



Nancealverne School

POLICY FOR SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND)

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1. Introduction

At Nancealverne School 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 following definitions as set out in the Revised Code of Practice (2015):

- **Special Educational Needs:** A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- **A learning difficulty or disability** is a significantly greater difficulty in learning than the majority of others of the same age.
- **Special educational provision** means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England
- **Disability:** Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '...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.

Code of Practice, 2014 – p15-16

2. Aims and objectives

The aims of our policy and practice in relation to special educational need and disability in this school are:

- To ensure all children at Nancealverne School have access to a challenging and exciting curriculum that is broad and balanced and responds to the four broad areas of need (communication and interaction, cognition and learning, social mental and emotional health, sensory and/or physical)
- To ensure all children are able to take an enjoyable and active part in the life of the school community.
- To ensure all pupils reach their full potential regardless of SEN and/or disability in an environment where every step is recognised and celebrated.
- To request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.

- To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

3. The kinds of special educational needs (SEN) for which provision is made at the school

Nancealverne School is a maintained special school for children aged 3 – 19 years. All the children at our school have complex and significant needs in the area of cognition and learning as described in the SEN Code of Practice and may be described as having severe/profound and multiple or complex learning difficulties.

In addition to a learning need, pupils may also have other associated needs in the areas of sensory or medical needs, (visual, hearing impairment, epilepsy, life limiting conditions etc.) emotional/social needs, communication and interaction difficulties, (autistic spectrum disorders, speech and language difficulties) and physical needs (e.g. mobility needs, physical disabilities, wheelchair users).

Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school nurse and parents and if appropriate, the pupil themselves. Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse as being competent. All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within supporting pupils at school with medical conditions (DfE) 2014 and identified in the School Medicine Administration Procedures.

All pupils at Nancealverne School have a statement of SEN, an Education, Health and Care Plan (EHCP) or are in the process of being assessed for an EHCP.

For children with an EHCP who require a placement at Nancealverne School, parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHCP unless:

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name Nancealverne School in a child's EHCP, the Local Authority will send the Head teacher on behalf of the Governing Body a copy of the EHCP. The information in the EHCP will be considered very carefully before a final decision on placement is made. In addition, the Local Authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

4. Responsible Persons

The person co-ordinating the day to day provision of education for pupils with special educational needs and disabilities is the school SENCo. Her name is Rebecca Westaway.

The school also has an EHCP Co-ordinator who supports the co-ordination of the EHCP review process with the SENCo, parents and professionals. Her name is Zoe Regan.

5. Admission and Inclusion

All the teachers in Nancealverne School are teachers of children with Special Educational Needs & Disabilities. As such Nancealverne School 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. This includes those children with statements of special educational needs and disabilities and education, health care plans and all pupils with additional and different provision.

6. How does our school support the pupils who require extra help?

Throughout school, all pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:

- classroom observation by the school leaders, the SENCo, external verifiers,
- ongoing assessment of progress made by pupils with SEND;
- work sampling and scrutiny of planning to ensure effective matching of work to pupil need;
- teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND;

- pupil and parent feedback on the quality and effectiveness of interventions provided;
- Attendance and behaviour records.

By the very nature of our pupils and the significance of their SEND, all of our pupil's access:

- High staffing ratios
- Support specific to a child's SEN, e.g. standing frames, walking frames etc.
- Specialist facilities, e.g. Hydrotherapy pool, wheelchair accessible buses
- Individualised timetables and curriculum taking into account pupils' individual needs and ages.
- External agencies as necessary to meet the child's and families specific needs.

Some of the children in our school may be identified as needing extra help. These children are identified by:

- Concerns raised by parents/carers, external agencies, teachers, or the pupil themselves
- Screening, such as that completed on entry or as a result of a concern being raised which indicates gaps in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs requiring extra help.

7. Access to the curriculum

The National Curriculum will be made available for all pupils. Teachers plan using pupils' achievement levels, differentiating tasks to ensure progress for every pupil in the classroom and all pupils have individual targets in core subjects set in line with National outcomes to ensure ambition. Parents are informed of these via the reporting system and also at events such as Annual reviews meetings and Parents' Evenings.

Where pupils have special educational needs and disabilities a graduated response will be adopted. The curriculum and the learning environment will be adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.

In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help.

The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.

The school will make provision for pupils with special educational needs and 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.

There will be flexible grouping of pupils so that learning needs may be met in individual, small

group or whole class contexts.

The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.

Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs & disabilities.

Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

8. Providing the graduated response at SEND Support

Pupils' attainments are tracked using the whole school tracking system and those failing to make expected levels of progress are identified very quickly. 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 school will place the pupil at SEN Support.

Additional action to increase the rate of progress will be then identified and recorded that will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies and further individualisation of the timetable to further support the success of the pupil.

[This may be evident in a range of ways including:](#)

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

The resources allocated to pupils who have special educational needs & disabilities will be deployed to implement these Individual Support Plans 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.

9. Identification and Assessment - A graduated response

If progress is still not achieved the child may be assessed, bearing in mind the County criteria with a view to initiating a statutory assessment of special educational needs & disabilities under the 1996 Education Act. The appropriate forms will be used for recording and referral as necessary. From September 2014, Education Health and Care Plans replaced Statements of SEND.

Identification of special educational needs and disabilities will be undertaken by all staff through the SENCo and the appropriate records 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.

Assessments allow the pupils to show what they know, understand and can do, as well as identify possible learning difficulties. Where necessary pupils will be referred to the SENCo so that a profile of the child's strengths and weaknesses may be created. This can then be used to support referrals to appropriate external agencies.

The progress of children with special educational needs and disabilities will be received through formative and summative assessments, as outlined in the Code of Practice. Pupil reviews will be held termly. In addition, the progress of children with Education Health Care Plans will be reviewed annually, as required by legislation.

Action relating to SEN support will follow an 'assess, plan, do and review' model:

- **Assess:** Data on the pupil held by the school will be collated by the class teacher/SENCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
- **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo.
- **Do:** Individualised SEN support will be recorded on a plan that will identify a clear set of expected outcomes (Learning Targets), 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 attainment.
- **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent/carer permission has been obtained and may include referral to:

- Specialists in other schools e.g. teaching schools, special schools.
- Social Services
- Health partners such as School Nurse and Child & Adolescent Mental Health Service
- Cornwall Education Psychology service
- Parent Partnership
- Cornwall Therapy Services e.g. health, speech and language, physio, occupational.

10. How school resources are allocated and matched to special educational needs

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- An amount per pupil from the Local Authority.
- An additional amount per pupil from the Local Authority High Needs SEN Funding allocation according to severity and complexity of need.

This funding is then used to provide the staffing levels, equipment and facilities to support our pupils as well as:

- Additional staffing
- Specialist equipment
- Specialist teaching
- Small group tuition
- Specific support to parents and families
- Partnership working with other settings.
- Access to targeted stay and play clubs.
- Access to community facilities
- Access to school nurse and wider health professional support.
- Access to support charities, and community sources.
- Implementation of strategies from support agencies.

In addition the Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. The deployment of this funding is published on the school website.

11. Support and preparations for transferring to the school

A number of strategies are in place to enable effective pupils' transition. These include:

Prior to start date:

- Meetings with relevant staff e.g. the home school liaison Natasha Stone
- Home visit by relevant staff to ensure provision is in place to meet child's learning difficulties and complex needs
- Visits to previous placement by staff as appropriate.
- Planned transition programme with staff from previous placement as appropriate.

On entry:

- Close communication between class teacher and/ or SENCo once pupil has started at Nancealverne to ensure pupil has settled and is making progress.

Transition to the next school:

- Meetings with relevant staff e.g. class teacher at the next school
- Visit to next school by relevant staff to ensure provision is in place to meet child's learning difficulties and complex needs
- Planned transition programme with staff, as appropriate
- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEN in order to ensure a smooth transition.

The annual review in Y5 for pupils with a statement of educational need or an EHCP begins the process where parents are supported to make decisions regarding next steps into secondary education.

Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.

12. How parents are helped to support their child's learning?

Parents can access the school website to further support their child's learning. It can be found at <https://www.nancealverne.org.uk/web>. It includes links to websites and resources that we have found useful in supporting parents to help their child learn at home.

The school organises a number of parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how parents can support their child's learning.

If parents have ideas on support that they would like to have access to in order to further support their child's learning, they are advised to contact the SENCo who will locate information and guidance for them in this area.

13. Other liaison with parents

Parents are involved in planning for their child's education through:

- discussions with the class teacher, SENCo or senior leadership team member
- parents evenings
- Annual Review Meetings
- meetings with support and external agencies.

Parents may also find the home-school diary a useful tool to use to communicate with school staff on a more regular basis.

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

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 & 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 Academy will be consistently maintained.

As mentioned above, 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.

Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher, the SENCo, or a member of the senior leadership team at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01736 365039.

14. Liaison with pupils

The school will work to ensure that pupils are fully aware of their individual needs and the targets in their Individual Support Plans. Where appropriate the school will encourage pupils to be involved in decisions which are taken regarding their education. This will include pupil contribution to the review of their EHCPs, if they have one in place.

The school also has a pupil parliament, which is accessible for all pupils including those with special educational needs and disabilities.

15. Liaison with professionals

The school has access to a trust employed Speech and Language Therapist who assesses and provides appropriate support for all pupils with speech, language and communication difficulties.

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, Educational Psychology Service, Occupational Therapy Service, Early Years Support, Vision Support Service, Hearing Support Service, School Nurse Team, ASD Team, Paediatric Services, CAMHS and Social Care.

The school works with the other schools in our trust and other local schools through inclusion links. Particularly close liaison is maintained with regards to transitions from relevant early years settings to our school and for pupils who leave us to attend other settings e.g. college.

16. Staff Development

In the last two years school staff have received a range of training at three levels; awareness, enhanced and specialist. All staff are trained in Team Teach and Manual Handling.

Awareness training has been provided to all staff on:

- Medical needs awareness, ie. Asthma, epilepsy, admin of medication, allergy
- Tooth brushing
- First Aid
- Assessment

- Curriculum
- Behaviour
- Safeguarding
- Read write inc
- Outdoor play
- Early writing and maths
- Prevent (WRAP)
- Food hygiene
- E safety

Enhanced training has been provided to specific staff on:

- Prevent
- Reading & Communication
- Admin of medication
- Medical needs, eg. Gastrostomy feeding, colostomy bags etc.
- HLTA

Specialist training has been provided to some staff on:

- Manual handling, team teach leader training
- Safer recruitment
- Safeguarding children with disabilities
- The Thrive Approach
- National Award for Special Educational Need Co-ordination

The school has regular visits from SEN specialist teachers who provide advice to staff to support the success and progress of individual pupils.

- The NHS Speech Language Therapist visits on a weekly basis to assess and plan support for targeted pupils. These programmes are then delivered by a trained staff within school.
- The NHS Physiotherapists and Occupational Therapist set up programmes in school for staff to follow.
- Governors complete a variety of training courses including: safeguarding, E safety

Future in-service training needs related to special educational needs and disabilities will be identified by the SENCo in consultation with the head teacher and staff and will be incorporated into the staff development plan.

17. The accessibility of the school environment

Nancealverne School is a purpose built school for pupils with severe and profound learning difficulties and/or complex needs. The school has been open since 1977.

In the last two years the following adaptations have been made to the school environment to ensure that it is more accessible to our pupils:

- Ramps over thresholds into outside play areas.
- Removal of foliage in outdoor play areas to ensure safe play.
- Large school sensory room developed
- Soft play area introduced to enable more physical play.
- A review of transport system into and out of school to enable safer pupil access.
- Purchase of wheelchair accessible minibus.
- Calming areas introduced round school.
- Enclosed safe play areas developed.

18. Cornwall's local offer

Cornwall's SEND Local Offer includes all the support that is available to children and young people in Cornwall (aged 0–25) with special educational needs and / or disabilities (SEND) and their families.

Cornwall's SEND Local Offer website has a page aimed at parents, carers and other individuals such as professionals. It also has a Youth Local Offer page that is aimed at young people, or parents/carers of young people, who are preparing for adulthood.

Cornwall's SEND Local Offer includes the services, support and advice requested by families as well as those listed in the SEND Code of Practice.

It includes universal, targeted and specialist provision related to education, employment, leisure, transport, money, health, social care, childcare and much more!

The majority of the support described is based in Cornwall but the Local Offer also includes links to provision that is available in other counties when such provision is not available in Cornwall

Cornwall's SEND Local Offer is published by the Care and Support in Cornwall and can be found on their website. If families do not have internet access at home, facilities are available for public use at local libraries or One Stop Shops. Alternatively the Family Information Services can be contacted on 0800 587 8191

Contact information:



Email localoffer@cornwall.gov.uk



Telephone: 0800 587 8191 or 01872 323535



Visit: <https://www.cornwall.gov.uk/education-and-learning/schools-and-colleges/special-educational-needs-file/cornwall-send-local-offer/>

19. 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.

This then may result in a referral to the school SENCo (Special Educational Need Co-ordinator) Rebecca Westaway and the acting head teacher Ruth Carpenter. Parents may also contact the SENCo or the Head teacher directly if they feel this is more appropriate.

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

If their disagreement is not resolved at this point they will be referred to the SENCo and the head teacher. 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.

20. Evaluation of this policy

This policy will be kept under regular review. The head teacher and school governors will gauge the success of the policy by the achievements of previously agreed targets outlined in the pupils' Individual Support Plans, progress review and/or annual review

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