



Roskear Primary & Nursery School
Special Educational Needs and Disabilities Policy

Accepted by Governing Body	Sept 2017
Review Date	Sept 2018

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 those needs will be made known to all who are likely to work alongside 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 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.
- 1.4 The teaching staff will identify particularly able pupils and ensure through differentiation and extension, that these children's learning needs are met.

Responsible Persons

- 2.1 The 'responsible person' for SEND is **Mr Kieran Walsh** (Head of School)
- 2.2 The person co-ordinating the day to day provision of education for pupils with special educational needs and disabilities is **Mrs Sharon Head**. [SENDCo].

Admission and Inclusion

- 3.1 All teachers in the school are teachers of children with Special Educational Needs. As such Roskear Primary & Nursery School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment.
- 3.2 Inclusion is regarded as crucial to the policy, in line with the SEND code of practise and with other schools within our Multi-Academy Trust.
- 3.3 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 Education, Health, Care Plans (EHCPs) and others with less significant problems.



Roskear Primary & Nursery School

Specialist Provision

- 4.1 There is wheel chair access throughout the main building. We have an up to date Accessibility Plan.
- 4.2 We are currently in a position where we are training a teaching assistant to be our school Autism Champion. They will work alongside the SENDCo, supporting staff and pupils in ensuring the school is autistic friendly and inclusive.
- 4.3 We are a Thrive School and have five licensed practitioners. All staff are trained in the basic Thrive principles and adhere to these strategies to help develop children's emotional resilience. Teachers complete termly whole class Thrive assessments and these are used to create action plans/planning for individual classes.
- 4.4 We have three school based learning mentors who are fully involved in the support of children throughout the school, supporting behaviour, emotional literacy, class based learning and parents.
- 4.5 We have an on-site nursery and pre-school, both of which receive support from the SENDCo in regard to individual children's Special Educational Needs.

Access to the Curriculum

- 5.1 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.
- 5.2 The school will make provision for pupils with Special Educational Needs to match the curriculum to the nature of their individual need. The class teacher and SENDCo will keep regularly updated records on the pupils' Special Educational Needs, the action taken and the outcomes.
- 5.3 There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.
- 5.4 The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groupings will reflect this approach.
- 5.5 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.



Roskear Primary & Nursery School













- 5.6 Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.
- 5.7 Teaching Assistant support is utilised, both for 1:1 support where necessary, group work and class based Enhanced Learning. Teaching assistants are also deployed during break times and lunchtimes, where appropriate, to support the inclusion of all children.

Providing the graduated response at "School Support" and "School Support (Plus)". known as School Support:

- 6.1 When a pupil fails to make progress, despite having received quality first teaching and regular Enhanced Learning intervention, and shows signs of difficulty in some of the following areas:

- (i) *Acquiring Literacy and Numeracy;*
- (ii) *Presenting persistent SEMH difficulties;*
- (iii) *Sensory or physical problems;*
- (iv) *Communication or interaction difficulties,*

the school will place the pupil at **Aware** and provide opportunities that are **additional to and different from** the differentiated curriculum. This may include one or more of the following approaches:

-  Alternative classroom organisation and management
-  Pre/Post teaching for individual/small group work
-  Home/school reading schemes
-  Behaviour modification programmes
-  Use of specialist equipment
-  Learning mentor sessions
-  Individual Thrive action plans
-  Individual Thrive sessions with a licensed practitioner
-  Memory intervention (small group)
-  Funfit (small group)
-  Speech and Language support, including ECAT strategies in the Early Years.
-  Alternative teaching strategies

- 6.2 Pupils' progress on **Aware** will be monitored closely by all staff involved. Teacher assessments will be completed at the end of each half term and the child removed from **Aware** if progress has been made and the gap reduced. If progress remains minimal, the SENDCo completes class observations. At this point the SENDCo meets with parents and relevant agencies will be contacted for advice and support. This stage will be referred to as **School Support**.



Roskear Primary & Nursery School

- 6.3 Pupils at **School Support** will be provided for through an **Individual Education Plan** (IEP); this will be drawn up, in consultation with parents, class teacher, pupil and SENDCo (structured conversation) to provide individually targeted support for each need. This plan will also suggest ways in which parents could support their child's learning at home.
- 6.4 IEPs are reviewed and updated half termly using the assess, plan, do, review cycle and meetings held with all stakeholders termly.

Identification and Assessment

- 7.1 If progress is still not achieved despite **School Support**, 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, in accordance with the new code of practise.
- 7.2 Identification of Special Educational Needs will be undertaken by all staff in consultation with the SENDCo and the appropriate records and LEA forms will be maintained.
- 7.3 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.
- 7.4 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 SENDCo for diagnostic testing to construct a profile of the child's strengths and weaknesses.
- 7.3 The progress of children with Special Educational Needs will be reviewed through formative and summative assessments as outlined in the Code of Practise. IEP reviews are conducted on a **half termly** basis.
- 7.4 In addition to this, the progress of children with an Education, Health and Care Plan will be reviewed annually, as required by legislation.



Roskear Primary & Nursery School

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

- ✎ The regular administration of informal reading /spelling inventories (NLS High frequency word lists)
- ✎ Phonic check-lists
- ✎ Read Write Inc assessments
- ✎ Results of standardised and/or diagnostic tests
- ✎ Target tracker assessments
- ✎ Enhanced Learning planning file
- ✎ Thrive action plans
- ✎ Speech and Language Therapy care plans
- ✎ Individual Education Plans (IEPS)

Resources

- 8.1 SEND funds are devoted to the purchase of teaching support and learning support equipment.
- 8.2 Pupils have personalised equipment to help them learn, such as talking tins, overlays, timers, as well as common classroom resources such as dyslexic friendly rulers which may be used by everybody.
- 8.3 Some children have access to specialist equipment within the classroom, such as writing slopes, weighted blankets, wobble cushions and specialised chairs.

Currently (Aut17) the school has:

- 67** pupils on the **Aware** list
- 41** pupils on **School Support**
- 4** pupils who are the subject of EHCPs

- 9.1 The Local Education Authority makes additional funds available to the school to support some pupils who are the subject of **EHCPs** under the terms of the 1996 Education Act.
- 9.2 All previous Statements of Education Need have now been transferred to EHCPs for our school.



Roskear Primary & Nursery School

Able Pupils

The needs of particularly able pupils will be met through the class teacher's differentiation of classroom activities and a mastery curriculum (*see Teaching and Learning Policy*).

Liaison

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

10.2 Regular liaison is maintained with the following external agencies for pupils as required:

- ✎ Child and family Service
- ✎ Psychological Services
- ✎ Social Services
- ✎ Audiology Service
- ✎ Service for the Visually Impaired
- ✎ Health Service
- ✎ Welfare Service
- ✎ Family support workers (FSW)
- ✎ Parent support advisors (PSA)
- ✎ Early Years Service
- ✎ Education Out of School Services
- ✎ Looked after children officer
- ✎ Reintegration officer
- ✎ Special Education Section
- ✎ Parent Partnership
- ✎ Social Emotional and Behavioural Support service
- ✎ CAHMS
- ✎ Penhaligon's friends
- ✎ Physical difficulties advisory service
- ✎ Speech & language therapy
- ✎ Occupational Therapy

10.3 The school has links to Camborne Science & International Academy and Pool Academy and liaison is maintained particularly with regard to transition and the provision of opportunities for pupil premium and more able pupils.

Arrangements for the Treatment of Complaints:

11.1 When a parent has a concern, they should initially approach their child's class teacher.



Roskear Primary & Nursery School

- 11.2 If the issue cannot be resolved in this way, they should then contact
Mrs Sarah Lagdon (Deputy Head)
Mrs Cathy Bonds (Assistant Head)
- 11.3 Alternatively, the Head Teacher, **Mr Kieran Walsh** is also available for consultation.
- Further details can be found in the school's complaints policy.*

Staff Development

- 12.1 In-service training needs related to special educational needs and disabilities will be identified by the Head Teacher and SENDCo in consultation with the staff through the performance management process and as a result of the school's self evaluation process.
- 12.2 These needs are then planned for by the Continuing Professional Development (CPD) Coordinator (*Mrs Sarah Lagdon*).
- 12.3 Teaching Assistants receive in house training alongside staff where appropriate. In addition there is a termly timetable of training which all TAs attend where possible, on a Friday afternoon (half hour sessions).

Working with Parents

- 13.1 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.
- 13.2 Information concerning the Parent Partnership Service will be made available to parents upon request.
- 13.3 Our local offer is available to all parents on our school website and on the Care and Support in Cornwall website
(<https://www.supportincornwall.org.uk/kb5/cornwall/directory/home.page>).
- 13.3 As mentioned above, parents will be fully consulted before the involvement of LEA support agencies with their children and will be invited to attend any formal review meetings.
- 13.4 Parents are actively encouraged to attend termly IEP reviews, alongside the class teacher, pupil and SENDCo, to discuss their child(s) targets and their next steps. This is used as an opportunity to discuss the planned provision in school as well as listening to the parent's opinion regarding the best strategies to use with their



Roskear Primary & Nursery School

child. The meeting can include advice for parents to support their role in the support of their child's needs at home, if appropriate.

- 13.5 In addition to face to face contact staff are able to communicate with parents through the 'teachers2parents' text service.

Pupil Participation

- 14.1 The school will work to ensure that pupils are fully aware of their individual needs and the targets on their Individual Education Plans. All pupils within the school are encouraged to take responsibility for their own learning. Steps will be taken to involve pupils in target setting and in the decisions which are taken regarding their education, including an invitation to attend termly IEP meetings and helping to organise annual reviews.

Evaluating Success

- 15.1 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' IEPs, progress reviews and annual reviews.

In addition evidence will be gathered regarding:

- ✎ Pupil attendance and punctuality
- ✎ Number of exclusions
- ✎ Number of children supported by the funding allocation for **non-statemented** Special Educational Needs
- ✎ Number of children supported by the top-up funding allocation for **statemented** Special Educational Needs
- ✎ Academic progress of pupils with Special Educational Needs
- ✎ Improved standards of behaviour, where appropriate
- ✎ Analysis of the impact of intervention through pre and post intervention records.

This policy will be reviewed every year.

Signed _____ On behalf of the Governing Body

Date _____