



Kernow Learning
Building Excellent Schools Together

Trenance Learning Academy Trust POLICY FOR SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND)

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School or Trust policy:	School

Meeting your communication needs:

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Introduction

At Trenance Learning Academy Trust 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 Trenance Learning Academy Trust 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:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- (b) 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.
- (c) 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:

- (a) 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
- (b) for children under two, educational provision of any kind

Code of Practice, 2014 – p15-16

Aims and objectives

- 1.1 The Local Governing Board (LGB) and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs & disabilities and ensure that, where the Headteacher or LGB has been informed by Children Schools & Families that a pupil has special educational needs & disabilities, those needs will be made known to all who are likely to teach them.
- 1.2 The staff and LGB of Trenance Learning Academy Trust are aware of the importance of identifying and providing for those pupils who have special educational needs & disabilities.
- 1.3 Trenance Learning Academy Trust is committed to involving parents/carers in supporting and identifying the needs of their child





- 1.4 The Headteacher, staff and LGB will draw up and report annually to parents on the policy and effectiveness of the Academy's work for pupils with special educational needs & disabilities.
- 1.5 The staff will ensure that pupils with special educational needs & disabilities participate in all activities of the Academy together with pupils who do not have special educational needs & disabilities, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the Academy and the efficient use of resources.
- 1.6 The SENCo will work with the Trust Academies and relevant Early Years settings to promote best practice for children with special educational needs & disabilities within the local community.

Responsible Persons

- 2.1 The 'responsible person' for SEND is Kay Walker [Local Governing Board Member with responsibility for SEND]
- 2.2 The person co-ordinating the day to day provision of education for pupils with special educational needs & disabilities is Joe Elliot [SENCo].

Admission and Inclusion

- 1.7 All the teachers in Trenance Learning Academy Trust are teachers of children with Special Educational Needs & Disabilities. As such Trenance Learning Academy Trust 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.

Specialist Provision

- 1.8 The Academy is on ground level and is fully accessible. It has the following special facilities: accessible toilet and wet room, electronic changing table, sloped access to the upper playground and painted steps for the visually impaired.





Access to the curriculum

- 1.9 The National Curriculum will be made available for all pupils. Where pupils have special educational needs & disabilities, needs are assessed on an individual basis to ensure the curriculum is accessible and learning is ambitious, progressive and meaningful for all pupils. The Academy will make full use of classroom and Academy resources then draw upon external support when required. The Academy will contact the appropriate agencies for additional guidance and appropriate training to ensure needs are met and equality of access assured.
- 1.10 The Academy will make provision for pupils with special educational needs & disabilities to match the nature of their individual needs and the class teacher and SENCo will keep regular records of the pupils' special educational needs & disabilities, the action taken and the outcomes. Parents are involved at all stages in co-production of outcomes and strategies used.
- 1.11 If required, there will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole class contexts, dependent on ensuring access and challenge in the learning.
- 1.12 The curriculum will be adapted appropriately, where required to meet the needs of individual pupils to ensure access to an enriched curriculum. Teaching styles and flexible groups will reflect this approach.
- 1.13 Schemes of work for pupils, within classes and year groups, will reflect whole Academy approaches to teaching and learning and will incorporate any additional adaptation required to meet special educational needs & disabilities.
- 1.14 Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who require a graduated approach in order to enhance and progress their learning.

Providing the graduated response at

SEND Support

The Academy offers an adaptive, enriched curriculum which meets the needs of all pupils. When a pupil is not making expected progress from their starting point and shows signs of challenge in some of the following areas: communication and interaction; cognition and learning; social, emotional and mental health, sensory and/or physical needs, the Academy will adopt an assess, plan, do, review cycle to assess the presenting need. If the pupil requires longer term provision that is





additional to and/or different from their peers, they will be placed at SEN Support. Appropriate targets will be formed, in conjunction with the parents/carers and provision will be detailed on the provision map. Additional and different provision may consist of the following range of adaptive measures to support the pupil to make progress in all areas of their development;

- Classroom organisation and management
- Targeted in-class support by teacher/support staff including pre-teaching, visual aids, manipulatives
- Specific, targeted intervention on an individual and group basis to meet the need eg. 1:1 speech and language intervention for speech sound production
- Additional nurture, emotion coaching and trauma informed schools' interventions to foster emotional well-being and self-esteem (in-class and group/1:1 with trained practitioners)
- Use of specialist equipment/resources
- Adaptive teaching strategies

The resources allocated to pupils (see 7) who have special educational needs & disabilities will be deployed to implement these individual education plans (included in Provision Map plans) at SEN Support as outlined in the revised Code of Practice. Parents will be informed and pupil voice 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, where required, advice will be sought from the appropriate support services referred to in Section 8 with records amended accordingly.

Identification and Assessment- a graduated response

1.15 If the pupil requires long-term highly specialised and intensive support to ensure they are able to make progress in all aspects of their development, then further assessment may be required. County criteria will be considered and with full agreement of the parents, a statutory assessment of special educational needs & disabilities under the 1996 Education Act for referral for an Education Health Care Plan will be initiated. The appropriate forms will be used for recording and referral as necessary.

1.16 Identification of special educational needs & disabilities will be undertaken by all staff through the SENCo and the appropriate records and Children Schools & Families forms will be maintained. Records will be developed through a process of continuous assessment by the class teacher and/or as a result of standardised tests of educational achievement administered by the class teacher or the SENCo together with end of Key Stage attainment tests. Assessments allow the





pupil to show what they know, understand and can do, as well as to identify any learning challenges when expected progress has not been made, despite adaptive teaching and support. Where necessary, pupils will be referred to the SENCo and/or Trust speech and language therapist for diagnostic testing to construct a profile of the child's strengths and challenges, and further referrals may be made to appropriate external agencies.

- 1.17 The progress of children with special educational needs & disabilities will be reviewed through formative and summative assessments as outlined in the Code of Practice. Provision Map Plan reviews will be held termly. Additionally, the progress of children with Education Health Care Plans will be reviewed annually (if pupils are under the age of 5, 6 monthly reviews are recommended), as required by legislation.
- 1.18 Detailed records and Education Health Care Plans will be kept of the pupils receiving additional and different provision. These may include: phonic check-lists, regular assessments of outcomes in small group provision and the results of any standardised and diagnostic tests. A summary of these will be passed on to any receiving school.

Resources

- (a) 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 Headteacher.
- (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 Education Health Care Plans who have 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 EHC Plans is maintained by the SENCo. This is updated on an ongoing basis.





Liaison

Parents and carers will always be informed when an external agency becomes involved with their child.

(See also 12)

- 9.1 The Trust Speech and Language Therapist supports the Academy in the assessment and provision of appropriate support for all pupils with speech, language and communication difficulties. The Speech and Language therapist is also a Dyslexia Specialist (registered with the British Dyslexia Association) and can also offer support for pupils who are presenting with challenges consistent with the dyslexic continuum of need.
- 9.2 Regular liaison is maintained with the following external agencies for pupils at SEN Support as appropriate and pupils with EHC Plans such as: Communication Support Service, Cognition and Learning Service, Educational Psychology Service, Occupational Therapy Service, Early Years Inclusion Team including the Child Development Centre specialist team, Mental Health Support Team, Vision Support Service, Hearing Support Service, School Nurse Team, ASD Team, Paediatric Services, CAMHS, Social Care and agencies such as CLEAR.
- 9.3 The Trust provides its SENCOs with regular CPD through its regular cluster meeting as well as close liaison with other local schools. Particularly close liaison is maintained with regards to transitions from relevant Early Years settings and to Newquay Junior Academy.

Arrangements for the treatment of complaints

If a parent disagrees with the Academy'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.





Staff Development

In-service training needs related to special educational needs & disabilities will be identified by the SENCo in consultation with the Headteacher and staff and will be incorporated into the staff development plan supported by SEND Funds. The SENCo will provide appropriate coaching, training and mentoring for all staff as required.

Working with Parents

- 1.19 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.
- 1.20 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. Parents/Carers will be informed of parent support organisations such as SENDiASS.
- 1.21 As mentioned in '9' above, parents/carers will be fully consulted before the involvement of Children Schools & Families support agencies with their children, and will be invited to attend any formal review meetings at all stages.

Pupil Participation

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

Evaluating Success

This Academy policy will be kept under regular review. The LGB will gauge the success of the policy by the achievements of previously agreed targets outlined in the pupils' Communication Passports and termly review of academic progress as well as annual reviews for children with EHC Plans. 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 a trauma informed and emotional well-being whole school approach





- 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

Next review: September 2024

