



Where each child is special and every child matters

Special Needs Policy 2020

This policy has been written to comply with the Special educational needs and disability code of practice: 0 to 25 years (2014) and with reference to our schools ethos and policies.

Some children may experience difficulty with their learning at some point during their time in school. This may be a short term or longer lasting difficulty. This is identified if a child finds it significantly more difficult to learn than the majority of children of the same age. This may be linked to

- speech, language or communication needs;
- cognition and learning;
- social, mental and emotional health;
- sensory and or physical needs (also medical)

or

has 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 Local Authority

Torpoint Nursery and Infant School is an inclusive school that welcomes and values the different experiences, cultures, talents, interests, capabilities and strengths of each child.

It is our expectation that every child will reach his or her maximum potential in a caring supportive environment that provides equal opportunities for all.

Aims

We are committed to ensuring that every child is offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and the National Curriculum.

Our commitment to the "unique child" in terms of development, inclusion, safety and well-being moves the identification of need away from the "special" category into the belief of fostering positive outcomes for all our children.

The staff of the school is committed to identifying and providing for the needs of all children in a wholly inclusive environment.

We believe in a non-deficit model of special needs. This means we always start from what the child can do and what they need to do next.

We have highly trained teachers and teaching assistants who can help and support children who are experiencing any difficulties and the SENCO's coordinate this work across the whole school.

If we feel that a child is experiencing particular difficulties we will talk to parents about this so that they are aware of what we are doing to support your child and can help with this at home.

We ensure that we keep up to date in terms of new research which may help us to help children more effectively

Roles & Responsibilities

The Head teacher maintains overall responsibility for pupils with special educational needs.

The designated Special Educational Needs and Disabilities Co-ordinators are:

- **Miss Gail Palmer**
- **Mrs Stephanie Lock**

Miss Palmer has gained the qualification 'National Award for Special Educational Needs Co-ordination'

Mrs Lock has gained the qualification 'National Award for Special Educational Needs Co-ordination'

The nominated Governor is Nicola Moran.



Where each child is special and every child matters

Our SENDCOs are responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEN. They liaise with staff to monitor the child's progress and plan further interventions where progress is slower than expected. They regularly have contact with a wide range of external agencies that are able to give more specialised advice.

In-service training needs related to Special Educational Needs will be identified by the Headteacher and/or SENDCOs in consultation with the staff and will be incorporated into the staff development plan supported

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEN policy including maintaining records of progress and attainment and reporting to governors
- coordinating provision for children with SEN;
- liaising with the relevant designated teacher where a looked after pupil has SEN;
- advising on a graduated approach to providing SEN Support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents of children with SEN;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the LA and LA support services;
- liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned.

Class teachers

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.

Where a pupil is not making adequate progress, teachers should collaborate with parents and the SENCO on problem-solving, planning support and teaching strategies for individual pupils.

In line with the Teachers Standards 2012 the task of identifying and providing support for each child's need is central to the teacher's role. S/he will:

- gather information about the child and make initial assessments in order to identify the specific area of need and then discuss these concerns with the SENCO;
- consult with the child and parent at all stages;
- choose and implement additional support and different learning opportunities in consultation with the SENCO, giving due regard to the opinions and insights of the parents;
- use a range of strategies to provide extra support including extra differentiation in the way that information is presented, by breaking tasks down into smaller steps, using more concrete apparatus or visual resources to aid concept development, planning for peer support, use of ICT and the targeted use of additional adults;

The Governing Body

The governing body works with the Head to determine appropriate staffing and funding arrangements for Special Educational Needs. The appointed SEN governor works with the school in supporting the development of high quality provision and evaluating the impact for pupils with SEN.

Parent/Carer

Partnership with parents plays a key role in enabling children with SEN to achieve their potential. In order for parents to be active partners it is essential that they fulfil the following responsibilities:

- attend parent consultation and review meetings;
- meet with other agencies/services as required;
- support work at home;



Where each child is special and every child matters

- Keep the school fully informed of assessments conducted outside the school and provide copies of any reports written (physical, psychological, behavioural social and emotional) .

Working with Parents

Partnership with parents plays a key role in enabling children with SEN to achieve their potential

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have Special Educational Needs where the support and encouragement of parents is often the crucial factor in achieving success.

We have an open door policy in our school which enables any parent or carer to talk to class teachers, office staff or the head teacher if any day to day concerns arise

All parents are able to discuss their child's progress at termly parental consultations; for parents/carers of children with SEN the SENCO will be present at these meetings.

Arrangements can be made to speak in more detail to the class teacher or SENCO at any time by requesting this directly to the class teacher and SENCO.

Parents will always be kept informed about the Special Educational Needs experienced by their children Communications between the parent and the school will be consistently maintained.

Parents will be fully consulted before the involvement of support agencies with their children, and will be invited to attend any formal review meetings at all stages.

Parents will be directed to appropriate support services including SENDIASS

Our website contains details for parents of how we aim to help each child achieve their potential

Including

- Our local offer in the form of key questions -See Appendix One
- An SEN information leaflet
- The SEN information Report

Pupil Participation

Steps will be taken to involve pupils in decisions which are taken regarding their education. Due consideration is given to the age and maturity of the child.

A graduated approach to identifying and supporting special educational needs

The school philosophy is that the curriculum should be made to fit the child and not the child made to fit the curriculum. The school's Curriculum Statement should be read in conjunction with this document so that this philosophy is fully understood.

As soon as a teacher becomes concerned about a child's progress in any area of school life, the child should be placed on the Class Concern List and immediately discussed with a SENDCo. This informal stage means that particular attention is paid to enriching the child's experiences in school and noting progress in a more detailed way than may be necessary for other children in the class. The school will offer a differentiated curriculum and differentiated learning experiences.

If a child continues to fail to make the expected progress and shows signs of special educational needs the school will place the pupil the SEN register and support that is additional to and different from the differentiated curriculum will be provided in a range of ways including:

- ✔ Classroom organisation and management
- ✔ In-class support by teacher/teacher assistant
- ✔ Home/school programmes
- ✔ Use of small group interventions such as funfit, write dance, time to talk, phonological awareness programmes
- ✔ Use of specialist equipment
- ✔ Alternative teaching strategies
- ✔ individual/small group work



Where each child is special and every child matters

precision teach

The progress of children with Special Educational Needs will be reviewed throughout the year as part of the assess, plan, do review cycle for SEN children

Detailed records will be kept of the pupils receiving extra teaching support. Such records will be kept by the class teachers

Assessments will be made of the child's attainment on entry to and exit from interventions so that progress can be measured and the intervention's value for money judged.

These will include:

- Observations carried out by the SENCo or other members of the SLT
- Phonic check lists and sight word knowledge
- The results of standardised and diagnostic tests
- Detailed records of learning intentions and outcomes noted on child's SEND record sheet delivery sheets
- Other assessments carried out by staff members

If a pupil does not make progress despite the school taking the action outlined, advice will be sought from the appropriate support services the additional support will be amended accordingly and the pupil will have an individual provision map

Transition

Many effective strategies are in place to enable each child's transition to be as smooth as possible. These include:

- discussions between the previous or receiving schools prior to the child joining/leaving. A summary of assessments and reports will be passed on to any receiving school.
- all children moving into the school have at least one Transition Session where they spend time with their new class teacher. Additional visits are also arranged for children who need extra time in school.
- class teachers meet parents/carers prior to their child joining the school.
- Junior school staff visit the children in school prior to them joining their new school.
- Miss Palmer or Mrs Lock liaises with the SENDCOs from the previous setting/ school and child's new schools to pass on information regarding SEN children.
- Where a child may have more specialised needs, a separate meeting may be arranged with Miss Palmer or Mrs Lock, staff from the new school, the parents/carers and where appropriate the child.
- The final Summer Term Parental Consultation is between parents/ carers, the current class teacher and the next year's class teacher to ensure a smooth transition.

Specialist Provision

The school employs a speech and language therapist, Mrs Leah Farrow each week. She assesses pupils, provides programs for class teachers and provides individual support where appropriate.

On a needs basis the school employs a nurture and wellbeing specialist, Mr Danny Biscombe. He provides individual support to children and families where appropriate to support children's social, emotional and mental health.

The school has a dedicated calm space, which includes a range of sensory resources that can be used to support children across the school.

The school has spaces where small group teaching and learning can take place - not just for those children with Special Educational Needs but for all children in school. The school has assured that there is full access to all



Where each child is special and every child matters

areas of the school via ramps or visually highlighted steps. There are shower facilities available in the main building and the Nursery Unit. The disabled toilet is available for changing use for all children if necessary. Taps in all cloakrooms operate on a push rather than twist system and toilet locks are large. Steps within the main school building have been turned into ramps. There is a dedicated parking space in the school car park. A number of staff are trained in the safe lifting and manual handling of children.

The full range of school resources is available for use for children with SEN and specific resources will be purchased if and when necessary.

Specialist services and expertise available at or accessed by the school

At times it may be necessary to consult with outside agencies in order for a child to receive their entitlement and for us as a school to access more specialised expertise. The agencies generally used by the school include:

A range of external professionals are used to give specialist advice to staff and, where appropriate, individual bespoke support. This includes Psychology Associates, Brighter Futures, Ebben's Psychology together with local authority teams:

- Speech and Language Therapy
- Educational Welfare Officers
- School Nurse/ Health Visitor
- Cognition and Learning Team
- Physical Needs Team
- ASD support team.
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- Occupational Therapist

We also complete referrals for specialist diagnosis including autism.

On an individual basis we ensure parents have access to external support and advice. In addition our school website directs parents to the Cornwall Local Offer where they can find out about additional services

Accessibility

See accessibility plan. January 2019

Activities and school trips are available to all.

Risk assessments are carried out and where needed procedures are put in place to enable all children to participate in trips, outdoor learning and .

The school grounds and outdoor learning are accessible for all children.

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- ramps into school to make the building accessible to all.
- toilets adapted for disabled users.
- wide doors in some parts of the building.
- the school grounds and outdoor learning are accessible for all children



Where each child is special and every child matters

Monitoring and Evaluation

This school policy will be kept under regular review. The governors will gauge the success of the policy by the achievement of pupil targets, progress reviews and/or annual review.

In addition evidence will be gathered regarding:

- Staff awareness of individual pupil strengths and needs
 - Success of the identification process at an early stage
 - Academic progress of pupils with Special Educational Needs
 - Improved behaviour of the children, where this is appropriate
 - The increase in the level of inclusion achieved within the school setting as a percentage of time
 - Pupil attendance
 - Number of exclusions
 - Number of children supported by the funding allocation for non-statemented Special Educational Needs
- The numbers of pupils who move from one stage to another or are removed from the register because of the success of the interventions of the school
- Consultation with parents
 - Pupils' awareness of their targets and achievements



Where each child is special and every child matters

Appendix One

Our Local Offer

1. How does Torpoint Nursery and Infant School Primary School know if children need extra help?

We know when a child needs help if:

- concerns are raised by parents/carers, teachers or the child
- limited progress is being made
- there is a change in the child's behaviour or progress

The class teacher is the initial point of contact for responding to parental concerns or if you have concerns then contact Miss Palmer or Mrs Lock who are the SENDCOs

2. How will I know how Torpoint Nursery and Infant School Primary School support my child?

Each child's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the child's individual needs. This may include additional general support by the teacher or teaching assistant in class.

If a child has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc., then the child may be placed in a small focus group. This will be run by the teacher and/or teaching assistant. The length of time of the intervention will vary according to need but will generally be for under a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

These interventions will be recorded on a provision map (this is a record of the interventions, timings, cost and impact of the intervention). If you have any queries related to the interventions please do not hesitate to contact the class teacher or SENDCO.

Child Progress Meetings are held each term. This is a meeting where the class teacher meets with a member of the Senior Leadership Team to discuss the progress of the children in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

Occasionally a child may need more expert support from an outside agency such as the Speech and Language Therapist, Paediatrician etc. A referral will be made, with your consent, and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers. We can also provide specialist speech and language therapy support from our own speech and language therapist.

In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE. They receive termly reports to the Full Governing Body and there is a linked Governor for SEND.

3. How will the curriculum be matched to my child's needs?

When a child has been identified with special needs the class teacher will ensure that the child can access the curriculum appropriately.

Class Teachers and/or Teaching Assistants (TAs) may work with the child in a 1-1 or small focus group to target more specific needs.

The child's progress will be monitored by the SENDCO and discussed with the parents formally at a meeting, usually the parental consultation, three times per year.

If appropriate, specialist equipment may be given to the child e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors



Where each child is special and every child matters

4. How will I know how my child is doing?

You will be able to discuss your child's progress at Parental Consultations and the SENDCo will be present at these meetings.

Your child's class teacher will be available at the end of each day if you wish to raise a concern. Arrangements can be made to speak in more detail to the class teacher or SENDCO at any time by requesting this directly to the class teacher and SENDCO.

5. How will you help me to support my child's learning?

The class teacher may suggest ways of how you can support your child.

A member of our additional needs team may meet with you to offer appropriate directed support.

If outside agencies or the Educational Psychologist have been involved, suggestions are normally provided that can be used at home.

6. What support will there be for my child's overall well-being?

The school offers a variety of pastoral support for children who may be encountering emotional difficulties, starting with the support offered to children in class.

Friendly Lunch Club is available for those who find lunchtimes a challenge or who just prefer a quieter experience.

A range of external professionals are used to give specialist advice to staff and, where appropriate, individual bespoke support. This includes Psychology Associates, Brighter Futures, Ebben's Psychology together with local authority teams.

If a child has a medical need then a Care Plan is compiled either by school staff in consultation with parents/carers or with the support of the prescribing medical practitioner. These are discussed with all staff who are involved with the child in school.