



SEN policy and information report

Coads Green Primary School

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.*

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Section 20 of the Children and Families Act 2014

Approved by: Governing Board

Date: June 2024

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Next review due: June 2025 (or before as required)

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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

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

- To make reasonable adjustments for those with a disability by acting to increase access to the curriculum, the environment and to printed information for all.
- To ensure that children and young people with SEN engage in the activities of the school alongside pupils who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need: 1. Communication and interaction, 2. Cognition and learning, 3. Social, mental and emotional health, 4. Sensory/physical.
- To request, monitor and respond to parent/carers’ and pupils’ views 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 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.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Miss Claire L Bader

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Under the SEND Code of Practice 2015 pupils identified as having a special educational need (SEN) will be considered as falling under four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

1. Communication and Interaction needs

The profile for every child with communication and interaction needs is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language or social communication at different times in their lives.

- Speech, language and communication needs (SLCN)
- Autism (including Asperger Syndrome)

2. Cognition and Learning;

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

- Specific learning difficulties (SpLD): dyslexia (reading and spelling), dyscalculia (maths), dyspraxia (co-ordination) and dysgraphia (writing).
- Moderate learning difficulties (MLD)
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)

3. Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties or reflect the way a child is coping with a current loss or trauma. Other children and young people may have disorders such as:

- Attention Deficit Disorder (ADD)
- Attention Deficit and Hyperactivity Disorder (ADHD)
- Attachment Disorder

4. Sensory and/or Physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

- Visual impairment (VI)
- Hearing impairment (HI – including Deaf and hearing impairment)
- Multi-sensory impairment (MSI - sometimes referred to as Deafblind)
- Physical disability (PD).

5.2 Identifying pupils with SEN and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages.

At Coads Green Primary School children are identified as having SEND through a variety of ways including the following:

- Liaison with the previous educational setting.
- Assessment information – is the child performing below age-related expectations?
- School based assessments carried out initially by the class teacher .
- Further school based assessments carried out by the SENCo where concerns have been raised.
- Concerns raised by parents, pupils, or school staff.
- Liaison with external agencies.
- Health diagnosis

Who to contact to talk about your child's Special Educational Needs or Disabilities (SEND)

1. The Class Teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) alongside the Special Education Needs/Disabilities Co-ordinator (SENDCo).
- Setting individual targets using an individual action plan, and sharing and reviewing these with parents / carers at least termly.
- Personalised teaching and learning for your child as identified on the school's provision map and in relation to their individual action plan.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Overseeing support that Teaching Assistants or Intervention Teachers provide for your child.
- Ensuring that parents / carers are involved in supporting the child's learning.
- Providing work /ideas to be used at home to help your child achieve their personalised targets.

2) The Special Needs/Disability Coordinator (SENDCo)

Name / contact details: Miss Claire Bader 01566 782303

Responsible for:

- Overseeing the day-to-day operation of the schools SEND policy.
- Coordinating provision for children with SEND and advising on the deployment of the school's staff & resources.
- Providing specialist support for teachers and support staff in the school.
- Being a key point of contact with external agencies, especially the local authority and its support services and liaising with parents of children with SEN.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of the child's progress and needs are kept.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.

5.3 Consulting and involving pupils and parents

Consulting parents of children with SEN and involving them in their child's education.

If a child is identified as not making progress, the school will set up a meeting to discuss this with parents / carers in more detail and to:

- Listen to any concerns they may have.
- Plan any additional support your child may need.
- Discuss with parents / carers any referrals to outside professionals to support their child.
- The school will aim to ensure that parents / carers are:
 - o involved in supporting their child's learning
 - o kept informed about the support their child is getting
 - o involved in reviewing how they are doing

All parents have a formal opportunity to liaise with their child's class teacher twice a year during our Termly Learning Conferences. In addition, all parents receive an annual written report identifying how their child is progressing in all areas of the curriculum.

If a child is identified as not making progress, the school will set up a meeting to discuss this with parents in more detail and to:

- Listen to any concerns they may have.
- Plan any additional support the child may need.
- Discuss with parents / carers any referrals to outside professionals to support the child.

Please note that the class teacher is regularly available afterschool to discuss a child's progress or any concerns parents may have and to share information about what is working well at home and school, so that similar strategies can be used.

Via appointment, the SENCo is available to meet with parents / carers to discuss the child's progress or any concerns/worries.

- All information from outside professionals will be shared with parents / carers either through a direct discussion or in a report.
- In some case a home-school link book is set up to aide regular communication between home and school.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views

➤ Advice from external support services, if relevant

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 several processes that include:

1. classroom observation / learning walks by the headteacher and key leads, the SENCo, external verifiers,
2. ongoing assessment of progress made by pupils with SEND,
3. work sampling and scrutiny of planning to ensure effective matching of work to pupil need,
4. teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND,
5. pupil and parent feedback on the quality and effectiveness of interventions provided, attendance and behaviour records.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

All pupils have individual national curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these via the reporting system and at events such as Termly Learning Conferences.

Pupils' attainment is tracked using the whole school tracking system and those failing to make expected levels of progress are identified swiftly. These pupils are then discussed in termly progress meetings that are undertaken between the class teacher and a member of the Senior Leadership team and if appropriate, the pupil themselves.

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 to further support the success of the pupil. Where it is decided during this early discussion that special educational provision is required to support increased rates, parents will be informed that the school considers their child may require SEN support and their partnership sought to improve attainments.

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

1. Assess: Data on the pupil held by the school will be collated by the class teacher/SENCo 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.

2. 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.

3. Do: SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that consider 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.

4. 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 always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services
2. Specialists in other schools e.g. teaching schools, special schools.
3. Social Services

4. Health partners such as School Nurse and Child & Adolescent Mental Health Service

N.B. For a very small percentage of pupils, whose needs are significant and complex, and the SEN support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to assess education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 Our approach to teaching pupils with SEN

a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

This would mean:

- that the teacher has the highest possible expectations for the child and all pupils in their class.
- that all teaching is built on what the child already knows, can do and can understand.
- that different ways of teaching are in place, so that the child is fully involved in learning in class.
- that specific strategies (which may be suggested by the SENCo) are in place to support the child to learn well.
- the teacher will have carefully checked on a child's progress and will have decided that the child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress, either during the lesson or in addition to it

b) Targeted intervention work (either 1:1 or in a group)

Intervention which may be:

- Run in the classroom or outside of class.
- Run by a teacher, teaching assistant (TA) or an intervention teacher (IT)

c) Personalised learning targets

At Coads Green Primary School, teachers will work closely with parents, the child and the SENCo to decide what interventions and support need to be put in place for children identified as requiring additional provision. Small, measurable, achievable, relevant and time-dependent (SMART) targets will be identified. This will be recorded on a DAF 2a 'My Plan' with a date to review the plan. The My Plan will clearly identify the areas of needs, the desired outcomes, the support and resources provided, including any teaching strategies or approaches that are required and when the My Plan will be reviewed. The Plan will be shared with all the professionals working directly with the child.

Where appropriate, the My Plan will detail the support from other agencies and how this will support the pupil in achieving the desired outcomes.

d) Statutory Assessment of Needs

- This type of support is available for children whose learning needs are severe, complex and lifelong.
- This is usually provided via an Education, Health and Care Plan (EHCP). This means the child will have been identified by professionals as needing a particularly high level of individual or small-

group teaching and/or specialised training or equipment.

- This type of support is available for children with specific barriers to learning that cannot be overcome through 'Quality First Teaching' and intervention groups.
- The child will also need specialist support in school from a professional outside the school.
- The school (or parents / carers) can request that Local Authority Services carry out a statutory assessment of the child's needs. This is a legal process which sets out the amount of support that will be provided for the child.
- After the request has been made to the 'Panel of Professionals' they will decide whether they think the child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask parents / carers and all professionals involved with the child to write a report outlining the child's needs. If they do not think the child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if the child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and set up a meeting in school to ensure a plan is in place to ensure the child makes as much progress as possible.
- The EHC Plan will outline the number of hours of individual/small group support the child will receive from the LA and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for the child.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEN issues, such as Specific Learning Difficulties, Autism Spectrum Disorder (ASD) and speech and language difficulties.

- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class or interventions they are running
- The School SENCo holds is a member of the School's leadership team.
- Support Staff receive a range of training as part of their ongoing CPD and to respond to the needs of the individual children they are working with.

5.9 Expertise and training of staff

Our SENCO has many years' experience in this role.

We have a team of 5 teaching assistants, including 3 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

Staff training is undertaken in line with the school priorities. This has included training done remotely throughout the National pandemic.

5.10 Securing equipment and facilities

Coads Green School has access to specialist equipment which is used to support pupils with SEN. Shared facilities and equipment are also accessible through the Trust.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 3 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trips.

All pupils are encouraged to take part in sports day/school plays/educational trips

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The School has an Accessibility Plan which details

- Arrangements for the admission of disabled pupils
- The facilities you provide to help disabled pupils access your school

The policy can be found here:

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in several ways, including behavioural difficulties, anxiousness, and struggling to communicate effectively.

- All children receive a PSHE (Personal, Social and Health Education) curriculum to support their development which is tailored to the classes needs through a whole class Thrive screener.
- Individual Trauma Informed School sessions.
- A range of extra-curricular groups which all children are invited to join.

- 'Time-In' room during lunchtime for pupils who find it difficult to cope on the playground.
- 1:1 lunchtime and playtime support for children to develop skills in play and social interaction

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

Specialist Support offered by Outside Agencies

This means a pupil has been identified by the SENCo and Class Teacher as needing some extra specialist support in school from a professional outside the school. This may be from outside agencies such as:

- Communication & Interaction Team,
- Behaviour Support Team
- SEN Support Team
- Education Psychology Service
- Speech and Language Therapy Service
- Integrated Children Services
- Occupational Therapy Service
- Children and Adolescence Mental Health Service
- School Nurse
- Parent Support Advisor

Parents will be asked to give their permission for the school to refer their child to a specialist professional.

- The specialist professional will work with the child to understand their needs and make recommendations as to the ways your child is given support.

5.15 Complaints about SEN provision

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns.

If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the SENCo, who will investigate and report back on the results of the investigation.

Where an issue is not satisfactorily resolved, parents should then take up the matter with the head of school / executive headteacher and Chair of the Local Governing Body.

A copy of the school's Complaints Procedure is available on request from the school.

5.16 Contact details of support services for parents of pupils with SEN

<https://cornwallsendiass.org.uk/>

5.17 Contact details for raising concerns

See section 5.15

5.18 The local authority local offer

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

6. Monitoring arrangements

This policy and information report will be reviewed by Miss Claire Bader (SENCo/ HT) **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies which can be found on the school website

- Accessibility plan
- Behaviour Policy
- Equality information and objectives
- Supporting pupils with medical conditions