



Rosemellin Primary School

SEND Policy

Responsibility: Mr Liam Alston
Mrs Charlene Sargent, Headteacher,
Review Date: 5th May, 2023

SEN intent

At Rosemellin school we **CARE** about every child and take great pride in our inclusive practice. We are **curious** about the individual and work hard to understand the best way to unlock each child's potential, by working together we aim to reduce barriers to learning in a safe atmosphere where everyone feels respected, valued and part of the school community. All pupils at Rosemellin experience praise, recognition and success and pupils with SEND have equal entitlement to this.

We are **active** in our collaboration with parents and pupils alike, we encourage families to participate fully in the decision-making processes around our support and aim for each pupil on the record of need to be aware of their targets and play an **active** role in achieving their goals, whilst focussing on and further developing their strengths.

We are keenly aware of the need to be **reflective** in our practice and understand the need to regularly review our support with families in order to ensure that we are continuing to best support all learners, this includes reaching out to external professionals for further advice and guidance, when the time comes.

We understand that at times the journey to success can be a long one and that each pupil is on their own **evolutionary** journey. We aim to tailor our support to match the pupil's needs both in the present, whilst planning for the next steps and beyond. We aim to facilitate greater choice, control and opportunity for each pupil as they develop and move forward. Working closely with families we aim to provide a firm foundation for successful transition to secondary school, whilst developing greater independence for adulthood.

This policy accepts the definition of SEND as set out in the revised Code of Practice (DFE 7.2014).

Aims and Objectives

- 1.1 The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the Head Teacher or the appropriate governor has been informed by the LA that a pupil has special educational needs, those needs will be made known to all who are likely to teach them.
- 1.2 The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.
- 1.3 Headteacher, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs.
- 1.4 The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.
- 1.5. The teaching staff will identify pupils and ensure through differentiation and extension, that these children's learning needs are met.

Responsible Persons

- 2.1 The 'responsible person' for SEN is **Mrs C. Sargent (Head Teacher)**
- 2.2 The person co-ordinating the day to day provision of education for pupils with special educational needs is **Mr Liam Alston [SENDCO]**.

Admission and Inclusion

- 3.1 Children with an Education, Health and Care plan, that names the school will be admitted to the school regardless of the number on roll in the year group.
- 3.2 All the teachers in the school are teachers of children with Special Educational Needs. As such Rosemellin Primary School adopts a 'whole school approach' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment.
- 3.3 Inclusion is regarded as crucial to the policy, in line with that of the SEND Code of Practice, the Local Authority and the Crofty MAT.

3.4 The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with Education Health Care Plans and others with less significant difficulties.

Specialist Provision

4.3 The school is fully accessible and there is wheel chair access throughout the main building. Reflecting the school's Accessibility Plan.

4.4 Rosemellin Primary School is a Dyslexic Friendly School, and as such all staff are trained in using dyslexic friendly strategies within the classrooms. Where necessary, printing is on buff coloured paper, dyslexia resources available for every classroom and all staff are aware of the need to make smartboard slides dyslexic friendly. In addition all correspondence with parents is written in dyslexic friendly print.

4.5 We are a Trauma Informed School and have two licensed practitioners. All staff are aware of the basic TIS principles and adhere to these strategies to help develop children's emotional resilience.

4.6 We have a SEND Manager, a Learning Mentor and a Speech Language advisor based in school, who work closely with the SENDCo. They are fully involved in supporting children's behaviour, developing emotional literacy, monitoring attendance and working with parents.

4.7 When necessary we are supported by the Local Authority and other external services: including Speech and Language, an Educational Psychologist employed by the school, Occupational Therapy, Hearing Support services etc. For a comprehensive list of provision offered at Rosemellin CP please see our Local Offer.

Access to the Curriculum

5.1 The National Curriculum will be made available for all pupils. Where pupils have Special Educational Needs a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

5.2 The school will make provision for pupils with Special Educational Needs to match the nature of their individual needs and the class teacher and SENDCO will keep regularly updated records of the pupils' Special Educational Needs, the action taken and the outcomes.

5.3 There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts.

5.4 The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles (eg Visual, Auditory and Kinaesthetic approaches) and flexible groupings will reflect this approach.

5.5 Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs.

5.6 Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

5.7 Teaching Assistant support is utilised, both for 1:1 support where necessary, group work and class based Enhanced Learning. Teaching assistants are also deployed during break times and lunchtimes, where appropriate, to support the inclusion of all children.

Providing the graduated response at 'School Support' (K)

6.1 When a pupil fails to make progress, despite having received quality first teaching and regular Enhanced Learning intervention, and shows signs of difficulty in some of the following areas:

- Acquiring English, Reading and Maths;
- Presenting persistent SEMH difficulties;
- Sensory or physical problems;
- Communication or interaction difficulties,

These children will then receive school support that is above and beyond that of whole class, universal provision.

Class teachers will regularly adapt their whole class provision and provide opportunities that are **additional to and different from** the differentiated curriculum. This may include one or more of the following approaches, the below list is not exhaustive:

- Alternative classroom organisation and management
- Pre/Post teaching for individual/small group work
- In-class support by teacher/teacher assistant
- Withdrawal for individual/small group work interventions
- Individual TIS action plans
- Individual TIS sessions with a licensed practitioner
- Sensory Circuits
- Home/school communication books
- Speech and Language support
- Behaviour plans
- Use of specialist equipment
- Learning mentor sessions
- Alternative teaching strategies
- Access to alternative provisions (off-site)
- Draw and Talk sessions with trained practitioner

- Music therapy
- Use of sensory spaces

6.2 Parents will be informed of the provisions being given to the individual child by either the class teacher, member of SLT or SEN Team.

6.3 Pupils progress on will be monitored by all staff involved.

Teacher assessments will be completed termly and the child may be removed from the Record of Need and **School Support (K)** if sufficient progress has been made and the gap reduced.

If progress remains minimal, the SENDCo may complete class observations and hold a meeting with all stakeholders to establish a clear route moving forward, this may lead to outside agencies being contacted for advice and support.

6.4 Pupils at **School Support (K)** will be provided for through a **Learning Plan (LP)** - Formally known as an IEP); this will be drawn up, in consultation with class teacher, pupil, parents, and SENCO to agree individual targets that cater to the specific needs of the child. This plan will also suggest ways in which parents could support their child's learning at home as well as strategies that can be used in school enabling a holist approach between home and school.

6.5 LPs are reviewed and updated three times a year (academic) using an assess, plan, do, review cycle and meetings held with all stakeholders termly.

Identification and Assessment – Assess, Plan Do, Review; a graduated response

7.1 If progress is still not achieved despite support, the child may be assessed bearing in mind the County/Local Authority criteria with a view to initiating a statutory assessment of Special Educational Needs under the 1996 Education Act. The appropriate forms will be used for recording and referral as necessary, in accordance with the new code of practice.

7.2 Identification of special educational needs will be undertaken by all staff in consultation with the SENDCO, SEN team, parents and class teacher, and the appropriate records and LA forms will be maintained.

7.3 Records will be developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher, together with end of Key Stage attainment tests.

7.4 Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary, pupils will be referred to the SENDCO or SEN Team for diagnostic testing to construct a profile of the child's strengths and weaknesses.

7.5 The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice. LP reviews are conducted three times a year (academic).

7.6 In addition to this, the progress of children with an Educational Health Care Plan (EHCP) will be reviewed annually, or sooner as required by legislation.

7.7 Records will be kept of pupils on the Record of Need receiving extra teaching support and interventions. These may also include:

- The regular administration of informal reading /spelling inventories (Common Exception word lists)
- Phonic check-lists
- Phonic assessments
- Results of standardised and/or diagnostic tests
- Sonar/Juniper assessment tracking
- TIS action plans
- Speech and Language Therapy care plans
- Learning Plans (LP)

Resources

8.1 SEND funds are devoted to the purchase of teaching support and learning support equipment.

8.2 Pupils may have personalised equipment to help them learn, such as ICT equipment, overlays, sand timers, Now and Next boards, individual timetables, workstations etc as well as common classroom resources such as dyslexic friendly rulers which may be used by everybody.

8.3 Some children have access to specialist equipment within the classroom, such as writing slopes, weighted blankets, wobble cushions and specialist chairs and equipment

8.4 The Local Education Authority makes additional funds available to the school to support the pupils who are the subject of an EHCP or statement beyond 18 units, under the terms of the 1996 Education Act.

Able Pupils

The needs of particularly able pupils will be met through the class teacher's differentiation of classroom activities.

Liaison

9.1 Parents **will always** be informed when an external agency becomes involved with their child.

9.2 Regular liaison is maintained with the following external agencies for pupils as required:

- Child and family Service
- Early Help Hub

- County LA Education Psychological Services
- Social Services
- Audiology Service
- Service for the Visually Impaired
- Health Service
- Education Welfare Service
- Family support workers (FSW)
- Early years Inclusion Team
- Education Out of School Services
- Looked after children officer
- Reintegration officer
- Special Education Service
- Parent Partnership
- Behaviour Support Service
- CAMHS
- Penhaligon's friends
- Physical difficulties advisory service
- Speech & language therapy
- Occupational Therapy
- Dreadnought
- Play Therapy

Note this is not an exhaustive list and as a school we will seek services to help us meet the individual need we are addressing.

9.3 The school has links to Camborne Science & International Academy and Pool Academy and liaison is maintained particularly with regard to transition issues and the provision of opportunities for more able pupils.

9.4 Further contact and arrangements are made with other education providers as part of the transition process to or from Rosemellin.

Arrangements for the Treatment of Complaints:
Please see complaints procedure.

Staff Development

10.1 In-service training needs related to special educational needs will be identified by the Head Teacher and SENDCO in consultation with the staff through the performance management process and as a result of the school's self-evaluation process.

10.2 These needs are then planned for by the Continuing Professional Development (CPD) Coordinator and the Head Teacher.

Working with Parents

11.1 The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.

11.2 Parents are actively encouraged to attend termly LP reviews, alongside the class teacher, pupil and/or SENDCo, to discuss their child(s) targets and their next steps. This is used as an opportunity to discuss the planned provision in school as well as Rosemellin Primary School listening to the parent's opinion regarding the best strategies to use with their child. The meeting can include advice for parents to support their role in the support of their child's needs at home, if appropriate.

11.3 Our Information Report is available to all parents on our school website and on the Cornwall Family Information Service website.

11.4 As mentioned above, parents will be fully consulted before the involvement of support agencies with their children and will be invited to attend any formal review meeting.

11.5 In addition to face-to-face contact staff are able to communicate with parents through the 'School Comms text service and Class Dojo. Furthermore, advice can be offered for parents to support their role in the support of their child's needs at home via telephone conversations and/or home visits, if appropriate.

Pupil Participation

12.1 The school will work to ensure that pupils are fully aware of their individual needs and the targets in their Learning Plans (LPs). All pupils within the school are encouraged to take responsibility for their own learning. Steps will be taken to involve pupils in target setting and in the decisions which are taken regarding their education, including an invitation to attend termly LP meetings and helping to organise annual reviews (EHCP).

12.2 Children are provided with a copy of their Learning Plans and these can be found in the front cover of their English, Maths and Topic books. This ensure that the profile of the

Learning Plan is kept high and that all members of staff working with the individual children are aware of their strengths, barriers to learning and targets.

Evaluating Success

13.1 This school policy will be kept under regular review. The governors will gauge the success of the policy by the achievements of previously agreed targets outlined in the pupils' Individual Learning Plans, progress reviews and annual reviews.

In addition evidence will be gathered regarding:

- Pupil attendance and punctuality
- Number of exclusions
- Number of children supported by the funding allocation for non EHCP Special Educational Needs
- Number of children supported by the top-up funding allocation for EHCP Special Educational Needs
- Academic progress of pupils with special educational needs
- Improved standards of behaviour for individual children
- Analysis of the impact of intervention through pre and post intervention records

This policy will be reviewed annually and will be due to be updated in **May 2024**.