



St Mewan CP School SEND Policy September 2022 **(to be reviewed September 2023)**

Introduction

Our vision at St Mewan School for children with SEN (Special Educational Needs) and disabilities is the same as for all children and young people – that they achieve well in their early years, at school in college, and beyond to lead happy and fulfilled lives (SEND Code of practice 0-25 January 2015).

At St Mewan School, children are considered to have special educational needs if they have significantly greater difficulty in learning and that they require support in the classroom that is additional to and different from others of the same age. Children's learning difficulties show themselves in a variety of ways. Some are temporary, others more permanent. They may be mild, requiring minimal support, but others may be serious, requiring more long-term intervention and greater support. Under the Equality Act 2010 you are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

There are 4 primary areas of special educational needs:

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

In this policy we detail how we aim to make provision for all such children at St. Mewan School.

Mission Statement

Our school is committed to providing the highest quality learning experiences for our pupils.

Teachers are energetic, inspiring and innovative, and dedicated to nurturing a lifelong love of learning. Learning that focuses on developing confidence, independence and a mastery of skills that will ensure our pupils are equipped to become thoughtful, reflective adults who are sensitive to the ever-changing world around them.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (January 2015) 3.65 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 (Jan 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (August 2017)
- The National Curriculum in England: framework for Key Stage 1 and 2 (May 2015)
- Safeguarding Policy
- Teachers Standards (June 2013)

Aims and Objectives

- To work in partnership with children and their families at every stage of the SEND process;
- to create an environment that meets the special educational needs of each child;
- to ensure that the special educational needs of children are identified, assessed and provided for;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to enable all children to have full access to all elements of the school curriculum.

Educational Inclusion

We respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication and language;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in

learning effectively and safely;

- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Support staff assist teachers in responding to children's needs by:

- sharing in the assessment of needs and planning of objectives;
- carrying out differentiated activities or programmes of work, with small groups or individuals, as specified by the teacher;
- using suitably modified resources or activities to help meet specific objectives.

Roles and Responsibilities

The Executive Headteacher, Headteacher and Governing Body determine the school's general policy and resources allocation. The teaching staff are responsible for meeting SEND in their own class and liaise with the SENDCo regularly, who coordinates SEND within the school. The SENDCo in turn keeps the Governing Body fully aware of SEND issues.

In St Mewan CP School, the appointed SENDCo is Mrs Yvette Gamble.

The role of the Special Educational Needs and Disability Coordinator (SENDCo):

The SENDCo:

- manages the day-to-day operation of the policy; co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises teachers and support staff;
- maintains the school's SEN register;
- contributes to and manages the records of all children with special educational needs;
- manages the school-based assessment and completes the documentation required by outside agencies and the LA;
- acts as the link with external agencies and other support agencies;
- acts as the link with parents;
- maintains resources and a range of teaching materials to enable appropriate provision to be made;
- monitors and evaluates the special educational needs provision and reports to the governing body;
- manages a range of resources, human and material, linked to children with special educational needs.

The Role of the Governing Body:

Working within available resources the Governing Body does its best to secure the necessary provision for any pupil identified as having special educational

needs. The governors ensure that all teachers are aware of the importance of providing for these children. The Governing Body has decided that children with special educational needs will be admitted to the school in line with the County agreed admissions policy.

Allocation of resources

The Headteacher is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs.

The Executive Headteacher / Headteacher / SENDCo agrees with staff how to use funds directly related to needs and this is linked to the school improvement plan.

Assessment

Early identification of special educational needs is vital. If a concern is raised when there has been an assessment of attainment and progress:

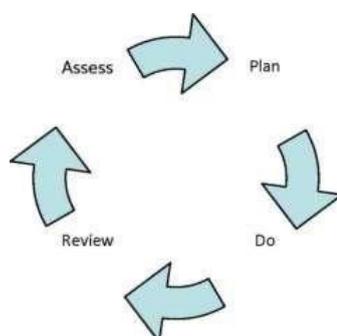
- The class teacher informs the parents and SENDCo at the earliest opportunity to alert them to concerns and attempt to enlist their active help and participation.
- The class teacher and the SENDCo assess and monitor the children's progress in line with existing school practices.
- The SENDCo works closely with parents and teachers to plan an appropriate programme of intervention and support.

The assessment of children reflects as far as possible their participation in the whole curriculum of the school. The class teacher and the SENDCo can break down the assessment into smaller steps in order to aid progress and provide detailed and accurate indicators.

The SEND (Special Educational Needs and Disability) Process:

The process:

- Encourages the participation of pupils and their families;
- Integrates the work of education, health and care providers;
- Follows a cyclical, graduated approach of Assess, Plan, Do, Review.



St Mewan school uses the following graduated approach to respond to children's special educational needs:

1. Initial Concerns

Where a pupils' attainment or progress is cause for concern teachers will share their concern with the child's parents/carers and the SENDCo.

Alternatively, a parent may have concerns that they share with the class teacher. The quality of teaching and learning these children receive will be monitored and they may be offered some additional support (through the school's Provision Mapping process). A "Pupil Passport" outlining their strengths, weaknesses and support strategies being used is put into place. Their progress will be closely monitored and regularly reviewed.

2. Placing children on the school's SEND Record of Need (RON).

Where there is concern that 'everyday' quality teaching is not enough to support their needs there is a discussion with relevant staff, parents/carers and the child as appropriate. If it is decided that additional provision is required; specific learning programmes (in addition to those usually on offer in the classroom) are drawn up. A Student Support Plan is put into place and the child's progress is carefully monitored.

3. Personal Student Support Plans.

If, despite receiving differentiated learning opportunities a child:

- makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness;
- shows signs of difficulty in developing English or mathematical skills, which result in poor attainment;
- presents persistent emotional or behavioural difficulties, which are not met by the behavioural management techniques usually employed in the school;
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment;
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum;

then parents will be asked to give consent for greater involvement of external agencies; e.g., Autism Outreach/Educational Psychologists/Speech and Language Therapists. Pupils will need a more individual intervention programme and these will also be recorded in the Student Support Plan.

Where schools seek the help of external agencies, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. They can then advise on new and appropriate targets for the child's Support Plan and on any accompanying strategies. The targets set may require specialist assessment arrangements to measure the child's progress. If so, outside

specialists such as educational psychologists may be required for this. The SENDCo will liaise with the external agency making sure that appropriate advice and support is given to both parents and colleagues.

The SENDCo, class teacher, and external specialists, should consider a range of different teaching approaches and appropriate equipment and teaching materials, including the use of information technology. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The delivery of the interventions recorded in the Student Support Plan continues to be the responsibility of the class teacher.

4. Application for an Education, Health & Care (EHC) Plan

Where a child's needs are considerable and there is still limited progress; following interventions and support from professional agencies, the decision may be taken to request an Education Health and Care Plan (EHCP). This process involves presenting to the Local Authority detailed records of the support and strategies implemented and the impact made on progress for their consideration. Parents and carers will be fully involved in the process and have the opportunity to contribute to the assessment request.

Partnership with parents

Our School Local Offer can be found on the school website

<http://www.stmewan.cornwall.sch.uk/website/send/197870>

Our SEND governor, Mrs Emma Newnes, takes a special interest in special needs and is willing to talk to parents.

At all stages of the special needs process, the school keeps parents/carers fully informed and involves both parents and pupils. We take account of the wishes, feelings and knowledge of pupils and parents/carers at all stages. We encourage parents/carers to make an active contribution to their child's education.

We have termly meetings to share progress with children and their parents/carers. We inform the parents/carers of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

Monitoring and evaluation

- The SENDCo monitors the movement of children within the SEND system in school.

- The SENDCo provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- The SENDCo is involved in monitoring and supporting teachers in drawing up the Student Support Plans.
- The named governor with responsibility for special needs is kept informed of developments.
- The Governing Body reviews implementation of the policy regularly.

Storing and Managing information

Please see the GDPR Policy

Staff responsible for SEND

Headteacher: Mrs Elaine

Badger SENDCo: Mrs Yvette
Gamble

SEND Governor – Mrs Emma Newnes

1:1 Teaching Assistants line manager – Mrs Yvette
Gamble

Designated member/s of staff with specific safeguarding responsibility – Mrs
Elaine Badger

Designated member/s of staff responsible for managing meeting the needs of
pupils

–Mrs Yvette Gamble

Designated member of staff responsible for managing PPG/LAD funding– Mrs
Elaine Badger

Designated teacher for Looked After Children – Mrs Yvette Gamble

Reviewing the policy

This policy will be reviewed annually. The next date for review is: September
2023