celtic cross education

Special Educational Needs Policy

March 2021

This policy was ratified by the Full Board on March 2021. Note that the policy was approved virtually, and signed electronically, due to the circumstances of Covid 19.

The policy will be reviewed in March 2022.

Celtic Cross Education

SEND Policy

March 2021

SECTION 1 – 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 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 Trust SENCOs, Rachel Moseley, Claire Chapman, Jemma Shields, Karen Hurr and Sarah Swift.

Celtic Cross Education is a Multi Academy Trust consisting of a group of 12 church schools in Cornwall. The schools are Bishop Bronescombe, Grampound Road, Ladock, Grampound with Creed, Ladock, Lerryn, Marhamchurch, St Mabyn, St Michael's, St Petrocs, St Tudy, St Winnow, and Veryan.

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/or 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 Assess, Plan, Do, Review trackers. This policy sets out our commitment to raising the aspirations and expectations for all pupils with SEN, including those identified as Gifted and Talented.

SECTION 2 – 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 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 using Pupil Asset 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 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 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 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 compliance with National SEN 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 and provision of support for SEN.

d) Ensure all staff implement the Trust's 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 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, School Monitoring Council 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 considered as part of the process and of the shared responsibility in meeting his/her educational needs.

m) To provide an appropriately qualified Trust SENCO who will oversee and work with the SEND Policy.

n) To provide support and advice for all staff working with pupils 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)

SECTION THREE – IDENTIFYING SPECIAL EDUCATIONAL NEEDS

A child has a learning difficulty or disability if he/she has: - A greater difficulty in learning than most 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 SEN 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 SEND 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.

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 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 Serviceman/woman

SECTION 4 – A GRADUATED APPROACH TO SEN SUPPORT AT CCE TRUST

At Celtic Cross Education Multi Academy Trust 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 SEN. 'Quality First' teaching is a priority of the schools. It is regularly and rigorously monitored by the Senior Leadership Team within the schools 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 Heads of School, with support from the TRUST SENDCOs, 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 personalised teaching. Details of the provision on offer at each of our individual schools can be found in the School Offer in the SEND section of the School's Website and on the Family Information Service, Cornwall Website.

At each of our schools, the Graduated Response consists of three levels as follows:

The first stage refers to pupils who may, for some reason, have fallen behind and require some additional input to catch-up, these are discussed at Pupil Progress meetings. 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
- They have EAL (English as an Additional Language)

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 as early a stage as possible to avoid the need for SEN Support. However, if after a period, an individual does not catch-up, it is at this point that consideration will be given as to whether they need SEND support and discussion with the TRUST SENDCO linked to the school, as to next steps

SEN Support Pupils are placed on the RON at this level after assessment and consultation between the SENDCO and Class Teacher when it is established that they have a significant learning difficulty and need provision that is additional and/or 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' at least termly.

Assess

- Teacher's high quality, accurate formative assessment and experience of child

- Pupil progress, attainment and behaviour

- Development & attainment in comparison to peers - Views and experiences of parents

- The child's own views

- If relevant, assessments, views of and advice from external services.

Plan

An Assess, Plan, Do, Review plan will be drawn up by 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

• A copy will be discussed with the Parent/carer of the child.

Do

- The class teachers remain responsible for working with the child daily and works closely with TA's or specialist staff to plan and assess the impact of the interventions.

- The SENDCO supports the class teacher in the further assessment of the child's strengths and weaknesses, in problem-solving and advising on the effective implementation of support.

Review

- Parents will be invited to attend termly review meetings with 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 plan will be drawn up.

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 SEND 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 whom 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 Local Authority who obtains the views and information about the child from all professionals involved in their education, health and/or care. Parents/Carers views and those of the child are obtained and will be considered. The LA then considers the application and issues an EHCP as appropriate. (EHCPs replace Statements of Educational Need.) There is a statutory requirement to review an EHCP annually. This review meeting is held at the school usually with parent, child and all professionals involved invited to attend. In addition, pupils with an EHCP (or Statement) are subject to the half-termly Assess-Plan Do-Review Cycle.

Role and Responsibilities:

Inclusive SEND Learning and Support Pyramid

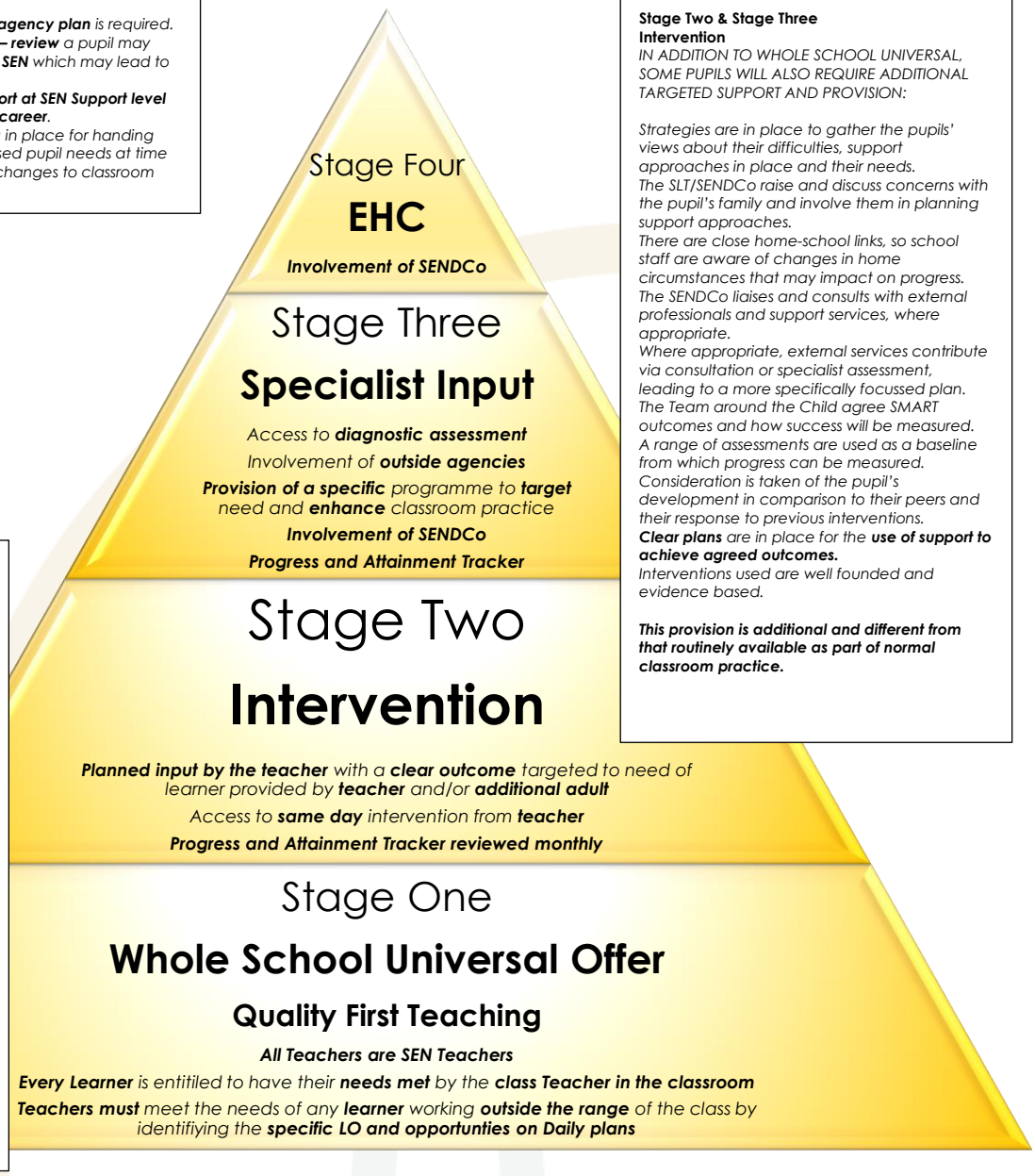
Stage Three & Stage Four
Specialist Input
IN ADDITION TO WHOLE SCHOOL UNIVERSAL AND ADDITIONAL, TARGETED ARRANGEMENTS A FEW PUPILS WILL ADDITIONALLY REQUIRE SPECIALIST INDIVIDUALISED SUPPORT AND PROVISION:

Involvement from external support services e.g. Advisory Teacher, Educational Psychologist who assist in assessment and planning.
Very close home-school liaison, so school staff are aware of changes in home circumstances.
*For **some pupils a co-ordinated multi-agency plan** is required.*
*Following cycles of **assess – plan – do – review** a pupil may require a **statutory assessment of their SEN** which may lead to an **EHC plan**.*
***Some pupils continue to receive support at SEN Support level appropriately throughout their school career**.*
Consistently followed guidelines being in place for handing over information regarding individualised pupil needs at time of transition between classes and for changes to classroom personnel e.g. supply cover.

Stage Two & Stage Three
Intervention
IN ADDITION TO WHOLE SCHOOL UNIVERSAL, SOME PUPILS WILL ALSO REQUIRE ADDITIONAL TARGETED SUPPORT AND PROVISION:

Strategies are in place to gather the pupils' views about their difficulties, support approaches in place and their needs.
The SLT/SENDCo raise and discuss concerns with the pupil's family and involve them in planning support approaches.
There are close home-school links, so school staff are aware of changes in home circumstances that may impact on progress.
The SENDCo liaises and consults with external professionals and support services, where appropriate.
Where appropriate, external services contribute via consultation or specialist assessment, leading to a more specifically focussed plan.
The Team around the Child agree SMART outcomes and how success will be measured.
A range of assessments are used as a baseline from which progress can be measured.
Consideration is taken of the pupil's development in comparison to their peers and their response to previous interventions.
Clear plans** are in place for the **use of support to achieve agreed outcomes.
Interventions used are well founded and evidence based.

This provision is additional and different from that routinely available as part of normal classroom practice.



Stage One
WHOLE SCHOOL UNIVERSAL
Routinely seek pupil's view about their strengths and difficulties and adults concerns.
Regularly seek the views of parents/carers about their children's needs and outcomes.
Assess and plan the environment to ensure access for all pupils.
Clear plans for the use of support to achieve agreed outcomes.
Effective internal communication and liaison arrangements between staff.
Frequently consider pupil progress, record, track and make judgements about whether appropriate when compared with national curriculum and standardised assessments.
Ensure pupils' access to the curriculum and the learning environment.
All staff to read policies of Equality of Opportunity.
Risk assessments are undertaken as appropriate

There is a Whole school ethos which facilitates the development of self-esteem, confidence and independence.

Class teacher:

To ensure every learner has their needs met in the classroom through quality first teaching.

To plan intervention with a clear outcome targeted at the needs of the learner.

Children on the SEND register need to have an individual SEND Tracker outlining specific targets linked to their need.

When outside agency advice has been given the class teacher needs to ensure this is implemented and all members of staff involved with that child are informed and follow the advice given, ensuring consistency.

To be the link between parents and school ensuring they are kept informed of progress and provision.

A termly meeting needs to take place with all the children on the SEND register with parents and class teacher, to share SEND Tracker progress, next steps and discuss support/input from home.

Issues/ concerns are raised with the SEND Lead/Trust SENDCO.

Teaching Assistants:

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 Class teachers. **The learning of all pupils always remains the responsibility of the class teacher.** Teaching Assistants are line managed by Heads of School.

Trust SENDCo

To have an overview across the Trust of current needs of pupils and provision

To ensure that progress and impact is taking place and closing the gap, through monitoring, meeting with the Head of School, being involved in professional meetings, adapting provision.

To ensure knowledge and consistency of approach and provision across the Trust.

To liaise and consult with external professionals and support services and to sign post to other outside agencies.

To meet with HOS to advise, plan in observations of children and support class teachers with provision.

To co-ordinate the provision of high-level need children either those with an EHC Plan or when evidence is being collated to request one.

To carry out EHC Plan reviews and paperwork.

To put together EHC paperwork when making a request.

To work with pupils and parents to achieve the best outcomes for the child and their family.

To support transition into school, between phases and new schools.

SEN Lead

Within the smaller schools within the Trust where there is a shared SENDCO there is a Lead SEN person who is the link between SENDCO and school. This person is usually the Head of School.

1. To work with Head of School to ensure that the needs of all children are being met, through quality first teaching- Monitoring pupil progress, planning, books and, pupil conferencing. (STAGE ONE PYRAMID)
2. To co-ordinate a clear plan for intervention with clear out outcomes for the needs of the learner. Holding to account those who are not. (STAGE TWO ON PYRAMID)
3. To manage day-to-day needs of children who are on the Record of need, this will involve ensuring correct provision is in place for all children and that advice from agencies and SENDCo has been implemented.
4. Each SEND Lead to have a clear picture of who is on the Record of Need, their needs and what provision looks like.
5. Ensure individual SEND trackers are set up and reviewed regularly by staff on and discussions around progress and impact. If a child has an EHC Plan, then this should be reflected on their tracker.
6. Oversee the arrival of SEND reports/post and ensure relevant staff have copies and are informed and share these with Trust SENDCO.
7. When a new child with SEND starts, ensure the class teacher has the necessary information and link in the Trust SENDCo.

There is a named person from the School Monitoring Council at each school that will report to the Directors. The TRUST Directors have 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 and approach to pupils with SEN in cooperation with the Trust CEO, Heads of school 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 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 Board of Directors.
- 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 School Monitoring Council of other schools, when appropriate, in the interests of coordinated SEN provision in the area.

SECTION 5 - CRITERIA FOR EXITING THE SEN RECORD OF NEED

The SENDCO and the Head of School has responsibility for the removal of a pupil from support on the Record of Need at each school in the TRUST. 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

- Each school has either has (or in small schools) has access to a trained TIS practitioner to support children with their social, emotional and mental health and well being
- Each school either has (or in small schools) has access to a trained Autism and Dyslexia champion to support both parents, staff and children with difficulties in these areas
- Families of pupils with SEN are guided towards the Cornwall Family Information Service (FIS), www.cornwallfisdirectory.org.uk/, about the LA Local Offer for SEN in accordance with Regulation 51, Part 4.
- Each 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 Y2 and Y6 pupils with specific SEN can access KS1 and KS2 SATS. The SENCO, in liaison with the Y2 and Y6 class teachers, ensures access arrangements have been made in a timely manner.

SECTION 7 – SUPPORTING PUPILS AT CELTIC CROSS EDUCATION TRUST 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 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 several 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 guidance published by the DfE which can be found at www.sendgateway.org.uk

SECTION 8 – 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 and annual review on an individual and cumulative basis in conjunction with the Trust Directors, Heads of school, SLT within individual schools, 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 Head of School oversees the professional development of all teaching staff and teaching assistants. Colleagues attending courses are expected to disseminate and share relevant knowledge with other staff within the school.
- Newly appointed teaching and support staff undertake an induction meeting with the SENDCO who will explain systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The SENDCO regularly host/attends SEND 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.

SECTION 10. Individual School Information

Named Trust SENDco: Karen Hurr and Sarah Swift

School SEND lead: Karen Hurr and Sarah Swift

Designated Safeguarding Lead: Arvind Hiriani

Designated Teacher for Looked After Children: Karen Hurr

Designated Member of Staff responsible for managing the School's responsibility for meeting the medical needs of pupils: Arvind Hirani delegated to Karen Hurr

SECTION 11 – STORING AND MANAGING INFORMATION

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

SECTION 12 – REVIEWING THE SEN POLICY

The Policy will be reviewed annually (last reviewed April 2020)

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 Behaviour Policy which is available on the school website.