



ST PIRAN'S SCHOOL SPECIAL EDUCATIONAL NEEDS POLICY

This policy includes the Early Years and the main School, Years 1 to 6.

St Piran's is a family school which values each child as an individual. It is committed to provide the best opportunities for all children so they can develop their potential to the full.

This policy will detail how the school will have regard to the **Special Educational Needs and Disability Code of Practice: 0 – 25 (2015)** in ensuring that the necessary provision is made for any pupil who has educational needs over and above or different from his or her peers.

Definition of Special Educational Needs (SEN)

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. *Special Educational Needs and Disability Code of Practice: 0 - 25 (2015)*

- Children are deemed to have a *learning difficulty* if they
- have significantly greater difficulty in learning than the majority of pupils of their age.
- have a disability which either prevents or hinders them from making use of the educational facilities
- provided for other children of their age.
- are under compulsory school age and fall within the definitions above or would do so if special
- educational provision was not made for them.

Children are deemed to have a *disability* if they have

‘...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’ (*Equality Act 2010*)

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.

See also our English as an Additional Language Policy (See St. Piran's English as an Additional Language (EAL) Policy).

Special educational provision means:

'Educational or training provision that is additional to or different from that made generally for other children or young people of the same age' *Special Educational Needs and Disability Code of Practice: 0 - 25 (2015)*

SEN Policy – Principles, Aims and General Information

• Principles

- Our commitment is based on the following principles:
- All children are special, unique and have individual needs.
- All children are equally valued within the school and have the right to express their views.
- All children have a common entitlement to a broad, balanced and relevant curriculum.
- Children with special educational needs occur in every classroom and thus every teacher is a teacher of
- children with SEN
- Parents are valued as partners.

Aims

- The school policy aims to:
- Promote equal opportunities for all children whatever their gender, background, race or abilities.
- Ensure the early identification and assessment of children with additional needs.
- Make appropriate educational provision for children with SEN including access to a broad, balanced and differentiated curriculum
- Put in place programmes of work (for classes, groups or individuals) which enable all children to make progress.
- Provide appropriate support within the framework of the school to develop core skills for children who experience difficulties to enable them to access the curriculum.
- Ensure regular monitoring of the progress of children with additional needs in order that they benefit as fully as possible from their education.
- Provide a supportive environment where children can develop a positive self-image and increased self-confidence and become responsible, co-operative and independent learners.
- Provide a framework of support and effective lines of communication between Tutor Point staff and class teachers in order to enable all staff to respond appropriately to the needs of pupils.
- Foster an on-going partnership with parents.

Responsibility

The governing body seeks to ensure that the needs of all pupils are met and that the provision made for pupils with additional educational needs is adequate. Provision for children with SEN is a matter for the school as a whole. In addition to the governing body, the Headmaster, the SENCo and other members of staff have important day-to-day responsibilities.

The person responsible for SEN provision is the Headmaster. The day to day co-ordination of provision is the responsibility of the SENCo.

Admission Arrangements

As St Piran's is a non-selective, mixed ability, family school, admission is open to all children, including those with additional needs provided that:

- a) their needs can be catered for
- b) their admission is compatible with the provision of effective education for the children with whom they will be educated
- c) their admission is compatible with the efficient use of resources.

St Piran's school is comprised of a variety of buildings on many different levels. There are some narrow staircases which are not easily accessible to the disabled. As facilities are improved and modernised, provision is being made for the disabled, e.g. ramps, toilets, lifts. The school is committed to the integration of pupils with a wide range of needs and their involvement in the whole life of the school, in line with our Equal Opportunities Policy.

New pupils

Children coming into Reception either from St Piran's Nursery, or from elsewhere, are assessed by the Head of Early Years. Children entering the school further up, undergo a series of assessments administered by the Registrar. They normally spend a day in the classroom with their year group where teachers get some insight into their ability level. Where applicable, information may be sought from previous schools. If the results of the assessments are a cause for concern or if it is known that a child has special educational needs the SENCO also carries out an assessment to determine the nature or degree of difficulties experienced by the child and whether appropriate provision can be made for that child at the school. Any available reports from outside agencies or other professionals are requested at that time.

Staffing

The Learning Support Department, called Tutor Point, is comprised of two full-time teachers, one of whom is the SENCO and two part time Teachers equivalent to an additional full time teacher.

The Tutor Point teachers also support children with English as an Additional Language (See St.Piran's EAL Policy), literacy difficulties and/or numeracy difficulties. In January 2017 the staff are as follows:

SENCO: Susie Simmons MEd, *Dip RSA SpLD*

Tutor Point Teachers: Janny Peppiatt *Cert Ed, AMBDA, SpLD APC*
Laura Scawn *BSc (Hons) PGCE, PGCert SENCO*
Nikki Girdler *Dip RSA SpLD*

The SENCO

The SENCO, in collaboration with the headmaster and governing body, plays a key role in determining the strategic development of the SEN policy and provision in the school in order to raise the achievement of children with SEN.

The SENCO takes day-to-day responsibility for the operation of the SEN policy and co-ordination of the provision made for individual children with SEN, working closely with staff, parents and other agencies. The SENCO also provides professional guidance to colleagues with the aim of securing high quality teaching for children with SEN. *Para 6.87.88.89 SEND Code of Practice: 0 - 25 (2015)*

In compliance with the *Special Educational Needs and Disability Code of Practice: 0 - 25 (2015)* early identification is of paramount importance in order for the additional needs of the children to be met immediately they are recognised.

The SENCo, with the support of the headmaster and colleagues, seeks to develop effective ways of overcoming barriers to learning and sustaining effective teaching through the analysis and assessment of children's needs, by monitoring the quality of teaching and standard of pupils' achievements, and by setting targets for improvement.

The SENCo's responsibilities are to:

- oversee the day-to-day operation of the school's SEN policy
- co-ordinate the provision for children with SEN
- monitor any IEPs for children with SEN
- co-ordinate the work of learning support teachers
- liaise with and advise fellow teachers on SEN matters
- maintain and oversee the records of all children with SEN
- liaise with parents of children with SEN
- liaise with external professional agencies
- contribute to the in-service training of all staff with regard to SEN issues.

Arrangements for Co-ordinating Learning Support

- The SENCo meets with the Headmaster on a weekly basis.
- Tutor Point teachers meet on a day-to-day basis and discuss matters as they arise. If and when required they meet on Inset days.
- The SENCo and Tutor Point teachers attend weekly staff meetings where the individual needs of pupils are discussed.
- The SENCo and/or Tutor Point teachers meet with class and subject teachers whenever necessary to discuss pupils and any current issues.
- The SENCo meets with form teachers to write and review IEPs.
- The SENCo is available at certain times in the week to support and/or advise teachers working with SEN children in the classroom.

Tutor Point Teachers

- assist in the identification of need
- devise a programme of work twice yearly for each of their allocated pupils, employing a variety of teaching methods appropriate to the individual
- work in collaboration with class teachers, helping to provide effective learning strategies
- assess, record and regularly evaluate
- provide written reports twice yearly
- meet with parents at Parents' Evenings and at other times if necessary, to discuss individual pupil progress
- contribute to IEPs
- contribute to the Tutor Point List
- contribute to in-service training of other staff.

Teachers

All teachers have responsibility for the pupils with SEN whom they teach. Therefore, they are charged with:

- Awareness and knowledge of the school's SEN policy

- Familiarity with the (Learning Support Register) Tutor Point List
- Responsibility to follow guidelines, advice and strategies for individual pupils from the SENCo and other professionals, as laid out in the Tutor Point List
- Identifying children causing concern, collecting evidence and liaising with SENCo
- Liaising with parents
- Planning differentiation (in long and short-term planning) to ensure the right of all children to access the curriculum
- Being involved in developing, delivering and reviewing IEPs, where applicable
- Responsibility for the development of their own skills in working with SEN children via INSET and courses.

Resources

St Piran's does not have a special unit for children with special educational needs. There are three dedicated Tutor Point rooms used for assessments, teaching of individuals and small groups of children and for meetings with parents and other professionals.

The rooms are well equipped with teaching and learning aids including a selection of relevant computer programmes to support and enhance the work done with pupils. The Department also has a wide variety of assessment material and a library of resource material for teachers.

Funding for SEN is provided from an allocation from the general funding for the school and from fees which are charged for individual and group tuition. The Tutor Point Department has a variable annual budget for the purchase of teaching aids, books and other equipment.

Identification, Assessment and Provision

The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

para 6.14. SEND Code of Practice: 0 - 25 (2015)

The following needs may be identified:

- Communication and Interaction Difficulties
- Cognition and Learning Difficulties
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Difficulties

Identification of a child's special needs takes place in a variety of ways:

School based testing and assessments.

Testing and assessments take place at each level as follows:

Early Years

- Assessment before entry into Reception
- Baseline testing (Reception - on entry)
- Baseline testing (Reception - end of year)

- NFER Reading

In addition to the two specific points in the EYFS for formal assessment of progress, Nursery and Reception children are continually monitored and reviewed throughout the Early Years.

When a child in Early Years appears to be behind expected levels, the Head of Early Years and the SENCO will work in partnership with the parents to establish the support the child needs and if appropriate, make special educational provision, based on a graduated approach with four stages of action: Assess, Plan, Do and Review, for the child.

Lower School / KS1

- NFER Reading, Spelling and Numeracy Tests (Year 1)
- NFER Reading, Spelling and Numeracy Tests CATs (Year 2)
- **Middle School**
- CATs, NFER Reading, Spelling and Numeracy Tests (Year 3)
- CATs, NFER Reading, Spelling and Numeracy Tests (Year 4)
- **Upper School**
- CATs, NFER Reading, Spelling and Numeracy Tests (Year 5)
- NFER Reading, Spelling and Numeracy Tests (Year 6)

Where a child's test scores indicate that there is a cause for concern, the SENCo will discuss the child's difficulties and progress with relevant teachers and may undertake further assessment, following discussion with and consent from, the child's parents.

Lack of adequate progress noted by form or subject teachers.

When a class teacher has a particular concern about a child he or she first adopts a variety of strategies to overcome the barriers to learning which the child is facing. If the child fails to make progress even when the teaching style and methods have been differentiated the teacher informs the SENCo and together further strategies are discussed which may help the child move on. On-going evaluation of the child's progress may indicate that intervention is needed from the Learning Support Department. At this stage parents will have been consulted.

Concerns raised by parents

The SENCo may become involved in the assessment of a child when parents are concerned about difficulties which their child is experiencing and when they have discussed the difficulties with the form teacher.

Graduated Response to Learning Difficulties

The Code of Practice sets out a model of action and intervention that is designed to help children towards independent learning. It recommends a four part cycle of Assess, Plan, Do and Review as a graduated response that encompasses an array of strategies. This approach recognises that there is a continuum of special educational needs and, where necessary, brings increasing specialist expertise to bear on the difficulties that a child may be experiencing.

Class and Subject teachers will identify those pupils making less than expected progress given their age and individual circumstances; including with their wider development, attainment, or their social needs.

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 child's previous rate of progress*

- *fails to close the attainment gap between the child and their peers or widens the attainment gap between the child and their peers.*
Special Educational Needs and Disability Code of Practice: 0 - 25 (2015)

The key test of the need for action is evidence that current rates of progress are inadequate. We (St Piran's school) do not make the assumption that all children will progress at the same rate. A judgement is made in each case as to what it is reasonable to expect a particular child to achieve. Where progress is not adequate, it will be necessary to take some additional or different action to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties, the key test for how far their learning needs are being met is whether they are making *adequate progress*. (See St Piran's Teaching and Learning Policy)

Adequate progress can be defined in a number of ways. It might, for instance, be progress which:

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour.

Response to/for pupils making less than expected progress

Once a child's rate of progress has been identified as inadequate, differentiated learning opportunities are provided in the classroom with regular monitoring of the child's progress to show whether the provision is effective.

The triggers for intervention and/or additional support are that the child:

- continues to make little or no progress even when teaching approaches are targeted particularly in a pupil's area of weakness
- shows signs of difficulty in developing literacy or numeracy skills which also result in poor attainment in other curriculum areas
- presents persistent emotional and / or behavioural difficulties which are not ameliorated by the behavior management techniques employed by teachers
- has sensory or physical problems and continues to make little progress despite any special provisions made
- has communication and / or interaction difficulties and continues to make little progress despite the provision of a differentiated curriculum.

At this stage the child is generally assessed by the SENCo or a Tutor Point teacher, following a discussion with teachers and parents. This assessment, using current standardised assessment tests, involves an evaluation of the child's cognitive levels, learning skills and attainment in literacy and/or numeracy. The results of the assessment are shared with relevant staff and the child's parents and are used in planning appropriate intervention.

The form teacher, or subject teachers for Upper School children, remain responsible for working with the pupil on a daily basis and for planning and delivering a differentiated curriculum.

The child is generally offered additional support by a Tutor Point teacher on an individual or small group basis. The Tutor Point teacher devises and writes an individual programme of work based on the child's needs.

The SENCo becomes responsible for keeping records of the child's needs and progress.

SEN Support

Following discussions between parents, staff and SENCO, if appropriate, the involvement of specialists outside the school is arranged. These specialists including educational psychologists, speech and language and occupational therapists, provide assessment and advice on teaching strategies and targets. (Parents are asked to arrange these assessments privately, although they sometimes take place at school.)

The triggers for SEN support / specialist involvement are that the child, despite receiving concentrated and individualised support:

- continues to make little progress in specific areas over an extended period
- continues working at National Curriculum levels substantially below that expected of pupils of a similar age
- continues to have difficulty in developing literacy and numeracy skills
- has sensory or physical needs that require additional specialist input
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning
- has emotional or behavioural difficulties which substantially and regularly interfere with their own learning or that of the class, despite the implementation of behaviour management strategies by staff.

The SENCo is involved in keeping the Headmaster informed, in drawing and sharing advice from the specialists and working with teachers, parents and the child, if necessary, to implement suggested strategies to help the child move forward. The SENCo continues to monitor and review the child's progress. Individual or group learning support will continue, if required. The Tutor Point List will be up-dated so that all staff have access to the latest information about a child.

Requesting an Education, Health and Care needs Assessment

For those few children who, despite the school having taken relevant and purposeful action to identify, assess and meet their Special Educational Needs, have not made expected progress, then a request for an Educational, Health and Care needs (EHC) Assessment should be considered by parents and school.

A request for an E H C assessment can be made by school or parents. Parents may decide to request an EHC assessment if they believe that their child has needs which are either not being met through school-based intervention or if they believe their child could be eligible for financial assistance to meet the costs of individual support.

To support an EHC assessment request the school would provide the following evidence:

- the views of the parents
- the ascertainable views of the child
- copies of IEPs
- evidence of progress over time
- copies of advice from outside professionals
- evidence of the use of such advice and the results thereof.

The results of an EHC assessment may lead to an Education, Health and Care Plan (EHCP). The SENCo, Headmaster and Governors would then need to make a decision regarding the suitability of provision at the school for that child.

Moving On

A child may transfer between different levels of Tutor Point support according to the progress he or she makes. These moves will be based on careful monitoring over an extended period along with consultation and discussion with the child, the parents and teachers.

When a child no longer needs to receive Tutor Point support, his or her progress will be closely monitored by the SENCo for at least a year to ensure he or she maintains the progress made.

IEPS (Individual Education Plans)

The majority of SEN children will not need an IEP as their needs will be met in the classroom through differentiation and their progress will be monitored in the same way as that of their peers. In the core subjects class teachers will set individual targets in collaboration with the child, as part of the school's target setting policy.

Where SEN children receive individual support, the support teacher will write, follow and review an individual Programme of Work twice yearly. Objectives will be shared with the child in lessons.

In Middle School and Lower School some children who are receiving interventions, additional support or as the result of recommendations from specialist assessment will have an IEP, if it is deemed necessary and beneficial.

The IEP will record that which is additional to or different from the differentiated curriculum plan, which is in place as a provision for all children. The IEP will focus on three or four individual targets relating to any of the key areas of communication, literacy, numeracy, behaviour and social skills. Information will include the strategies to be used, the provision to be made, and outcomes. IEPs may be devised jointly by the SENCo or Tutor Point teachers and relevant form teachers and will be shared with parents at Parents' Evenings. The child will be consulted at an appropriate level.

Tutor Point List

The school keeps an electronic Tutor Point list of all children who are receiving additional support or who have needs different from those of the group; including those children receiving SEN Support and any children with an Education, Health and Care Plan.

Information includes:

- an outline of the child's special educational needs
- suggested strategies for meeting the child's needs in and out of the classroom
- advice from outside professionals
- a record of any additional support offered to the child
- exam concessions for which the child is eligible
- cognitive ability scores
- NFER test scores in literacy and numeracy.

The Tutor Point list is up-dated annually and additional or new information is added as it becomes available throughout the year. Teachers are informed that new information is available verbally in briefing and/or staff meetings and by email. The Tutor Point list can be found on the school network in the staff domain. Each

teacher receives a cover list of the names of all the children included on the Tutor Point list at the start of each term. It is the responsibility of all staff to ensure that they access the information to inform their teaching.

Children's names may remain on the Tutor Point list for one year after support has been discontinued to ensure their progress continues to be closely monitored in light of their earlier difficulties.

Additional Literacy and Numeracy Support

Following the identification of children with literacy or numeracy difficulties the SENCo and/or Tutor Point teachers liaise with other teachers to discuss each individual child and their performance in class. Together a decision is made regarding additional support. Parents are usually consulted first by form teachers as they have more frequent contact. If they are interested in additional support for their child the SENCo contacts parents to discuss and confirm arrangements.

In each instance, before support begins, a consent letter is sent home which outlines the type of support which a child will receive, how parents can be involved and the weekly fees.

Support is offered either in individual sessions, small groups or by the form teacher within the classroom, dependent on the availability of space, the age of the child and the nature of the difficulties.

In the case of individual or small group support children are withdrawn from class usually once or twice a week to work on their own programme. Where a learning difficulty is severe a child may receive more than two lessons of support each week.

Children in the Upper School attend individual support lessons during Assembly times or at lunch times whenever possible, to avoid missing other lessons. Every effort is made to minimize the loss of time from any one subject.

Assessing and Reporting

Tutor Point teachers are always available to discuss children's progress and their programmes of work with parents. Appointments can be made through the school office or directly with the teachers.

Two Parents' Evenings are held each year, one in the Christmas Term and one in the Summer Term.

A written report is included with the children's school reports twice a year.

Assessment of individual progress occurs on a weekly basis as children attend Tutor Point lessons. Teachers keep checklists and test / check previous learning before moving on to the next objective. Close records are kept of each individual's achievements and children are moved systematically up through stages of learning.

Standardised assessment tests are carried out twice yearly in reading and spelling and results are shared with parents at Tutor Point Parents' Evenings.

In October or November Spelling and Reading tests specific to Tutor Point are carried out. The results can be compared with those of the previous year to give an indication of progress.

In March a Writing assessment is carried out for Year 4 and Year 5 pupils, with the results identifying those children for whom exam concessions may apply.

In May or June NFER spelling, reading and numeracy tests are carried out (as part of the whole school testing.) Once again, a comparison with the previous year's results provides evidence of a child's progress.

Examination Concessions

In the Upper School formal examinations in all school subjects are conducted twice each year. Children with SEN may be eligible for concessions in these exams. Identified children are tested following the QCA guidelines for the testing for special considerations for SATS and GCSE exams. Based on the results of this testing the following exam concessions may be available:

- Additional time
- Reader
- Scribe
- Use of laptop
- Transcript
- Bi-lingual dictionary

If following assessment, exam concessions are awarded; they will be valid for 2 years from the date of testing. The testing schedule is as follows:

Year 4 – end of Summer Term (in preparation for exams in Years 5)

Year 5 - end of Summer Term (in preparation for both school and senior school exams)

Parents will be informed by letter of the concessions for which their children are eligible prior to each exam period.

Complaints and Concerns

In the first instance parents with concerns about SEN provision should contact the form teacher. A meeting with the SENCo may then follow. If necessary the Headmaster may need to be involved.

Inset

The SENCo and/or Tutor Point teachers will provide inset on changes in policy and issues related to SEN in order to broaden the staff's awareness and knowledge and to make them more effective teachers of learners with SEN. The Headmaster and SMT will make decisions regarding the frequency of such training opportunities.

Development Plan

- On-going programme of CPD for all members of Tutor Point Team
- Change from the Tutor Point List to individual electronic pupil passports which contain all the information which teachers need to effectively support the child.

Reviewed by: SENCo

Date: July 2017

Next Review Date: July 2018