



Illogan School

Special Educational Needs Policy

Aims and Objectives

The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the Headteacher or the appropriate governor has been informed by the LA that a pupil has special educational needs, those needs will be made known to all who are likely to teach them.

The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have special educational needs.

The Headteacher, staff and governors will draw up and report annually to parents on the policy and effectiveness of the school's work for pupils with special educational needs.

The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources.

Please read this document in conjunction with the SEN Information Report (also found within the school website).

Responsible Persons

The 'responsible person' for SEN is Mrs J. Knuckey (Headteacher)

The person co-ordinating the day to day provision of education for pupils with special educational needs is Mrs. J.Webber (SENCo).

All the teachers in the school are teachers of children with Special Educational Needs. As such Illogan School 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. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority.

The school operates an equal opportunities policy for children with special educational needs who are afforded the same rights as other children. This includes both those children with statements of special educational needs and those others with less significant problems.

Specialist Provision

The school is built at ground level with ramps provided to enable wheelchair access to any areas that have steps, such as the playground. A toilet has been specially adapted to allow for the use of hoists. All children, whatever their disabilities, are encouraged to partake fully in all aspects of school life.

All members of staff have been given training in ways to help dyslexic pupils. Mrs Webber has attained the nationally accredited award for SENCo, received training in Dyslexia, Behaviour Management and Autism. She has been involved with the training of Teaching Assistants in Behaviour Management and Complex SEN, covering all aspects of SEN provision.

Mrs Blakemore is the school's Learning Mentor, who supports children experiencing emotional or behavioural difficulties either at school or at home. She is supported in this role by Mrs Dustow and both are trained in providing Trauma Informed Support to children, their families and class teachers.

Mrs Cleave is the school's Autism Champion who supports children with a diagnosis of ASD and those currently on the pathway towards an assessment. She also supports staff to help identify needs and develop strategies to assist in meeting these needs.

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 classteacher and SENCo will keep regular records of the pupils' Special Educational Needs, the actions 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.

Planning for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of special educational needs or disabilities. Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

Providing the graduated response at SEN Support

The school offers a differentiated curriculum. When a pupil fails to make progress and shows signs of difficulty in some of the following areas: Learning and Cognition; presenting persistent Behavioural, Social and Emotional difficulties; has sensory or physical problems; or communication/ interaction difficulties, the school will place the pupil at SEN Support and support that is additional to and different from the differentiated curriculum will be provided through an Individual Learning Plan in a range of ways including:

- Classroom organisation and management
- In-class support by teacher/teacher assistant
- Withdrawal for individual/small group work including activity programmes
- Home/school liaison books
- Providing pastoral support usually involving the Learning Mentor Team
- Use of specialist equipment – talking tins, sloping desks, ICT equipment
- Alternative teaching strategies

Resources allocated to pupils will be deployed to implement Learning Plans as outlined in the revised Code of Practice. Parents will be informed and pupils will be involved in decisions taken at this stage.

If a pupil does not make progress despite the school taking the action outlined, advice will be sought from the appropriate support services referred to in Section 8 and the Learning Plan will be amended accordingly.

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 under the 1996 Education Act. The appropriate forms will be used for recording and referral as necessary.

Identification of special educational needs will be undertaken by all staff through the SENCo and the appropriate records and LA forms will be maintained. Records will be developed through a process of continuous assessment by the class teacher or as a result of standardised tests of educational achievement administered by the class teacher together with end of Key Stage attainment tests (SATs) and annual optional SATs and Teacher Assessments. Assessments allow the pupil to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary pupils will be referred to the SENCo for diagnostic testing to construct a profile of the child's strengths and weaknesses.

The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice. Learning Plan reviews will be held at least termly. Additionally, the progress of children with a Statement or an Education Health Care Plan will be reviewed annually, as required by legislation.

Detailed records will be kept of the pupils receiving extra teaching support. These may include:

- Individual Learning Plans
- End of year assessments/SATs
- Teacher Assessments
- School's Tracking system (Target Tracker)
- reading assessments
- maths assessments
- diagnostic tests carried out by SENCo
- dyslexia screening carried out by a trained member of Illogan staff.
- SALT reports (Care Plans)
- E.P reports
- Medical reports
- Reports from other 'Outside Agencies' e.g. Dreadnought, O.T, Vision Support, Hearing Support, Social Care

N.B Significant issues in any pupil's life which may affect their learning and well-being will be recorded on the school's tracking system.

Resources

The school is in an area of social deprivation and is allocated a budget for pupils without a statement of SEN. These funds are devoted to the employment of SEN Teaching Assistants and an amount for specialist equipment. The school tops up this support when necessary. Resources are allocated to classes depending on the number of pupils with SEN within each class.

The school shares a site with Curnow Special School and often has access to their resources – e.g. sensory room and movement room, and professional advice.

Liaison

Parents will always be informed when an outside agency becomes involved with their child.

Liaison is maintained with the following outside agencies, as appropriate, for pupils with Special Educational Needs.

- ASD Team
- Children in Care Officer
- CAHMS
- Dreadnought Centre
- Early Support (Early Help Hub)
- Education Out Of School Service
- Education Welfare Service
- Educational Psychology Service
- Health Service
- Hearing Support Service
- Occupational Therapy
- Parent Partnership Service
- Physiotherapy Service
- School Nurse
- Social Care
- Speech and Language Therapy
- Vision Support Service.

Pupils can become the subject of a Team Around the Child (TAC) meetings through Early Support which gathers agencies together for the best way forward for pupils and their families.

The school has links with Pool, Camborne, Redruth and Truro Secondary Schools and liaison is maintained particularly with regard to transition issues.

There is a Governor responsible for SEN at Illogan School (Mrs Sam Knuckey) who meets with the SENCO regularly to monitor special needs provision. This information is shared with the full governing body.

Arrangements for the Treatment of Complaints:

The procedure for managing complaints is:

In the first instance, complaints will be dealt with by the class teacher, followed by the involvement of the SENCo, as appropriate, and finally the Headteacher/Chair of Governors and/or panel of governors would deal with a formal complaint. The Headteacher would invite the parents into school and record the meeting. Please refer to the Complaints Policy for more information.

Staff Development

In-service training needs related to SEN will be identified by the Headteacher/SENCo in Performance Management meetings and/or in consultation with the staff and will be incorporated into the staff development plan.

Working with Parents

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs where the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the individual needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained.

Parents will be fully consulted before the involvement of LA support agencies with their children, and will be invited to attend any formal review meetings at all stages.

Parental involvement is further encouraged through informal coffee events led by SENCO/Autism Champion/Outside Agencies.

Pupil Participation

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

Pupils' Welfare and Safety

The welfare and safety of pupils at Illogan is paramount. We endeavour to create a friendly atmosphere of trust so that pupils feel safe and can approach any member of staff for help.

We employ a full-time Learning Mentor whose role is to:

- monitor attendance
- work with/listen to/discuss with pupils whose behaviour or personal welfare is a concern, either on an individual basis or in a small group
- liaise and work with parents to promote good relationships
- liaise with all members of staff and outside agencies, as appropriate
- raise aspirations
- prompt participation to allow pupils to achieve their full potential.

Pupils with Education and Health Care Plans (EHCP) are well-supported by TAs, whose training is monitored and discussed at Appraisal meetings as well as in ongoing discussions with the classteacher and SENCo

Members of staff attend regular courses for First Aid. Our fully-trained First Aiders are H Dustow, K Bridge, L-Knight-Rich, and R Thurston.

As a school, we endeavour to make sure that staff are trained in a variety of supportive approaches. For example:-

Team Teach- J Knuckey, J Webber, R Thurston, K. Bridge and A. Done are trained in safe handling procedures.

Incidents regarding a pupil's behaviour or any personal/social issues are regularly monitored by the Headteacher and shared with the Leadership Team and parents, as appropriate.

Our Children in Care Officer, Mrs J Knuckey (Headteacher), will liaise with the Children in Care Service, as appropriate.

Our Child Protection Officer is Mrs J Knuckey (Headteacher),

The Headteacher will attend relevant case/core meetings. Information is then disseminated, as appropriate, to relevant staff only.

We endeavour to keep all staff up to date on Safeguarding procedures and training is provided as required.

We operate a School Council so that every pupil has a voice. Representatives from each class meet on a regular basis to discuss school issues. School Council members often take part in the interview process for new staff by operating a question forum with candidates.

Pupils are asked to respond to an annual questionnaire to seek their opinions on life at Illogan School. We endeavour to implement appropriate changes.

Evaluating Success

This school policy will be kept under regular review. The governors will gauge the success of the policy by the achievements of previously agreed targets outlined in the pupils' Learning Plans, progress review and/or annual review. In addition evidence will be gathered regarding:

- staff awareness of individual pupil need
- success of the identification process at an early stage
- progress of pupils with SEN and their attainment.
- improved behaviour of the children, where this is appropriate
- number of children supported by the funding allocation for EHC Plan special educational needs
- the progress of Pupil Premium pupils.
- consultation with parents
- pupils' awareness of their targets and achievements, where appropriate for their age
- pupil attendance
- number of exclusions/ managed moves and/or reintegrations

The school meets the statutory requirements of the SEN Code of Practice 2014 (last updated Jan 2015). We always seek to improve and refine our procedures and audit our provision and success on a regular basis.

Reviewed: ~~21st May 2020~~, 1st June 2020