



Roskear Primary & Nursery School

## Special Educational Needs and Disabilities Policy

<b>Accepted by Governing Body</b>	October 2020
<b>Reviewed</b>	October 2022
<b>Review Date</b>	October 2023

### 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 **Miss Nicola Furnish** (Headteacher)
- 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



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includes both those children with Education, Health, Care Plans (EHCPs) and others with differing needs and abilities.

#### **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 a Trauma Informed School and have seven licensed practitioners. All staff are trained in the basic TIS principles and adhere to these strategies to help develop children's emotional resilience. Alongside TIS we use JIGSAW to teach our children (during PPA) about PSHE, British Values and emotional development. All teachers and TAs have also received training from the Educational Psychologist on the use of Emotion Coaching.
- 4.3 We have three members of the pastoral team, who work closely with the SENDCo. They are fully involved in supporting children's behaviour and providing in class support where needed, developing emotional literacy, monitoring attendance and working with parents.
- 4.4 The SENDCo has been trained in the use of Boxall Profiling and this is being introduced this academic year as a way of assessing every pupils social and emotional development. This will help with the early identification of pupils who may need additional support from the pastoral team.
- 4.5 We screen all reception children at the beginning of the academic year for speech and language difficulties. This helps us with early identification and ensures difficulties are promptly supported.
- 4.6 We have an on-site nursery and pre-school, both of which receive support from the school SENDCo in regard to individual children's Special Educational Needs. We have additional support from the Early Years Inclusion Team when required.

#### **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.



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- 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.
- 5.6 Curriculum tasks and activities may be broken down into a series of small and achievable steps, alongside visual prompts and physical resources, 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" (K)**

- 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 (A)** 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 TIS sessions with a licensed practitioner
-  Speech and Language support
-  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



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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 (K)**.

- 6.3 Pupils at **School Support** will be provided for through the Assess, Plan, Do, Review process. This is recorded, in consultation with parents, class teacher, pupil and SENDCo 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 APDR cycles are reviewed and updated half termly 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 will be maintained.
- 7.3 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.
- 7.4 The progress of children with Special Educational Needs will be reviewed through formative and summative assessments as outlined in the Code of Practise. ADPR meetings are conducted on a **termly** basis. 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.
- 7.5 In addition to this, the progress of children with an Education, Health and Care Plan will be reviewed annually, as required by legislation.



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7.5 Detailed records will be kept of the pupils receiving extra teaching support. These may also include, but not exclusively:

- ✎ 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 completed in English and Maths books
- ✎ Boxall profiles
- ✎ Speech and Language Therapy care plans
- ✎ Assess, Plan, Do, Review cycles

### 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 (Aut 22) the school has;

- 9.1 **65** pupils on the **Aware list**  
**52** pupils on **School Support**  
**11** pupils who are the subject of EHCPs (with an additional one awaiting assessment)
- 9.2 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.

### 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



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- 10.1 Parents **will always** be informed before an external agency becomes involved with their child.
- 10.2 Regular liaison is maintained with the following external agencies for pupils as required:

- ✎ Early Help Hub
- ✎ Child and family Services
- ✎ Psychological Services
- ✎ Social Services
- ✎ Audiology Service
- ✎ Service for the Visually Impaired
- ✎ Health Service
- ✎ Education Welfare Service
- ✎ Family support workers (FSW)
- ✎ Early Years Inclusion Team
- ✎ Virtual School
- ✎ CAHMS
- ✎ Penhaligon's friends
- ✎ SEN support services
- ✎ Speech & language therapy
- ✎ Occupational Therapy
- ✎ BF Adventures
- ✎ Dreadnought

Note this is not an exhaustive list and as a school we will seek services to help us meet the individual need we are addressing.

- 10.3 The school has links to Camborne Science & International Academy, Pool Academy and Redruth Academy; 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.
- 11.2 If the issue cannot be resolved in this way, they should then contact  
**Mrs Sarah Lagdon** (Deputy Head)
- 11.3 Alternatively, the Head Teacher, **Miss Nic Furnish** may also be available for consultation.

*Further details can be found in the school's complaints policy.*



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### **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 staff through the performance management process and as a result of the school's self-evaluation process.
- 12.2 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 morning (half hour sessions) led by the SENDCo and other leaders.
- 12.3 Opportunities for training for TAs and teaching staff have been also made available through the MAT and led by external professionals ie Autism Spectrum Team.

### **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 Our Information Report 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 support agencies with their children and will be invited to attend any formal review meetings.
- 13.4 Parents are actively encouraged to attend termly APDR updates, 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 child. The meeting can include advice for parents in supporting 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 and email if this is appropriate.
- 13.6 Meetings with parents can be held within the wider community if this is better suited to the parents needs.
- 13.7 The pastoral team hold coffee mornings for parents once a half term, with a key focus for each session, such as sleep, behaviour, diet.



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### Pupil Participation

14.1 The school will work to ensure that pupils are fully aware of their individual needs and the targets on their Assess, Plan, Do, Review cycles. 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 APDR 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' APDR, 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-EHCP** Special Educational Needs
- ✎ Number of children supported by the top-up funding allocation for **EHCP** Special Educational Needs
- ✎ Academic progress of pupils with Special Educational Needs
- ✎ Improved standards of behaviour for individual children
- ✎ Analysis of the impact of intervention through pre and post intervention records.

This policy will be reviewed every year.