



St Newlyn East
Learning Academy



SEND Policy

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Statutory or Best Practice Policy	Statutory
School or Trust Policy	School

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Introduction

At St Newlyn East Learning Academy, we recognise the uniqueness of children and aim to provide a suitably broad and differentiated curriculum that meets the needs of everyone. This policy accepts the definition of SEND as set out in the Revised Code of Practice 1:3 (page 15-16)

At St Newlyn East Learning Academy, we support children with medical conditions to ensure they have access to a fully inclusive education as outlined in our policy 'Supporting children with Medical conditions'.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- 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 educational authority.
- are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.

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

Special educational provision means:

- for children of two or over, educational provision which is additional to, or otherwise different from, the education provision made generally for children of their age in schools maintained by Children, Schools & Families, other than special schools, in the area
- for children under two, educational provision of any kind

Code of Practice, 2014 – p15-16

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

SEND Code of Practice 0 -25 Years (Sep 2014)

Schools SEND Information Report Regulations (2014)

Statutory Guidance on supporting pupils at school with medical conditions (April 2014)

St Newlyn East learning Academy School Safeguarding Policy

St Newlyn East learning Academy Accessibility Plan

Teachers' Standards (2012)





United Nations Convention on Rights of the Child (1991)

Keeping Children Safe in Education (2019)

This Policy has been created to ensure compliance with the Department of Education's SEND 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.

St Newlyn East Learning Academy offers mainstream education to children from the ages of 3-11, from Nursery to Year 6. There are currently 165 children on role, of whom 22 are on the Record of Need at SEN Support.

Responsible persons

The 'responsible person' for SEND is Evey Evison [Local Governing Board member with responsibility for SEND]

The person co-ordinating the day-to-day provision of education for pupils with special educational needs & disabilities is Alison Brook [SENDCo].

Admission and Inclusion

All the teachers in St Newlyn East Learning Academy are teachers of children with Special Educational Needs & Disabilities. As such, St Newlyn East Learning Academy adopts a 'whole school approach' to special educational needs & disabilities which involves all the staff adhering to a model of good practice. The staff are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as essential to the policy, in line with that of Children, Schools & Families. The Academy operates an equal opportunities policy for children with special educational needs & disabilities and medical conditions who are afforded the same rights as other children. This includes those children with education, health care plans and all pupils with additional and different provision.

Aims

The overarching aim of this policy is to ensure that the needs of pupils with SEND, and the barriers to their learning, are accurately identified and effectively met so that those pupils are able to achieve 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:

Assess pupils accurately, track their progress regularly and adjust provision in the light of ongoing monitoring.



Ensure that lessons are stimulating, enjoyable and well adapted to meet the needs of all pupils, including those with SEND.

Ensure that teaching and learning is multi-sensory.

Make sure that additional support is well targeted, using a judicious blend of in-class support and withdrawal.

Use the most appropriate resources to support learning, taking into account individual learning styles and ensuring that the development of pupils' literacy skills has the highest priority.

Continuously monitor and evaluate the effectiveness of our provision for all pupils, including those with SEND, to ensure that we are providing equality of educational opportunity and value for money.

Objectives

Through the application of this policy we wish to:

- Ensure compliance with National SEND Policy, most currently the DfE SEND Reforms, Children and Families Act 2014 and the SEND Code of Practice 2015.
- Work closely with the LA in developing their Local Offer and complying with locally agreed policies and procedures.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for SEND.
- 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.
- Ensure that there is no discrimination or prejudice.
- Ensure all pupils have access to an appropriately differentiated curriculum.
- Recognise; value and celebrate pupils' achievements at all levels.
- Work in partnership with parents/carers in supporting their child's education.
- Guide and support all school staff, governors and parents on SEND issues.
- Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs.
- Provide appropriate resources and ensure their maximum and proper use.
- Involve the pupil in the process of identification, assessment and provision and to ensure that the pupil 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.
- To provide an appropriately qualified Special Educational Needs and Disabilities Coordinator (SENCO) who will oversee and work with the SEND Inclusion Policy.
- To provide support and advice for all staff working with pupils who have SEND.
- Support pupils with SEND to develop their personality, talents and abilities to the full.
- Encourage all pupils with SEND to develop a respect for human rights, respect for parents, their own and other cultures and the environment.

Providing the graduated response at SEND support



The Academy offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent social emotional & mental health difficulties; has sensory or physical problems; or communication or interaction difficulties, the Academy will place the pupil at an 'SEN Support' level and offer support that is additional to and different from the differentiated curriculum. This will be provided through an Individual Learning Plan (ILP) and Provision Plan in a range of ways including:

- Classroom organisation and management
- In-class support by teacher/teaching assistant
- Individual/small group work
- Behaviour modification programmes
- Use of specialist equipment/resources
- Alternative teaching strategies

The resources allocated to pupils (see 7) who have special educational needs & disabilities will be deployed to implement these individual learning plans (ILPs) at SEN Support as outlined in the revised Code of Practice. Parents will be informed and pupils will be involved in decisions taken at this stage. (See also 8, 11 and 12)

If a pupil does not make progress despite the Academy taking the action outlined, advice will be sought from the appropriate support services referred to in Section 8, the ILP and Provision Plan will be amended accordingly.

Identification and Assessment

A child has a learning difficulty or disability if he/she has:

greater difficulty in learning than the majority of children of his/her age. and/or a disability which prevents or hinders them from making use of educational facilities/ provision that is normally available.

In addition, we identify special educational needs within the context of the usual differentiated curriculum of the school. Pupils are identified as having SEND if they are not making progress within a curriculum that:

- sets suitable learning challenges
- responds to pupils' diverse learning needs
- aims to help pupils overcome potential barriers to learning.

In accordance with the SEND Code of Practice 2015, four broad categories of need are identified:

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



Whilst it is clear that the purpose of identification is to work out what action the school needs to take, it is not our purpose to fit a pupil into a category and the identification process serves solely to identify the needs of each individual pupil by considering the whole child, not just his/her special educational needs.

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

- 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

NB: any concerns relating to a child's behaviour will be perceived as an underlying response to an underlying need which the school will recognise and identify.

Training and resources

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 from the school finance team.

The Academy directs funds as appropriate to the needs of all pupils and monitors outcomes to ensure best value.

Funding from Children, Schools and Families is available to some pupils with 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 and EHC Plans is maintained by the SENDCo. This is updated on an ongoing basis.

All professional development needs are identified through the school's appraisal system, self- evaluation and quality assurance processes and feed into the School Improvement and Impact Plan (SIIP). The Head teacher oversees the professional development of all teaching staff and teaching assistants that 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.

The SENDCO undertakes an annual Audit of Staff Skills and SEND Knowledge in order to recognise and address gaps within the school and for individuals.

Newly appointed teaching and support staff undertake an induction meeting with the SENDCO who will explain systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENDCO regularly attends SEND network meetings in order to keep up to date with local and national developments in SEND.



Criteria for exiting the SEND Record of Need

The SENDCO has responsibility for the removal of a pupil from support on the Record of Need at St Newlyn East learning Academy. The decision will be dependent upon appropriate progress being made towards set targets and in conjunction with appropriate teaching staff/outside agencies and parents.

Arrangements for the treatment of complaints

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

Working with Parents/ Carers

The Academy 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 &

disabilities where the support and encouragement of parents is often the crucial factor in achieving success.

Families of pupils with SEND are guided towards the Cornwall SEND Local Offer

<https://www.supportincornwall.org.uk/localoffer> , for which there is a link from the school website. The Local Offer provides information on local provision for families who have a child with a SEN and/or Disability. Our school specific offer is detailed in the accompanying document on the SEND page of the school website (SEND Information Report).

Admission arrangements can also be found on the school website.

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

Pupil Participation

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

Evaluating Success

This Academy policy will be kept under regular review. The LAB will gauge the success of the policy by the achievements of previously agreed targets outlined in the pupils' ILPs, Provision Plans, 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 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 of specific intervention strategies

Storing and Managing Information

The school complies with the current data protection and confidentiality requirements with regard information about pupils and families.

Reviewing the SEND Policy

The Policy will be reviewed annually to comply with requirements for SEND with effect from April 2015.

Accessibility

Please refer to the Accessibility Plan. This can be seen on the school website.

