LUXULYAN SCHOOL

Luxulyan School SEND Policy 2017 – To be reviewed Oct 2018

Introduction

Our vision at Luxulyan for children with SEND (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 July 2014).

At Luxulyan, children are considered to have special educational needs if they have significantly greater difficulty in learning than other children 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 Luxulyan School.

Luxulyan School's Mission Statement

We will lay the foundations for future success and happiness by:

- Providing a safe, secure and welcoming environment.
- Making learning enjoyable.
- Recognising that mistakes can help us learn.
- Nurturing individual skills and talents through a broad and balanced curriculum.
- Demonstrating high standards and aspirations.
- Respecting everyone as an individual.
- Promoting a high level of self-esteem and independence.
- Taking pride in, and responsibility for, our community and the wider world.

Grow * Learn * Enjoy * Excel

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
- SEND Code of Practice 0 - 25 (July 2014)
- Schools SEN Information Report Regulations (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
- Teachers Standards 2012

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 f or 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 Headteacher and Governing Body determine the school's general policy and resources allocation. The teaching staff are responsible for meeting SEN in their own class and liaise with the SENDCo regularly, who co-ordinates SEND within the school. The SENDCo in turn keeps the Governing Body fully aware of SEND issues. In Luxulyan, the appointed SENDCo is Mrs Suzanne Le-Doux-Lucas.

The role of the Special Educational Needs and Disability Co-ordinator (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 SEND register (RON);
- 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 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. 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.

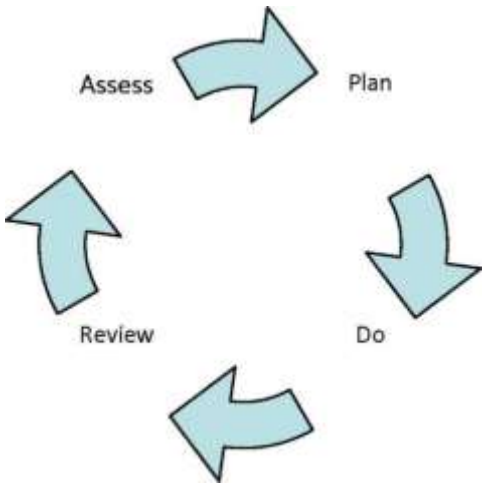
The SENDCo works closely with parents and teachers to plan an appropriate programme of intervention and support.

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

The SEND (Special Edcational 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 6 week cyclical, graduated approach.



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

1. **Placing children on our 'On Alert' list.**
   Where a pupils' attainment or progress is cause for concern teachers will share their concern with the child's parents and the SENDCo. 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). Their progress will be closely monitored.

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.

The provision is recorded on the class provision map and the child's progress is carefully monitored.

3. Personal 'Pupil profile' provision records.

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 in some curriculum areas;
- 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;
- there is often the need for greater involvement of external agencies e.g Autism Outreach, Educational Psychologists. Pupils will probably need a more individual intervention programme and these will be recorded in a personal 'Pupil profile'.

Where schools seek the help of external support services, 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 Personal Provision Map and on accompanying strategies. The targets set may require specialist assessment arrangements to measure the child's progress. If so, outside specialists, for example educational psychologists may be required for this. The SENDCo will liaise with the educational psychologist making sure that the Child Psychology Service gives appropriate advice and support 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 Pupil progress chart continues to be the responsibility of the class teacher.

4. Application for an Education, Health & Care (EHCPPlan

Where a child's needs are considerable and there is little progress following interventions and support from professional agencies the decision may be taken to request an EHC Plan. This process will involve presenting to County detailed records of our provision and its impact for their consideration. Parents and carers will be fully involved in the process and have the opportunity to contribute to the reports.

Partnership with parents

Our *School Local Offer* can be found on the school website
file://luxfileserver/Users$/Staff/sldlucas/Downloads/Luxulyan_CP_School_SEND_Offer_Autumn_2017.pdf

Our SEND governor (Mrs Wendy Lewis) 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 fully informed and involves both parents and pupils. We take account of the wishes, feelings and knowledge of

pupils and parents at all stages. We encourage parents 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 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 SEN 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 class Provision Map and Personal Provision Maps for children.
- 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

All 'Personal pupil profiles' for children on the SEND record will be stored centrally in the school office, in a locked cabinet. No profiles are to be removed from the school premises

Executive Head teacher- Mr Paul Towe

Head of School and SENDCo: Mrs Suzanne Le-Doux - Lucas

SEND Governor – Mrs Wendy Lewis

Teaching assistant line manager – Mrs Suzanne Le-Doux-Lucas

Designated member of staff with specific safeguarding responsibility – Mr Paul Towe and Mrs Suzanne Le-Doux-Lucas.

Designated member/s of staff responsible for managing meeting the needs of pupils – Mr Paul Towe and Mrs Suzanne Le-Doux-Lucas

Designated member of staff responsible for managing PPG/LAD funding– Mr Paul Towe

Reviewing the policy

This policy will be reviewed annually. The next date for review is: Sept 2018