

Approved: October 2020  
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**Cornerstone Academy Trust**

**SEND POLICY**

# **SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY**

## **INTRODUCTION**

This policy is to be read in conjunction with all other school policies.

Some children have barriers to learning that mean they have special needs and require particular action by the school.

These requirements are likely to arise as a consequence of a child having special educational needs. Children have special educational needs if they have a learning difficulty which calls for educational provision to be made for them that is 'additional to' or 'different from'.

Children have a learning difficulty if they:

- i) have a significantly greater difficulty in learning than the majority of children of the same age; or
- ii) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (LA);
- iii) are under compulsory school age and fall within the definition at (i) or (ii) above or would do so if special educational provision was not made for them.

SEND Code of Practice

Special Educational Needs and Disabilities may relate to one or more of the following areas of need:

- Communication and interaction; (C&I)
- Cognition and learning; (C&L)
- Social, emotional, mental health; (SEMH)
- Sensory and/or physical needs;
- Medical conditions;

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children deemed to be disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified needs.

## **EQUAL OPPORTUNITIES & INCLUSION**

This policy has been updated in line with the:

- SEND Code of Practice (2014)
- SEND and Disability Act 2001 and the government consultation on provision for children with SEND, Support and Aspiration: A new approach to special educational needs and disability.
- Equality Act 2010
- Children and Families Act 2014
- National Curriculum (2014) (English & Maths 2016)

It is part of a whole school strategy to promote the inclusion and effective learning for all pupils.

Cornerstone Academy Trust endeavours to make every effort to achieve maximum inclusion of all pupils (including those with SEND) whilst meeting pupils' individual needs. Teachers provide learning opportunities for all the pupils within the school environment and provide materials appropriate to pupils' interests and abilities. This ensures that all pupils have full access to learning equivalent to that set in the National Curriculum. We use the guidance given in the National Curriculum document and the SEND Code of Practice to support inclusion.

## **AIMS AND OBJECTIVES**

The aims of Cornerstone Trust are based on the aims stated in the Devon Local Authority (LA) Policy for Special Educational Needs and guided by the SEND Code of Practice 2014 and any updates. We aim to work with the LA 0-25 SEND Team to ensure our pupils achieve high levels of progress; effective learning and development for all pupils regardless of any special educational need.

We are committed to inclusion; meeting individual needs and the provision of the highest quality for all students alongside the efficient use of resources. We encourage mutual respect and consideration as part of the ethos of our school. As set out in the National Curriculum, 2014 we ensure that 'lessons [are] planned to ensure that there are no barriers to every pupil achieving'.

## **PARTNERSHIP WITH PARENTS & CARERS**

We recognise that parental involvement is crucial to enhancing progress and achievement in school. Cornerstone Trust aims to work in close partnership with parents and carers and the Local Authority for our Children in Care (CIC) or Looked After Children (LAC). This is a school priority in line with the SEND Code of Practice and recommendations from the Lamb Enquiry 2009 (Special Educational Needs and Parental Confidence). We work to enable and empower parents and carers by:

- giving parents and carers opportunities to play an active and valued role in their child's education
- inviting parents to parent consultation meetings
- making parents and carers feel welcome in the school
- encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- aiming to instil confidence that Cornerstone will listen and act appropriately to parental concerns
- focusing on the child's strengths as well as areas of additional need
- allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- agreeing targets for their child where appropriate and ensuring the child is aware of these
- keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- making parents and carers aware of the Devon Information Advice and Support (DIAS) service
- encouraging communication through telephone and email
- providing all information in a 'parent friendly' and accessible way
- ensuring the SEND Information Report is available on the website

## **INVOLVEMENT OF PUPILS**

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). We endeavour to fully involve pupils wherever possible by including pupils in:

- identifying their own needs and learning about their self and school as learners
- individual target setting across the curriculum
- encouraging self-reflection in the learning process

- formal reviews, providing evidence for meetings and attendance at review meetings (if appropriate)

The procedures for including pupils are identified in the Equal Opportunities policy. We ensure that pupil perceptions of the support and process are included in monitoring and evaluation procedures through Student Voice. We also ensure that all pupils have access to a designated member of staff for support and to allow pupils to express any concerns they may have.

## **MANAGEMENT OF SEND WITHIN THE TRUST**

We believe that every teacher is responsible and accountable for all pupils in their class whatever their educational needs. The CEO and the Board of Trustees have delegated the responsibility for the day-to-day implementation of the policy to the Special Educational Needs Co-ordinators (SENDCos). The Trust currently employs Head of Children's Services (Lead SENDCo) to oversee SEND provision across all schools. There is a dedicated SENDCo at Yeo Valley and an additional SENDCo to support Head of Children's Services at Broadclyst Community Primary School and Westclyst Community Primary School and Monkerton Community Primary School. All members of staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health & Care Plan. The Trust also employs an Educational Psychologist, Speech & Language Therapist and a School Nurse to enhance the level and timeliness of professional input.

In line with the recommendations in the SEND Code of Practice the SEND team is responsible for:

- overseeing the day-to-day operation of this policy
- rigorous assessment of pupils' attainment levels and target setting
- supporting teachers to narrow the gap of attainment between vulnerable groups and cohorts
- co-ordinating provision for children with special educational needs
- liaising with and advising teachers and TAs
- supporting teachers to effectively utilise Teaching Assistants
- overseeing the records of all children with SEND
- liaising with parents of children with SEND
- contributing to the in-service training of staff
- liaising with relevant external agencies including the support and educational psychology services, health and social services, and voluntary bodies
- making access arrangements for children where required
- ensuring the opinions and views of the parent and child are considered throughout

The SENDCos are responsible for keeping the head teacher and the Trustee with responsibility to SEND fully informed. This will take place at regular intervals throughout the year at least once a term.

## **ADMISSION ARRANGEMENTS**

No pupil will be refused admission to school on the basis of his or her special educational need if the school can meet the individual needs. In line with the SEND and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

## **SPECIAL PROVISION**

CORNERSTONE endeavours to equip all staff with expertise, training and support in the following areas:

- implementing 1:1 synthetic phonics work (Read Write Inc) & Fresh Start
- working with children with Hearing Impairment (Sound field Systems)
- working with children with Visual Impairment

- working with children with emotional, social and mental well-being difficulties
- working with children with identified medical conditions
- distinguishing between an EAL child and a child with EAL/SEND
- working with children with Cognition and Learning needs, including specific learning needs, such as dyslexia and dyscalculia
- working with children with Communication and Interaction needs, including Speech and Language and Autistic Spectrum Disorder needs
- working with children with Physical and Sensory needs

The Trust uses the SEND Team, which includes an Educational Psychologist, Speech and Language Therapist and School Nurse to deliver individual assessment and support programmes for children and SEND support/training for staff.

## **IDENTIFICATION AND ASSESSMENT**

We accept the principle that pupils' needs should be identified and met as early as possible. The Trust adopts the levels of intervention as described in the SEND Code of Practice. We adopt the following procedures for identification and assessment:

- the analysis of data including initial assessment in the Early Years; Foundation Stage Profile; Language Link assessments, Baseline Data, Year 1 Phonics Screening, GL annual assessments and end of key stage SATs,
- the pupil in context profile
- the completion of 'Initial Referral Forms' (IRF) forms for teacher/parent SEND concerns
- following up parental concerns
- pupil self-referral and requests for help
- tracking individual pupil progress over time using Language Link, GL assessment data, AR, AM data
- liaison with feeder and follow-on schools on transfer
- information from previous schools
- information from other services
- termly SEND Reviews held with SENDCo & Class teacher
- monthly SEND Team Meetings to discuss referrals and progress

If a child requires support that is additional to, or different from his/her peers they are placed on the SEND register and will be recorded as receiving additional SEND support at School SEN Support Level (k).

Interventions will be set by the SENDCo with the Class Teacher and parents and will form part of the Graduated Response process of Assess, Plan, Do, Review.

Additional support will be provided if necessary (school nurse, educational psychologist, speech & language therapist, occupational therapist etc). Protocols and procedures are followed in terms of managing paperwork; Data Protection and Confidentiality.

Should a child require a high level of support, professionals will initiate Team around the Family (TAF) meetings and create a My Plan or use the Early Help portal Right for Child.

A Graduated Response of increased support will be provided if necessary. For those with the highest level of need an application for Statutory Assessment may be made to the 0-25 SEND Team (LA). This may result in an Education, Health and Care Plan (EHC Plan).

## **CURRICULUM ACCESS AND PROVISION**

In order to meet the learning needs of all pupils, teachers differentiate work according to our assessment data taken from GL assessments and each child's Individual Provision Map. The teacher's role is to meet each child's individual needs and to mark work; plan consequent work and deliver interventions.

Where pupils are identified as having special educational needs, the school provides for these additional needs following Devon's Graduated Response approach. This ensures that provision is provided at increasing levels in line with needs – Universal, Targeted and Specific support strategies. These may include:

- in class support for small groups using additional adults
- small group targeted support using teachers
- individual class support / individual withdrawal 1:1 specific programmes
- further differentiation of resources / timetable / curriculum

All pupils on the SEND register will have an Individual Provision Map. These are dynamic documents which are subject to review with the Class teacher and SENDCo to reflect the child's learning needs and progress.

Children in Care will have provision maps that support their PEPs if they also have SEND.

Children with an EHCP will have an Annual Review Meeting with all professionals involved in the child's support. Progress, attainment and changes in need will be discussed. The SENDCo will return all necessary documentation to the 0-25 SEND Team via the EHCP Hub portal.

## **LINKS WITH OTHER SERVICES**

We aim to maintain useful contact with educational support services. The following agencies may be involved:

- Educational Psychology Service
- Children & Young People's Services
- Education Welfare Service
- Police
- Speech and Language Therapy
- Occupational Therapists
- Medical Professionals
- School Nursing Teams
- Behaviour Support Team
- Communication and Interaction Team
- Health visitors
- Children's Centres
- And others

## **STAFF DEVELOPMENT AND TRAINING**

In order to maintain and develop the quality of our provision, all members of staff are encouraged to undertake training. Input from external agencies is actively encouraged.

## Resources

The provision for SEND is supported by the SEND budget. The allocation of funds is deployed to support the implementation of this policy. The following principles have been identified to support this:

- Annual review of allocation of TAs by the CEO and SENDCo according to the needs of the children.
- Appropriate training of all members of staff
- Resources to be purchased as required through the specific SEND budget.
- There is also an allocation each year which is reviewed annually and adjusted according to the SEND needs (see the Trust annual budget for exact amount.)

## Monitoring and Evaluation of SEND Provision

The effectiveness of our provision for pupils is identified as having special educational needs is carried out in the following ways:

- classroom observation (SENDCo); Leadership Team and SEND Trustee)
- work sampling (SENDCo and SEND Trustee)
- scrutiny of planning (Leadership Team and SENDCo)
- informal feedback from all staff
- pupil tracking (SENDCo)
- pupil review meetings (Teacher)
- monitoring Individual Provision Maps and targets (class teacher and SENDCo)
- movement on the register (SENDCo and SEND Trustee)
- attendance records (EWO)
- formal assessment of children working below their expected level

These are monitored by the individual class teachers, the SENDCos and the SEND Trustee.

## Monitoring of policy effectiveness

We have identified the following success criteria to enable the Head teacher, SENDCo, Senior Leadership Team and SEND Trustee to monitor and evaluate the effectiveness of the policy.

- the SENDCo has at least one termly meeting with the Trustee responsible for SEND
- the 'register' is updated at least twice a year
- Pupil Progress SEND Year Group Termly Meetings
- there is movement on the register, both up and down the levels of intervention
- all concerns are followed up as soon as possible
- parents are informed about all expressions of concern
- pupils with Individual Provision Maps have the targets reviewed a minimum of twice a year
- pupils are aware of targets they need to achieve linked to the Individual Provision Maps
- relevant members of staff are aware of pupil targets
- targets are written in accessible language
- parents are informed of their child's targets at parents' evening
- parents' data collected from parent surveys / questionnaires parents express satisfaction with the provision made
- teachers and support staff are aware of procedures
- all teachers' weekly plans show evidence of differentiation

- there is evidence of individual pupil progress over time
- SEND issues are included in staff development planning
- teachers are aware of their responsibilities
- the SENDCO contributes to the school development plan.

## **Complaints**

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the CEO. The Chair of Trustees may be involved if necessary. In the case of an unresolved complaint the LA may be involved. This policy will be reviewed by the governing body every two years or earlier if it is considered necessary.

Latest Review: Oct 2020

## **Information:**

### **SEND Code of Practice:**

<https://www.gov.uk/government/consultations/special-educational-needs-SEND-code-of-practice-and-regulations>

### **Devon Information Advice & Support for SEND (DIAS):**

<https://www.devonias.org.uk/>

### **Devon SEND Local Offer (Devon CC)**

<https://new.devon.gov.uk/send/>