Evaluating Success

The Governors and staff will gauge the success of the policy and Special Needs provision regularly, for example by:

* Considering the progress and achievement of SEN pupils in relation to their starting points
* Looking closely at pupil tracking details throughout their schooling and particularly at ‘value added’ progress of SEN children
* Where progress is not obviously quantified through data, assessing whether a child’s behaviour or social skills have significantly improved.
* Considering how well a child with an IEP has met targets.
* Noting if any pupil has progressed such that he/she is no longer on the school ‘Record of Need’ at ‘Special Education Support’.
* Considering pupil progress at the Annual Review of an EHC plan.
* Evaluating whether the attainment gap between pupils that have special educational needs and those that do not is narrowing.

18 Complaints Procedure

* In the event of any complaint regarding SEND, the matter would be dealt with in the first instance by the Head Teacher. A response to any written complaint would be made within 10 working days. The SEND Governor would be informed of the situation in the first instance. The whole governing body would be informed as appropriate and consulted as how best to resolve the complaint.

This policy will be reviewed annually.