



# Penpol School

## Special Educational Needs and Disabilities Policy

Policy Agreed: 29<sup>th</sup> November 2016

Date 29<sup>th</sup> November 2016

Signed – Chair of Governors -

Review Date 29<sup>th</sup> November 2017

# Statement of intent

This policy outlines the framework for Penpol school to meet its duty and obligation to provide a high quality education to all its pupils, including pupils with special educational needs and disabilities (SEND), and to do everything it can to meet the needs of pupils with SEND.

Through successful implementation of this policy, the school aims to:

- . Eliminate discrimination
- . Promote equal opportunities
- . Foster good relationships between pupils with SEND and pupils without SEND.

Penpol School will work with the LA within the following principles, which underpin this policy:

- . The involvement of children, parents/carers and young people in decision-making
- . The identification of children's and young people's needs
- . Collaboration between education health and social care services to provide support
- . High quality provision to meet he needs of children and young people with SEND
- . Greater choice and control for young people and parents/carers over their support
- . Successful preparation for adulthood, including independent living and employment

Signed by:

..... Head teacher

Date: .....

..... Chair of governors

Date: .....

## **SECTION 1 – COMPLIANCE AND GENERAL STATEMENT**

### **1. (Legal framework)**

**This policy has due regard to legislation, including, but not limited to, the following:**

- **Children and Families Act 2014**
- **Health and Social Care Act 2012**
- **Equality Act 2010**
- **Equality Act (Disability) Regulations 2010**
- **Education Act 1996**
- **Education Act 2002**
- **Mental Capacity Act 2005**
- **Children Act 1989**
- **Special Educational Needs and Disability (Amendment) Regulations 2015**
- **Special Educational Needs (Personal Budgets) Regulations 2014**
- **Local Government Act 1974**
- **Disabled Persons (Services, Consultation and Representation) Act 1986**
- **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 also has due regard to statutory and non-statutory guidance, including, but not limited to the following:**

- **DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'**
- **DfE (2015) 'Supporting pupils at school with medical conditions'**
- **DfE (2016) 'Keeping children safe in education'**
- **DfE (2015) 'Working together to safeguard children'**
- **DfE (2014) 'School admissions code'**

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 Sally Jane, in liaison with the Head teacher, Aidan Doyle, SEND Governor, Mandy Chapman, Wendy Turner Policy Coordinator, SLT and staff, with due regard to the input of parents and pupils with SEND.

One of our school's strengths is the four-way partnership it promotes between parents, children, teacher's and outside agencies. Contacts are frequent and assist in the continuing the successful partnership between all parties. Parents, governors and ex-pupils are welcomed at the school to help with a wide variety of school activities. The governors and PFA contribute to the work of the school and its strong links with the community.

In compliance with the new SEND 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 different from their peers, they are placed on the RON under one single category, namely SEND Support. (This category replaces the categories of School Action and School Action Plus). 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 SEND, 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 SEND, 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 on-going monitoring.
- b) Ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all pupils, including those with SEND.
- 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 SEND, to ensure that we are providing equality of educational opportunity and value for money.

## **6. Objectives**

Penpol School plans to achieve the core aims of this policy by achieving the following strategic and measurable objectives:

- To follow the graduated approach outlined in the SEND Code of Practice.
- To monitor the progress of all pupils in order to aid the earliest possible identification of SEND.
- Ensure compliance with National SEND Policy, most currently the DfE SEND Reforms, Children and Families Act 2014 and the SEND Code of Practice 2015.
- Work closely with the LA in developing their Local Offer and complying with locally agreed policies and procedures.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for SEND.

- Ensure all staff implements the school's SEND policy consistently – fully endorsing our belief that every teacher is a teacher of every child including those with SEND.
- Ensure that there is no discrimination or prejudice.
- Ensure all pupils have access to an appropriately differentiated curriculum.
- Recognise, value and celebrate pupils' achievements at all levels.
- Work in partnership with parents/carers in supporting their child's education.
- Guide and support all school staff, governors and parents on SEND issues.
- Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs.
- Provide appropriate resources and ensure their maximum and proper use.
- 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.
- To provide an appropriately qualified Special Educational Needs Co-ordinator (SENCO) who will oversee and work with the SEND Inclusion Policy.
- To provide support and advice for all staff working with pupils who have SEND.
- Support pupils with SEND to develop their personality, talents and abilities to the full.(UNCRC Article 23)
- Encourage all pupils with SEND 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**

### **2. Identifying SEND**

Penpol School has a clear approach to identifying and responding to SEND. We recognise the benefits of early identification: identifying need at the earliest point and then making effective provision improves long-term outcomes for the pupil.

Class and subject teachers, supported by the senior leadership team, make regular assessments of progress for all pupils, which seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better the pupil's previous rate of progress.
- Fails to close the attainment gap between the pupil and their peers.
- Widens the attainment gap.

### **3. Early Years Foundation Stage.**

The Early Years Foundation Stage (EYFS) is the statutory framework for children ages 0 to 5 years. The school has arrangements in place to support EYFS pupils with SEND.

Penpol School ensures all staff working with young children are alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all practitioners listen and understand when parents express concerns about their child's development.

Penpol School also listens to and addresses any concerns raised by children themselves.

#### **At Penpol School, we:**

- Use our best endeavours to make sure that pupils with SEND get the support they need.

- Ensure that pupils with SEND engage in the activities of school alongside children who do not have SEND.
- Designate a teacher to be responsible for coordinating SEND provision (The SENCO)
- Inform parents when we are making special educational provision for their child.
- Prepare a report on:
  - The implementation of our SEND policy.
  - Our arrangements for the admission of children with disabilities.
  - The steps being taken to prevent children with disabilities from being treated less favourable than others.
  - The facilities provided to enable access to the school for children with disabilities.
  - Our Accessibility Plan, showing how we plan to improve access over time.

The school will always take needs that are NOT SEND 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 (PP)
- Being a Looked After Child (LAC)
- Being the child of a serviceman/woman

The identification of behaviour as a need is no longer an acceptable way of describing SEND 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.

## 4. Definition

For the purpose of this policy, a pupil is defined as having SEND if he/she has a:

- Significantly greater difficulty in learning than the majority of others of the same age.
- A disability or health condition, which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- Under the Equality Act 2010, a disability is a physical or mental impairment, which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities. (1)
- When reviewing and managing special educational provision there are four broad areas of need and support which give an overview of the range of needs that should be planned for. Penpol School reviews how well equipped we are to provide support across these areas:

### **Communication and interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to or they cannot understand what is being said to them, or they do not understand or use social rules of communication. The profile for children with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

## **Cognition and learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties, as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

(1) Equality Act 2010, section 6 [1]

## **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils (2).

## **Sensory or physical needs**

Impairments which prevent or hinder people from making use of the educational facilities generally provided, such as vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment, diabetes, epilepsy and cancer, are included under the definition of disability, but children with such conditions do not necessarily have SEND.

These conditions can be age-related and can fluctuate over time.

A pupil with a disability is covered by the definition of SEND if they require special educational provision.

Under the Equality Act 2010 (Disability) Regulations 2010, the following conditions do not constitute a disability:

- A tendency to set fires
- A tendency to steal
- A tendency to commit physical or sexual abuse towards others
- Exhibitionism
- Voyeurism
- Tattoos and piercings (3)

(2) The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools, Chapter 6

(3) Equality Act 2010 (Disability) Regulations 2010, section 4 [1]

## **5. Children with specific circumstances**

**Looked after children:** Children at the school who are being accommodated, or who have been taken into care, by the LA are legally defined as being 'looked after' by the LA. The school recognises that children that have some form of SEND are more likely to be 'looked after', and it is likely that a significant proportion of them will have an EHC plan.

Penpol School has a designated member of staff for looked after children (LAC). Sally Jane.

**English as an Additional Language (EAL):** The school gives particular care to the identification and assessment of the SEND of children whose first language is not English. It is necessary to consider the pupil within the context of their home, culture and community. Where there is uncertainty about an individual pupil, the school makes full use of any local sources of advice relevant to the ethnic group concerned, drawing on community liaison arrangements wherever they exist.

Penpol School appreciates that a lack of competence in English is not equated with learning difficulties. At the same time, when children who have EAL make slow progress it should not be assumed that their language status is the only reason; they may have learning difficulties. The school looks carefully at all aspects of a pupil's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from SEND.

## **7. Admissions**

The school will ensure it meets its duties as outlined in the School Admissions policy.

## **SECTION 4 – A GRADUATED APPROACH TO SEND SUPPORT AT PENPOL**

### **13. Graduated approach**

Once a potential SEND has been identified, the school will employ the graduated approach to meeting the pupil's needs by:

- Establishing a clear assessment of the pupil's needs.
- Planning, with the pupil's parents/carers, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review.
- Implementing the interventions, with the support of the SENCO.
- Reviewing the effectiveness of the interventions, and making any necessary revisions.

## Levels of Need

Penpol School's 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 or 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)

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 SEND 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 SEND support.

## 14. 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 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 a half-termly 'Assess- Plan-Do -Review Cycle.'

### 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

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 Individual Provision Map.
- 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 teaching assistants 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.

## **Review**

- Parents will be invited to attend termly review meetings with the class teacher (and where necessary, the SENCO) 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 then be drawn up and added to the on-going Individual Provision Map.
- Parents will be given copies of all notes recorded at the review.

## **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.

## **15. Assessment**

The school will, in consultation with the pupil's parents/carers, request a statutory assessment of SEND where the pupil's needs cannot be met through the resources normally available within the school.

Consideration of whether SEND provision is required, and thus an EHC plan will start with the desired outcomes and the views of the parents/carers and pupil.

The school will meet its duty to respond to any request for information relating to a statutory assessment within six weeks of receipt.

The school will gather advice from relevant professionals about the pupil concerned, including their education, health and care needs, desired outcomes and any special education, health and care provision that may be required to meet their identified needs and achieve desired outcomes.

In tracking the learning and development of pupils with SEND, the school will:

- Base decisions on the insight of the pupil and their parents/carers.
- Set pupils smart targets.
- Track their progress toward these goals.
- Review additional or different provision made for them.
- Promote positive personal and social development outcomes.
- Base approaches on the best possible evidence, and ensure that they are having the required impact on progress.

Detailed assessments will identify the full range of the individual's needs, not just the primary need.

Where possible, pupils' needs will be defined under the SEND Code of Practice broad areas of need:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties

- Sensory and/or physical needs

Where a pupil continually makes little or no progress, or is working substantially below expected levels, the school will consult with parents/carers before involving specialists.

## **16. Education health care (EHC) plans**

The school will fully cooperate with the LA when research about the pupil is being conducted.

The school will provide the LA with any information or evidence needed.

All relevant teachers will be involved in contributing information to the LA

If the school decides to implement an EHC plan, the parents/carers and the pupil will be informed, including the reasons for this decision.

The school will meet its duty to provide parents/carers of the individual pupil with 15 calendar days to consider and provide views on a draft EHC plan.

If the decision is taken not to issue an EHC plan, the school will consider and implement the recommendation of feedback from the LA regarding how the pupil's outcomes can be met through the school's existing provision.

If the LA decides not to issue an EHC plan, the parents/carers of the pupil, or the pupil themselves, will be informed within a maximum of 16 weeks from the initial request of an EHC assessment.

The school will admit any pupil that names the school in an EHC plan or EHC needs assessment process.

The school will ensure that all those teaching or working with a pupil named in an EHC plan are aware of the pupil's needs and that arrangements are in place to meet them.

All reasonable provisions will be taken by the school in order to provide a high standard of education.

Relevant staff members will keep up-to-date with any necessary training.

Staff will be briefed about any potential problems and a procedure will be put into place to deal with certain situations.

The school will specify the outcomes sought for a pupil in terms of specific, measurable, achievable, realistic and time scaled (SMART) outcomes.

The school will ensure that each pupil's EHC plan includes the statutory sections outlined in the SEND Code of Practice, labelled separately from one another.

If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment.

- ❖ Thereafter, the governing body or head teacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.
- ❖ Following the re-assessment, a final EHC plan will be issued within 14 weeks from the request being made.

The school will ensure that any EHC plan will only be shared with other educational institutes if the pupil is transferring there, in order for the institute to develop an individual learning plan.

The school will take steps to ensure that pupils and parents/carers are actively supported in developing and reviewing EHC plans.

Where necessary, the school will provide support from an advocate to ensure the pupil's views are heard and acknowledged.

The school will ensure that parents/carers are consistently kept involved throughout the implementation of an EHC plan.

The school will ensure that the whole process of an EHC needs assessment and development takes no longer than 20 weeks from when the initial request was received.

## **17. Reviewing an EHC plan**

Penpol School will:

- Cooperate to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least two weeks notice of the date of the meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents/carers involved at all times.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Cooperate with the LA during annual reviews.
- Lead the review of the EHC plan in order to create the greatest confidence amongst pupils and their family.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Prepare and send a report of the meeting to everyone invited within four weeks of the meeting, which sets out any recommendations and amendments to the EHC plan.
- Provide the LA and parents/carers with any evidence to support the proposed changes and giving those involved at least 15 days to comment and make representations.
- Clarify to the parents and pupil that they have the right to appeal the decisions made in regards to the EHC plan.

## **18. Transferring between different phases of education.**

An EHC plan must be reviewed and amended in sufficient time prior to the pupil moving between key phases of education, to allow for planning for and where necessary commissioning of support and provision at the new phase.

The review and any amendments must be completed by 15 February in the calendar year of the transfer at the latest for transfers into or between schools. The key transfers are the following:

- Early years provider to school
- Infant school to junior school

- Primary school to secondary school

## **19. The SENDCO has a responsibility to:**

- Be a qualified teacher.
- Achieve the National Award in Special Educational Needs Coordination within three years of appointment, where they have not previously acted as SENDCO at another school for longer than 12 months. The National Award must be a postgraduate course accredited by a recognised higher education provider.
- Collaborate with the governing body and head teacher, as part of the school leadership team, to determine the strategic development of SEND policy and provision in the school.
- Work with the school governors and the head teacher to ensure that the school meets its responsibilities under the Equality ACT 2010 with regard to reasonable adjustments and access arrangements.
- Undertake day-to-day responsibility for the operation of the SEND policy.
- Coordinate the specific provision made to support individual children with SEND, including those with EHC plans.
- Liaise with the relevant, designated teacher where a looked after pupil has SEND.
- Advise on a graduated approach to providing SEND support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Liaise with the parents/carers of pupils with SEND.
- Liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Be a key point of contact with external agencies, especially the LA and KA support services.
- Liaise with the potential future providers of education to ensure that the pupil and their parents are informed about options and a smooth transition is planned.
- Draw up a one-page profile of the pupil with SEND.
- Provide professional guidance to colleagues and work closely with staff members, parents/carers and other agencies including SEND charities.
- Be familiar with the provision in the Local Offer and be able to work with professionals providing a supporting role to the family.
- Ensure, as far as possible, that pupils with SEND take part in activities run by the school, together with those who do not have SEND.
- Ensure that the school keeps the records of all pupils with SEND up-to-date.
- Inform the parents/carers with SEND that SEND provision is being made where the pupil does not have an EHC plan.
- Identify any patterns in the identification of SEND with the school and in comparison with national data.
- Support the class/subject teacher in the further assessment of a pupil's particular strengths and weaknesses, and advise on effective implementation of support.

## **20. Involving pupils and parents/carers in decision-making**

Parents/carers of pupils with SEND are encouraged to share their knowledge of their child; the head teacher and SENDCO will aim to give them the confidence that their views and contributions are valued and will be acted upon.

Parents/carers will always be formally notified when the school provides their child with SEND support.

Decisions on whether the school will commission added provisions will be discussed thoroughly with the LA, parents/carers and, when/where appropriate, the pupil involved.

- Decisions about education will not unnecessarily disrupt a pupil's education or any health treatment underway.

The planning that Penpol School implements will help parents/carers, children and young people with SEND express their needs, wishes and goals, and will:

- Focus on the pupil as an individual, not their SEND label.
- Be easy for children, young people and their parents/carers to understand and use clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Enable the pupil, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future.
- Tailor support to the needs of the individual.
- Organise assessments to minimise demands on families.
- Bring together relevant professionals to discuss and agree together the overall approach.

The class teacher, supported by the SENDCO, will meet with pupils, and parents/carers of pupils receiving SEND support more than three times a year to set clear outcomes review progress, discuss activities and support, and identify parental responsibilities.

- Families of pupils with SEND are guided towards the Cornwall Family Information Service (FIS), [www.cornwallfisdirectory.org.uk/](http://www.cornwallfisdirectory.org.uk/), with regard to the LA Local Offer for SEND in accordance with Regulation 51, Part 4.
- Penpol School has provided a link on the Cornwall FIS's website to information on our provision for families who have a child with a SEND and/or Disability in line with current requirements (The School Offer). This link includes the SEND Policy and SEND 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 SEND 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 SEND can access KS2 SATS. The SENCO, in liaison with the Y6 class teachers, ensures access arrangements have been made in a timely manner.

## **21. Joint commissioning, planning and delivery**

Penpol school is committed to ensuring that pupils with SEND are able to achieve their ambitions and the best possible educational outcomes, as well as other such as securing employment and living as independently as possible. The school works closely with local education, health and social care services to ensure pupils get the right support.

Penpol school assists the LA in carrying out their statutory duties under the Children and Families Act 2014, by ensuring that services work together where this promotes children and young people's wellbeing or improves the quality of special educational provision (Section 25 of the Children and Families ACT 2014).

Penpol school will draw on the wide range of local data-sets about the likely education needs of children and young people with SEND to forecast future need including:

- Population and demographic data.
- Prevalence data for different kinds of SEND among children and young people at the national level.
- Numbers of local children with EHC plans and their main needs.
- The numbers and types of settings locally that work with or educate children with SEND.
- An analysis of local challenges/sources of health inequalities.

The school will plan, deliver and monitor services against how well outcomes have been met, including but not limited to:

- Improved educational progress and outcomes for children and young people with SEND.
- Increasing the proportion of children with SEND whose needs are identified prior to school entry.

Where pupils with SEND also have a medical condition, their provision will be planned and delivered in coordination with the healthcare plan.

SEND support will be adapted and/or replaced depending on its effectiveness in achieving the agreed outcomes.

## **22. 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 staff and teaching assistants and 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 SENDCO undertakes an annual Audit of Staff Skills and SEND Knowledge in order to recognise and address gaps within the school and for individuals.
- The school has two SEND specialist teachers who are able to provide continuing professional development (CPD)
- 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 hosts/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 on-going developments in SEND Reforms.
- Support staff are encouraged to take an active part in all school functions/training including leading after-school clubs.

## **23. Roles and responsibilities**

**The governing body has a responsibility to:**

- Fully engage pupils with SEND and their parents/carers when drawing up policies that affect them
- Identify, assess and make provision for all children and young people with SEND, whether or not they have an EHC plan.
- Endeavour to secure the special educational provision called for by a pupil's SEND.
- Designate an appropriate member of staff to be the special educational needs coordinator (SENDCO) and have responsibility for coordinating provision for pupils with SEND.
- Appoint a designated teacher for looked after children, where appropriate.
- Make reasonable adjustments for pupils with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- Take necessary steps to ensure that pupils with disabilities are not discriminated against, harassed or victimised.
- Prepare the arrangements for the admission for pupils with SEND and the facilities provided to enable access to the school for pupils with disabilities.

- Prepare the accessibility plan showing how the school intends to progressively improve access over time.
- Publish annual information, setting out the measures and facilities to assist access for pupils with disabilities.
- Publish annual information about the arrangements for the admission of pupils with disabilities, the steps taken to prevent pupils being treated less favourably than others, the facilities provided to assist pupils with SEND and the school's accessibility plan.
- Develop complaints procedures, which, along with details about appealing to the SEND tribunal, will be made known to parents/carers and pupils through a single point of access.
- Provide suitable, full-time education from the sixth day of a fixed permanent exclusion of a pupil with SEND, in line with their EHC plan.
- Ensure arrangements are in place to support pupils at school with medical conditions.
- Cooperate with the LA in drawing up and reviewing the Local Offer.
- Appoint an individual governor or sub-committee to oversee the school's arrangements for SEND.
- Prepare the SEND information report and publish it on the website.

#### **24. The head teacher has a responsibility to:**

- Ensure that those teaching or working with pupils with SEND are aware of their needs, and have arrangements in place to meet them.
- Ensure that teachers monitor and review pupils' progress during the course of the academic year.
- Cooperate with the LA during annual EHC plan reviews.
- Ensure that the SENDCO has sufficient time and resources to carry out their functions.
- Provide the SENDCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities, in a similar way to other important strategic roles within the school.
- Appoint a designated teacher for looked after children, who will work closely with the SENDCO to ensure that the needs of the pupil are fully understood by relevant school staff.
- Regularly and carefully review the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensure that teachers understand the strategies to identify and support vulnerable pupils, and possess knowledge of the types of SEND most frequently encountered.
- Ensure that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEND.
- Take steps to ensure that pupils and parents/carers are actively supported in contributing to needs assessments, and developing and reviewing EHC plans.
- Establish and maintain a culture of high expectations and include young people with SEND in all opportunities available to other pupils.
- Consult health and social care professionals, pupils and parents/carers to ensure that needs of children with medical conditions are effectively supported.
- Keep parents/carers and relevant teachers up-to-date with any changes or concerns involving the pupil.
- Identify any patterns in the identification of SEND with the school and in comparison with national data.

#### **25. Class/subject teachers have a responsibility to:**

- Plan and review support for their pupils with SEND on a graduated basis, in collaboration with parents/carers, the SENDCO and, where appropriate, the pupils themselves.
- Set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment.
- Plan lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving, and every pupil with SEND will be able to study the full national curriculum.

- Be responsible and accountable for the progress and development of the pupils in their class.
- Be aware of the needs, outcomes sought, and support provided to any pupils with SEND they are working with.
- Keep the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern.

## 26. Funding

Penpol School will allocate the appropriate amount of core per-pupil funding and national SEND budget outlined in the Local Offer for the SEND provision of its pupils.

Personal budgets are allocated from the LA's high needs funding block; the school will continue to make SEND provision from its own budgets, even if a pupil has an EHC plan.

## 27. Local Offer

In the developing and reviewing the Local Offer the school will adopt the following approach:

- **Collaborative:** The school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school must also cooperate with those providing services.
- **Accessible:** The published Local Offer will be easy to understand, factual and jargon free. It is structured in a way that relates to pupils and parents needs (for example by broad age group or type of special educational provision). It will be well signposted and well publicised.
- **Comprehensive:** Parents and pupils will know what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The Local Offer will include eligibility criteria for services, where relevant and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up-to-date:** When parents and pupils access the Local Offer it is important that the information is up-to-date.

## 28. SEND tribunal

All disagreements about an EHC plan will be attempted to be resolved as quickly as possible, without the pupil's education suffering.

In all cases, the school's written complaints procedure will be followed, allowing for a complaint to be conserved informally at first.

Following a parent's/carer's serious complaint or disagreement about the SEND provisions being supplied to a pupil, the school will contact the LA immediately in order to seek disagreement resolution advice, regardless of whether an EHC plan is in place.

- Where necessary, the head teacher will make the relevant parties aware of the disagreement resolution service.
- Parents/carers are made aware that Ofsted can consider complaints relating to whole school SEND early years provision, if the problem has not been resolved informally.

The school will meet any request to attend a SEND tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

Following the use of informal resolutions, the case will be heard in front of three people, who are independent of the management and running of the school.

If disagreements are not resolved at a local level, the case will be referred to the EFA.

The school will fully cooperate with the LA by providing any evidence or information that is relevant.

All staff involved in the care of the pupil will cooperate with parents/carers in order to provide the pupil with the highest standard of support and education.

## **29. Supporting successful preparation for adulthood.**

The school will ensure that pupils are supported to make a smooth transition to whatever they will be doing next, e.g. moving on to higher education.

The school will engage with secondary schools and FE providers, as necessary to help plan for any transitions.

The school will transfer all relevant information about pupils to any educational institution that they are transferring to.

If a pupil has been excluded, the school has a duty to arrange suitable, full-time education from the sixth day of a fixed period exclusion and to provide full details of any SEND provisions necessary in accordance with the school's Exclusion policy.

If it is in the best interest of the pupils, the school may commission alternative provision, in line with any EHC plans in place, for pupils who face barriers to participate in mainstream education.

The school will take an active role in preparing pupils with SEND for their transition into adult life, preparing them to achieve their ambitions in terms of higher education or employment, taking responsibility for their health, where they will live, their relationships, their finances, social integrations and independence.

## **30. Data and record keeping**

The school will:

- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Show all the provision the school make which is different or additional to that offered through the school curriculum on a provision map.

The school keeps data on the levels and types of need within the school and makes this available to the LA.

The SEND information report will be prepared by the governing body, and will be published on the school website; it will include all the information outlined in paragraphs 6.79 and 6.83 of the SEND Code of Practice 2015.

### **31. Confidentiality**

The school will not disclose any EHC plan without the consent of the pupil's parents/carer, with the exception of disclosure:

- To a SEND tribunal when parents/carers appeal, and to the Secretary of State under the Education ACT 1996.
- On the order of any court for the purpose of any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To Ofsted inspection teams as part of their inspections of schools and LA's.
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in higher education.
- To the head teacher (or equivalent position) of the institution at which the pupil is intending to start their next phase of education.

### **32. Monitoring and review.**

The head teacher in conjunction with the governing body reviews the policy on an annual basis; any changes made to this policy will be communicated to all members of staff.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

### **33. ACCESSIBILITY**

Please refer to the Accessibility Plan. This can be seen on the school website.

### **34. Resolving disagreements.**

Penpol School is committed to resolving disagreements between pupils and the school. In carrying out of duties we:

- Support early resolution of disagreements at the local level.
- Explain the independent disagreement resolution arrangements in our Complaints Policy, which is available for disagreements across special educational provision, and health and care provision in relation to EHC plans and tribunals.

### **35. Publishing information**

The school will publish information on our website about the implementation of the SEND policy.

The governing body will publish details of the SEN Information Report on the website.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

**Designated safeguarding lead** – Mrs S Jane & Mr A Doyle

**Designated teacher for looked after children** - Mrs S Jane

**Designated member of staff responsible for PP/LAC Funding** – Mrs M Chapman

**Designated members of staff responsible for managing the school's responsibility for meeting the medical needs of pupils** – Mrs V Woolcock & Mrs D Nidds

**SEND GOVERNOR** - Mrs M Chapman