

Treviglas Academy
Part of The Roseland Multi-Academy Trust



**Special Educational Needs Policy
(Statutory)**

Approved: Summer 2022
Next Review: Summer 2023

Equality Impact Assessment - Policy Review

In reviewing this policy, we have tried to make a positive impact on equality by considering and reducing or removing inequalities and barriers which already existed. We have ensured that this policy does not impact negatively on the dimensions of equality.

SECTION 1 – COMPLIANCE AND GENERAL STATEMENT

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities Code of Practice 0 – 25 Years (April 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 -25 Years (April 2015)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on supporting students at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (2012)
- United Nations Convention on Rights of the Child (1991)

This Policy has been created to ensure compliance with the Department of Education's SEN Reforms, which address measures outlined in the Children and Families Act 2014. The Act includes changes to the support and services children and young people with special educational needs and disabilities will receive. These changes came into force on 1st September 2014.

In compliance with the new SEN Code of Practice and SEND Reforms, there is a graduated approach to the identification, provision and support of all students which includes, in addition to quality first teaching for all, a period of close monitoring and targeted provision prior to the consideration being given to place a child onto the school Record of Need (RON). Should a student require provision that is additional and different they are placed on the RON under one single category, namely SEN Support. Their provision will be identified and progress monitored. This policy sets out our commitment to raising the aspirations and expectations for all students with SEND.

SECTION 2 – AIM (THE LONGER VIEW)

The overarching aim of this policy is to ensure that the needs of students with SEND, and the barriers to their learning, are accurately identified and effectively met so that they are able to achieve well and develop well, both as individuals and as members of the community, living life with dignity and independence. (UNCRC Article 23)

To this end, we aim to:

- a) Assess students accurately, track their progress regularly and adjust provision in the light of ongoing monitoring.
- b) Ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all students, including those with SEND.
- c) Ensure that teaching and learning is multi-sensory.
- d) Make sure that additional support is well targeted.
- e) Use the most appropriate resources to support learning, taking into account individual learning styles and needs and ensuring that the development of students' literacy skills has the highest priority.
- f) Continuously monitor and evaluate the effectiveness of our provision for all students, including those with SEND, to ensure that we are providing equality of educational opportunity, which is sustainable.

Objectives:

Through the application of this policy we wish to:

- a) Ensure compliance with National SEND Policy, most currently the DfE SEN Reforms, Children and Families Act 2014 and the SEN Code of Practice 2015.
- b) Work closely with the LA in developing their Local Offer and complying with locally agreed policies and procedures.
- c) To operate a '**whole student, whole school**' approach to the management and provision of support for SEND.
- d) To provide an appropriately qualified Special Educational Needs Co-ordinator (SENCO).
- e) Ensure all staff implement the school's SEND policy consistently – fully endorsing our belief that **every teacher is a teacher of every child including those with SEND.**
- f) Ensure that there is no discrimination or prejudice.
- g) Ensure all students have access to an appropriately differentiated curriculum.
- h) Recognise, value and celebrate students' achievements at all levels.
- i) Work in partnership with parents/carers in supporting their child's education.
- j) Guide and support all school staff, governors and parents on SEND issues.
- k) Meet the needs of all children irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs.
- l) Provide appropriate resources and ensure their maximum and proper use.
- m) Involve the student in the process of identification, assessment and provision and to ensure that the student is aware that his/her wishes are taken into account as part of the process and of the shared responsibility in meeting his/her educational needs.
- n) To provide support and advice for all staff working with students who have SEND.
- o) Support students with SEND to develop their personality, talents and abilities to the full. (UNCRC Article 23)
- p) Encourage all students with SEND to develop a respect for human rights, respect for parents, their own and other cultures and the environment. (UNCRC Article 29)
- q) Teach and encourage all students with SEND about Fundamental British Values in line with DfE National guidelines and our whole school ethos.

SECTION 3 – IDENTIFYING SPECIAL EDUCATIONAL NEEDS

In accordance with the SEN Code of Practice 2015, 'a pupil has SEN where their learning difficulty or disability calls for special education provision, namely provision different from or additional to that normally available to pupils of the same age.'

The SEN Code of Practice identifies four broad categories of need:

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

However, a holistic approach is used to minimise the barriers to the curriculum.

The school will always take needs that are NOT SEN but that may impact on progress and attainment into account for example:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL

- Being in receipt of Pupil Premium
- Being a Looked After Child (LAC)
- Being the child of a Serviceman/woman

SECTION 4 – A GRADUATED APPROACH TO SEND SUPPORT AT Treviglas.

At Treviglas all teaching staff are responsible and accountable for the progress and development of all students in their class including where students access support from specialist staff and support staff. High quality differentiated teaching is the first step in responding to students who have SEND. 'Quality First' teaching is a priority of the school. It is regularly and rigorously monitored and there is a focus on continual improvement of the teaching of all students, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable students and their knowledge of the additional needs most frequently encountered. Close liaison is maintained with all members of staff by the SENCO to ensure that students are only identified as having SEND if they do not make adequate progress once they have had appropriate interventions/adjustments as part of Quality First teaching.

Details of the provision on offer at Treviglas can be found in the School Offer in the SEND section of the School's Website.

Levels of Need

Treviglas community College's Graduated Response consists of three levels as follows:

SEN Support (K)

Students are placed on the RON at this level after assessment and consultation between the SENCO and a range of staff when it is established that they have a significant learning difficulty and they need provision that is **additional and different**.

At this point, parents/carers will be informed of the decision and the school will continue to work in partnership with them, listening to their views and those of the student, and involving them proactively in planning and decision making. This will take the form of an 'Assess- Plan-Do -Review Cycle'.

Assess

- Teacher's high quality, accurate formative assessment and experience of child
- Student progress, attainment and behaviour
- Development & attainment in all areas in comparison to peers
- Views and experiences of parents
- The child's own views
- If relevant, assessments, views and advice from external services.

Plan

A plan will be drawn up by the relevant member of staff in consultation with parents and child. It will include:

- The agreed outcomes
- The support and interventions to be put in place
- The expected impact on progress, development or behaviour
- A clear date for review
- The plan will be recorded on the student's Assess Plan Do Review form (APDR)
- A copy will be shared with parents.

Do

- The class teacher remains responsible for working with the child on a daily basis

and works closely with TAs or specialist staff to plan and assess the impact of the interventions.

- The SENCO supports the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support.
- The SENCO monitors this provision.

Review

- Parents will be invited to attend scheduled review meetings with the relevant staff and their child and the review plan will be shared with the parent, staff and student.

Involving Specialists

If a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below age expected despite SEN Support, the school will involve specialists including those from outside agencies. The views of parents/carers and the child are considered at all levels of intervention.

Education, Health and Care Plan

Students who need more specialist provision and whose needs cannot be wholly met at SEN Support level will be the subject of Statutory Assessment. This is completed by the SENCO who obtains the views and information about the child from all other professionals involved in their education, health and/or care. Parents/Carers views and those of the child are obtained and will be considered in order for a recommendation for Statutory Assessment to be made by the Local Authority. The LA then consider the application and issue an EHCP as appropriate.

There is a statutory requirement to review an EHCP annually. This review meeting is held at the school with parent, child and all professionals involved invited to attend.

The SENCO is responsible for:

- a) Assessing specific needs of students with SEND, based upon collated evidence from staff, parent and child, including application for statutory assessment
- b) Overseeing the screening of students for specific learning difficulties such as dyslexia
- c) Line managing the SEND team
- d) Liaising with other schools to aid transition
- e) Ensuring all relevant information is forwarded on to new school
- f) Day-to-day operation of the school's SEND Policy including ensuring that the APDR Cycle is taking place
- g) Liaising and advising class teachers and support staff and driving developments
- h) Maintaining the SEND Record of Need and the records of all students with SEND
- i) Maintaining communication between all stakeholders
- j) Liaising with external services including the Educational Psychology Service, Social Care, Early Support etc.
- k) Attending/holding review meetings for students with SEND including those with an EHCP
- l) Supporting the application for access arrangements e.g. additional time for qualifications.
- m) Overseeing the removal of a student from SEN Support on the Record of Need, with the decision dependent upon appropriate progress being made towards set targets and in conjunction with appropriate teaching staff/outside agencies, where appropriate, and parents.

SECTION 5 – SUPPORTING STUDENTS AND FAMILIES

- Families of students with SEND are guided towards the Cornwall Family Information Service and SEND Local Offer
- Treviglas has provided a link on the Cornwall FIS's website to information on our provision for families who have a child with a SEN and/or Disability in line with current requirements (The School's Offer).
- A copy of this policy, Treviglas' Offer and the school's Annual SEND Information Report can all be viewed on the school website.
- Admission arrangements can be found on the school website.
- The school's policy on managing the medical conditions of students can be found on the school website.
- Transition meetings between class teachers to discuss the needs of individual students with SEND take place in July and will include the passing on of all records including all Individual Provision Maps.
- We ensure that students with specific SEND can access all relevant qualifications. The SENCO, in liaison with the class teachers, supports the application for access arrangements and that parents are kept informed.

SECTION 6 – SUPPORTING STUDENTS AT TREVIGLAS WITH MEDICAL CONDITIONS

- The school recognises that students at school with medical conditions should be properly supported so that they can have full access to education, including educational visits and physical education. Some, **but not all**, children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.
- Some, **but not all**, students may also have SEND and may have an EHCP which brings together health and social care needs, as well as special educational provision and the Code of Practice (2014) is followed.
- The school has a number of members of staff trained in Paediatric and General First Aid and, where appropriate, staff are trained in managing the medication and other treatments of students with medical conditions. See the school policy for supporting Students with Medical Conditions for more detailed information.
- The school follows statutory guidance published by the DfE, 'Supporting Students with Medical Conditions at School' Sept 2014. Last updated August 2017. This can be found www.gov.uk/government/publications/

SECTION 7 – MONITORING AND EVALUATION OF SEND

Please refer to information given in Section 4 of this policy. The quality of provision offered to all students with SEND is continuously monitored through ongoing daily, weekly, half termly and annual review, on an individual and cumulative basis in conjunction with the Board of Trustees, Headteacher, SLT, teaching staff and parents in line with an active process of continual review and improvement of whole school practice.

SECTION 8 – TRAINING AND RESOURCES

- All professional development needs are identified through the school's appraisal system, self-evaluation and quality assurance processes and feed into the School Improvement Plan.
- The Headteacher oversees the professional development of all teaching and support staff which occurs during whole school training days and by attending courses. Colleagues attending courses are expected to disseminate and share relevant knowledge with other staff within the school.

- Newly appointed teaching and support staff undertake an induction meeting with a member of the Senior Leadership Team who will explain systems and structures in place around the school's SEND provision and practice. The SENCO will ensure that all new staff are given clear information about the needs of individual students in the class where they are directly working before they commence working.
- The SENCO attends SEND network meetings in order to keep up to date with local and national developments in SEND.
- Support Staff are encouraged to take an active part in all school functions/training including leading after-school clubs.

SECTION 9 – ROLES AND RESPONSIBILITIES

Role of the SEND trustee/Board of Trustees

The Roseland Board of Trustees has regard to the SEND code of Practice (2015) when carrying out duties towards all students with SEND consequently it is their responsibility to:

- Ensure the necessary provision is made for students with SEND.
- Determine the school's general policy and approach to students with SEND in cooperation with the Headteacher and SENCO.
- Ensure that staff are aware of the importance of identifying and providing for those students with SEND.
- Ensure that the policy and information about identification, assessment, provision, monitoring and record keeping and use of outside agencies and services are available for parents.
- Ensure that the school's progress in implementing the policy and its impact on students are regularly reported to the Board of Trustees.
- Ensure that parents are notified of a decision by the school to make SEND provision for their child.
- Ensure that students with SEND are included as far as possible into the activities of the school.
- Consult with the LA and the Governing bodies of other schools, when appropriate, in the interests of coordinated SEND provision in the area.

Role of the Teaching Assistants

Teaching Assistants and Higher Level Teaching Assistants are recruited to work within the classroom and/or with targeted groups or individuals outside the classroom as directed by the Senior Leaders and class teachers. The learning of **all students** remains the responsibility of the class teacher **at all times**.

Teaching Assistants are line managed as noted in the SEND line management structure

SENDCo

Mrs Roseanna Penrose

Designated Safeguarding Lead

Mr James Rogers

Designated Teacher for Looked After Children

Mrs Roseanna Penrose

SECTION 10 – STORING AND MANAGING INFORMATION

The school complies with General Data Protection Regulations (GDPR) – March 2018.

SECTION 11 – ACCESSIBILITY

Please refer to the Accessibility Plan which can be found on the school website.

SECTION 12 – DEALING WITH COMPLAINTS

The school's standard complaints system applies. More information can be found on the school website.

Policy Agreed:

Date

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Signed – Chair of Roseland Board of Trustees

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Review Date Summer 2023