



# SPECIAL EDUCATIONAL NEEDS POLICY

April 2017

## COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DFE (Feb 2013)
- Special Educational Needs and Disabilities (SEND) Code of Practice 0 – 25 (July 2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The named Special Educational Needs and Disabilities Coordinator (SENDCO) for St Minver School is Mrs Sally Hewitt who has completed National Award for SEN (NASENCo award) (Clause 64, C & F Bill, 2014).

The person responsible for managing the provision for pupils at St Minver School is Mrs Trish Warne Higher Learning Teaching Assistant (HLTA) and SENDCO Learning Support Assistant (LSA).

The advocate for SEND on the Senior Leader Team is Mr Paul Howard, Deputy Head Teacher.

The contact details for Mrs Sally Hewitt, Mrs Trish Warne and Mr Paul Howard is 01208 862496.



## EQUAL OPPORTUNITIES STATEMENT

St Minver School understands that children come to this school with different backgrounds, knowledge, experience, ability and capability.

St Minver School therefore aim to ensure that any learning taking place in this school is accessible by all pupils, regardless of ability, gender, race or belief and that teaching is made relevant to pupils' own experiences and abilities.

## AIMS

St Minver School's overarching aim is to create an atmosphere of encouragement, acceptance and respect for the achievements and sensitivity to individual needs, in which all pupils can thrive.

To enable pupils to reach their full potential, our aim is as follows;

- Identifying, at an early age, individuals who need extra help and attention
- Enabling each pupil to partake in, and contribute fully, to school life
- Endeavouring to meet the individual needs of each child
- Developing a feeling of self-esteem within the individual
- Fostering an atmosphere in St Minver School which will promote a happy, sensitive and secure environment to ensure the most effective learning for all children
- Providing for children's individual needs by supporting them in various ways: whole class, small groups and individual monitoring
- Monitor closely those with SEND by assessment, plan, do and review, to enable all to recognise, celebrate and record achievements
- Providing access to and progression within the full curriculum
- Working with parents and other agencies to provide support and opportunities for those children with SEND
- Using a variety of teaching strategies, which include different learning styles, to facilitate meaningful and effective learning for all children
- Assisting all staff in the delivery of educational entitlement and ensuring they are aware of a child's individual needs
- Ensuring access to a range of resources to support staff in their teaching of children with SEND
- Including the voice of the child in all target setting and planning



## OBJECTIVES

- Identify and provide for pupils who have special educational needs and additional needs
- Work within the guidance provided in the SEND Code of Practice, 2014
- Operate a “whole pupil, whole school” approach to the management and provision of support for Special Educational Needs
- Provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEN Inclusion Policy
- Provide support and advice for all staff working with Special Educational Needs pupils

## IDENTIFYING SPECIAL EDUCATIONAL NEEDS

See link below:

[Identification and assessment of Special Educational Needs](#)

## DISABILITY

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.’ This definition provides a relatively low threshold and includes more children than many realise; ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial.’ This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between a child with a disability and those with SEN. Where a child with a disability requires special educational provision they will also be covered by the SEN definition.

St Minver School observe two key duties:

- We must not directly or indirectly discriminate against, harass or victimise a child with a disability
- We must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that a child with a disability is not at a substantial disadvantage compared with his or her peers. This duty is anticipatory – it requires thought to be given in advance to what a child with a disability might



require and what adjustments might need to be made to prevent that disadvantage

Please see the school's [Equality Policy](#) and objectives and the [Accessibility Plan](#) for further information.

## OTHER AREAS OF CONCERN

### Attendance and Punctuality

Pupils must be punctual in attending school and pupils must attend school every day unless a pupil is unwell or has an authorisation from the Head Teacher to be absent.

A failure to be punctual and a failure to attend school regularly has an impact upon a progress a pupil may make and an attainment.

### Health and Welfare

It is imperative that parents and carers of a child or children who attends St Minver School informs staff of any areas of concern that there may be for a pupil such as asthma, epilepsy, or allergies, and also if there is illness within a family unit which is of a concern, or if there has been a bereavement, or there is likely to be a loss of a close family member or friend. Any of these areas of concern will affect the performance of a child.

### English as an Additional Language

Children who speak a language other than English at home, or as well as English can be supported through The Equality and Diversity Service. A pupil's needs, on entry to St Minver School, are identified through The Language in Common Assessment Tool, to establish a baseline for a pupil, and to identify if a lack of progress a child is making is due to EAL or to a learning difficulty.

### Being in receipt of Pupil Premium Grant

Children who have had free school dinners or who have free school dinners in KS2 are eligible for the pupil premium grant. Not all pupils who have free school dinners will have SEN.

See link below:

[Pupil Premium](#)



### Being a Looked After Child

A child who is being fostered is described as a "Looked After Child." A Looked After Child is supported in school by Mrs Rachel Gregson who is the Designated Teacher.

The welfare of these children is tracked by Social Services, as well as staff at St Minver School. Being a Looked After Child can sometimes have an impact upon the progress and attainment of a child. Not all Looked After Children have SEN.

### Being a child of Serviceman/woman

All children of servicemen or servicewomen are entitled to a pupil premium grant. A child's progress and attainment can be affected if a child moves schools frequently.

## ASSESSMENT, PLAN, DO and REVIEW

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the Head Teacher Mr Phil Banks, SENDCO Mrs Sally Hewitt and the SENDCO Learning Support Assistant Mrs Trish Warne
- Analysis of pupil tracking data
- Monitoring of procedures and practice by the SEND governor Mr Lee Bateman
- School Self-Evaluation document
- Meetings of parents and staff, both formal and informal

See link below:

[Identification and assessment of Special Educational Needs](#)

## MANAGING PUPILS NEEDS ON THE SEN RECORD OF NEED

### Specialist Support

Signposting to specialist support can be found in the following documents and link below:

- [Identification and Assessment of Special Educational Needs](#)
- [A list of Professional Organisations used by St Minver School](#)



## EDUCATION, HEALTH AND SOCIAL CARE ASSESSMENTS

See link below:

[Identification and assessment of Special Educational Needs](#)

## CRITERIA FOR REMOVING FROM THE RECORD OF NEED

See link below:

[Identification and assessment of Special Educational Needs](#)

## SUPPORTING PUPILS AND FAMILIES

To find information of how St Minver School support pupils and their families, please see links below:

[LA Local Offer](#)

[Family Information Services](#)

[The Special Education Information Report](#)

Links with other agencies to support the family and the pupil can be found below:

- [A list of Professional Organisations used by St Minver School](#)
- [Admission Arrangements](#)

## STANDARDISED TESTS AND SATs

Class teachers, in partnership with the SENDCO, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests, then the SENDCO will liaise with the class teacher to assess pupils' eligibility for access arrangements and make reasonable adjustments where necessary.

## TRANSITION ARRANGEMENTS

See link below:

[The Special Education Information Report](#)

## SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

St Minver School recognises that pupils at school with a medical condition should be properly supported so that they have full access to education, including school



trips and physical education. Some children with a medical condition may have a disability and where this is the case the school will comply with its duties under the Equality Act.2010. Some may also have Special Educational Needs (SEN) and may have a statement or Education Health and Social Care (EHC) 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. The school has a policy for Supporting Pupils at School with Medical Conditions, which can be found under the "Policies" tab on the school website.

The member of staff responsible for managing the school's responsibility for meeting the medical needs of pupils is Mr Paul Howard, Deputy Head Teacher.

## MONITORING AND EVALUATION OF SEND

St Minver School regularly and carefully monitor and evaluate the quality of provision offered to all pupils against progress made. All pupils on the Record of Need are reviewed termly against the targets set for them, and the strategies recommended to support the progress of the child with SEN. Parents and pupils are involved in this process, as well as the pupil's class teacher and the LSA who supports the child. The SENDCO and/or the SENDCO LSA liaises with the SEND Governor termly to reflect upon practice.

Pupils who are supported on a 1:1 basis by an LSA are monitored, together with their LSA by the SENDCO LSA to promote an active process of continual review and the improvement of provision for these pupils.

All other pupils with SEN are reviewed in this way.

## TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff undertake training and development. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual pupils.

Continuous Personal Development (CPD) will occur across the Aspire Academy trust and beyond working collaboratively to ensure better outcomes for all pupils.

SEND is funded through County when a child has a statement or an EHC Plan. Trish Warne, The SENDCO LSA, regularly attends the Local Authority's SENDCO network meetings in order to keep up to date with local and national updates in SEND.



## ROLES AND RESPONSIBILITIES

School Governors, in consultation with the Head teacher, have a legal responsibility for determining the policy and provision for pupils with Special Educational Needs. They maintain a general overview and have an appointed representative who takes particular interest in this aspect of the school. This named person is Mr Lee Bateman.

Governors will ensure that:

- The necessary provision is made for any pupil with SEND
- All staff are aware of the need to identify and provide for pupils with SEND
- Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- Parents are notified if the school decides to make SEND provision for their child
- Parents are kept fully informed about SEND issues, so that they can play a major part in school self-review
- There is appropriate staffing and funding arrangements

The Head Teacher is responsible for:

- The management of all aspects of the school's work, including provision for pupils with Special Educational Needs
- Keeping the governing body informed about SEND issues

The Special Educational Needs Disability co-ordinator (SENDCO), together with the SENDCO LSA is responsible for:

- Overseeing the day to day operation of the school's SEND policy
- Co-ordinating the provision for pupils with Special Educational Needs
- Ensuring that an agreed, consistent approach is adopted
- Liaising with and advising other school staff
- Helping staff to identify pupils with Special Educational Needs
- Carrying out assessments and observations of pupils with specific learning problems
- Supporting class teachers in devising strategies, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with Special Educational Needs and on the effective use of resources in the classroom
- Liaising closely with the parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process



- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- Maintaining the school's Record of Need and the Record of an Initial Concern, and a provision map for each record
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records, end of year Optional SATs, SATs, etc
- Contributing to the in-service training of staff
- Liaising with the SENDCO in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other

Class teachers are responsible for:

- Providing high quality teaching for all children
- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCO, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum
- Retaining responsibility for the child, including working with the child on a daily basis even if not working in their class environment (Read Write Inc.)
- Making themselves aware of the school's SEND policy and the document "Identification and Assessment of Special Educational Needs" for the identification, monitoring and supporting of pupils with SEND
- Directly liaising with parents of children with SEND

All other staff should be:

- Aware of the school's SEND policy and the document "Identification and Assessment of Special Educational Needs" for the identification, monitoring and supporting of pupils with SEND
- Directly liaising with parents of children with SEND
- Using the school's procedure for giving feedback to teachers about a pupils' progress
- Working as part of a team with the SENDCO and the SENDCO LSA, and the teacher supporting pupils' individual needs, ensuring the inclusion of pupils with SEND within the class

## SAFEGUARDING

The name of the Designated Teacher with specific Safeguarding responsibility is Paul Howard, Deputy Head Teacher and his deputy is Trish Warne, SENDCO LSA.



## PUPIL PREMIUM AND LAC FUNDING

The name of the member of staff responsible for managing pupil premium funding and LAC funding is Mr Phil Banks, Head Teacher.

The Designated Teacher for meeting the needs of those children who are entitled to pupil premium is Mr Paul Howard, Deputy Head Teacher.

## STORING AND MANAGING INFORMATION

Documents relating to pupils on the SEND Record of Need will be stored in individual files stored securely within the SEN room. A duplicate copy of a child's file is stored securely with the child's class teacher. SIMs is used as a secure method of recording meetings and the coding of a pupil's status.

SEND records will be passed on to a child's next setting when he or she leaves St Minver School. A copy is kept at St Minver School for 70 years.

## ACCESSIBILITY

See link below:

Single [Equality Schemes](#) and [Accessibility Plan](#)

## ARRANGEMENTS FOR THE TREATMENT OF COMPLAINTS

The procedure for managing complaints is as follows:

- Parents issuing a complaint will be directed to the head teacher, via the child's teacher or the SENDCO
- After initial discussion, the head teacher will respond to the complaint within 1 week, when parents will be invited in to a meeting with relevant staff. Outside agencies will be involved as appropriate

## BULLYING

At St Minver School staff ensure that all pupils, vulnerable or not are listened to and any complaints from a pupil or pupils, or the parents of a pupil or pupils are followed up and investigated by a member of the senior management team or the SENDCO or SENDCO LSA.

All pupils are nurtured in an environment which is caring and which is compassionate, and all pupils are encouraged to play with each other.



For those pupils who find it difficult to learn the rules of a game there is a social skills group called Funky Friends which imbeds the social skills requisite to all pupils in all contexts in school or otherwise.

There are Playground Leaders from Y5 who spend time teaching those pupils who find it difficult to play a number of playground games.

Those pupils who have SEN know that they have a learning difficulty and are supported by the SENDCO, The SENDCO LSA, class teachers and TAs in their learning, and often their peers support them within the class setting and in the playground.

As a pupil with SEN progresses through the Key Stages it is gauged when it is appropriate to provide a support that is more remote in order to foster self-help skills and independence.

The use and understanding of social media is promoted by all class teachers and pupils are made aware of the dangers of the internet and how to protect themselves from cyber-bullying, as well as other issues that relate to an inappropriate access of the internet.

For more information, see link below:

[Behaviour Policy](#)

## REVIEWING THE POLICY

This policy will be reviewed annually by the SENDCO and SENDCO LSA, together with the SEN Governor.

Mrs Trish Warne  
SENDCO LSA

April 2017

This policy was developed by Mrs Trish Warne SENDCO LSA, together with Mrs Sally Hewitt SENDCO and Mr Lee Bateman SEN Governor, in liaison with the Senior Leader Team, and parents of pupils with SEND, in accordance with the SEN Code of Practice 2014.