



Cornerstone CofE VA Primary School



*Building our Community
with Love, Forgiveness and Hope*

SPECIAL EDUCATIONAL NEEDS POLICY

Reviewed By	Teaching & Learning Committee	Authorised By	Teaching & Learning Committee
Last Review	Spring 2017	Review Date	24/1/2017
Next Review	Spring 2018	Review Cycle	Annually

At Cornerstone Primary School we maintain a focus on individual achievement with the best possible outcomes, within a whole school setting. The ethos of the school celebrates diversity and promotes self-belief. Every teacher is a teacher of every child, including those with SEND. We are committed to providing an inclusive community to meet the needs of each of our pupils by ensuring that children have access to a broad, balanced and relevant curriculum related to their age, abilities and needs. Special Educational Needs provision is defined as education that is “additional to and different from that made generally for others of the same age”.

Section 1

The Special Educational Needs Coordinator (SENDCO), Mrs Val Brown, is responsible for managing and overseeing provision for the children with SEND in our school. The SENDCO

- is an experienced teacher and supports our school as an extension to her role at Sarisbury Infant School. She has relevant Special Educational Needs and Disability qualifications
- will work closely with the Headteacher and teachers and will be closely involved in the strategic development of the SEND policy and provision by maintaining the SEND Register, developing an Action Plan, managing the Provision Map and adjusting resources according to current needs
- has responsibility for day to day operation of the school's SEND policy and will co-ordinate provision for pupils with SEND

Contact details:

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A range of staff are involved with the development of the school's SEND policy and practice and are fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND. The SENDCO will liaise with teachers and support staff and organise or deliver training. The school will also receive support under the Educational Psychology Team Service Level Agreement. All staff have experience or will receive training in the relevant area of need.

Please read this SEND and Inclusion Policy with our wider Inclusion Policies.

Section 2 Objectives

- We have high expectations and expectations of all our children including those children with SEND.
- We meet the needs of all our children by using our best endeavours through an inclusive system, providing flexible and creative responses to individuals.
- We ensure that every teacher is a teacher of children with special educational needs and has the responsibility for devising and implementing individual or group programmes which take into account this diversity of ability.
- We encourage parents and carers to recognise and fulfil their responsibilities by playing an active and valued role in their child's education, and by providing school with information, advice and support from their knowledge of their own child and from appropriate professionals.
- We ensure that all our policies and developments are based on inclusive principles.

Section 3 Identifying Special Educational Needs

1. We will act in accordance with the Special Educational Needs and Disabilities Code of Practice 2014 which provides statutory guidance on duties, policies and procedures relating to Part 3 of The Children and Families Act 2014 and in line with Hampshire County Council policy.
2. We will identify those children with Special Educational Needs by applying the Graduated Approach model of identification, assessment and planning at the earliest possible time. We will also assess and meet the needs of other difficulties which may impact on progress and attainment. Attendance and Punctuality, Health and Welfare, English as an Additional Language, being in receipt of Pupil Premium grant, being a Child Looked After, or being a child of a Service person may affect progress or attainment but is not necessarily SEND.
3. We will involve the parents and carers throughout the process at all times.
4. The planned curriculum will take account of a wide range of children's individual needs through:
 - creating whole school opportunities for building success, confidence and competence
 - the assessment of difficulties and the monitoring of the child's progress through observation, assessment, planning and review
 - differentiation in teaching and learning style along with task design
 - giving due weight according to their age, maturity and capability
 - the appropriate use of resources, including additional adult support
 - maintaining high expectations of learning and behaviour in the light of our inclusion policies
5. We will provide individual or group programmes of work in addition to a wide range of Quality First Teaching based on 'achievement against success' criteria. Special Educational Needs provision is considered under these four broad areas:

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

6. We will act on advice from a range of professionals, many of whom visit our school. E.g. the Educational Psychologist, the Teacher Advisory Service, Speech and Language Therapist, the Primary Behaviour Support Team, Special School Outreach Services and a range of Health Services. We also liaise with other professionals as needed, the governors and local and county cluster groups. Liaison is organised through the SENDCO (Special Educational Needs Coordinator) or other members of the school staff. We also attend training, attend support groups and receive support from County Services. Voluntary services are also sometimes able to provide advice and support to families and school
7. Admissions: the school follows Hampshire Education Authority Guidelines for admission into school. The school gathers information about a child with SEND from parents, from previous pre-schools and schools, and it liaises with relevant professionals. Refer to school Admissions Policy
8. Facilities: we have disabled access to our school with sloping ramps or flat access to doors and a disabled toilet. Additional equipment can be added around the school as needed

Section 4

A Graduated Approach to SEND Support

We monitor the progress of all children in our school through termly meetings with the Headteacher and through teacher assessment. The graduated response process to Identify, Assess, Plan and Review will be applied from there being an initial cause for concern through to a child needing SEND Support and the child would be recorded on the school SEND Register at this stage.

Early Identification

Pupils are identified under the internal school category of Early Identification of SEND if they do not make adequate progress and they are beginning to access a range of adjustments and interventions alongside personalised teaching. We record liaison, intervention strategies and all responses to need which have been put in place. We may informally seek advice and liaise with professionals as appropriate. Information is shared with parents and carers at all stages.

SEND Support

When a child's needs continue over time or the attainment gap increases we apply county criteria to determine this increased level of need in one or more of the areas. This criterion is kept updated by staff working with the child in liaison with the SENDCO. The class teacher will remain responsible for working with the child on a daily basis and for planning the individualised or group programme. Children in the SEND Support category will have the agreed targets and outcomes recorded on an individual personal plan. This plan is reviewed at least termly by the class teacher, support staff, the SENDCO and the parents. The SENDCO will liaise with the class teacher to plan future school interventions for the child, monitor the rate of progress and review the action. The SENDCO and class teacher, in consultation with parents, will ask for help from external services and will be provided with advice, assessment and support as needed. The school may document the child's

provision to support their need through an IPA (Inclusion Partnership Agreement) at a time of transition between year groups or at a key stage change. A SENSEA (Special Educational Needs Service Agreement) may also be completed for top up funding or for transition between schools.

If a child's needs are not met by the SEND Support category then with parent consultation and professional advice, an application for an Education, Health and Care Plan may be made to county.

Education, Health and Care Plan (EHCP)

If an application for an Education, Health and Care Plan is successful the governors will be legally responsible for ensuring that the provision is used effectively. The class teacher will continue to be responsible for the progress of the child and managing support staff and resources on a daily basis. The SENDCO will be responsible for co-ordinating, monitoring and reviewing the child's progress through termly reviews and the annual review process. Further reviews can be called if necessary.

Section 5

Exiting the SEND Register

Where children make good progress, increase their attainment and then no longer meet the SEND criteria, support will be gradually reduced until good quality first teaching, with appropriate differentiation, will ensure further progress and attainment. Parents will continue to be fully involved through informal and formal liaison and the child's progress and attainment will be monitored. Class support will be available as needed through Quality First Teaching.

Section 6

Supporting Pupils and Families

Please see our Cornerstone Primary School Information Report published on our website or available from the school office. Regulation 51, Part 3, section 69(3)a of the Act.

If support is needed for an individual child within a wider family context, we are able to work with parents and ask for support from the Early Help Hub who can offer advice and support from a range of professionals from Health, Social Care and Education services. When there is a need for children to access external examination arrangements differently from their peers, school will make an application and seek advice from county.

Transition and Transfer

When children change schools, the school will ensure that all SEND documents and information are transferred to the receiving school and we will plan to liaise with future staff. Transition arrangements will be made to assist the child as appropriate through visits and social stories. Other professional agencies may provide support and we will coordinate and liaise with parents and the school. We will apply the same process when children join our school.

Section 7

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. School leaders will consult with health and social care professionals, the parents and the child (at an age appropriate level) to ensure the medical conditions are effectively supported.

Some children with medical conditions may also have SEND and may have an Education, Health and Care Plan which brings together health and social care needs as well as their special education provision.
See Medical Conditions Policy.

Section 8

Monitoring and Evaluation of SEND

The SENDCO will monitor and evaluate the progress of all children at SEND Support through consultation with the Headteacher and class teachers at review and progress meetings. The SENDCO will organise and lead Annual Reviews of Inclusion Partnership Agreements and of EHC Plans and she will liaise with parents, professionals and school staff. Professional assessment results will be taken into account along with school assessments.

The SENDCO works closely with the Headteacher in linking the SEND Action Plan to the whole-school strategic plan. She works closely with staff ensuring that they are applying current criteria for identifying pupils with SEND and she monitors the effectiveness of how well support staff are deployed in class through observations and discussions with the class teachers and Headteacher. The SENDCO works closely with the Headteacher to gather a range of data to measure the impact of the provision.

Section 9

Training and Resources

The school provides comprehensive training to all staff both in school and from external providers. Specific training needs are identified from professional advice about individuals or groups of children and through staff performance management meetings and regular discussions. The SENDCO and Headteacher discuss training opportunities and liaise with staff regularly. The Headteacher allocates expertise and experience to support the needs of the children within the year groups. The school subscribes to the Educational Psychology Service Level Agreement and receive advice and support throughout the year. The SENDCO reviews provision and training needs termly through regular updating of the Provision Map.

The Headteacher, governors and SENDCO discuss the budget, its impact, its uses and impact on children's outcomes.

Funding

We are provided with resources from the local authority to support those with additional needs, including those with SEN and Disabilities. We include this budget in whole school strategic planning to provide high quality appropriate support where needed. Where SEN and Disability needs exceed the nationally prescribed threshold, school will submit an EHCP application for additional funding.

Section 10

Roles and Responsibilities

a) The Governing Body

- in co-operation with the Headteacher, will determine the school's general policy and provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work
- will appoint a specific person, Mrs Hazel Hendley, to take an interest in and closely monitor the school's work on behalf of children with SEND; Mrs Brown (SENDCO) will liaise at least termly with the appointed governor to review this provision
- will report any significant changes or developments to SEND policy and practices to parents as appropriate

- will evaluate the effectiveness of the school's SEND provision through whole school performance data, governor liaison, liaison with staff, reviewing the Action Plan and through the Headteacher's report

b) The Headteacher (Mr T Clarke)

- has overall responsibility for the provision for children with SEND
- will keep the Governing Body fully informed and will work closely with the SENDCO

c) The SENDCO

- is an experienced and senior teacher and she has relevant Special Educational Needs and Disability qualifications
- will work closely with the Headteacher and teachers and will be closely involved in the strategic development of the SEND policy and provision by maintaining the SEND Register, developing an Action Plan, managing the Provision Map and adjusting resources according to current needs
- has responsibility, along with the Headteacher, for day to day operation of the school's SEND policy and will co-ordinate provision for pupils with SEND

d) Other Staff

- teaching and support staff will be involved with the development of the school's SEND policy and practice and be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND. The SENDCO will liaise with teachers and with LSAs and will organise or deliver training. All staff have experience and training in the relevant area of need to support the children in their classes and the school.

Section 11

Storing and Managing Information

We ensure secure systems for SEND record keeping and manage our documents in line with school and county policy.

Section 12

Monitoring and Review

This policy is reviewed annually by the Teaching and Learning Committee of the Governing Body.

Section 13

Accessibility

See Accessibility Plan

Section 14

Dealing with Complaints

If there is cause for concern or complaint regarding the child's SEN provision the parent or carer is encouraged in the first place to approach the child's teacher in liaison with the SENDCO or Headteacher. If these concerns are not resolved, then the complaint should be managed in accordance with the Complaints Procedure Policy.

Section 15

Bullying

We take all possible steps to ensure and mitigate the risk of bullying of vulnerable learners in our school.

See Anti Bullying Policy

Section 16
Appendices

SEND Information Report 2014
Inclusion Suite of Policies

Endorsed by the Governing Body on

Signed on behalf of the Governing Body (Chair)

Glossary of Terms

SEND	Special Educational Needs and Disabilities
SENDCO	Special Educational Needs Coordinator
IEP	Individual Education Plan (now called a Personal Plan)
IBMP	individual Behaviour Management Plan
EP	Educational Psychology
IPA	Inclusion Partnership Agreement
SENSA	Special Educational Needs Support Agreement
IHP	Individual Health Plan
LSA	Learning Support Assistant
CPLO	Child Protection Liaison Officer
OT	Occupational Therapy
PT	Physiotherapy
SALT	Speech and Language Therapy
SLT	Senior Leadership team
ELSA	Emotional Literacy Support Assistant