



POLTAIR POLICY DOCUMENT *for*

Special Educational Needs and Disability POLICY

Presented to Poltair School Governing Body:
Reviewed on: March 2015

POLICY FOR INCLUSION AND SPECIAL EDUCATIONAL NEEDS

Next review - by March 2018

Poltair School recognises that all children, including those with special educational needs, share the right to a broad, balanced and relevant curriculum. Special Educational Needs and/or Disabilities may be temporary or longer-lasting in effect. The provision for SEND must, therefore, be flexible enough to respond to the notion that any student, at any time, for any length of time, may have some form of learning difficulties social and/or emotional/behaviour difficulties which are a barrier to learning. The curriculum needs to be delivered in a relevant and differentiated manner, ensuring progression and continuity for all students.

To this end the Student Services facility has been reviewed to support the co-ordination of provision for students with a Special Educational Need and/or Disability.

This policy accepts the definition of SEND as set out in the New Code of Practice p.15 and 16:

- xiii. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
 - has a significantly greater difficulty in learning than the majority of others of the same age, or
 - has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

1. **Aims and Objectives**

- 1.1 The Governing Body and staff do their best to ensure that the necessary provision is made for any student who has special educational needs and that those needs are made known to all who teach him or her.
- 1.2 The staff and governors of the school are aware of the importance of identifying, and providing for, those students who have special educational needs and disabilities.
- 1.3 The SENDCO will draw up and report annually to parents on the policy for inclusion and special educational needs. This will be based within the school offer that will be reviewed annually.
- 1.4 The staff ensures that students with special educational needs join in the activities of the school together with all other students, so far that it is reasonably practical and compatible with the student receiving the special educational provision necessary, the effective education of others in the school and the efficient use of resources.
- 1.5 Links with primary schools and other outside agencies continue to be developed in order to identify individual needs and to make the transition successful.

2. **Designated SEND Team**

- 2.1 The school's Special Educational Needs and Disabilities Co-ordinator (SENDCo) is Mrs Tammy Brain. It is Mrs Brain's responsibility to co-ordinate the day to day operation of the SEND Policy.
- 2.2 The SEND department is made up of Specialist Teaching Assistants. Their roles are to support students with their knowledge of the specific curriculum area that they are linked to (Maths, English, Humanities, Science, Music, MFL and Design Technology).
In addition to these roles, we also have a specialist TA for Numeracy and Literacy to support with the development of these cross-curricular skills. We also have an Autism Champion who works with our most vulnerable students with this diagnosis.
Additionally Year Team Managers support students in their behaviour within the learning environment so that they can access the curriculum.

3. **Admission and Integration**

- 3.1 The Governors and Staff are committed to a 'whole school approach' to special educational needs through identification of, and provision for, the needs of all of our students and their integration into all spheres of education. This is in line with Cornwall LA's policy.
- 3.2 The school operates an equal opportunities policy for all students.

[Please refer to our admission policy for further information.]

4. **Identification, Monitoring and Assessment**

The identification of students with SEND is in line with the Code of Practice and the Cornwall LA recommendations.

- 4.1 Early identification is part of a whole school approach. Staff make early contact with Student Services Staff (Mrs Brain) if they have any concerns about a student using the referral process. Students who may be experiencing difficulties are under three main areas:

Communication and Interaction

- Speech, Language and Communication Needs (SLCN)
- Autistic Spectrum Disorder including Asperger's Syndrome and Autism.

Cognition and Learning

- Moderate Learning Difficulty (MLD)
- Severe Learning Difficulty (SLD)
- Profound and Multiple Learning Difficulty (PMLD)
- Specific learning difficulties (SpLD)

Social, Emotional and Mental Health

- Emotional and/or Social Difficulty
- Mental Health difficulties

Sensory and/or Physical

- Visual Impairment (VI)
- Hearing Impairment (HI)
- Multi-Sensory Impairment (MSI)
- Physical Disability (PD)

- 4.1b Students are reviewed through data collection points each term by Mrs Tammy Brain in order to ensure an accurate Record of Need for the students' Educational Needs. Mr Samuel Harrison is responsible for ensuring that students who have additional needs through Social Care etc. are also on the Record of Need and will review this termly, alongside his Pastoral Team.

- 4.2 Once a student is identified they may be placed onto the School Support List (as recognised through the New Code of Practice).

Monitoring will be completed by:

- A key worker who is assigned where necessary. This is to support effective home/school relationships
- External Agencies who are linked with the student; Mrs Brain, Mr Harrison, Year Team Leaders or Behaviour Support Workers. They will also be monitored by the Tutor.
- For those students with an EHCP, an Annual Review will also be put in place.

The Record of Need will be updated onto SIMS, this means that staff have an accurate record of who is on the RON in their classes at all times. This is also linked to the class overview.

The updated Record of Need is also shared with the Senior Leadership Team termly.

- 4.3 A combination of continuous teacher assessment and standardised tests will be used to further help monitor progress. This will be reviewed by the SENDCo, and Assistant Headteacher for Behaviour, linking with the keyworker responsible for the student. It is also the role of the Tutor to monitor the progress of their tutees (including those on the Record of Need).

- 4.4 Progress is reviewed in line with the Code of Practice guidelines through formative and summative assessments. Students with statements are reviewed annually in addition to Annual Review Meetings.

5. **Support**

5.1 Once a child's needs are identified, support will be provided in a range of ways including:

- Differentiation of teaching methods/materials, strategies for students to overcome their barriers
- In-class support by teacher/teaching assistant
- Withdrawal or enhancement time for individual or small group work
- Individual programmes to help modify behaviour
- Specialist provision for those students with hearing impairment
- Specialist provision for those students with visual impairment
- Specialist programmes for those with complex social, emotional or behavioural needs.

Some of these will be delivered through the 'Effective Learning Centre'. This is an internal specialist provision that acts as a short term intervention that address specific and significant educational barriers.

Resources allocated to students who are not subjects of statements for special educational needs will be deployed through the pupil profile

6. **Liaison**

6.1 Regular liaison is maintained with the following external agencies:

- Learning Support Service
- Psychological Service
- Social Services
- Service for the Visually Impaired
- Health Service
- School Nurse Service
- Education Welfare Officer
- Police Liaison
- Youth Service
- Child and Family Service
- Careers Service
- Out of School Education Resource Base
- Behaviour Service
- CHES – Alternative Provision
- Acorn Academies

The school maintains links with local primary schools, Further Education Colleges and Training Agencies, through the transition process in order to ensure that any information regarding the students are passed onto the relevant member of staff.

Parents are informed when an external agency becomes involved with their child in writing. This is recorded onto SIMs and this data is provided at census to the LA.

6.2 The Student Services Team liaises with staff internally in the following ways:

- Curriculum support is enhanced by 'SEND Faculty Representatives', who are responsible for monitoring and evaluating each individual faculty's resources and teaching approaches with regard to students with learning difficulties.
- Mrs Brain liaises with other members of staff to ensure that exam concessions are put in place, in line with requirements from JCQ, to support students with their educational needs during the exam process.
- The SENDCo attends Curriculum Team Leaders and Year team meetings.
- The use of Pupil Passports to give clear and consistent provision across subject areas.

7. **Specialist Provision and Facilities**

- 7.1 The SEND Team has a Student Services Centre to cater for students' learning needs, and operating also as a resource base for staff, students, volunteer helpers and outside agencies.
- 7.2 As an inclusive school we have toilet and shower facilities for those in wheelchairs, and ramps to give access to all ground floor facilities and a stair lift to give access to first floor facilities most of our buildings. The East Block does not have access to the rooms upstairs; however, computer rooms are available in other parts of the school that students can access.

8. **Financial Resources**

- 8.1 The school is allocated finance to cover :-

Ancillary hours (AHP)

Additional teaching hours (individual teaching for children with specific learning difficulties.)

Finance has been made available to the school to support the students who are the subject of EHCPs under the terms of the 1996 Education Act and SEND Code of Practise 2014.

9. **Access to the Curriculum**

- 9.1 The provision of an exciting learning environment is a priority, to arouse students interest and curiosity and to help those who need extra stimulus and encouragement to overcome their learning difficulties.
- 9.2 A climate of warmth and support is fostered in which self-confidence and self-esteem grows and in which all students feel valued and able to risk making mistakes as they learn without fear of criticism.
- 9.3 There will be flexible grouping of students so that learning needs may be met in individual, small group or whole class context.
- 9.4 The curriculum is differentiated to meet the needs of individual students. Teaching styles and flexible groups reflect this approach.
- 9.5 Schemes of work for students, within classes and year groups reflect whole school approaches to teaching and learning and take account of special educational needs.

- 9.6 Curriculum tasks and activities are matched to students' differing paces and styles of learning, interests, capabilities and previous experience.
- 9.7 Curriculum tasks and activities are broken down into a series of small and achievable steps for students who have marked learning difficulties.
- 9.8 Teaching approaches for children with specific learning difficulties capitalise on their oral strengths and so avoid their difficulties with written communication eg through the appropriate use of tape recorders, computers or other specialist equipment.
- 9.9 Where appropriate support is given to a small number of students during break times and lunch times to cater for their individual needs.
- 9.10 Year Team Managers work alongside our students to enable them to access the curriculum, offering advice and guidance to staff on how to support students' and their behaviour for learning.
- 9.11 A small group provision that supports students in developing the skills to access the mainstream environment. (Through the ELC)#
- 9.12 For our most vulnerable learners, a small transition group that ensures that these students have significant contact with a small number of staff to support them through the transition from primary school to secondary school.
- 9.13 In order for students to show their ability, exam concessions are also put in place (if needed) to allow students be assessed fairly on the curriculum that they have been studying.

10. **Arrangements for the Treatment of Complaints**

The procedure for managing complaints is as follows :-

- i) written contact with the Headteacher or a member of the Leadership Team/Head of Year;
- ii) response is made at the earliest opportunity and following the collection of appropriate information;
- iii) a meeting is arranged with the parents to discuss the complaint.

11. **Staff Development**

- 11.1 Training needs related to special educational needs will be identified by the SENDCo in consultation with the staff and will be incorporated into the staff development plan.

12. **Working with Parents**

- 12.1 The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important to work with the parents of children with special educational needs. The support and encouragement of parents is often the crucial factor in achieving success.(As highlighted through the New Code of Practice).

12.2 Parents will be kept informed about the problems experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communication between the parent and the school will be maintained.

13. View of the Student

13.1 As stated in the New Code of Practice, the views of the student will be central to planning and implementation of interventions and activities. These will be sought through key worker meetings and annual reviews.

- **14. The Role of the Governor**

- 14.1 The link Governor's role is to challenge and support the SENDCo. This role is carried out following the structure below:
 - 14.2 Termly meetings with the SENDCo, with the Governor sharing key information back to the rest of the Governing Body
 - 14.3 The SENDCo ensures that she is available for the meetings, and will prepare key anonymised data for the meeting as requested.
 - 14.4 The Governor challenges the SENDCo on areas of improvement and holds the SENDCo to account, reporting to the rest of the Governing Body and the Headteacher if any concerns arise.
 - 14.5 The SEND Governor minutes and shares the key items with the rest of the Governing Body.