



Newquay Tretherras Academy

Special Educational Needs and Disabilities Policy

2016-2017

"The purpose of education for all children is the same; the goals are the same. But help that individual children need in progressing towards them will be different. Whereas for some, the road they travel towards the goal is smooth and easy; for others it is fraught with obstacles." (Warnock Report, 1.4)

Responsible Persons

Head Teacher - 'responsible person'

Samantha Fairbairn

SENCO - Co-ordinating the day to day provision

Hayley Coombes (SENCo)

hlc@tretherras.net

Deputy Associate Headteacher/Chair of Care & Guidance Team

Sarah Goswell (SLT link)

SEN Governor

Sarah Karkeek

Mission Statement

Every teacher is a teacher of every child or young person including those with SEN

At Newquay Tretherras we firmly believe that each individual young person should be **encouraged to achieve** his or her potential in all aspects of school life. Every pupil is **recognised as an individual**, developing at their own pace, academically, socially and emotionally. We understand that some students will experience additional needs arising from barriers such as learning difficulties, emotional difficulties and EAL. We offer a **flexible and tailor made package of support** to meet the individual needs of our students. It is our duty to **provide equal opportunities** for every person in our care and a safe and fully equipped learning environment which caters for the needs of every child as an individual. We are committed to inclusion.

We believe that teaching pupils with **SEN is the responsibility of all staff**.

We therefore intend:

- To have regard to the **Code of Practice** on the identification and assessment of special educational needs.
- To follow the guidelines laid down by Cornwall Education Authority.
- To **work in partnership** with the young person, parent/carers, all staff, governors and outside agencies.
- To **provide support and advice for all staff** working with young people with SEN
- That class teachers will use a range of **differentiation to provide effective learning opportunities** for all pupils.
- Where a young person is identified as not making adequate progress **provision that is additional to or different** from that provided as part of the school's usual differentiated curriculum will be given.
- To recognise the importance of **early identification** and if the young person's difficulties prove less responsive to the provision made by the school, then an early start can be made in considering the additional help the young person may need.
- Where a young person is identified as having special educational needs a **Learning Passport** will be drawn up tailored to each individual child's needs. Realistic targets will be set and the plans will be **reviewed/evaluated regularly** and involve the young person, parent, teacher and all support services.
- **Enhance self-esteem** by setting appropriate targets.
- To use a variety of **complementary approaches** to support the class teacher and young person – differentiation, 1-1, group, whole class, within the class or withdrawal when appropriate.
- To **include the young person within the class**, wherever and whenever practicable.
- Endeavour to use all **resources appropriately and efficiently**.

Admission and Inclusion

All the teachers in the school are teachers of children with Special Educational Needs. As such Newquay Tretherras Academy adopts a '**whole school approach**' to special educational needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to **identifying and providing for the needs** of all children in a wholly inclusive environment.

Newquay Tretherras Academy operates a **full inclusion policy for students**, with additional support for those students who need it to remain 'inclusive'. We have facilities to support students within the four identified areas of need. Provision includes:

- Access to The Wave: Personalised Learning and Wellbeing centre (to support a number of students with additional needs; nurture, and 1:1 tuition and reintegration of students)
- Support for positive behaviour
- Social Skills sessions
- A staffed Nurture group. This operates at break and lunch time.
- Learning Mentors deployed in lessons and intervention work
- Keyworker TA for all students on the RON at SEN Support and Students with a Statement or EHC Plan.

The school has three disabled toilets, ramps to allow access to outside, lift to upper stories of the school and automatic doors for ease of access.

The Learning Support Department has built up and developed an effective team to support the adapting of work for visually impaired students.

Code of Practice

The Code of Practice offers guidance designed to help schools make provision for pupils with special educational needs following Identification and Assessment of Special Educational Needs. The following pages set out the model of Assessment and Provision that Newquay Tretherras will provide in line with the new Code of Practice.

Areas of Need

Children will have needs and requirements which may fall into at least one of four areas, many children will have inter-related needs. The areas of need are:-

1. Communication and Interaction - including ASC
2. Cognition and Learning - including dyslexia
3. Sensory and/or Physical
4. Social, Mental and Emotional Health - including ADHD

Identification and Assessment

The law says that a young person has special educational needs where their learning difficulty or disability calls for special education provision, namely provision **different from or additional to that normally available** to pupils of the same age.

Whether or not a child has SEN will therefore depend both on the individual and on local circumstances. It may be entirely consistent with the law for a child to be said to have special educational needs in one school but not in another." (Excellence for all Children, DfEE, October 1997).

Therefore the **importance of early identification**, assessment and provision for any young person who may have special educational needs cannot be over emphasised. The earlier action is taken, the more responsive the young person is likely to be, and the more readily can intervention be made without undue disruption to the organisation of the school, including the delivery of the curriculum for that particular young person. If a difficulty proves transient the young person will subsequently be able to learn and progress normally. If the young person's difficulties prove less responsive to provision made by the school, then an early start can be made in considering the additional provision that may be needed to support the young person's progress.

The first response to such progress is **high quality teaching** targeted at their areas of weakness. Where progress continues to be less than expected subject teachers/heads of year work with the SENCO to assess whether the child has SEN.

Any of the following may trigger a concern. The child and parent/carer are involved throughout.

- Parents/carer
- Young Person

- Subject teacher assessment
- Head of Year
- Records – transferred from another school
- Base line assessments
- SAT results and subsequent levels of progress
- In-house testing and assessment
- SEN Support/On Alert records
- Pupil tracking

English as an Additional Language

The identification and assessment of the special educational needs of young people whose first language is not English, requires particular care. Lack of competence in English must not be equated with learning difficulties as understood in the Code of Practice. We would look carefully at all aspects of a young person's performance in different subjects to establish whether the problems they have in the classroom are due to limitations in their command of the language that is used there or arise from special educational needs. Advice would be sought from the **Equality and Diversity Team** when necessary.

School Model of Assessment and Provision

In identifying children who may have special educational needs we can measure the young person's progress by referring to:

- Termly progress data submitted by subject teachers
- End of Key Stage progress data
- Standardised and / or diagnostic testing
- Reading & spelling age tests

Slow progress and low attainment do not necessarily mean that a child has SEN and will not automatically lead a pupil being recorded as SEN.

Where **progress is not adequate**, it will be necessary to take **some additional or different action** to enable the pupil to learn more effectively. Whatever the level of pupils' difficulties the key test of how far their learning needs are being met is whether they are making adequate progress.

Adequate progress can be defined in a number of ways ie:-

- closes the attainment gap between the child and their peers
- prevents the attainment gap growing wider
- is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers
- matches or betters the child's previous rate of progress
- ensures access to the full curriculum
- demonstrates an improvement in self-help, social or personal skills
- demonstrates improvements in the child's behaviour

Providing the graduated response at On Alert and SEN Support (previously School Action and School Action Plus)

The school offers a differentiated curriculum. Where a pupil who has additional needs is at risk of not making the expected progress they are placed on our **On Alert Record**. This informs staff

of any additional needs and ensure that students are identified as requiring **high quality differentiation in the lesson**. This is monitored by Heads of Year and the SENCO termly through subject teacher assessment.

Where a pupil fails to make progress and presents one or more of the following characteristics, they may be placed on the SEN record of Need at '**SEN Support**' and can receive additional support:

- makes little or no progress when teaching approaches are targeted particularly in a young person's identified areas of weakness
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- presents persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques usually employed in the school
- has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

This **support** may take the form of:

- Classroom organisation and management support
- In-class support by teacher / teaching assistant
- Withdrawal for individual or small group work
- Setting arrangement in a range of subjects to create a small 'Focus Group'. This enables teachers to focus on the key skills of literacy and communication, across a range of subjects including English and the Humanities.
- Home / school reading and / or spelling schemes
- Behaviour modification programmes
- Use of specialist equipment
- Alternative teaching strategies
- A wide range of curricular opportunities

The resources allocated to students that have non-statement Special Educational Needs will be deployed to implement the additional provision at 'SEN Support' as outlined in the Code of Practice. Parents / carers will be informed and pupils will be involved in decisions taken at this stage.

If a student does not make expected levels of progress despite the school taking the action outlined above, advice will be sought from the appropriate support services, and the student may be placed onto a higher level of intervention / support.

At both stages students will receive a '**Pupil Passport**' which will be reviewed termly in collaboration with the young person and parents / carers.

The above is a **graduated response of action and intervention** when a young person is identified as having special educational needs, but must not be regarded as steps on the way to statutory assessment, as some children will require less rather than more help if the interventions work successfully. The interventions are a means of matching special educational provision to the child's needs, and are therefore part of the continuous and systematic cycle of **Assess –Plan –Do - Review** within our school to enable all children to learn and progress. Advice and support may be requested from the Educational Psychology Service and a consultation request will be made.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, it may be deemed appropriate to request an **Education, Health and Care needs assessment**.

Requesting an Education, Health and Care needs assessment

A child will be brought to the Assessment & Education Provision Team's attention as possibly requiring an assessment through:-

- a request for an assessment by the school
- a request for an assessment by the parent or
- a referral by another agency eg health authority, social services.

When a child is brought to the attention of the Assessment & Education Provision Team by a request for a statutory assessment, the Assessment & Education Provision Team must decide within six weeks whether to carry out such an assessment.

In considering whether a statutory assessment is necessary, the Assessment & Education Provision Team's will pay particular attention to:

- evidence that the school has responded appropriately to the requirements of the National Curriculum, especially the section entitled "Inclusion: Providing effective learning opportunities for all children"
- evidence provided by the young person's school, parents and other professionals where they have been involved with the young person, as to the nature, extent and cause of the young person's learning difficulties
- evidence of action already taken by the young person's school to meet and overcome these difficulties
- evidence of the rate and style of the young person's progress
- evidence that where some progress has been made, it has only been as the result of much additional effort and instruction at a sustained level not unusually commensurate with provision through SEN Support.

When an EHC Plan is made teachers will monitor and informally review progress during the course of the year using both the termly assessment data and pastoral monitoring arrangements for all pupils.

All EHC Plans must be **reviewed at least annually**, but if a child's special educational needs change, a review is held as soon as possible to ensure that the provision specified in the statement is still appropriate.

Pupil Passports

A Pupil Passport is written with pupils who are on the Record of Need at SEN Support. The Pupil Passport is used to plan the interventions for individual pupils.

It is the structured planning documentation of the differentiated steps and teaching requirements needed to help the student achieve identified targets.

A Pupil Passport should focus on up to two or three key individual targets and should include information about:

- the short term targets set for or by the pupil
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria
- outcomes (to be recorded when the Pupil Passport is reviewed)

The Pupil Passport will be reviewed in collaboration with the young person and parents / carers.

The SEN Record

The school maintains a SEN record which contains details of all children identified as having special needs. This can be found within the SENCO's room. This is confidential. The record is continually being revised and updated.

Managing Children

Behavioural difficulties are usually complex. Poor work attitudes and under-achievement, poor concentration levels, miss-match of work to pupil, personal and home problems, lack of appropriate resources, movement around the room/school, unstructured days, constant change are some of the factors that need to be addressed.

Code of Conduct

Whole school expectation by all who work in our school is that we all should accept responsibility for our own actions and learn/choose to act in an acceptable way. Pupils have a right to learn and staff have a right to teach.

Managing Challenging Behaviour

It is very important that staff should enlist the help of the Head of Department/Head of Year and SENCO before a young person's needs become acute, in monitoring progress, counselling and reinforcing the positive approach. It may be appropriate to inform other members of staff including all support staff, when a particular effort is being made with a young person. If the challenging/inappropriate behaviour persist then a young person may be referred to the Integrated Health Centre for additional support for positive behaviour.

Exclusion from school

Occasionally, a pupil finds the following of our school rules very hard and continually behaves in an unacceptable way putting others or themselves at risk or disrupting others persistently. We will have worked closely with the parent/carer. The child may be excluded from school for a set number of days. The school follows Cornwall Education guidelines here. The Chair of Governors is informed as is the authority. Parents are given reasons for the exclusion and contact numbers.

Medical Information

The school database is updated as and when information comes into school. Any major changes are passed on to the teacher straight away. Updated class medical information is passed on to the named first aider and recorded onto the pupil's individual file on SIMS.

However a medical diagnosis or a disability does not necessarily imply SEN. It is the young person's educational needs rather than a medical diagnosis that must be considered. However medical conditions may have a significant impact on a young person's experiences and the way they function in school and if not properly managed could hinder their access to education. Therefore

consultation and open discussion between the young person's parents, the school, the school doctor or the young person's GP and any specialist services providing treatment for the young person will be essential to ensure that the young person makes maximum progress.

Liaison

Parents will always be informed when an external agency becomes involved with their child. Regular liaison is maintained with the following external agencies:

- Assessment and Education Provision team
- Autistic Spectrum Team
- Careers South West
- Child Adolescent Mental Health Service (CAMHS)
- Children in Care Education Service (CiCESS)
- Education Welfare Service (EWO)
- Educational Psychology Service
- Health Service
- SEN Support Services
- Social Work
- Speech and Language
- The Hearing Support Service
- The Vision Support Service
- Multi-Agency Referral Team (MARU)

Newquay Tretherras Academy is inclusive in its policies and systems; they provide the best support for students and staff. The Learning Support Department, following its protocol for Teaching Assistants and Teachers working with Teaching Assistants oversees the deployment of support. The department liaises regularly with the governors and the SEN Governor (**Mrs Sarah Karkeek**)

Arrangements for the Treatment of Complaints:

The procedure for managing complaints is in accordance with the school's complaints policy

Resources

Newquay Tretherras Academy works with the principle that each student is an individual. Each student needs are individual and support should be allocated according to need.

Currently the school has:

- 138** pupils ON Alert
- 29** pupils on SEN Support
- 23** pupils who are the subject of statements/EHC Plans

The school employs the following staff to meet the individual needs of students:

- Head of Learning Support/SENCO

- Assistant Head of Learning Support
- Literacy Support Co-ordinator
- Numeracy Support Co-ordinator
- KS3 Key Worker Co-ordinator
- Personalised Learning Co-ordinator
- Personalised Learning Co-ordinator for Children In Care
- The Wave Admin Assistant
- 2 Literacy Learning Mentors
- 5 Learning Mentors in class
- 2 Behaviour for Learning Mentors
- Sixth Form Learning Mentor

The school funds alternative provision for some students who have difficulty accessing the normal school curriculum.

The Role of the Support Team

The agreed role of the Learning Support Team is to support the work of subject teachers by offering specific and general support to children who are experiencing learning difficulties in either the long or short term.

The team will have regard to the Code of Practice. Learning Support Team work closely with and support subject teachers in the early recognition, assessment and testing of pupils. Learning Support Team work closely with parents meeting as and when necessary.

The Learning Support Team coordinate the writing of the Learning Passports and all contributions of those involved. We will regularly test and set new targets (long and short term) when appropriate.

Others in the Learning Support Team have more specialist roles, offering specific advice and targeted support on literacy and numeracy. KS3 and 4 Keyworker Co-ordinators are in place to support and target relevant transitions such as Year 6 to 7 and Work Experience.

The objectives are:

1. To support all students by understanding their barriers to learning and helping them to make progress by:
 - assessing and reviewing the needs of the individual young person
 - setting achievable targets in a 'small steps' approach
 - working in partnership with child, parent, staff and any relevant outside agency
 - giving access to appropriate resources and encouraging independent use
 - giving support in the classroom with a variety of tasks where appropriate
 - providing additional encouragement and praise to promote self-esteem, motivation and concentration
 - offering counselling when needed.

The role of the SENCO

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with special educational needs

- liaising with and advising teachers
- managing learning mentors
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies
- attend appropriate training to support the role, to disseminate to staff and to use the school development plan to implement new developments
- work closely with the nominated Special Needs Governor
- monitor, evaluate and review the special needs budget in relation to provision for individual needs and deployment of support staff.

Access to the Curriculum

The National Curriculum will be made available for all pupils. Where pupils have special educational needs, a graduated response will be adopted. 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 to match the nature of their individual needs** and the class teacher and SENCo will keep regular records of the pupils' special educational needs, 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.

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

Students with serious Emotional Behavioural problems may be withdrawn from some or all lessons on a short term basis to work in small groups or one to one in the Behaviour Support Unit. . The aim is to work towards reintegrating back into the classroom working alongside their peers.

Staff Development

In-service training needs related to special educational needs will be identified by the headteacher in consultation with the staff and will be incorporated into the staff CPD programme.

In the past academic year, the wider staff team have had training in the following areas:

- Supporting Literacy – Dyslexia and Read Write Inc training
- Effective use of Learning Mentors in the classroom

Specialist SEN staff have had further staff development in the following areas:

- Effective questioning
- British Sign Language

- Developing listening skills
- Higher order thinking skills
- Self harming
- Bereavement

The SENCO has completed the National Award for SENCO's in 2010.

Partnership with Parents (all those with parental responsibility)

"Parents hold key information and have a critical role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them."
(Special Educational Needs Code)

We actively encourage all of our parents to support their child through positive attitudes and effective communication.

To make communications effective professionals should:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- focus on the young person's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings.

We aim to inform parents as soon as a child is "flagged" as a cause for concern, so that they are fully involved in the school based response for their child, understand the purpose of any intervention or programme of action, and be told about the parent partnership service.

SENCO/Heads of Year, subject teachers talk both informally/formally to parents in school, may write, telephone or home visit if appropriate.

Parents also have a responsibility to communicate effectively with professionals to support their children's education. They should:

- communicate regularly with their child's school and alert them to any concerns they have about their child's learning or provision
- fulfil their obligations under home-school agreements which set out expectations of both sides.

Partnership with Pupils

The school will work to ensure that pupils are fully aware of their individual needs and the targets in their Learning Passports. Steps will be taken to involve pupils in decisions which are taken regarding their education.

Partnership with Other Schools

Newquay Tretherras liaises with all local feeder in order to ensure the easiest possible transition from primary through to the secondary phase. Planning for transition for some pupils may start as early as Year 5 when, working with parents, individual visits can be arranged to help inform the correct placement for their child. In Year 6, the SENCO visits all the feeder school for the transfer of information and to meet the children. The children have the opportunity to spend a day 'sampling' life in their new school. The Year 6 teacher and/or the SENCO discuss each child plus relevant information is passed on. Occasionally, a child may need to visit more often in order to prepare more. We make flexible arrangements whereby the young person can visit. All records are passed on. If a Year 6 child holds a statement or ECH Plan, the SENCO from Newquay Tretherras endeavours to attend. The strengths and areas of concern are looked at as are the needs of the child.

Evaluating Success

This school policy will be kept under review. The governors will gauge the success of the policy by the achievements of the previously agreed targets outlined in the pupils' Learning Passports and Stage reviews and or Annual Reviews. In addition, evidence will be gathered regarding:

- Staff awareness of individual pupil need
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs
- Improved behaviour of the children, where this is appropriate
- The increase in the level of inclusion achieved within the school setting as a percentage of time
- Pupil attendance
- Number of exclusions
- Consultation with parents
- Pupils' awareness of their targets and achievements
- The school meets the statutory requirements of the SEN Code of Practice 2014.

Learning Support Development Plan 2016/2017

1. Developing effective deployment of Learning Mentors in the class room
2. Develop personalised learning and wellbeing for all students, groups of students and individuals as The Wave.