



Constantine
Primary
School



Kernow Learning
Building Excellent Schools Together

Special Educational Needs & Disabilities (SEND) Policy

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Statutory or Best Practice policy:	Best Practice
Appendices:	
School or Trust policy:	School Policy

Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in any other format, please contact us on 01326 340554 or email constantine@kernowlearning.co.uk

Aims and objectives:

Constantine Primary school is an inclusive school and welcomes all pupils including those with special educational needs and disabilities (SEND). We are committed to ensuring the needs of pupils with SEND are accurately identified and effectively met so that they are able to achieve well and develop well, for now and in the future. We firmly believe that **‘every teacher is a teacher of children with SEND.’**

Our aims are:

- Ensure that all children Early Years/Foundation Stage (EYFS) have access to the EYFS curriculum and all school activities.
- Ensure that all children in Key Stage 1 and 2 have access to the national curriculum and all school activities.
- Help all children achieve to the best of their abilities, despite any difficulty or disability they may have.
- Ensure that teaching staff are aware of and sensitive to the needs of all children, teaching them in a way that is appropriate to their needs.
- Children gain in confidence and improve their self-esteem.
- To work in partnership with parents, children and relevant external agencies in order to provide for children’s special educational needs and disabilities.
- To identify at the earliest opportunity, all children who need special consideration to support their needs (whether these are educational, social, physical or emotional)
- To make suitable provision for children with SEND to make the most of their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- To promote self-worth and enthusiasm by encouraging independence at all ages and ability levels.
- To give every child the entitlement to a sense of achievement.
- To create a school environment where all children contribute to their own learning. We foster relationships with adults where pupils feel safe to voice their own opinions or their own needs. Pupil participation is encouraged through opportunities such as Kids’ Council, residential educational visits, school performances, sports competitions and playground leaders.
- To review the policy and practice regularly in order to achieve best practice.



Our objectives are to:

- Identify and provide for pupils who have special educational and additional needs at the earliest opportunity to ensure their attainment is raised and they achieve the best possible outcomes.
- Have consistently high expectations for all pupils with SEND
- Work within the guidance provided in the SEND Code of Practice, 2014
- Work in close partnership with the parents/carers of pupils with SEND
- Work in close partnership with outside agencies to support the needs, provision and inclusion for pupils with SEND

Identifying Special Education Needs and Disabilities:

The SEND Code of Practice states that pupils have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age;
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority;
- are under compulsory school age and fall within the definition above or would so do if special educational provision was not made for them.

Areas of need:

The SEND Code of Practice (2014) identifies four areas of need in relation to SEND.

They are:

- Cognition and Learning
- Speech, Language and Communication
- Sensory and Physical
- Social, Emotional and Mental Health

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. Our school identifies the needs of pupils by considering the needs of the whole child, not just their special educational need or disability.

Some children and young people who have SEND may also have a disability under the Equality Act 2010. This Act defines disability as:



“...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”. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.”

We also consider the factors which may have an impact on a pupil's progress, but are not special educational needs e.g. illness, family circumstances, attendance.

Inclusion:

All staff at Constantine Primary School work collaboratively to make adaptations to the curriculum for individuals who may need it to enable the school to be fully inclusive. Children with SEND are included in all areas of the curriculum. Specific and flexible arrangements are made so that pupils with SEND can participate alongside their peers in all curricular and extra-curricular activities. This could be through providing ICT software or other resources, providing adult or peer support for an activity or adapting a lesson to ensure all are able to participate as fully as possible. Individual arrangements may be required when there are offsite activities or residential visits (camps). Guidance from relevant professionals is taken into account. For instance, if the needs relate to a physical or medical condition, health specialists' advice is followed.

A graduated approach to SEND support:

At Constantine Primary School, all teachers are responsible and accountable for the progress and development of all pupils in their class including where pupils access support from specialist staff and teaching assistants.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN. '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 pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

Close liaison is maintained with all members of staff by the SENDCo to ensure that pupils are only identified as having SEND if they do not make adequate progress once they have had appropriate interventions/adjustments and good quality personalised teaching.

Details of the provision on offer at Constantine Primary School can be found in the School Offer in the SEND Section of the school website. Paper copies can be provided upon request.

Graduated Response to SEND:

On Alert may be identified by:

- Screening, such as that completed on entry or as a result of a concern being raised, indicates gaps in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected levels of progress.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need.

If a child receives “Targeted Support,” the class teacher will identify and provide special provision for that child to address their needs. Discussions will take place between the class teacher, teaching assistant, SENDCo, parents and pupil (not necessarily all together) to decide strategies and support (at home and at school) to address that need.

All class teachers are required to keep a list of pupils who they are monitoring at this stage and are required to identify and implement strategies to address their needs to enable them to catch-up. Pupils at this level of need DO NOT form part of the school’s SEND data and, in line with the Code of Practice.

The school ensures that everything is done at an early a stage as possible to avoid the need for SEND Support, however, if after a period of time, an individual does not catch-up or make enough progress, it is at this point that consideration will be given as to whether they need SEND support

SEND Support:

Pupils are placed on the SEND Record of Need at this level after assessment and consultation between the SENDCO and class teacher when it is established that they have a significant difficulty and need provision that is **additional** and **different** from their peers (i.e. a learning difficulty or disability that impacts on their ability to learn).

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 pupil, and involving them proactively in planning and decision making. Action relating to SEND support will follow an Assess, Plan, Do and Review model as set out in the SEND Code of Practice (2014).

Assess:

- Teacher’s high quality, accurate formative assessment and experience of child
- Pupil progress, attainment and behaviour



- Development and attainment in comparison to peers
- Views and experiences of parents, from structured conversations
- The child's own views
- If relevant, assessments, views of and advice from external services.

Plan:

A plan will be drawn up by SENDCO and class teacher in consultation with parents and child.

It will include:

- The outcomes agreed for the next term
- 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 pupil's tracking document
- A copy will be given to the parents/carers

The school in conjunction with parents may also decide to seek advice and support from outside agencies.

Do

- The class teacher remains responsible for working with the child on a daily basis, working closely with TAs or specialist staff to plan and assess the impact of the interventions.
- The SENDCo 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.

Individual pupil trackers will identify and monitor a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing progress and expected outcomes.

Review:

- Parents will be invited to attend termly review meetings with the class teacher and their child in order to monitor/ review the effectiveness of the support and the impact on the child's progress.
- A new plan will then be drawn up which will inform the next tracking document

- Parents will be given copies of all notes recorded at the review.

Outside Agency Support:

There may be times when the school seeks guidance, advice and assessments from outside agencies in the education, health or social care sector. This support is usually obtained through a formal request for involvement and parental permission is necessary. Parents are informed when visits from other professionals take place and are usually invited to a meeting. Most professionals are willing to contact parents by phone if they are unable to attend a meeting.

Statutory Assessment:

When there is evidence that little or no progress has been made in the areas targeted and continuing difficulties or weaknesses have not been remedied sufficiently, the school may decide, after consultation with parents/carers, to approach the Local Authority to request a statutory assessment.

This may, or may not, result in the Local Authority issuing an Education, Health and Care Plan (EHCP). If a pupil has an EHC Plan, it will be reviewed six monthly for younger children and annually for older children with the pupil, parents, appropriate outside agencies, SENDCo, class teacher and any other relevant school staff.

Reviewing pupils needs:

If sufficient progress has been made and the child is consistently meeting their targets the child may be removed from the SEND Record of Need. If it is felt that a child needs more support the decision may be made to apply for statutory assessment and the child may become subject to an EHCP which will specify in greater detail what needs to be provided in order for the child's needs to be met.

Supporting families and pupils:

Parents are sign-posted towards the Local Authority Local Offer (through Family Information Services) and the school's SEND Offer which outline what support they can expect to receive for their child with SEND. School acts as a link between parents and any outside agencies which may be asked to provide support, advice or assessments on their child with SEND. These agencies can be seen on our School Offer.

Enhanced transition arrangements may be made for some pupils with SEND, whether this is transition from pre-school or to a secondary setting. We have good links with local secondary schools, all of which have transition/ taster opportunities for pupils and parents. Transition meetings will occur between all class teachers for any child with SEND.



The school offers a range of pastoral support to children. Children's views are actively sought through the Kids' Council, the personal, social and health education (PSHE) programme, at pupil reviews and through daily interaction between staff and children. We use structured conversations between teachers and parents for all children on our Register of Need.

Role and responsibilities:

The Local Governing Body in consultation with the Head teacher is responsible for determining the school's general policy and approach to the provision for children with Special Educational Needs and Disabilities. In Constantine Primary school, our identified LAB member with an interest in Special Educational Needs is Emma Vyvyan.

The Headteacher is responsible for the day to day management, and works closely with the SENDCo. She along with the SENDCo is responsible for keeping the fully informed. In conjunction with the management team, the head teacher will be responsible for monitoring and evaluating the success of this policy and ensuring that the necessary revisions are undertaken.

The SENDCo:

- Will take a strategic lead in school and is responsible for ensuring that all staff within the school fully support and follow the school's SEND Policy and the SEN Code of Practice.
 - Will work in collaboration with class teachers to ensure that all pupils with SEND are identified early in order to ensure that the appropriate support is provided early on.
 - Provide additional support and advice for families when appropriate.
 - Ensuring that SEND record are kept up to date and appropriately shared with key members of staff.
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- Will monitor (i) the school's SEND Tracker system and (ii) the impact of interventions
 - Will liaise with parents and external agencies as required.
 - Will liaise with other SENDCos during transitions.

The role of the class teacher:

Classroom teachers are at the heart of the new SEND Support system, driving the movement around the four stages (assess, plan, do, review) of action with the support and guidance of the SENDCo and specialist staff.

All staff are fully aware of their responsibilities and the implementation of school policy. All teaching staff are teachers of children with SEND and work in partnership with the SENDCo and parents to ensure that the needs of all pupils are met.

Parents:

The school will actively seek the involvement of parents/carers in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs and disabilities where the support and encouragement of parents is often the crucial factor in achieving success.

Parents/Carers will always be kept informed about the special educational needs and disabilities experienced by their children in accordance with the recommendations outlined in the Code of Practice.

Communications between the parent and the school will be consistently maintained and parents/carers will be fully consulted before the involvement of Children Schools and Families support agencies with their children, and will be invited to attend any formal review meetings at all stages.

Pupils:

The school will work to ensure that pupils are fully aware of their individual needs and the targets. Where appropriate the school will encourage pupils to be involved in decisions which are taken regarding their education.

Resource Funding:

The Academy is allocated an annual budget for SEND, these funds are devoted to the purchase of quality first teaching, learning support hours, and the purchasing of specialist resources. Funding from the DfE and Children, Schools & Families varies from year to year, the most recent figures are available upon request. (b) The Academy directs funds as appropriate to the needs of all pupils and monitors outcomes to ensure best value. (c) Funding from Children, Schools and Families is available to some pupils with Statements of SEND or Education Health Care Plans who have severe or complex SEND. The Academy fulfils its financial obligations from the delegated SEND budget to meet the needs of all pupils requiring additional and different provision. A record of need documenting numbers of pupils on SEND Support, with Statements and EHC Plans is maintained by the SENCo. This is updated on an ongoing basis

Evaluating Success:

This policy will be kept under regular review. The Board of Directors will gauge the success of the policy by the achievements of previously agreed targets outlined in the pupils' individual trackers, progress review and/or annual review.

In addition, evidence will be gathered regarding:

- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs & disabilities
- Pupil conferences
- Learning walks and book looks
- Success of specific behaviour intervention strategies
- Pupil attendance
- Number of exclusions
- Consultation with parents
- Number of pupils moving between stages
- Pupils' awareness of their targets and achievements
- Monitoring the outcomes and impact of specific intervention strategies and programmes

ACCESSIBILITY

Please refer to the Single Equality Scheme and Accessibility Plan. This can be seen on the school website.



Arrangements for the treatment of complaints:

If a parent disagrees with the school's provision for a pupil with SEND the following procedure should be followed:

- the parent in the first instance will be encouraged to talk to their child's class teacher about their concerns. If their disagreement is not resolved at this point they will be referred to the SENCo and the Headteacher.
- If, after having talked, the parent and school are still in disagreement then the parent will be referred to seek advice from SENDiASS (formerly the Parent Partnership) and asked to access the Informal Disagreement Resolution Service provided through Children, Schools & Families, and refer to the Academy Complaints Policy:

"If you want to complain about the school's SEN support, you should do it while your child is still registered at the school via the school's complaints procedure. This includes complaints that the school has not provided the support required by your child's SEN statement or education, health and care (EHC) plan. There is a different process if you disagree with a decision your local authority has made about a SEN statement or an EHC plan. You should raise such issues directly with the local authority or via the SEND Tribunal."

Reviewed and Updated:

September 2023

Charlotte Jane