



# Truro and Penwith Academy Trust

## Special Educational Needs (SEN) Policy & Information Report 2024



<b>Approved by:</b>	Nanledra Governors	<b>Date:</b>
<b>Last reviewed on:</b>	July 2024	
<b>Next review due by:</b>	July 2025	

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## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Develop effective whole school provision management of support for pupils with special educational needs and disabilities.
- Make clear the expectations of all partners in the process
- Ensure a clear process for identifying, assessing, planning, providing and reviewing for SEN pupils with the pupils and their parents/carers at the centre.
- Ensure that pupils with special educational needs have the opportunity to join in the activities of the school so far as that is reasonably practical and compatible with the pupil receiving, the necessary SEN provision, the efficient education of other children in the school and the efficient use of resources.
- Ensure all staff working with pupils with SEN are trained and supported in order to develop their practice within the guidance set out in the Code of Practice, July 2014.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4. Roles and responsibilities

### 4.1 The SENCO is Karen Golder ([kgolder@sterth.tpacademytrust.org](mailto:kgolder@sterth.tpacademytrust.org))

The SENCO:

- Works with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Has day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provides professional guidance to colleagues and works with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advises on the graduated approach to providing SEN support
- Advises on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Is the point of contact for external agencies, especially the local authority and its support services
- Liaises with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Attends termly network meetings with other schools within the Academy Trust and updates staff
- Co-ordinates annual reviews
- Maintains the Record of Support and ensures the school keeps the records of all pupils with SEND up to date

### 4.2 The SEN HLTA is Vicki Friggens ([vfriggens@nancedra.tpacademytrust.org](mailto:vfriggens@nancedra.tpacademytrust.org))

The SEN HLTA:

- Works closely with the class teachers and SENCO in identifying SEND needs
- Is trained to use diagnostic assessments such as DST, NDP tool, Boxall etc.
- Establishes constructive relationships and communicates with other agencies/professionals, in liaison with the teacher, to support the achievement and progress of pupils
- Is a licensed Thrive practitioner and our Dyslexia and Autism Champion
- Is a trained Bereavement mentor
- Is the Senior Mental Health Lead for the school
- Provides professional guidance to other support staff working with pupils with SEN
- Plans, delivers and assesses Literacy and Numeracy interventions across the school
- Shares knowledge and works in partnership with parents as appropriate

- Attends and contributes to SEN reviews and annual reviews when appropriate

### 4.3 The SEN governor is Mrs Gillian Kamali

The SEN governors:

- Help raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and updates the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

### 4.4 The headteacher is Helen O’Kane ([hokane@nancledra.tpacademytrust.org](mailto:hokane@nancledra.tpacademytrust.org))

The headteacher:

- Works with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Has overall responsibility for the provision and progress of learners with SEN and/or a disability

### 4.5 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class including those with SEN
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil’s progress and development and decide on any changes to provision
- Ensuring the EHC plans and Individual Provision Maps are implemented in the classroom
- Termly IPM review meetings with parents and, where applicable, the pupil
- Regular liaison with parents and the SENCO.
- Identifying on class planning the provision they are making for pupils with SEN and ensuring the classroom environment effectively supports all pupils.
- Referrals to outside agencies, usually with the SENCO
- Keeping the records of pupils with SEN up to date
- Ensuring they follow this SEN policy

### 4.6 Teaching Assistants

Each teaching assistant is responsible for:

- Ensuring that day to day provision is in place for the pupils they support
- Implementing agreed strategies and programmes and advice from specialists.

- Maintaining resources and specialist equipment
- Record keeping e.g. annotating IPMs
- Regular communication with class teacher and SENDCO
- Attending and contributing to SEN reviews and annual reviews when appropriate.

## 5. SEN information report

### 5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs within four broad areas, including:

- Communication and Interaction-these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
- Cognition and Learning-children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD).
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.
- Social, Emotional and Mental Health-children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.
- Sensory and/or Physical Needs-some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

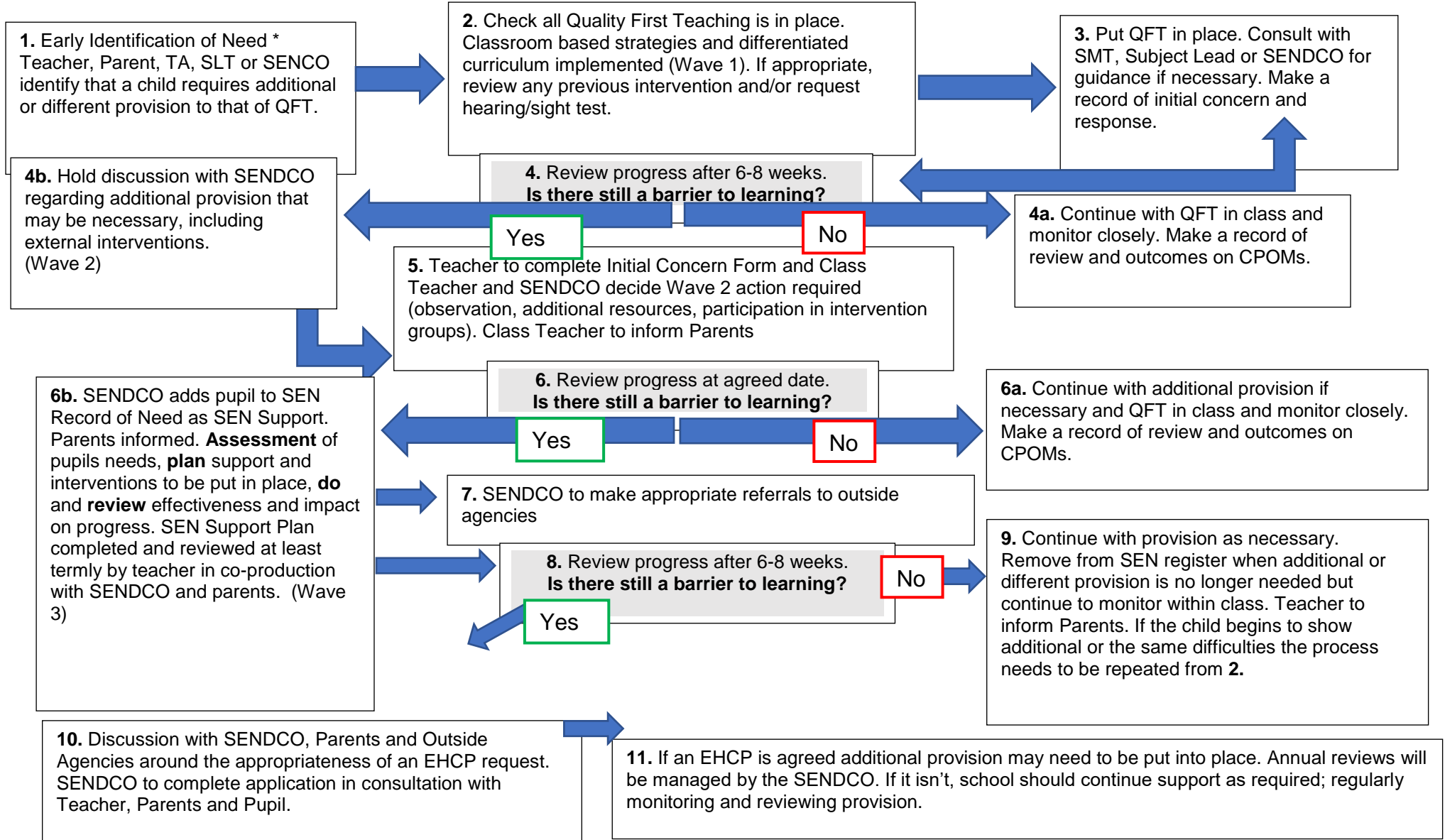
### 5.2 Identifying pupils with SEN and assessing their needs

The identification of SEN is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEN Support from the school's own resources. For these pupils a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided. This brings together the child's health and social care needs as well as their special educational needs.

See Cornwall guidance on the Cornwall website for further information regarding requests for EHC plans <https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/education-health-and-care-needs-assessments-and-planning/requests-for-an-education-health-and-care-plan-needs-assessment/>

## SEND Identification Flow chart



### 5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- We can signpost additional support/information available for families in Cornwall

Notes of these early discussions will be added to the pupil's record on CPOMs and, where appropriate, given to their parents.

### 5.4 Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

**Assess:** We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. This may include progress in areas other than attainment, for example, social needs. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services. If the support needed can be provided by adapting the school's core offer then the child is not placed on the SEN Record of Support. If, however, the support required is *different from or additional to* what is ordinarily offered by the school, the child will be placed on the SEN Record of Support at **SEN Support**. We will formally notify parents when it is decided that a pupil will receive SEN support.

**Plan:** Where SEN Support is required, the teacher, parents and pupil will put together an Individual Provision Map outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the Individual Provision Map which will include curriculum subject adaptations where appropriate.

**Do:** The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs or specialists who provide support set out in the Learning Passport and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

**Review:** The Individual Provision Map including the impact of the support and interventions will be reviewed each term by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or, where successful, the removal of the pupil from SEN Support.

This four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles.

For further information see <https://www.cornwall.gov.uk/media/25959249/the-graduated-response-in-mainstream-schools.pdf> This document can also be found on the school server in the SEN file.



## 5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

- Individual arrangements can be made for entry into the Reception class e.g. attending Preschool TAC meetings and working with Early Support professionals to ensure effective transition into school.
- Support is provided for transition between classes
- Support and advice are given when considering transition choices to secondary school
- Extra transition time made available for vulnerable Y6 pupils transferring to secondary school including visits accompanied by a TA.
- SENCO of the receiving secondary school invited to the final Annual Review in Year 6.

## 5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

Our approach is outlined in detail in our contribution to the local offer. (link below)

## 5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Incorporating advice from specialists e.g. SALT
- Targeting support from a teacher or a Teaching Assistant
- Making or changing materials, resources or equipment
- Creating inclusive classrooms so that *all* pupils are able to access resources appropriate to their particular need or style of learning,
- Supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

## 5.8 Additional support for learning

We have highly skilled teaching assistants who are trained to support pupils on a 1:1 basis or in small groups.

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychology Service

- Speech and Language Therapy Service
- Cognition & Learning Team
- Physical/Sensory Support Service
- Family Services
- School Nurse/Paediatric health team
- Hearing & Vision Support Service
- Child and Adolescent Mental Health Service (CAMHS)
- MHST (Children's Mental Health Support Team Cornwall -NHS)
- Penhaligon's Friends

## 5.9 Expertise and training of staff

Our SENCO has 17 years' experience in this role.

They are allocated 0.5 days/week to manage SEN provision.

We have a team of 7 teaching assistants, including 2 higher level teaching assistants (HLTAs) most of whom are trained to deliver SEN provision.

School staff have specific training and expertise in speech and language, literacy and numeracy interventions and supporting children with visual and hearing impairment, Autism, Down Syndrome and Dyslexia.

The SENCO attends network meetings to share good practice with colleagues in the Trust and to keep up to date with SEN developments.

In the last academic year, staff have been trained in

- Positive Handling
- PRICE training
- TIS training
- Thrive training
- Phonics (including 'Keep-up' and 'Catch-up' programmes)
- Neurodiversity Profile Tool screening
- Supporting children with ADHD.
- WRAPS training
- Regular catch-ups with Penhaligon Friends
- Regular catch-ups with Children's Mental Health Support Team worker

## 5.10 Allocation of resources for pupils with SEN

All pupils with SEND have access to the school's budget depending on their level of need. For those with the most complex needs, additional funding (High Level Needs HLN) is retained by the Local Authority. The SENCO will refer individual applications to the Local Authority Statutory Assessment Team who present individual cases to a multi-agency panel to determine whether the level and complexity of need meets the threshold for this funding. It is the responsibility of the SENCO, senior leadership team and governors in consultation with the parents to agree how the allocation of resources is used.

There are three levels of support for pupils with SEND:

- **Universal level** funding is provided on a per-learner basis for all those attending the educational setting. This is also known as Element 1 funding. Good quality universal provision will reduce the need for deployment of more expensive resources.
- **Targeted level** mainstream providers (schools and academies) are expected to contribute the first £6000 of the additional education support provision for learners with SEN from their notional SEN budget. This is also known as Element 2 funding.
- **Specialist or Personalised level** top-up funding above £10,000 (Elements 1 & 2) is provided on a per-learner basis by the Local Authority.

It is important to note that the level and combinations of provision may change over time.

## 5.11 Evaluating the effectiveness of SEN provision

The Headteacher, SENCO and the class teachers regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions that have proven outcomes and are evidence based. The impact of SEN provision on the progress and outcomes for children on the SEN Record of Support is measured through:

- › Analysis of pupil tracking data and test results at pupil progress meetings
- › Progress against national data and based on their age and starting points.
- › Interventions baseline and exit data
- › Progress against individual targets
- › Including SEN on the agenda at weekly staff meetings
- › Class 'team' meetings for all staff working with children with EHC plans
- › Pupils' work and interviews.
- › Inviting pupils, when appropriate, to their SEN review meetings.
- › Holding termly SEN reviews for pupils on Record of Support
- › Impact of provision reviewed and evidenced in records of Assess, Plan, Do, Review cycles
- › Holding annual reviews for pupils with EHC plans

Decisions are made as to whether specific interventions including TA deployment are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each year we review the needs of the cohort and if necessary make changes to our provision.

## 5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010. *Reasonable adjustments* will always be made to promote access to all areas of the school curriculum for pupils with a disability, e.g. provision of additional adult support to ensure that:

- All of our curricular and extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- Pupils with SEN are able to access our residential trip(s) and outdoor education visits.
- Pupils are able to take part in sports day/school plays/special workshops

### 5.13 Storing and managing information

Pupil records and SEN information may be shared with staff working closely with SEN pupils to enable them to better meet the individual child's needs. Pupil SEN files are stored electronically. We use **CPOMS**, a software application for recording and monitoring child protection, safeguarding and a whole range of pastoral and welfare issues. From September 2018 its use was extended to recording SEN information and contact with outside agencies thus enabling us to quickly and securely record and manage all of the information we have on a child in one place. SEND pupil information is also stored on Arbor and on the school server.

Individual SEN files are transferred to receiving schools when pupils leave Nancledra School.

### 5.14 Complaints about SEN provision

We urge parents/carers with any concerns regarding the SEN policy or the provision made for their child at Nancledra School to speak to us as soon as possible. In the first instance, they should speak to the class teacher or the SENCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the Headteacher.

If concerns are still unresolved parents may wish to use the Cornwall Special Educational Needs and Disability Information, Advice & Support (SENDIASS) <https://www.cornwallsendiass.org.uk/>

### 5.15 Contact details of support services for parents of pupils with SEN

See Page 11 of our contribution to the local offer (link below)

### 5.16 Contact details for raising concerns

The SENCO [kgolder@sterth.tpacademytrust.org](mailto:kgolder@sterth.tpacademytrust.org).

The Headteacher [head@nancledra.cornwall.sch.uk](mailto:head@nancledra.cornwall.sch.uk)

### 5.17 The local authority local offer

Our contribution to the local offer is:

[http://www.nancledra.cornwall.sch.uk/school\\_information/send\\_information/send.html](http://www.nancledra.cornwall.sch.uk/school_information/send_information/send.html)

Our local authority's local offer is published here:

<https://www.supportincornwall.org.uk/kb5/cornwall/directory/localoffer.page?newlocalofferchannel=0>

## 6. Monitoring arrangements

This policy is reviewed annually by the Governing body.

Date of next review: **July 2024**

## 7. Links with other policies and documents

The following policies are also relevant and in line with SEN legislation. Some of these are available on our school website: [http://www.nancledra.cornwall.sch.uk/school\\_information/policies/policies.html](http://www.nancledra.cornwall.sch.uk/school_information/policies/policies.html) Others are available from our school office.

- Admissions
- Accessibility Plan
- Assessment
- Behaviour and Relationships
- Child Protection & Safeguarding
- Positive Handling
- Intimate Care
- Complaints
- Staff Professional Code of Conduct
- First Aid
- Medical Conditions (Supporting Pupils)