



Special Educational Needs and Disabilities Policy



Adopted: May 2023

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

At Carbeile Junior School we follow the national SEND Code of Practice, this can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/SEND

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Cornwall that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission statement

Some children and young people need something additional to or different from what is provided for the majority of children; this is special educational provision.

Special Educational Needs and Inclusion is always a priority at Carbeile Junior School. All staff and the Governing Body are highly committed to inclusion and the principles outlined in this policy; working hard to ensure that provision is made for those who need it and that all children are given the opportunities to be the best they can be.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together. This includes using the expertise of outside agencies. Our commitment to this is outlined in this policy.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the DFE *Special Educational Needs Code of Practice - last updated April 2020*.

Objectives

- **Identify the needs of pupils with SEND as early as possible.**
This is most effectively done by gathering information from parents, education, health and care services and feeder schools prior to the child's entry into the school.
- **Monitor the progress of all pupils**
In order to aid the identification of pupils with SEND, continuous monitoring of those pupils will be carried out by their teachers. This will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.**
This will be co-ordinated by the SEND Team (the SENCO and other members of staff who directly support pupils with SEND) and will be carefully monitored and regularly reviewed in order to ensure that progress is made and all pupils' needs are catered for.
- **Work with parents**
Partnership with parents and carers is crucial it enables strong relationship to be formed and provides avenues for them to understand their child educational journey. This includes supporting them in terms of understanding SEND procedures and practices, providing regular information on their child's progress.
- **Work with and in support of outside agencies**
When the pupils' needs cannot be met by the school alone, specialist services are referred to. This may be in the form of advice through a professional consultation or actual involvement packages.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.**
Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.
- **Provide a broad and balanced curriculum**
The curriculum is delivered by skilled professionals, so that our pupils are enriched, understand and become tolerant of difference and diversity. This ensures that they thrive and feel valued.

2. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Information about school's admissions policy can be found in the school prospectus and on the school website.

The SEND Team will co-ordinate and oversee transition into different educational settings and ensure that the provision is appropriate to children's individual needs. This may include;

- Transition planning meeting with staff from the current school, future/prior placement and parents.
- Additional visits for pupils with SEND and their families.
- Sharing of information across the Key Stage.

3. Responsibility for the coordination of SEND provision

Holly Bridges, the SENCO is responsible for over-seeing and co-ordinating Provision for pupils with SEND.

The schools governing body have a responsibility to ensure provision for pupils with SEND is made in line with statutory requirements, as outlined in the SEND Code of Practice.

4. Arrangements for coordinating SEND provision

The SENCO holds all SEND Files centrally in compliance with GDPR Regulations.

All staff can access:

- The Carbeile Junior School's SEND Policy;
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information on current legislation and SEND provision.

Appropriate staff can access:

- Safeguarding information pertaining to individuals on CPOMs
- Pupils' individual Provision Plans
- Pyramids of Need

5. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy

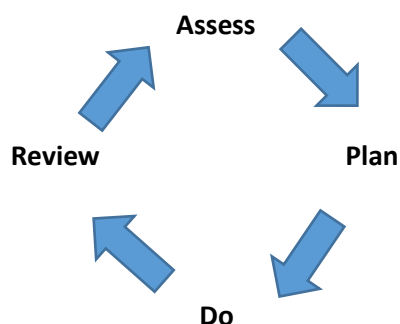
A graduated approach:

- a) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- b) The SEND Team will be consulted for support and advice and may wish to observe the pupil in class.
- c) If a need has been identified, it can then be established which level of provision the child will require. It may be determined that a child's need is such that slight adjustments are required and at this stage the involvement of the SEND Team is minimal. The child would then be identified as being on ALERT/Monitoring.
- d) If a pupil has recently been removed from the SEND Record of Need, they may also fall into this category as continued monitoring will be necessary.
- e) If a pupil is identified as having needs that require significant intervention, then they will be assessed as being at SEND Support and there will be greater involvement from the SEND Team. Provision Plans are then completed with parents, staff and pupils (if appropriate). These plans identifying needs establishing long term and short term targets and identifying required provision to meet the targets.
- f) After much intervention, it may be established that progress is minimal. If this is the case the SENCO may make referrals to outside agencies for additional support. The child will be identified as SEND Support Plus.

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the pupil will be added to the school's Record of Need. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. The purpose of SEND support is to help pupils achieve the outcomes set and enable provision to be tailored to suit the identified needs.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SEND Team, support staff, parents and pupils (where appropriate) to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SEND Team.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SEND Team
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, actions that have been taken, and the preliminary outcomes of targets set. A decision will be made by the Statutory Assessment Team as to whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision.

Further information about EHC Plans can found via the SEND Local Offer.

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Cornwall County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

6. Mental Health and wellbeing

At Carbeile Junior school we have a Designated Senior Lead for Mental Health (Holly Bridges). We recognise that a whole school approach to supporting mental health and well being can make a big difference to children and young people. Our Pastoral Team are responsible for the effective monitoring of mental health and actively intervene when needed.

Our school recognises the diverse needs of all children including those with SEND and disabilities and provide a pastoral approach to ensure that mental health and wellbeing needs are met. At Carbeile Junior School we use a whole-school THRIVE/TIS approach, alongside small group or 1:1 interventions for children who require individual support.

7. Inclusion of pupils with SEND

The percentage of pupils with SEND can vary throughout the year, although it tends to be around 19% of the school population.

The head teacher oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils.

8. The Use of Reasonable Force

KCSIE 2020 informs of circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children. 'Reasonable' meaning 'using no more force than is needed'. KCSIE 2020 makes specific reference to when using reasonable force in response to risks presented by incidents involving children with SEND or disabilities or with medical conditions.

It advises schools and colleges to consider carefully the risks and recognised the added vulnerabilities of these groups and references making reasonable adjustments, under the Equality Act 2010. See KCSIE updates and associated guidance for specific detail and guidance.

There are some circumstances when reasonable force might be a requirement, or it might be part of a strategy to deal with an incident of very challenging behaviour. However, management is very much about creating individual plans in order to minimise the likelihood of challenging behaviour, and when it does occur, that there is less use of physical restraint and other restrictive methods.

The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as when a child is attempting to run away from the school site and staff need to prevent injury.

'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom. The decision on whether or not to use reasonable force to control or restrain a child is down to the professional judgement of the staff concerned within the context of the law and should always depend on individual circumstances and a dynamic risk assessment. When using reasonable force in response to risks presented by incidents involving children with special educational needs or disabilities (SEND), mental health or with medical conditions, we consider the risks carefully and recognise the additional vulnerability of these groups.

At Carbeile we plan positive and proactive behaviour support – we draw up individual behaviour plans and risk assessments for more vulnerable children and agree them with parents and carers.

9. Safeguarding Children with SEND

KCSIE 2020 is clear that a Child Protection Policy for children with SEND and or disabilities needs to reflect the additional safeguarding challenges and vulnerabilities.

Some children and young people may be particularly vulnerable to abuse and harm and the Designated Safeguarding Lead, Deputies and governors should be aware of the range of guidance and training available.

At Carbeile Junior School, we identify pupils who might need more support to be kept safe or to keep themselves safe. We understand that children with SEND are especially vulnerable when identifying concerns due to their impaired capacity to resist or avoid abuse.

This policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children which include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Children with SEND can be disproportionately impacted by things like bullying- without outwardly showing any sign.
- They may have speech, language and communication needs which may make it difficult to tell others what is happening.

10. Facilities for pupils with SEND

Carbeile Junior School endeavour to comply with accessibility requirements regarding the physical environment and access to the curriculum.

Our current arrangements and identified adjustments are outlined in our accessibility plan and we recognise that modifications may need to be put in place to meet the needs of all pupils. The school has a range of facilities for pupils with SEND in place.

If a situation arises where specialist equipment/ training is needed, then advice will be sought from specialist services.

11. Allocation of resources for pupils with SEND

For Pupils with an Educational Health Care Plan, additional funding may be made available from the local authority. A SEND budget, determined by the headteacher and governors (after consultation with the SENCO) ensures that funding is available to meet the needs of each pupil.

12. Access to the curriculum, information and associated services

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SEND Team will consult with the child's parents for other flexible arrangements to be made.

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual. This will be carried out through the following:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group intervention is available out of class where it is felt that pupils would benefit from this provision.

- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

13. Working in partnerships with parents

Carbeile Junior School believes that a close working relationship with parents is vital in order to ensure

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

Parents are kept up to date with their child's progress through parents' consultative evenings, termly Provision Plan Meeting and termly/annual reports.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the class teacher or the SENDCO who will then inform the child's parents.

The following services will be involved as and when is necessary:

- Early Help Team
- Cognition and Learning Services
- EP (Educational Psychologist)
- CAMHS
- Speech and Language Therapist
- Occupational Therapist
- School Nurse
- Education Mental Health Support Team (MHSP – Mental Health Support Practitioners)
- Hearing and Visual Impairment Support services
- ASD Support Services
- Gweres Kernow
- Social services
- MARU (Multi Agency Referral Unit)
- Young People Cornwall
- First Light
- Additional services/professionals can be contacted to support individual needs

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency and parents will be informed.

15. Training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SEND Team attend relevant SEND courses and disseminate information back to staff.

The Senior Leadership Team ensure that training opportunities are matched to the School Development Plan.

16. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year.

This may be through:

- Data analysis
- Discussions at Provision Plan Meetings
- Conferencing with the child
- Meetings with other professionals working with the child

All pupil progress is monitored in Pupil Performance Meetings on a termly basis in line with the SEND Code of Practice.

Termly SEND reports to governors track the impact of SEND policy and practice throughout the school.

17. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made with the head teacher, who will be able to advise on formal procedures for complaint.

The school's complaints procedure is outlined in the school prospectus. The SEND Code of Practice outlines additional measures the local authority must set up for preventing and resolving disagreements. These will be explained to parents as required. A full copy of the complaints procedure can be obtained from the school office upon request.

Signed

Pete Hamlyn (Headteacher)

Date

Signed

H.A Bridges

Holly Bridges (SENCO)

Date

24/05/2023

Signed

Sheena Morton (SEND Governor)

Date

This policy will be reviewed annually.