



Special Educational Needs and Disability Policy

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Principles & Ethos

At Penair we passionately believe that all learners have the right to a broad and balanced curriculum and a positive experience of school life, including social events and extra-curricular activities. We strive to ensure that all students are able to engage in all aspects of school life. We provide a range of support in order to facilitate this and regularly review what we do. This ensures that we provide the most accurate support in line with the needs of the young person and paying careful consideration to the young person’s opinion and preference.

Assisting students to become independent and courageous learners is a key aim. Ensuring that they leave school with the necessary skills to be independent is key to the success of our students.

We value academic, social and emotional progress in equal measure and work tirelessly to support our students achieve their personal best.

1.0 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 2015) and has been written with reference to the following guidance and documents:

- Equality act 2010: advice for school DfE Feb 2013
- SEND Code of Practice 0-25 Years (April 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (2012)
- United Nations Convention on Rights of the Child (1991)

This policy has been created to ensure compliance with the Departments 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 the Director of Inclusion in liaison with the Headteacher, SEN Governor, SLT and staff, with due regard to the input of parents and pupils with SEND.

Penair School adopts the whole school policy for meeting the needs of students with special educational needs and providing an inclusive education. Each area of the curriculum values the learning and achievement of all students and aims to meet their individual needs. Each subject area has the responsibility to ensure that all students can make progress in line with their abilities. Integration of students is regarded as crucial, and we believe that all our students are entitled to a broad and balanced curriculum. This rationale is embodied in the PSHE program (see PSHE policy) and all students are encouraged to value each other for what they are and what they might become.

The staff will ensure that students with special educational needs join in the activities of the school together with students who do not have special educational needs, in so far as this integration is not detrimental to the efficient education themselves or of other students in the school.

Support systems are designed to meet the range and variety of special needs within the school. It is the responsibility of all staff to identify students who may have special needs and to use assistance within school in order to try to meet those needs. The school site has been modified for wheelchair access and there are lifts and ramps to ensure full access to all parts of the school. There are disabled toilets in strategic areas of the school.

Penair School operates an Equal Opportunities Policy for the admission of students with special educational needs and therefore afforded the same rights as students without special educational needs. The school takes advice from the Local Authority (LA) and external agencies as to their

appropriate resources and facilities that may be needed in the integration of the special needs students into Penair School.

Kate Finlay is the Director of inclusion (includes the role of SENCO) and is responsible for coordinating the day to day provision for students with special educational needs.

In compliance with the new SEN 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 single category namely SEN support. (This category replaces the categories of School Action and School Action Plus). Their provision will be identified and progress monitored via Individual Mapping of provision.

This policy sets out our commitment to raising the aspirations and expectations for pupils with SEN.

2.0 Aim (the longer view)

The overarching aim of this policy is to ensure that the needs of pupils with SEN, and the barriers to their learning are accurately identified and effectively met so that they are able to achieve well and develop well both as individuals and 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 SEN.
- c) Ensure that teaching and learning is multi- sensory.
- d) Make sure the 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 pupil's literacy skills has the highest priority.
- f) Continuously monitor and evaluate the effectiveness of our provision for all pupils, including those with SEN, 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 a compliance with National Send Policy, most currently the DFE SEND Reforms Children and Families Act 2014 and the Send Code of Practice 2015.
- 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 of provision of support for SEN.
- d) Ensure all staff implement the schools SEN policy consistently fully endorsing our belief that every teacher is a teacher of every child including those with SEN.
- e) Ensure that there is no discrimination or prejudice.
- f) Ensure all pupils have access to an appropriately adaptive curriculum.
- g) Recognise, value and celebrate pupils achievements at all levels.
- h) Work in partnership with parents and carers in supporting their child’s education.
- i) Guide and support all school staff, governors and parents on SEN 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 the shared responsibility in meeting his/her educational needs.
- m) To provide an appropriately qualified special educational needs coordinator (SENCO) who will oversee and work with the SEN inclusion policy.
- n) To provide support and advice for all staff working with people who have SEN.
- o) Support pupils with SEN to develop their personality, talents and abilities to the full (UNCRC article 23).
- p) Encourage all pupils with SEN to develop a respect for human rights, respect for parents, their own and other cultures and the environment. (UNCRC article 29).

3.0 Identify 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 has 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 contexts of the usual differentiated curriculum of the school. Pupils are identified as having SEN if they are not making progress with a curriculum that:

- a) Sets suitable learning challenges
- b) Responds to the pupils diverse learning needs
- c) Aims to help pupils overcome potential barriers to learning

In accordance with the SEND Code of Practice 2015, for broad categories of need or identified:

- **Communication and interaction**
- **Cognition and learning**

- **Sensory and/ or physical needs**
- **Social, mental and emotional health**

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

The identification of behaviour as a need is no longer an acceptable way of describing SEN and any concerns relating to a child's behaviour will be described as an underlying response to a need which the School has recognised and identified clearly.

4.0 A graduated approach to SEN support at Penair School

At Penair all teachers are responsible and accountable for the progress and development of all pupils in their class including where pupils access support from specialist staff and teaching assistants. High-quality teaching, differentiated for individual pupils, is a first step in responding to people who have a SEN. Quality first teaching as a priority of the school. It is regularly and rigorously monitored and there is a focus on continual improvement of the teaching of all pupils, including those at risk of underachievement. This includes reviewing and where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. Close liaison is maintained with all members of staff by the SENCO to ensure that pupils are only identified as having SEN if they do not make adequate progress once they have had appropriate interventions/adjustments and good quality personalise teaching.

Details of the provision on offer at Penair can be found in the School Offer in the SEN section of the school's website and the Family Information Service, Cornwall Website.

Levels of need

Penair Schools Graduated Response consists of three levels as follows:

Wave 1. Strategies/ adaptive teaching in lesson

Wave 2. Intervention in school

Wave 3. Significant Interventions from external providers, this includes the Harbour and the Hive

Students are placed on the SEN register with a code to identify their level of need.

Level 1. Education, health and care plan (E code on data system)

Pupils who need more specialist provision and whose needs cannot be wholly met at SEN Support level are the subject of Statutory Assessment.

The annual review is completed by the SENCO who obtains the views and information about the child from all other professionals involved in their education, health and/or care. Parents/Carers views and those of the child are obtained and are part of the statutory requirement to review an EHCP annually. This review meeting is held at the school with parent, child and all professionals involved invited to attend.

EHCP Assessment Requests

These can be made by:

- The child/young person's educational setting (with the knowledge and agreement of the parent/carer or young person)
- Parents/carers for a child aged 0-16 and for a young person with SEND (aged 16-25) who cannot make the referral independently or with support
- A professional organisation, such as a health or social care professional. They should have the knowledge and agreement of the parent/carer or young person
- Young people with SEND between the ages of 16-25 independently or with support

Penair commits to submitting all information, for example, Records of Needs, intervention records, Assess plan of reviews etc for any route that is taken to submit a request.

The evidence required for a school application is extensive and students new to Penair are advised that a minimum of 12 months is required to establish need, support and interventions and appropriate reviews of progress and impact. During the transition from primary, parents are actively encouraged to consider and submit so that the wealth of information collated at primary school is able to be part of the application.

Level 2. SEN Support (K Code on data system)

Pupils are placed on the RON at this level after assessment and consultation between the SENCO and Class Teacher when it is established that they have a significant learning difficulty and need provision that is **additional and different**.

At this point, parents/carers will be informed of the decision and the school will continue to work in partnership with them, listening to views on those of the parents/carers and involving them proactively in planning and decision-making. This will take the form of a 'Assess-Plan-Do-Review' Cycle.

Assess

- Teachers' high quality, accurate formative assessment and experience of a child
- Pupil progress, attainment and behaviour
- Development and Attainment in comparison to peers
- Views and experience of parents
- The child's own views
- If relevant, assessments, views of and advice from external services.

Plan

A plan will be drawn up by the SENCO and Inclusion team in consultation with parents and child **if progress is causing concern** it would include:

- The outcomes agreed for the next half term
- The support and interventions to be put in place
- The expected Impact on progress, development or behaviour
- ADPR completed by the member of staff leading the intervention
- The plan will be recorded on the pupils Individual Provision Map.

Do

- The class teacher remains responsible for working with the child on a daily basis and works closely with TAs or specialist staff to plan and assess the impact of the interventions.
- The SENCO supports the class teacher and the further assessment of the child's particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support.

Review

- Parents and the pupil will be invited to review support with the SENCO and/or the class or form teacher in order to monitor/review the effectiveness of the support and the impact on the child's progress **if progress is causing concern**. This is carried out through the parents evenings as evidenced in Table 1 in Section 8.

Involving specialists

If a child continues to make little or no progress over a sustained period where they continue to work at level substantially below age expected despite SEN support, the school will arrange to involve diagnostic testing specialists which may include those from outside agencies. The views of the parents/carers and the child are considered at all levels of intervention.

Level 3. Record of Need (R Code on data system)

Pupils who previously been identified with needs and have a record of need in place are identified as an R code to raise their information for staff to access. They have had interventions/ support/ diagnosis previously and these have been successful in ensuring they are making good progress. It is important that staff access this information to ensure that the successful strategies continue to support the student's progress. This group of students is monitored at data entry points.

SENCO

It is the responsibility of the SENCO to have a day to day management of the SEND department and the implementation of the SEND policy.

The SENCO is Kate Finlay BSc Biology with Hons. PGCE Masters in Education, The National Award for SEN Coordination, and Certificate of Psychometric Testing Assessment and Access Arrangements (CPTAA).

The key responsibilities of the SENCO include:

- Overseeing the day-to-day operation of the schools SEND policy.
- Coordinating provision for children with SEND.
- Advising on the graduated approach to providing SEND support.
- Advising on the deployment of the schools delegated budget and other resources to meet pupil's needs affectively.
- Liaising with parents of pupils with SEN.
- Liaising with early years providers, other schools, educational psychologist, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the Local Authority and its support services.
- Liaising with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Ensuring that the school keep the records of all pupils with SEND up to date

The SENCO will also meet with the Link Governor to update on developments and management of the SEND policy and its implementation.

5.0 Criteria for exiting the SEN record of need

The SENCO has responsibility for the removal of a pupil from support on the Record of Need at Penair school. The decision will be dependent upon appropriate progress being made towards set targets and in conjunction with appropriate teaching staff/ Directors of Learning/ outside agencies and parents.

6.0 Supporting pupils and families

- Families of pupils with SEN are guided towards the Cornwall Family Information Service (FIS), www.Cornwallfisdirectory.org.uk , with regard to the LA Local Offer for SEN in accordance with Regulation 51, Part 4.
- Penair School has provided a link on the Cornwall FIS's website to information on our provision for families who have a child with a SEN and/or Disability in line with current requirements (The School Offer). This link includes the SEN Policy and SEN Information Report in accordance with Regulation 51, Part 3 section 69 (3) (a) of the Act.
- Admission arrangements can be found on the school website.
- 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 SEN take place in July and will include the passing on of all records including all Individual Provision Maps.
- We ensure that KS4 pupils with specific SEN can access GCSEs. The SENCO, in liaison with the class teachers/Faculty Heads, ensures access arrangements have been made in a timely manner.

7.0 Supporting pupils with medical conditions

- Please refer to the Supporting Pupils with Medical Conditions Policy.
- The school follows guidance published by the DfE which can be found at www.sendgateway.org.uk
- The school recognise that pupils at school with medical physical and mental health conditions should be properly supported so 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 SEN and may have an EHCP which brings together health and social care needs as well as special educational provision and The Code of Practice (2015) is followed.

- The school has a number of members of staff trained in General First-Aid and, where appropriate, staff are trained in managing the medication and other treatments of pupils with medical conditions. See the school policy for supporting Pupils with Medical Conditions for more detailed information.

8.0 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 an annual review, on an individual and cumulative basis in conjunction with the governors, a Headteacher, SLT, teaching staff and parents in line with an active process of continual review and improvement of whole school practice.

SEN Regular contact to meet the Code of Practice, is established with school and the Inclusion team through Table 1

Following updates from school, as shown below, contact is welcome from parents with the Inclusion team to share concerns and can use the email ; send@penair.cornwall.sch.uk.

At other times throughout the year please raise concerns through the expected lines of communication, through the form tutor.

Table 1: Table of Review/Contact Cycle

Year	7	8	9	10	11
Autumn term	Information evening	RON	RON	Work Experience evening	Parents evening
	Form Tutor evening				SEN parents evening
	RON	Data sent	Data sent		Data sent
Spring term	Data sent	Data sent	KS4 and Beyond evening	RON	
	Parents evening		Parents evening	Parents evening	
	SEND parents evening			Data sent	Data sent

			SEND parents evening	SEND parents evening	
Summer term	Data sent Report	Parents evening Data sent Report	Data sent Report	Data sent Report	

Assess Plan Do Reviews will be shared throughout the year following the intervention has finished and the impact considered.

9.0 Training and Resources

- All professional development needs are identified through the school's appraisal system, self-evaluation and quality assurance process and feed into the School Development Plan.
- The Headteacher oversees the professional development of all teaching staff and teaching assistants during whole school training days and by attending courses. Colleagues attending courses are expected to disseminate and share relevant knowledge with other staff within the school.
- The SENCO undertakes an annual audit of staff skills and SEN knowledge in order to recognise and address gaps within the school and for individuals.
- The school has an SENCO and SEN advisors (TAs with specialist training) who can lead on CPD.
- Newly appointed teaching and support staff undertake an induction meeting with the SENCO who will explain systems and structures in place around the school's SEN provision and practice and discuss the needs of individual pupils.
- The SENCO regularly attends SEN 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 SEN Reforms.
- Support staff are encouraged to take an active part in all school functions/training including leading after-school clubs.

10.0 Roles and Responsibilities

Role of the SEN governor/governing board

There is a named SEN governor.

The governing board has regard to the SEN Code of Practice (2015) when carrying out duties towards all pupils with SEN consequently it is their responsibility to:

- Ensure the necessary provision is made for pupils with SEN.
- Determine the school's general policy in approach to pupils with SEN in cooperation with the Headteacher and SENCO.
- Ensure that the teachers are aware of the importance of identifying and providing for those pupils with SEN.
- Ensure that the policy and information about identification, assessment, provision, monitoring and recordkeeping and use of outside agencies and services are available for parents.
- Ensure that the schools progress in implementing the policy and its impact on pupils and are regularly reported to the governing boards.
- Ensure that parents are notified of a decision by the school to make SEN provision for their child.
- Ensure that pupils with SEN are included as far as possible into the activities of the school.
- Consult with the LA and the governing board of other schools, where appropriate, in the interests of coordinated SEN provision in the area.

Role of the Teaching Assistants

Teaching Assistants and Higher Level Teaching Assistants are assigned to work within the classroom and/or with targeted groups of individuals outside the classroom; they are directed by the Senior Leaders/Director of Inclusion and class teachers. The support of the TA is carefully planned for by the classroom teacher and/or Head of Faculty. The learning of all pupils remains the responsibility of the class teacher at all times. Teaching assistants are line managed by the Director of Inclusion.

11.0 Storing and Managing Information

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

12.0 Accessibility

Please refer to the accessibility plan, which can be found on the school website.

13.0 Dealing with Complaints

Please refer to the Complaints Policy, which can be found on the school website.

14.0 Bullying

Please refer to the Behaviour Policy, which can be found on the school website.

15.0 Monitoring arrangements

This policy will be reviewed annually by the Director of Inclusion and reviewed and approved every three years by the full governing board.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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