

Nanpean Community Primary School
Nurturing Children's Passion to Succeed



SEND Policy
Headteacher: Mr Nicholls
SENDCo: Miss Morrison
SEND Link Governor: Anne Bullock

Approved by Governors (Date): 23/5/2023
Next Review (Date): May 2024

Section 1 :Vision

At Nanpean School, we believe that our children have the right to flourish, recognise their own greatness and develop as individuals. Our school fosters independence and resilience through '*Nurturing Children's Passion to Succeed*'.

Nanpean's Curriculum Statement

Nanpean Community Primary School is a fully inclusive school where the achievements and successes of all children are nurtured and celebrated. Our vision at Nanpean CP School 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, January 2015).

Section 2: Legislation and Guidance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (January 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- Disability Discrimination Act 1995
- Part 3 of the Children and Families Act 2014
- SEND Code of Practice 0 - 25 (January 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (September 2017 V5.0)
- The National Curriculum in England: framework for Key Stage 1 and 2 (July 2014)
- Safeguarding Policy (October 2019)
- Teachers Standards (June 2011)

Section 3: Aims and Objectives

At Nanpean C.P School, we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child, raising the aspirations and expectations for all pupils with SEND.

Objectives

1. To identify and provide for pupils who have SEND and/or additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2015.
3. To operate a "whole child, whole school" approach to the provision of support for SEND.
4. To provide support and advice for all staff working with pupils with SEND.
5. To provide support and advice, working in partnership with children with SEND and their families.

United Nations Convention on the Rights of the Child (UNCRC)

Our approach is underpinned by the United Nations Convention on the Rights of the Child (UNCRC), which is at the heart of our planning, policies, practice and ethos. We teach about children's rights and model rights and respect in all relationships. Our SEND Policy relates most directly to the following articles from the United Nations Convention on the Rights of the Child:

Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 3: All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children.

Article 12: Every child has the right to give his/her opinion, and for adults to listen and take it seriously.

Article 23: Every child has the right to special education and care if they have a disability, so that they can live a full life.

Article 28: Every child has the right to a good quality education. They should be encouraged to go to school to the highest level they can.

Section 4: Identifying SEND

Nanpean CP School regards pupils as having special educational needs if they have a significantly greater difficulty in learning than the majority of learners of the same age or if they have a disability which either prevents or hinders them from making use of educational facilities of a kind provided for learners of the same age. These children will need support that is 'additional to or different from' support that is given to other children of the same age. Some needs are temporary, others more permanent. They may be mild, requiring minimal support, but others may be serious, requiring more long-term intervention. 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.

Children's behaviour is recognised as a method of communication and whilst challenging behaviour is not described as a special educational need, it often indicates an underlying response to a need. Our staff will work closely with parents and carers to identify causes of challenging behaviour and identify provision to support these needs.

There are 4 primary areas of special educational needs:

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

These four broad areas give an overview of the range of needs and the purpose of identification is to work out what action we need to take, not to fit a child into a category. At Nanpean CP School, we identify the needs of pupils by considering the needs of the whole child, which will often include much more than their special educational needs.

Factors which may impact on progress and attainment, but would not necessarily be considered special educational needs:

- Disability and Medical needs (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation)
- Attendance and Punctuality
- Health and Welfare
- Learning English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant (PPG)
- Being a Looked After Child (CIC)
- Being a child of serviceman/woman

Identification of children with SEND

Learners may be identified at any stage, from Reception to Year 6. The following means of identification may occur:

- Learner's own concerns
- Parental concern
- Teacher's concern identified by observation or assessments made over time
- Partner agency concern e.g. Health Visitor, Speech and Language Therapist
- Concerns raised by a previous school
- Early Years Foundation Stage (EYFS) Profile
- School based NfER Assessments
- Phonics Screening results and SATs scores

This list is by no means exhaustive and further diagnostic testing may be used to identify specific areas which need to be targeted. ***Early identification of special educational needs is vital.***

Section 5: Graduated Approach to SEND

The Code of Practice suggests that pupils are identified as having SEND if they do not make adequate progress once they have had all the intervention, adjustments and good quality personalised teaching known as Quality First Teaching (QFT).

Quality First Teaching; Maximising opportunities for learning within our school curriculum

All teachers working with learners at Nanpean CP School, including those with SEND, will ensure that their needs are met by:

- Maximising learning experiences through effective planning which takes account of the diverse needs of all learners.
- Catering for differing abilities and interests: have high but appropriate expectations of all children
 - Using prior knowledge assessments to guide each learning opportunity, adapting learning expectations in line with this assessment technique so that all learners receive challenge
- Sharing clear and appropriate learning challenges which are accessible to all pupils, so that the children understand the purpose of a lesson.
- Sharing lesson outcomes and setting these in real life contexts e.g. 'By the end of the lesson we will ___. How might this be useful in new situations/real life?'
- Having the confidence to be flexible and take risks, not always sticking rigidly to the planning but knowing when it is right to use the children to guide the lesson towards the lesson objective
 - Planning for and providing all learners with specific challenge/extension tasks in order to motivate and extend children's learning potential
- Using time efficiently to ensure that the pace of lessons and learning is maximised
- Using tracking data on a regular basis to target and implement strategies for children who are making less than expected progress
- Using questioning throughout a lesson to assess and review learning in order to challenge and support all learners. If necessary, adapt a lesson to meet all learners' needs e.g. if an activity is too easy/hard adapt it for specific children there and then
- Using and valuing children's own self/peer assessments in order to assist planning and future adaptations
- Judging the pupils' understanding with accuracy and use this to inform future learning opportunities/planning: through the use of success criteria, self and peer assessment, questioning, prior knowledge assessments as well as subject specific assessment procedures
 - Being able to identify where a pupil is, and provide necessary stimulus to ensure that the pupil recognises and accepts the next stage of learning
- Having high expectations and using targets to motivate all learners to achieve more through both verbal and written feedback
- Putting in place different ways of teaching so that pupils are fully involved in learning. This may involve things like using more practical learning or providing different resources adapted individual children.
 - Implementing specific strategies, which may be suggested by the SENDCo or colleague from partner agencies, to enable the child to access learning tasks

Section 6: The Assessment Process for an Education, Health and Care Plan (EHCP)

For learners, who have a lifelong, complex set of needs or who, despite relevant and purposeful action taken to meet their SEND, fail to make expected levels of progress, the school or parents may consider requesting an Education, Health and Care assessment to be undertaken by the Local Authority. The assessment pathway and plan will be focused on the outcomes the child or young person (0-25 years) seeks to achieve across education, health and care to enable them to achieve at school and college and to make a successful transition to adulthood. An application for an assessment will not always lead to a plan being made. EHC plans will set out how services will work together to meet the child or young person's needs and in support of those outcomes. The co-ordinated assessment and planning process will put the child and their parents or the young person at the centre of decision making.

The school or parents can request that the Local Authority carry out an assessment of a child's needs. This is a legal process and you can find more details about this in the Cornwall's Local Offer, on Cornwall's, available at: www.supportincornwall.org.uk/localoffer

Cornwall Special Educational Needs Disability Information and Advice Support Service (SENDIASS) should be able to help you through this process if you require. <http://www.cornwallsendiass.org.uk/>

The SEN Code of Practice states that Local Authorities must collaborate with parents and young people throughout the process so that their aspirations are fully included in the assessment. The application paperwork provided will need to clearly demonstrate the provision already in place for the child and how effective this has been.

After the request has been sent to the Local Authority, they will decide whether they think the child's needs (as described in the paperwork provided), seem complex enough to need an assessment. If this is the case, they will ask parents and all professionals involved with the child to write a report further outlining the child's needs. If they do not think the child needs this, they will ask the school to continue with support in school. The Local Authority must decide if it will make this assessment within 6 weeks of the request.

After the reports have been submitted, the Local Authority will decide if the child's needs are severe, complex and/or lifelong. If this is the case they will write an EHC Plan.

If this is not the case, they will ask the school to continue with the support to ensure the child makes as much progress as possible.

If produced, the EHC Plan will outline the individual/small group support your child will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and short term goals for the child.

Section 7: Managing pupils needs on the SEN Register

The Graduated Response allows a clearer picture of how needs can be met. When a child has been identified as having needs which require additional support; as part of the Assess, Plan, Do, Review cycle, their individual needs can be recorded on a Learning Plan. These can be used to:

- Identify strengths and barriers to learning.
- Inform provision for pupils with SEND
- Incorporate targets set by external professionals, as necessary.

They are reviewed and a discussion takes place around progress towards outcomes. Decisions are made regarding the child's 'next steps' and the type of provision required.

Provision

There are a variety of types of support available for children with SEND at Nanpean CP School:

Intervention Groups

Any child who has specific gaps in their understanding of a subject/area of learning may receive support through specific small group work. These groups may be run in the classroom or in another area of the school. These are called Intervention groups.

The class teacher and TA will have carefully monitored children's progress and will have identified that the child has a gap in their understanding/learning and needs some extra support to close the gap between the child and his/her peers. The teacher will plan group or individual sessions for the child with targets to help the child to make more progress. A teacher, teaching assistant, HLTA or partner professional will run these small group sessions using the teacher's plans, or a recommended programme of individual support.

Partner Professionals

There are some children with specific barriers to learning that cannot be overcome through whole class teaching and intervention groups. If a child has been identified as needing more specialist input instead of, or in addition to Quality First Teaching in the classroom and intervention groups, referrals may be made to partner agencies to advise and support the school in enabling the child to make progress. Before referrals are made parents/carers are consulted and help to plan possible ways forward. If it is agreed that the support of a partner agency is a way forward, parents and carers will be asked to give their permission for the school to refer the child to a specialist professional e.g. a Speech and Language Therapist, School Nurse for advice on physical or sensory issues and onward referral to a Health Professional or Educational Psychologist. This will help us and the parents and carers to understand the child's particular needs better.

If the referral is accepted, the specialist professional will work with the child to understand their needs and make recommendations, which may include:

- Making changes to the way the child is supported in class e.g. some individual support or changing some aspects of teaching to facilitate learning.
- Support to set targets which will include their specific professional expertise
- The child's involvement in a group run by school staff under the guidance of the outside professional
- Group or individual work with an outside professional

Specialist Individual Support

This is usually provided via an Education, Health and Care Plan (EHCP). This means the child will have been identified by the SENDCo as needing a particularly high level of individual and small group teaching, which cannot be provided from the resources already delegated to the school. This level of support would be appropriate for children whose learning needs are severe, complex and/or lifelong and who need a high level of support in school.

Usually, if a child requires this high level of support he/she may also need specialist support in school from a professional outside the school. This may be from Local Authority services such as the Autism Support Team, Physical Disability Service, or Sensory Service (for learners with a hearing or visual need)

Criteria for Exiting The SEND Register

Through the 'Assess, Plan, Do, Review' process, children's progress is measured in order to see if their barriers to learning still require additional support, above and beyond their peers.

When children have achieved outcomes, the SENDCo and Class Teacher, in consultation with SLT, will decide if the child's needs can now be met by through Quality First Teaching alone. Children will continue to be monitored and some may require some additional support, which can be provided by the resources within each class (Teacher/TA).

Section 8: Supporting Pupils And Families

Local Authorities and schools are required to publish and keep under review information about services they expect to be available for the children and young people with SEND aged 0-25 (Regulation 53, Part 4). This is known as the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. Cornwall LA has devised a local offer in collaboration with parents, children and young people, NHS health trusts and other providers from the statutory and voluntary sector.

Latest information about Cornwall's local offer can be accessed at: www.supportincornwall.org.uk/localoffer

Other Links for Parent Support

SEND Information and Advice Support Service (SENDIASS): www.cornwallsendiass.org.uk/

Family Information Service (FIS): www.supportincornwall.org.uk

Cornwall Council www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/

Access Arrangements

Our Class Teachers work in collaboration with SLT to identify children who will require additional arrangements to support their access to tests and other assessments in line with DfE guidance.

These may include additional support prior to tests and/or during tests, such as additional time, or a scribe. Dispensation for statutory exams is requested in consultation with Year 6 Class Teachers and SLT.

Transition Arrangements

We recognise that change can be difficult for any child, especially for children with SEND. Children with significant SEND may have their own 'All About Me' document, which acts as a Communication Passport. Shared with new staff, this contains information about the child's needs and enables staff to be fully informed regarding necessary support and arrangements needed. Children can have additional visits to their new classroom to familiarise themselves, taking pictures and videos to support familiarity and reduce anxiety. Transition Days during the Summer Term help children prepare for the new school year. All children have the opportunity to meet their new Class Teacher, become familiar with other new adults, spend time in a new environment and establishing new routines.

When a pupil with an EHCp is in Year 5, evidence will be gathered and a formal review held in the Summer Term of Year 5, to discuss the pupil's future secondary placement.

Pupils who are at SEND Support in Year 6 will be discussed by the Class Teacher and SENDCo with the SENDCo(s) of their receiving secondary schools in the Summer Term of Year 6. Extra visits are arranged as necessary for children with SEND.

For children in the EYFS there is a programme of visits and opportunities for parents and children to meet staff, see their new classroom, engage with peers and utilise resources, e.g. at Stay and Play sessions. Home Visits and Nursery Visits take place for children entering Reception Year prior to starting school.

Transition support for children with identified special needs starting at Nanpean CP School:

We will first invite parents and carers to visit the school with their child to have a look around and speak to staff, including the SENDCo. Further visits may be planned if it is decided they could assist the child. Any concerns that parents and carers have should be raised at this meeting so that they can be immediately addressed and solutions found.

If an Early Support TAC is in place, a meeting will be held to discuss the child's needs, share strategies used, and ensure provision is put in place before the child starts.

The SENDCo and/or Class Teacher may make a home visit or visit the child if they are attending another school or early years setting.

Records will be requested from the child's current Early Years or School setting so that positive strategies already in place may be built upon.

We may suggest adaptations to the settling in period to help the child to settle more easily.

When a child joining our school has needs we have not previously supported, we will work closely with the relevant agencies to ensure provision is comprehensive.

Transfer to Other Schools

Liaison between the Nanpean CP School SENDCo and SENDCo of the receiving school will take place, as necessary.

All SEND records will be updated and passed to the pupil's new school. We now have a recording system for any transfers.

Section 9: Supporting Pupils at School With Medical Needs

At Nanpean CP School, we recognise that pupils at school with medical conditions should be appropriately supported so that they have full access to education, including school trips 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 children may also have SEND and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

For further information, regarding arrangements in place in school to support pupils at school with medical conditions please ask.

Section 10: Monitoring and Evaluation of SEND

At Nanpean C.P School, evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils. Detailed records are kept, which provide up to date information about SEND provision, monitored as part of the Assess, Plan, Do, Review cycle. Evidence is gathered from a comprehensive range of sources and analysed to inform SEND practice.

A variety of different types of observations are made as part of the process, which may look at general engagement for learning, or may be more diagnostic, as part of our graduated approach.

Scrutiny of documentation includes: Provision Maps, Record of Interventions, planning, and annotated paperwork provided by Partner Agencies.

Pupil View

In line with the United Nations Convention on the Rights of the Child (UNCRC), pupils' views are heard and listened to, including the views of children with SEND.

Analysis of Data:

Available data includes: Termly assessment data, SATs (Year 2 and 6), Phonics Screening, attendance figures, progress demonstrated as a result of an intervention programme and SEMH assessment data.

Meetings

Meetings are well structured and build on previous knowledge, developing a comprehensive view of the child and how best to support needs and promote progress.

Meetings include: continuous dialogue between Class Teacher and TAs, SEND meetings (SENDCo and/or; Class Teacher, parents and carers, partner professionals), Termly Pupil Progress Meetings (SLT, SENDCo and Class teacher), TAC: Team Around the Child (Early Support or In-School)

SLT and Subject Leaders regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. Support and training is given, as necessary to ensure effective provision for children with SEND, including use of adults, resources and outcomes.

Parents

We work in close partnership with parents and carers and value their view regarding SEND provision.

Views are acquired through regular dialogue, including: Parent Consultation Meetings, SEND Meetings, Early Support TAC Meetings, Annual Reviews (for children with an EHC plan), Parent Forum, Parents' Group (Friends of Nanpean) and Ofsted 'Parent View', available to view online at <https://parentview.ofsted.gov.uk/>

Section 10: Roles and Responsibilities**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.

The Role of the Headteacher:

Mr Matt Nicholls is the Headteacher of Nanpean Community Primary School. He is responsible for:

- The strategic leadership and day to day management of all aspects of the school, this includes the support for children with SEND. He will give responsibility to the SENDCo and Class Teachers but has overall responsibility for ensuring that children's needs are met
- Ensuring that staff performance management arrangements and professional development emphasise the importance of high quality teaching and progress for all learners in the school including those with SEND
- Ensuring that the Governing Body is kept up to date about SEND in the school
- Designated Safeguarding Lead
- Managing PPG/CIC funding
- Managing the school's responsibility for meeting the medical needs of pupils

The role of the Special Educational Needs and Disability Co-ordinator

The SENDCo with responsibility for co-ordinating Special Educational Needs and Disabilities is Miss Sarah Morrison. She is responsible for coordinating all the support for children with special educational needs and or disabilities, to ensure all children get a consistent, high quality response to meeting their needs in school. The SENDCo will ensure that parents and carers are:

- involved in supporting their child's learning
- kept informed about the support their child is getting and are involved in reviewing their progress
- part of planning ahead for them

The SENDCo will:

- Coordinate specialist support for teachers and support staff in the school so they can help children with SEND to achieve their potential through using a 'graduated response' to providing SEND support.
- Organise training for staff so they are aware and confident in meeting the needs of children within our school.
- Involvement in the performance management of Teaching Assistants to ensure consistent implementation across the school.
- Update the school's SEND Register, a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood, and making sure that there are up-to-date records about children's progress and needs.
- Advise on the use of the SEND budget and other resources to meet the needs of learners with SEND effectively
- Liaise with all the partner professionals who may be coming into school to help support children's learning e.g. Speech and Language Therapists, Educational Psychologists, Occupational Therapists, Physiotherapists and other services from the Cornwall Local Authority.
- Liaise with Early Years providers, other schools from which learners may be joining Nanpean and schools to which learners are transferring, to ensure that children's needs are comprehensively provided for and a smooth transition planned.
- Work with the Headteacher and Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access requirements.

The Class Teacher is responsible for:

- Ensuring that all learners are provided with high quality teaching and learning opportunities and that the curriculum is appropriately adapted to match the children's individual needs
- Checking on the progress of children and identifying, planning and delivering any additional they may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDCo, as necessary
- Writing targets and sharing and reviewing these with parents and carers at least once each term and planning for the next term
- Ensuring that all members of staff working with children with SEND are aware of their individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress
- Ensuring that all staff working with children are supported in delivering the planned work/programme, so that all children can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in the classroom and for all the pupils they teach.

The first point of contact for asking specific questions regarding a child's learning and progress is with the Class Teacher.

Higher Level Teaching Assistants (HLTAs)

HLTAs have specialist skills and training and provide support for teachers in relation to teaching and learning. They may undertake 'specified work' under the direction and supervision of a teacher in addition to running specific interventions to support the additional needs of children. This may involve working with individual pupils as well as with groups and whole classes.

Teaching Assistants (TAs)

Additional support may be offered to children by a Teaching Assistant (TA) if a high level of additional adult support is required to enable their engagement in learning. Teaching Assistants play a very valuable role in facilitating children's learning and monitoring progress in liaison the class teacher. Staff have the relevant additional training required to meet the needs of children with SEND, and it is fundamental that they form secure relationships with the children, which is a critical aspect of ensuring inclusion for all.

Section 11: Partnership with parents

Our School Local Offer can be found on the school website

http://www.nanpean.cornwall.sch.uk/website/local_and_school_offer/217830

At all stages of the special needs process, the school keeps parents & carers fully informed and involves both parents and pupils. We take account of the wishes, feelings and knowledge of pupils and parents/carers at all stages. We encourage parents/carers to make an active contribution to their child's education.

We have regular meetings to share progress with children and their parents/carers. We inform the parents/carers 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.

Storing and Managing Information

All paper SEND files are stored centrally in a locked cabinet. No files are to be removed from the school premises unless authorised to do so.

All electronic SEND files are stored on our online recording facility, CPOMS.

Reviewing the policy

This policy will be reviewed annually. The next date for review is May 2024.