



## **PORTHLEVEN PRIMARY SCHOOL**

**Aspire for excellence through making learning irresistible. Porthleven School, a place where we can grow together and where I can be me.**

### **Policy for Special Educational Needs**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 June 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- Safeguarding Policy
- Accessibility Plan

This policy was created by the SENDCo with the SEN Governor in liaison with the Senior Leadership Team, all staff and parents of pupils with SEND.

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The SENCo is a member of the senior leadership team of Porthleven School.

#### **1. Aims and Objectives**

At Porthleven School we aim to raise the aspirations of and expectations for all pupils with special educational needs. All the teachers in the school are teachers of children with Special Educational Needs. As such, Porthleven School adopts a whole school approach to special educational needs which involves all the staff adhering to a model of good practice. We strive to work in partnership with parents, carers and other professionals to promote positive outcomes for our pupils through a wholly inclusive approach.

## **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, where the headteacher or the appropriate governor has been informed that a pupil has special educational needs, those needs will be made known to all who are likely to teach them.
- 1.2 All staff will work within the guidance provided in the SEND Code of Practice 2014.
- 1.3. Headteacher, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs.
- 1.4. 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
- 1.5. Support, advice and training will be provided for all staff working with special educational needs pupils.
- 1.6 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.
- 1.7 The school will make provision for pupils with special educational needs to match the nature of their individual needs and the class teacher and SENDCo will keep regular records of the pupils' special educational needs, the action taken and the outcomes.

## **2.0 Identifying Special Educational Needs**

- 2.1 A pupil has SEN where their learning difficulty or disability requires provision that is different from or additional to that normally available to pupils of the same age.
- 2.2 Identification of children with special educational needs will be undertaken by all staff through the SENDCo and the appropriate records and forms will be maintained. A clear analysis of the pupils needs will be made based on:
  - Teacher's assessment and experience of the pupil: day-to-day observations, SATs, Accelerated Reader, Maths No Problem assessments, Phonic screening, work monitoring, profiling tools for cognitive, emotional, social and speech, language and communication needs
  - Previous rates of progress and attainment:

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- Rates of progress in comparison with peers starting from the same baseline
- National data
- The views and experience of parents/carers: questionnaires, face-to-face discussions, review meetings
- The pupils own views: questionnaires, pupil voice
- Advice from external specialists if appropriate

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. 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. Informal evidence will also be gathered: lesson and play observations.

2.3 Parents/carers will be informed about their child's progress and about any concerns as they arise. The views of the pupil and parents/carers will be sought as part of the assessment procedure.

2.4 Assessments seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than peers starting from the same baseline
- fails to match or improve on previous rates of progress
- fails to close the attainment gap between pupil and peers
- widens the attainment gap.

2.3 There are four broad areas of need:

- Communication and interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The purpose of identification, within these categories, is to work out what action is needed, not to fit the pupil into a category. The needs of a pupil are identified by considering the needs of the whole child not just his/her special educational needs.

2.4 Where there are concerns about a pupil's behaviour, investigations will take place to identify the underlying cause of the behaviour. The cause could be related to any of the four areas of need (see 2.3) and would be responded to accordingly.

### 3. A Graduated Approach to SEN Support

#### A. High Quality Teaching

A.1 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have special educational needs:

- There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.
- The curriculum will be differentiated to meet the needs of individual pupils.

Teaching styles and flexible groups will reflect this approach.

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- 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.
- Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties. Resources and vocabulary will be differentiated.

- Environmental factors will be considered and adjusted appropriately e.g. noise levels, close proximity, seating etc.

A.2 Teachers are responsible and accountable for the progress and development of all SEN pupils in their class, including where pupils receive support from teaching assistants or specialist teachers.

A.3 Class teaching is regularly monitored to ensure that the quality of teaching is good for all pupils. The Senior Leadership Team including the SENDCo regularly observe classroom teaching, scrutinise work and analyse data to ensure that high standards and rates of progress are maintained.

A.4 Training is provided to improve teacher and teaching assistant knowledge about the identification and support of pupils with SEN. Training may be provided by the SENDCo or through external sources.

A.5 When considering whether to initiate SEN provision, all assessment data is reviewed alongside national data and expectations and observations/concerns expressed by the pupil and parents/carers.

## **B. On Alert**

B.1 When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent emotional and social difficulties; sensory or physical problems; or communication or interaction difficulties, the school will place the pupil at "On Alert" and support is provided through the following ways:

- Adapting teaching and learning strategies in the classroom
- Additional targeted support in the classroom
- Additional catch-up in groups or 1:1
- A social and emotional learning programme
- Focused interventions related to attendance or behaviour
- Additional pastoral support provided by teaching staff.
- Peer mentoring and support

B.2 Parents must be informed as soon as discussion begins about the possibility of SEN provision.

B.3 When children are placed On Alert teachers must identify and record strategies being used to address needs and have regular conversations with parents and the SENDCo regarding problem-solving and planning support and strategies for the individual pupil.

B.4 Under the Code of Practice it is the class teacher's responsibility to manage the provision for all children on their On Alert list. The SENDCo's role is to monitor the provision.

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## **C. SEN Support**

**C.1** If provision under On Alert has no or little impact on the pupil's special need or if the pupil has:

A learning difficulty or disability that is impacting on their ability to learn:

Communication and interaction: Autistic Spectrum Disorder; Speech & Language, Cognition & Learning including Severe (SLD), Profound & Multiple (PMLD) and Specific (SpLD) eg Dyslexia, dyscalculia.

Social, Mental & Emotional Health: anxiety, low mood, conduct disorders

Sensory and/or Physical needs: dyspraxia, hearing or visual impairment Other:

Attention Deficit Hyperactivity Disorder

- One specific need or needs across several areas.
- Needs which call for special educational support and/or interventions that are additional or different from those normally provided.
- Support and input from outside agencies. the pupil will be moved to the SEN Support category of need.

**C.2** Parents/carers will be fully involved in the decision to move to the next category of need.

**C.3** Support that is additional to and different from the differentiated curriculum will be provided through an Individual Provision Map (IPM) which will be developed through an Assess- Plan-Do-Review cycle. This is a continuous process that ensures that planning is outcome led and that interventions respond directly to the needs of individual pupils. Interventions could include:

- Exercises guided by physiotherapists and occupational therapists
- Emotional literacy programmes
- Anger management programmes
- Specialist teacher input e.g. Visual and Hearing Support service
- Individual long-term teaching programmes
- Specialist resources e.g. sensory room

**C.4** The resources allocated to pupils who do not have an Education Health Care Plan, will be deployed to implement these provision maps at SEN Support as outlined in the Code of Practice. Parents will be informed and pupils will be involved in decisions taken at this stage.

## **D. The Assess-Plan-Do-Review Cycle**

**D.1** An Assess-Plan-Do-Review cycle ensures that effective provision is in place for all our SEN pupils.

**D.2** The cycle begins with assessment of all areas of Literacy and Numeracy plus individual areas of need (motor, emotional, social etc) during the final week of each half term. Formative and summative assessments will take place.

**D.3** Early during the next half term, a review meeting between teacher and SENDCo takes place during which the progress and interventions for all SEN children On Alert and at SEN Support are discussed. Interventions are modified to

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meet needs. Parents of On Alert pupils are invited to a review meeting where significant changes/concerns are identified.

D.4 Interventions are put into place in the classrooms with modifications as necessary.

D.5 Detailed records will be kept of the pupils receiving extra teaching support.

These will include:

Accelerated Reader tests

Maths tests

- Phonic screening
- Baseline assessment for each intervention followed by ongoing assessments and assessment at the end of the intervention period.
- Work monitoring

D.5 At the end of each term all parents/carers of SEN Support pupils are invited to a review meeting during which the Individual Provision Map (IPM) for the previous term is discussed and the IPM for the following term is created. Outcomes are agreed upon by the pupil, parent/carer, teacher and, in some cases, teaching assistant.

D.6 The cycle is repeated each term.

D.7 IPMs are working documents: teachers and teaching assistants annotate them with progress as the term progresses, ready for the next review. If progress through an intervention ceases mid-way through the cycle the SENCo is alerted and the intervention is altered appropriately. Parents must be informed. If an outcome is met before the next planned review, new outcomes are decided through discussion with parents and pupil.

D.8 The class teacher is responsible for evidencing progress according to the outcomes described in the IPM.

D.9 If utilisation of all of school's resources fails to ensure a consistent rate of progress, advice from external specialists will be sought. The SENDCo is responsible for making this decision in most cases and for completing the appropriate paper work.

## **E. Referral for an Education Health Care Plan**

**E.1** If progress is still not achieved despite receiving additional and different interventions at SEN Support, the pupil may be assessed, bearing in mind the County guidance, with a view to initiating a statutory assessment of special educational needs. The decision to seek statutory assessment will often be made by external professionals following assessment by them and evidence that staff have acted upon their advice with little or no impact. Parents/carers will be present at any meeting where this decision is made. Parents/carers can request statutory assessment. The SENDCo is responsible for completing appropriate forms for recording and referral as necessary.

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**E.2** Regular liaison is maintained with the following external agencies for pupils at SEN Support and pupils with Education Health Care Plans as appropriate:

- Adviser for Physical Disability
- Alternative Education Provision (ie Pupil Referral Units)
- Assessment and Education Provision team
- Autistic Spectrum Team
- Child Adolescent Mental Health Service (CAMHS)
- Children in Care Education Service (CiCESS)
- Early Help Hub
- Educational Psychology Service
- Health Service: School Nurse, Community Nurse
- Portage



- SEN Support Services
- Social Work
- Speech and Language Service
- The Hearing Support Service
- The Vision Support Service
- Together For families

#### 4. **Criteria For Exiting the SEN Register**

4.1 A pupil would be removed from the SEN Support register when:

- rate of progress is in line with peers starting from the same baseline over a 6 month period
- the attainment gap between pupil and peers closes

4.2 The pupil would be placed on the On Alert register to ensure that progress is monitored.

4.3 The decision to remove from SEN Support will be made with the parents/carers and pupil.

#### 5. **Supporting Pupils and Families**

5.1 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.

5.2 The school will work to ensure that pupils are fully aware of their individual needs and the targets in their Individual Provision Maps. Steps will be taken to involve pupils in decisions which are taken regarding their education. They will be invited to meetings to discuss their progress and next steps.

5.2 Parents will always be kept informed about the special educational needs experienced by their children 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 given a copy of all Individual Provision Maps.

5.3 Where pupils need alternative arrangements to enable them to achieve their potential in tests and exams, these will be put into place. Access arrangements will be discussed at review meetings and will be part of normal day-to-day teaching and learning and evidence will be kept. Access arrangements for national tests and exams will be applied for using the appropriate procedures. The SENCo and class teacher are responsible for this.

5.4 To ensure a smooth transition from class to class, between Key Stages or to a different school, clear procedures are in place. These include:

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- Communication passports  
Taster days/sessions in the new class/school
- Photographs of new teachers, teaching assistants, classrooms etc to take home for regular reference
- Discussion between teachers and or the SENDCo regarding needs and successful interventions
- Discussions with pupil and parents/carers: assistance to develop an individual transition plan
- Meetings between staff members of Porthleven School and the new school.

5.5 Cornwall County Council's Local Offer can be accessed on the Family Information website. <http://www.cornwallfisdirectory.org.uk> This details the support available across Cornwall to help children and young people with SEN or disabilities move into adulthood.

5.6 Every July Porthleven School must publish an SEN Information Report. This is a report that explains how the SEN Policy has been implemented over the year. It can be found on the Porthleven School website.

5.7 Guidance for parents/carers on how to get help for a child with SEN or disability and assistance in the completion of forms, can be gained from the Cornwall Special Educational Needs Disability Information and Advice Support Service <http://www.cornwallsendiass.org.uk> 01736 751921

5.8 Early Support is an approach that works to ensure that services for SEN or disabled children are better coordinated, with a key working practitioner who can offer a single point of contact, coordination and support where families need it. Early Support in Cornwall involves families accessing a Team Around the Child (TAC) process. Information about this process can be provided by the SENDCo at Porthleven School or from the Family Information website.

5.9 Porthleven School operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes children with Education Health Care Plans and others with less significant problems. The Admissions Policy details how these principles are adhered to.

## **6. Supporting Pupils at School with Medical Conditions**

**6.1** Porthleven School recognises that pupils at school with medical conditions should be properly supported so they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case Porthleven School will comply with its duties under the Equality Act 2010.

**6.2** Some may have special educational needs and may have an Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

**6.3** Pupils with medical needs have an Individual Health Care Plan which is written with parents in liaison with a Health Care professional. The plan relates to the welfare of the pupil during the school day and during trips out of school including residential visits. It lays down a clear procedure to be followed if medication during school hours is required. The Health Care Plan is reviewed at least yearly.

## **7. Monitoring and Evaluation of SEND**

7.1 The quality of SEND provision that is offered to all pupils is monitored and evaluated continuously.

7.2 Evidence is gathered based on:

- Staff awareness of individual pupil need
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs
- Improved social and emotional mental health of the children, where this is appropriate
- Improved attendance
- Consultation with parents
- Number of pupils moving between stages (SEN Support and On Alert).
- Pupils' awareness of their targets and achievements

7.3 The SENDco:

- Meets with teachers each term to discuss pupil progress and effectiveness of interventions.
- Analyses data based on half termly progress in reading, writing and numeracy.
- Carries out classroom observations.
- Meets with SEN TAs each term to discuss the impact of their provision.
- Carries out performance management for all SEN TAs
- Acts upon a parent questionnaire that is sent to parents of all SEND pupils each autumn.
- Gains pupil views through a pupil questionnaire during the summer term. ●  
Delivers workshops/information sessions for parents.

7.4 Interventions for individual pupils and groups of pupils are modified as a consequence of this monitoring and evaluation.

## **8. Training**

8.1 Training needs of staff are identified through performance management and individual requests.

8.2 In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

8.3 Training is carried out in school, led by the SENDCo, or through courses run by the Local Authority.

8.4 The school SENDCo attends the LA's SENDCo network meetings in order to keep up to date with local and national updates in SEN. She also attends termly meetings within the MAT.

8.5 The SENDCo is a member of NASEN (National Association of Special Educational Needs)

### **9. Roles and Responsibilities**

9.1 The responsible person for SEN is Headteacher Duncan Ratcliffe

9.2 The SEN Governor is Neil Gunnel.

9.3 SEN Teaching Assistants are: Jeanette Singleton, Jane Tripp, Katie Foster and Wendy Leslie

9.4 Wendy Leslie and Liza Williams are Autism Champions and part of our Pastoral Team

9.5 Duncan Ratcliffe, Dan Clayden and Louise Figgins are Safeguarding Leads.

### **10. Storing and Managing Information**

10.1 Parental consent is gained before any information is discussed with external professionals.

10.2 All documents are stored in a lockable filing cabinet.

10.3 All staff members understand and adhere to the code of confidentiality regarding information about any SEND need.

### **13. Accessibility**

13.1 Porthleven School has an Accessibility Plan written in compliance with schedule 10 of the Equality Act. This can be found on the Porthleven School website.

13.2 The Accessibility Plan ensures that:

- disabled pupils are not treated less favourably than their peers
- reasonable adjustments are made to avoid putting disabled pupils at a substantial advantage.

### **14. Dealing with Complaints**

14.1 Any complaint about special educational provision within the school should be directed to the class teacher or SENDCo. Should this remain unresolved, after

discussion with the Headteacher, parents will be advised to take their complaints to the Governing Body via the governor with responsibility for SEND. Should a resolution not be found through discussion in school, guidance will be sought from a representative from the Special Education Needs branch of Children, Young People and Families Services.

## **15. Bullying**

15.1 At Porthleven School we work hard to mitigate the risk of bullying of vulnerable learners.

15.2 Pupils with SEND are encouraged to communicate their feelings verbally and through visual cues. Pupils who find it challenging to express emotions are supported through an Emotional Literacy programme or through anger management.

15.3 Social stories are used to help pupils to understand and act upon bullying behaviour.

15.4 Parent and Pupil Voice questionnaires provide opportunities for issues of bullying to be highlighted.

15.5 Playground 'Buddies' support vulnerable pupils during breaktimes.

15.6 Lunchtime Club is available as a sanctuary during the lunch period.

## **Review of the Policy**

This policy will be reviewed annually.

Date: January 2023

