



Special Educational Needs and Disability Policy

2023 – 2024

Designated Person responsible for managing the provision for children with SEND:

Mrs Stephanie Cook

Contact details: 01579 370457 or scook@stoke-climsland.cornwall.sch.uk

Within the Calstock and Stoke Climsland Schools Federation, people and relationships are at the heart of all we do: all our children make our schools special and what is right for them, remain the central focus. Our vision and values recognise these strengths while also reflecting our aspirations, are at the core of everything we do. We will support the learning and development of children with additional needs and ensure they are fully included in all aspects of school life.

STATEMENT OF INTENT

This policy outlines the framework for Calstock and Stoke Climsland Schools Federation to meet its duties and obligations to provide a high-quality education to all of its pupils, including pupils with special educational needs and/or disabilities. We value every child's individuality and the unique qualities and strengths they bring. We have high aspirations and expectations for all children with Special Educational Needs and strive to ensure that all SEND pupils make rapid and sustained progress from their starting point. We will strive to remove barriers to learning to ensure that all SEND pupils access, participate and engage with their learning therefore enabling them to fulfil their potential. We aim to raise levels of attainment for SEND pupils in order to narrow the gap between those identified with SEND and their peers by working collaboratively with parents/carers.

SECTION 1 – COMPLIANCE AND GENERAL STATEMENT

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities Code of Practice 0 – 25 Years (April 2020) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (June 2018)
- SEND Code of Practice 0 -25 Years (April 2020)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy (2022-2023)
- Accessibility Plan (2020-2023)
- Teachers' Standards (Dec 2021)
- United Nations Convention on Rights of the Child (1991)

This Policy has been created to ensure compliance with the Department of Education's SEND Reforms, which address measures outlined in the Children and Families Act 2014. The Act includes changes to the support and services children and young people with special educational needs and disabilities will receive. These changes came into force on 1st September 2014. This policy has been created by Mrs Stephanie Cook (SENDCo) in liaison with the Executive Headteacher, SEND Governor, SLT and staff, with due regard to the input of parents and pupils with SEND.

Calstock and Stoke Climsland Schools Federation

Across the federation, we are committed to the inclusion of all.

Our children are at the heart of everything we do; it is a place where learning and fun go hand in hand, where children and adults work together and where everyone strives to be successful.

We are hugely proud of our federation and all that we achieve together. We work hard to provide exceptional care and support alongside excellence in teaching and learning. Our federation works hard to build children's learning reliance, self-esteem and confidence whilst striving to ensure all pupils make the maximum progress possible. Please see our 'Relationship and Behaviour Policy' for a deeper insight:

[https://calstockschool.co.uk/documents/%5B848198%5DFederation Relationships Behaviour Policy - April 2022 review.pdf](https://calstockschool.co.uk/documents/%5B848198%5DFederation%20Relationships%20Behaviour%20Policy%20-%20April%202022%20review.pdf)

Calstock Community Primary School

Calstock is a three class, mixed-age primary school:

Class 1 – EYFS Y1

Class 2 – Y2 Y3 Y4

Class 3 – Y5 Y6

Stoke Climsland Primary School

Stoke Climsland is a seven class, single form, primary school.

In compliance with the SEND Code of Practice and SEND Reforms, there is a graduated approach to the identification, provision and support of all pupils which includes a period of close monitoring and targeted provision prior to the consideration being given to place a child onto the school Record of Need (RON). Should a pupil require provision that is additional and different, they are placed on the RON under one category 'SEN Support'. Provision is identified and progress monitored via Individual Provision Maps. This policy sets out our commitment to raising the aspirations and expectations for all pupils with SEND.

SECTION 2 – AIM

The overarching aim of this policy is to ensure that the needs of pupils with SEND and the barriers to their learning, are accurately identified and effectively met, so that they are able to achieve and develop well, both as individuals and as members of the community, living life with dignity and independence. (UNCRC Article 23)

To this end, we aim to:

- a) Assess pupils accurately, track their progress regularly and adjust provision in the light of ongoing monitoring.
- b) Ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all pupils, including those with SEND.
- c) Ensure that teaching and learning is multi-sensory.
- d) Make sure that additional support is well targeted, using a judicious blend of in-class support and withdrawal.
- e) Use the most appropriate resources to support learning, taking into account individual learning styles and ensuring that the development of pupils' literacy skills has the highest priority.
- f) Continuously monitor and evaluate the effectiveness of our provision for all pupils, including those with SEND, to ensure that we are providing equality of educational opportunity and value for money.

Objectives:

Through the application of this policy we wish to:

- a) Ensure compliance with National SEND Policy, most currently the DfE SEND Reforms, Children and Families Act 2014 and the SEND Code of Practice 2020.
- b) Work closely with the LA in developing their Local Offer and complying with locally agreed policies and procedures.

- c) To operate a 'whole pupil, whole school' approach to the management and provision of support for SEND.
- d) Ensure all staff implements the federation's SEND policy consistently – fully endorsing our belief that every teacher is a teacher of every child including those with SEND.
- e) Ensure that there is no discrimination or prejudice.
- f) Ensure all pupils have access to an appropriately differentiated curriculum.
- g) Recognise, value and celebrate pupils' achievements at all levels.
- h) Work in partnership with parents/carers in supporting their child's education.
- i) Guide and support all school staff, governors and parents on SEND issues.
- j) Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs.
- k) Provide appropriate resources and ensure their maximum and proper use.
- l) Involve the pupil in the process of identification, assessment and provision and to ensure that the pupil is aware that his/her wishes are taken into account as part of the process and of the shared responsibility in meeting his/her educational needs.
- m) To provide an appropriately qualified Special Educational Needs Co-ordinator (SENDCo) who will oversee and work with the SEND Inclusion Policy.
- n) To provide support and advice for all staff working with pupils who have SEND.
- o) Support pupils with SEND to develop their personality, talents and abilities to the full. (UNCRC Article 23)
- p) Encourage all pupils with SEND to develop a respect for human rights, respect for parents, their own and other cultures and the environment. (UNCRC Article 29)

SECTION THREE – IDENTIFYING SPECIAL EDUCATIONAL NEEDS

A child has a learning difficulty or disability if he/she:

- has greater difficulty in learning than the majority of children of his/her age. and/or
- a disability which prevents or hinders them from making use of educational facilities/provision that is normally available.

In addition, we identify special educational needs within the context of the usual differentiated curriculum of the school. Pupils are identified as having SEND if they are not making progress within a curriculum that:

- a) sets suitable learning challenges
- b) responds to pupils' diverse learning needs
- c) aims to help pupils overcome potential barriers to learning

In accordance with the SEND Code of Practice 2020, four broad categories of need are identified:

- Communication and Interaction
- Cognition and Learning
- Sensory and/or Physical Needs
- Social, Emotional and Mental Health.

Whilst it is clear that the purpose of identification is to work out what action each school needs to take, it is not our purpose to fit a pupil into a category and serves solely to identify the needs of each individual pupil by considering the whole child, not just his/her special educational needs.

The school will always take needs that are NOT SEND but that may impact on progress and attainment into account for example:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child (LAC)
- Being the child of a parent/carer working in the Services

SECTION 4 – A GRADUATED APPROACH TO SEND SUPPORT

Calstock and Stoke Climsland Schools Federation Graduated Approach to SEND

Quality First Teaching in the Classroom



If child is not making expected progress the class teacher will discuss with child/parents and SENDCo, ensuring that the child is included on the Class Inclusion Plan (CIP) and implement a programme of intervention to be strategically monitored and reviewed



Class teacher evaluates progress and impact of intervention with child/parents and SENDCo



Either

Remove as a concern, but monitor

Or

Complete a further cycle of 'Assess, plan, do, review' using the CIP



Evaluate progress and impact of intervention with child/parents and SENDCo



Either

Remove as a concern, but monitor

Or

Carry out further assessments and add to Record of Need (RON)



Evaluate progress and impact of intervention with child/parents and SENDCo



If there is a continuing need, carry out further assessments and consider a referral to outside agencies.

Or

Create an Individual Provision Map (IPM) with targeted actions to include additional provision.



If difficulties continue and are long-term, refer for an Education Health Care Plan (EHCP) assessment.

Details of the provision on offer can be found in each school's annual SEND Information Report, in the SEND section of each school's website.

Education, Health and Care Plan

Pupils who need more specialist provision and whose needs cannot be wholly met at SEN Support level will be the subject of Statutory Assessment. A collation of information and views from the child, parents/carers and all professionals involved in their education, health and/or care is coordinated by the SENDCo. An initial referral for assessment is then submitted to the Local Authority. The Local Authority then consider the application and issue an EHCP as appropriate. There is a statutory requirement to review an EHCP annually. This review meeting is chaired by the SENDCo at school and the child, parents/carers and all professionals involved, are invited to attend.

The SENDCo is responsible for:

- a) Coordinating the assessment of specific needs of students with SEND, including application for statutory assessment
- b) Managing the screening of pupils for dyslexia
- c) Line managing 1-1 support staff
- d) Liaising with other schools and settings to support transition into school and onto the future settings
- e) Ensuring all relevant information is forwarded on to new settings
- f) Day-to-day operation of the federation's SEND Policy
- g) Liaising and advising class teachers and support staff
- h) Maintaining the SEND Record of Need and the records of all pupils with SEND
- i) Liaising with parents/carers of pupils with SEND
- j) Liaising with external services
- k) Attending/hosting review meetings for pupils with SEND including those with an EHCP
- l) Applying for access arrangements

SECTION 5 - CRITERIA FOR EXITING THE SEND RECORD OF NEED

The SENDCo has responsibility for the removal of a pupil from support on the Record of Need at both schools. The decision will be informed by progress and attainment of pupils, in relation to their individual needs. Liaison with the child, parents, teaching staff and external agencies will be sought.

SECTION 6 – SUPPORTING PUPILS AND FAMILIES

- Families of pupils with SEND are guided towards the Care and Support in Cornwall website www.supportincornwall.org.uk with regard to the LA Local Offer for SEND in accordance with Regulation 51, Part 4.
- Links to services that can support children and families can be found on each school's SEND Information Report (available on both school websites)
- Admission arrangements can be found on the school website, within the SEND section
- The school's policy on managing the medical conditions of pupils can be found on the school website
- Transition meetings between class teachers to discuss the needs of individual pupils with SEND take place in July and will include the passing on of all records
- We ensure that Y6 pupils with specific SEND can access KS2 SATS. The SENDCo, in liaison with the Y6 class teachers, ensures access arrangements have been made in a timely manner

SECTION 7 – SUPPORTING PUPILS WITH MEDICAL CONDITIONS

- The school recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education, including educational visits and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.
- Some pupils may also have SEND and/or an EHCP, which brings together health and social care needs, as well as special educational provision.
- The school has a number of members of staff trained in Paediatric and General First Aid and, where appropriate, staff are trained in managing the medication and other treatments of pupils with medical conditions. Please see each school's policy for supporting pupils with medical conditions for more detailed information.
- The school follows guidance published by the DfE which can be found at www.sendgateway.org.uk

SECTION 8 – MONITORING AND EVALUATION OF SEND

Please refer to information given in Section 4 of this policy. The quality of provision offered to all pupils with SEND is continuously monitored through ongoing daily, weekly, half termly and annual review, on an individual and cumulative basis in conjunction with the Governors, Executive Headteacher, SLT, teaching staff and parents in line with an active process of continual review and improvement of whole school practice.

SECTION 9 – TRAINING AND RESOURCES

- All professional development needs are identified through the school's appraisal system, self-evaluation and quality assurance processes and feed into the federation's Long Term Plan for Growth and Development (LPGD).
- Ongoing training and development for all staff to maintain knowledge and expertise of SEND is a continuous priority for the school.
- The Executive Headteacher oversees the professional development of all teaching staff and teaching assistants and occurs during whole school training days and by attending training. Colleagues attending courses are expected to disseminate and share relevant knowledge with other staff within the school.
- The SENDCo undertakes an annual Audit of Staff Skills and SEND Knowledge in order to recognise and address gaps within the school and for individuals.
- Newly appointed teaching and support staff undertake an induction meeting with the SENDCo who will explain systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The SENDCo regularly attends network meetings in order to keep up to date with local and national developments in SEND and also supports the LA through involvement in work strands to address ongoing developments in SEND Reforms.
- Support Staff are encouraged to take an active part in all school functions/training.

SECTION 10 – ROLES AND RESPONSIBILITIES

Role of the SEND governor/Governing Body

There is a named SEND Governor: Shona McCombie

The Governing body has regard to the SEND Code of Practice (2015) when carrying out duties towards all pupils with SEND. Consequently, it is their responsibility to:

- Ensure the necessary provision is made for pupils with SEND.

- Determine the school's general policy and approach to pupils with SEND in cooperation with the Executive Headteacher and SENDCo.
- Ensure that the teachers are aware of the importance of identifying and providing for those pupils with SEND.
- Ensure that the policy and information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services are available for parents.
- Ensure that the school's progress in implementing the policy and its impact on pupils are regularly reported to the Governing Body.
- Ensure that parents are notified of a decision by the school to make SEND provision for their child.
- Ensure that pupils with SEND are included as far as possible into the activities of each school.
- Consult with the LA and the Governing bodies of other schools, when appropriate, in the interests of coordinated SEND provision in the area.

Role of Support Staff

Support staff, including Higher Level Teaching Assistants (HLTAs), general Teaching Assistants (TAs), Learning Support Assistants (LSAs) and Inclusion Team staff, are recruited to work within the classroom and/or with targeted groups or individuals outside the classroom as directed by the SENDCo, Executive Headteacher, SLT, SMHL and class teachers. The learning of **all pupils** remains the responsibility of the class teacher at all times.

SENDCo

Mrs Stephanie Cook

Designated Safeguarding Lead:

Mr Ben Towe (Executive Headteacher)

Deputy Designated Safeguarding Leads:

Mr John Pengelly

Mrs Stephanie Cook

Senior Mental Health Lead:

Mrs Stephanie Cook

Designated Teacher for Looked After Children:

Mrs Donna Kilpin

Designated Member of Staff responsible for Pupil Premium:

Mrs Mary Breeze

Designated Member of Staff responsible for managing the School's responsibility for meeting the medical needs of pupils:

Mrs Stephanie Cook

SECTION 11 – STORING AND MANAGING INFORMATION

The school complies with the current data protection and confidentiality requirements with regard information about pupils and families.

SECTION 12 – REVIEWING THE SEND POLICY

This policy will be reviewed annually to comply with requirements for SEND with effect from April 2015.

SECTION 13 – ACCESSIBILITY

Please refer to the Accessibility Plan. This can be seen on the school website.

SECTION 14 – DEALING WITH COMPLAINTS

The school's standard complaints system applies. More information can be found on the school website.

SECTION 15 – BULLYING

Please refer to the school's Relationship Behaviour Policy which is available on the school website.

Policy Agreed:

Date: September 2023

Signed – Chair of Governors: CBissell

Review Date: September 2024