CORNWALL EDUCATION
LEARNING TRUST

Special Educational Needs and Disability Policy

2021 - 2022

Designated Person responsible for managing the provision for children with DSEN: Mrs Suzanne Le-Doux-Lucas

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

Covid-19 update (September 2020)

We are following the latest DfE guidance and subsequent Local Authority guidance in all matters related to SEND. Due to COVID-19 some elements of this SEND information report/policy cannot be delivered in full. The DfE recognises that we need to consider 'what can reasonably be provided during this temporary period'. This will be continually reviewed in line with the latest DfE and Local Authority guidance.

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 schools 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 Department of Education's SEN 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 Suzanne Le-Doux-Lucas in liaison with the Executive Headteacher, DSEN Governor and staff, with due regard to the input of parents and pupils with DSEN.

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, in addition to quality first teaching for all, 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. Their provision will be identified and progress monitored via Individual Provision Mapping. This policy sets out our commitment to raising the aspirations and expectations for all pupils with DSEN, including those identified as Gifted and Talented.

AIM (THE LONGER VIEW)

The overarching aim of this policy is to ensure that the needs of pupils with DSEN, 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 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 DSEN.
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 needs 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 DSEN, 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 DSEN Policy, most currently the DfE SEN Reforms, Children and Families Act 2014 and the SEN 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 and provision of support for DSEN.
d) Ensure all staff implement the school's DSEN policy consistently – fully endorsing our belief that **every teacher is a teacher of every child including those with DSEN.**
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 DSEN 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 (SENCO) who will oversee and work with the DSEN Inclusion Policy.
n) To provide support and advice for all staff working with pupils who have DSEN.
o) Support pupils with DSEN to develop their personality, talents and abilities to the full. (UNCRC Article 23)
p) Encourage all pupils with DSEN to develop a respect for human rights, respect for parents, their own and other cultures and the environment. (UNCRC Article 29)
q) Teach and encourage all pupils with DSEN about Fundemental British Values in line with DfE National guidelines and our whole school ethos.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

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

- 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 DSEN 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 SEN Code of Practice 2015, four broad categories of need are identified:

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

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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 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 DSEN 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 Serviceman/woman

The identification of behaviour as a need is not an acceptable way of describing DSEN 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.

A GRADUATED APPROACH TO DSEN SUPPORT AT LUXULYAN SCHOOL

At Luxulyan School 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 the first step in responding to pupils who have DSEN. 'Quality First' teaching is 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 additional needs most frequently encountered. Close liaison is maintained with all members of staff by the SENCO to ensure that pupils are only identified as having DSEN if they do not make adequate progress once they have had appropriate interventions/adjustments and good quality personalised teaching.
Details of the provision on offer at Luxulyan School can be found in the School Offer in the DSEN section of the School's Website.

Levels of Need

Luxulyan School Graduated Response consists of three levels as follows:

On-Alert.
This refers to pupils who may, for some reason, have fallen behind and require some additional input to catch-up. A pupil in this category may have one of more of the following indicators :

- Be at risk of not meeting their targets
- Currently working at a standard below National expectations and their targets will not bring them above this level
- New entrants to the school whose needs are still being assessed
- **Currently** have barriers to their learning e.g.
    - Their behaviour is disruptive
    - There are attendance/lateness issues
    - Concerns over their mental health
    - The family is currently experiencing challenges
    - English is not the first language for them or their family (EAL)

All class teachers are required to keep a list of pupils who they are monitoring at On-Alert level and to identify and implement strategies to address their needs to enable them to catch-up. This will involve conversations between the class teacher, SENCO and parents which will include problem-solving, planning support and strategies for the individual pupils.

Pupils at this level of need DO NOT form part of the School's RON and, in line with the Code of Practice, the School ensures that everything is done at an early a stage as possible to avoid the need for SEN Support. However, if after a period of time, an individual does not catch-up, it is at this point that consideration will be given as to whether they need SEN support.

SEN Support
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 they 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 their views and those of the pupil, and involving them proactively in planning and decision making. This will take the form of an 'Assess-Plan-Do -Review Cycle,' which is **at least termly**.

Assess

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

Plan

A plan will be drawn up by SENCO & class teacher in consultation with parents and child. It will 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
- A clear date for review

- The plan will be recorded on the pupil's Provision Profile.
- A copy will be given to the parents.

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 in the further assessment of the child's particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support.
- The SENCO monitors this provision.

Review

- Parents will be invited to attend termly review meetings with the SENCo (where necessary), the class teacher and their child in order to monitor/ review the effectiveness of the support and the impact on the child's progress.
- A new the plan will then be drawn up and added to the ongoing Provision Profile.
- Parents will be given copies of all notes from the review and the new targets.

Involving Specialists

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

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. This 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 will be considered in order for a recommendation for statutory assessment to be made by the Local Authority. The LA then consider the application and issue an EHCP as appropriate.

There is a statutory requirement to review an EHCP annually (6 monthly for EYFS) This review meeting is held at the school with parent, child and all professionals involved invited to attend.

In addition, pupils with an EHCP are subject to the termly Assess-Plan-Do-Review Cycle.

The SENCO is responsible for:

a) Assessing specific needs of students with DSEN, including application for Statutory assessment.
b) Managing the screening of pupils for specific learning difficulties such as dyslexia, dyscalculia, poor phonological awareness, working memory development.
c) Line managing the teaching assistants.
d) Liaising with other schools to aid transition
e) Ensuring all relevant information is forwarded on to new school.
f) Day-to-day operation of the school's DSEN Policy including ensuring that the APDR Cycle is taking place.
g) Liaising and advising class teachers and support staff.
h) Maintaining the DSEN Record of Need and the records of all pupils with DSEN.
i) Liaising with parents/carers of pupils with DSEN.

j) Liaising with external services including the Educational Psychology Service, Social Care, Early Support etc
k) Attending/holding review meetings for pupils with DSEN including those with an EHCP.
l) Applying for access arrangements e.g. additional time for KS2 SATs.

SECTION 5 - CRITERIA FOR EXITING THE DSEN RECORD OF NEED

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

SECTION 6 – SUPPORTING PUPILS AND FAMILIES

Families of pupils with DSEN are guided towards the Cornwall Family Information Service (FIS), www.cornwallfisdirectory.co.uk with regard to the LA Local Offer for DSEN in accordance with Regulation 51, Part 4.

Luxulyan School. has provided a link on the Cornwall FIS's website to information on our provision for families who have a child with a DSEN and/or Disability in line with current requirements (The School's Offer). This link includes the DSEN Policy and DSEN Information Report in accordance with Regulation 51, Part 3 section 69(3)(a) of the Act.

A copy of this policy Luxulyan School's Offer and the school's Annual DSEN Information Report can all be viewed on the school website.

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 DSEN take place in July and will include the passing on of all records including all Individual Provision Maps.

We ensure that Y6 pupils with specific DSEN can access KS2 SATS. The SENCO, in liaison with the Y6 class teachers, ensures access arrangements have been made in a timely manner and that parents are kept informed.

SECTION 7 – SUPPORTING PUPILS AT LUXULYAN SCHOOL 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, **but not all,** 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, **but not all,** pupils, may also have DSEN 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 Paediatric and 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.

The school follows statutory guidance published by the DfE, 'Supporting Pupils with Medical Conditions at School' Sept 2014. Last updated August 2017. This can be found www.gov.uk/government/publications/

SECTION 8 – MONITORING AND EVALUATION OF DSEN

Please refer to information given in Section 4 of this policy. The quality of provision offered to all pupils with DSEN is continuously monitored through ongoing daily, weekly, half termly and annual review, on an individual and cumulative basis in conjunction with the Governors, 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 School Development Plan.

The Headteacher oversees the professional development of all teaching and support staff which occurs 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 DSEN Knowledge in order to recognise and address gaps within the school and for individuals.

The school also has two DSEN specialist teachers on staff who are able to provide cpd.

Newly appointed teaching and support staff undertake an induction meeting with a member of the Senior Leadership Team who will explain systems and structures in place around the school's DSEN provision and practice. The SENCO will ensure that all new staff are given clear information about the needs of individual pupils in the class where they are directly working before they commence working.

The SENCO regularly host/attends DSEN network meetings in order to keep up to date with local and national developments in SEND.

Support Staff are encouraged to take an active part in all school functions/training including leading after-school clubs.

SECTION 10 – ROLES AND RESPONSIBILITIES

Role of the DSEN governor/Governing Body

Body There is a named DSEN Governor.

The Governing body has regard to the DSEN code of Practice (2015) when carrying out duties towards all pupils with DSEN consequently it is their responsibility to:

Ensure the necessary provision is made for pupils with DSEN.

Determine the school's general policy and approach to pupils with DSEN in cooperation with the Headteacher and SENCO.

Ensure that the teachers are aware of the importance of identifying and providing for those pupils with DSEN.

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 DSEN provision for their child.

Ensure that pupils with DSEN are included as far as possible into the activities of the school.

Consult with the LA and the Governing bodies of other schools, when appropriate, in the interests of coordinated DSEN provision in the area.

Role of the Teaching Assistants
Teaching Assistants and Higher Level Teaching Assistants are recruited to work within the classroom and/or with targeted groups or individuals outside the classroom as directed by the Senior Leaders and Classteachers. The learning of **all pupils** remains the responsibility of the classteacher **at all times.**
Teaching Assistants are line managed by Mrs Suzanne Le-Doux-Lucas

Designated Safeguarding Lead
Mrs Suzanne Le-Doux-Lucas
Designated Teacher for Looked After Children Mr Stewart Gynn
Designated Member of Staff responsible for Pupil Premium Funding Mr Joel Heagney
Designated Member of Staff responsible for managing the School's responsibility for meeting the medical needs of pupils
Mrs Suzanne Le-Doux-Lucas

SECTION 11 – STORING AND MANAGING INFORMATION

The school complies with General Data Protection Regulations (GDPR) – March 2018.
The schools uses the DfE's Data Protection: a toolkit for schools (April 2018) as guidance.
All staff have received GDPR training and are aware of confidentiality requirements with regard information about pupils and families.
The SENCO understands that elements of special educational needs data are sensitive and it is the school's policy to treat it with the same 'high status' as 'Special Category Personal data' set out in law. (see the school's GDPR Policy and Privacy Notices.)

Explicit consent is always sought from parents/carers for the following:

- Involvement of outside professionals to observe/assess or work with their child e.g. Educational Psychologist; Speech & Language Therapist; DSEN Specialists.
- 1:1 Counselling or mentoring; Play/Art Therapy; Small group therapy

The SENCO ensures that all sensitive personal information, about individual pupils and/or their families, eg their DSEN file, is stored securely and is not freely accessible.
The SENCO ensures that any documents with sensitive personal information about individual pupils and their families that need to be shared with other professionals outside the school are sent through encrypted, secure e mails.
When a pupil with DSEN moves to another school, their DSEN files are, wherever possible. delivered to the receiving school by hand and a signed file transfer receipt is required from the school. If this is not possible, the files are sent by recorded delivery post. Should the SENCo not receive the signed receipt back from the receiving school within 10 working days, this will be followed up with a phone call to the school.

The SENCO ensures that no sensitive, personal data about individual pupils with DSEN is visible anywhere in the school including , offices; staffroom; classrooms, unless it is required for Safeguarding e.g. medical needs such as allergies, in which case, explicit consent is gained.

SECTION 12 – REVIEWING THE DSEN POLICY

This Policy will be reviewed annually to comply with requirements for DSEN 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 Anti Bullying Policy which is available on the school website.

Policy Agreed:

Date October 2020

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Signed – Chair of Governors

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Review Date October 2021

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