



# Pondhu

Primary School

## SEND Policy

Date of Last Review:	Summer 2024
Date of Next Review:	Summer 2025

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## Section 1: Legislation and Guidance

Pondhu Primary School's SEND Information Report is written with due regard to the Children and Families Act, published in June 2014 and complies with the statutory requirement laid out in the *SEND Code of practice: 0-25 years (2014)* 3.65.

*The SEND Code of Practice* is the statutory guidance that has been published to exemplify statutory duties that bodies such as local authorities, governing bodies of schools, NHS Trusts and Clinical Commissioning Groups must comply with to ensure that the needs of children and young people with special educational needs and disabilities are met.

This report has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0– 25 (April 2015)
- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England: framework for Key Stage 1 and 2
- Teachers Standards (2012)
- Safeguarding policy
- Accessibility Plan
- United Nations Convention on Rights of the Child (1991)

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## Section 2: Vision

*We provide a rich, stimulating and balanced curriculum which captures children's interests and inspires a love of learning. Our inclusive teaching strategies enable all pupils to realise their full potential. Learners develop their independence, resilience, empathy and confidence to embrace challenge. Children acquire a deeper awareness of their rights and responsibilities as global citizens now and in the future.*

Pondhu School is proud to be fully inclusive, and as such the staff will ensure that pupils with special educational needs and/or disabilities (SEND), join in the activities of the school together with pupils who do not have SEND, 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.

*Every teacher is a teacher of every child including those with SEND.*

Pondhu School's SEND policy should be read in conjunction with the following policies:

- CELT Graduated Approach Policy
- School Information Report
- Admissions Policy
- Accessibility Plan
- Attendance Policy
- Behaviour Policy
- Complaints Policy
- Equality & Diversity Policy
- Home School Agreement
- Teaching & Learning Policy
- Safeguarding & Child Protection Policy
- Supporting Medical Needs Policy

## Section 3: Aims and Objectives

### **Aims**

Pondhu Primary School's core moral purpose is encapsulated in our vision statement; *Where we learn, laugh and grow.*

At Pondhu, we believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum. We consider it essential that the curriculum is presented in a supportive and stimulating atmosphere, which values each child, raising the aspirations and expectations for all pupils with SEND.

### **At Pondhu we believe that all pupils have the right to:**

- An education which enables them to become full, independent and active members of the community
- An education that is broad and balanced with the maximum possible access to the curriculum
- Have their contributions and achievements recognised
- Be seen as individuals with differing interests, knowledge and skills

### **We will ensure that:**

- All pupils will have access to an appropriately scaffolded curriculum
- Additional support is well targeted, using a judicious blend of in-class support and minimal out of class interventions
- All pupils are fully integrated into the activities of the school so far as is reasonably practical
- Curriculum planning and assessment takes account of the type and extent of any difficulty experienced by any pupil
- Pupils are encouraged to take responsibility with us for their learning
- Pupils' difficulties are identified as early as possible and provision is adapted in line with need
- Parents/carers are informed and involved as partners in their children's learning
- Collaborative Pupil Passports are created and shared with parents / carers & the staff team
- Effective partnerships are developed with outside agencies, where this is required
- Pupils are prepared for transition after primary school
- Roles and responsibilities of staff are clearly identified

## **Section 4: Identifying SEN**

### **SEND Areas of Need**

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

- **Communication and Interaction** - for example Autism Spectrum Conditions (inc. Asperger's Syndrome), Speech and Language difficulties
- **Cognition and Learning** for example - Dyslexia, Dyscalculia, Dyspraxia, Moderate learning difficulties
- **Social, Emotional and Mental Health** Difficulties for example - ADHD, Attachment disorder, Mental illness or depression
- **Sensory and/or Physical needs** for example - Vision/hearing impairment, Motor skill

### **SEND Identification**

A pupil has a learning difficulty or disability if he/she:

- Has a greater difficulty in learning than the majority of pupils of his/her age and/or
- Has a disability which prevents or hinders them from making use of educational facilities/ provision that is normally available.

In addition, we identify special educational needs within the context of the usual differentiated curriculum of the academy. Pupils are identified as having SEND if they are not making progress within a curriculum that:

- sets suitable learning challenges
- responds to pupils' diverse learning needs
- aims to help pupils overcome potential barriers to learning.

**Factors which may impact on progress and attainment, but would not necessarily be considered special educational needs:**

- Disability and Medical needs (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation.
- Attendance and Punctuality
- Health and Welfare
- Learning English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant (PPG)
- Being a Looked After Child (LAC)
- Being a child of serviceman/woman

## **Identification of children with SEND**

Learners may be identified at any stage, from Reception to Year 6. The following means of identification may occur:

- Learner's own concerns
- Parental concern
- Teacher's concern identified by observation or assessments made over time
- Outside agency concern e.g. Health visitor, Speech and Language therapist
- Concerns raised by a previous school
- Early Years Foundation Stage (EYFS) Profile
- SATs scores/School-based assessments
- Targeted Assessment

This list is by no means exhaustive and further diagnostic testing may be used to identify specific areas which need to be targeted.

## **Section 5: A Graduated Approach to SEN Support**

The Code of Practice suggests that pupils are only identified as having SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching known as Quality First Teaching.

## **Record of Need**

Pondhu's Graduated Response consists of two levels as follows:

SEN Support are placed on the Record of Need (RON) at this level after assessment and consultation between the SENDCo and teaching staff when it is established that they have a significant learning difficulty and need provision that is 'additional and different from'.

At this point, parents/carers will be informed of the decision and the school will continue to work in partnership with them, listening their views and those of the pupil, and involving them proactively in planning and decision making.

This will take the form of a Termly '**Assess-Plan-Do-Review Cycle**'.

### **Assess**

- Teacher's high quality, accurate formative assessment and experience of a pupil
- Pupil progress, attainment and behaviour through progress/attainment data at calendared data drops
- Development and attainment in comparison to peers
- Views and experiences of parents / carers
- The pupil's own views
- If relevant, assessments, views of and advice from external services

### **Plan**

A plan will be drawn up by SENDCo and class teacher in consultation with parents / carers and pupils. It will include:

- The outcomes agreed for the next half term
- The support and interventions to be put in place
- The expected impact on progress, development or behaviour
- A clear date for review
- A Pupil Passport to be created and shared on Provision Map through so teachers can support the pupil using the strategies outlined
- A named staff member, to monitor the pupil in lessons and communicate with the family regarding additional support and impact

### **Do**

The class teacher remains responsible for working with the pupil on a daily basis. The SENDCo supports the teacher in the further assessment of the pupil's particular strengths

and weaknesses, in problem-solving and advising on the effective implementation of support.

## **Review**

Parents/carers will be invited to attend review meetings at least termly in order to monitor/review the effectiveness of the support and the impact on the pupil's progress. A new plan will then be drawn up.

If a pupil continues to make little or no progress over a sustained period or where they continue to work at levels substantially below age related expectations despite SEN Support, the academy may involve specialists including those from outside agencies. The views of parents/carers and the pupil are considered at all levels of intervention.

## **The Assessment Process for an Education, Health and Care Plan (EHC)**

For learners, who have a lifelong, complex set of needs or who, despite relevant and purposeful action taken to meet their SEND, fail to make expected levels of achievement, the school or parents may consider requesting an Education, Health and Care assessment to be undertaken by the Local Authority. The assessment pathway and plan will be focused on the outcomes the child or young person (0-25 years) seeks to achieve across education, health and care to enable them to achieve at school and college and to make a successful transition to adulthood. An application for an assessment will not always lead to a plan being made.

EHC plans will set out how services will work together to meet the child or young person's needs and in support of those outcomes. The co-ordinated assessment and planning process will put the child and their parents or the young person at the centre of decision making.

The school (or you) can request that the Local Authority carry out an assessment of your child's needs. This is a legal process and you can find more details about this in the Cornwall's Local Offer, on Cornwall's, available at:

[www.supportincornwall.org.uk/localoffer](http://www.supportincornwall.org.uk/localoffer)

Cornwall Special Educational Needs Disability Information and Advice Support Service (SENDIASS) should be able to help you through this process if you require.

[www.cornwallsendiass.org.uk](http://www.cornwallsendiass.org.uk)

See Appendix II for *Statutory timescales for EHC needs assessment and EHC plan development*

## **Section 6: Managing pupils needs on the SEN register**

When a child has been identified as having needs which require additional support and are placed on the Record of Need they will have:



- A Pupil Passport which is written by the class teacher and the pupil with support, as necessary, from the SENDCo. The Pupil Passport details strengths and barriers to learning.
- A SEND Support Plan, which details specific and measurable outcomes, outlining the provision required to achieve these outcomes. Support Plans incorporate targets set by external professionals, as necessary.

### **Provision**

There are a variety of types of support available for children with SEND at Pondhu Primary School:

- Targeted Intervention Groups (within class or specific to meet support plan targets)
- Pastoral Intervention support
- Individual Support (by TA, teacher, SEND team or external agencies as identified)

Usually, if a child requires a high level of support he/she may also need specialist support in school from a professional outside the school. This may be from:

- Local Authority services such as the Autism Support Team, Physical Disability Service, or Sensory Service (for learners with a hearing or visual need)
- Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational therapy service, Physiotherapy and/or Child and Adolescent Mental Health Services (CAMHS)

For further details about provision and the referral process, refer to Appendix III, Our Local Offer, which outlines the levels of support and provision offered by our school.

## Section 7: Criteria for exiting the SEN register/record

The SENDCo has responsibility for the removal of a pupil from support on the Record of Need. The decision will be dependent upon appropriate progress being made towards set targets and in conjunction with appropriate teaching staff/outside agencies and parents/carers.

## Section 8: Supporting pupils and families

### **Local Authority Local Offer**

Since September 2014, Local Authorities and schools have been required to publish and keep under review information about services they expect to be available for the children and young people with SEND aged 0-25 (Regulation 53, Part 4). This is known

as the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It is also an important resource for parents in understanding the range of services and provision in the local area.

Cornwall LA has devised a local offer in collaboration with parents, children and young people, NHS health trusts and other providers from the statutory and voluntary sector. Latest information about Cornwall's local offer can be accessed at: [Family Information Service Cornwall](#)

The Governing Bodies of all schools must contribute to the local offer by providing further information about how each school implements the school policy for pupils with SEND. Pondhu's Local Offer can be found in Appendix III.

### **Other Links for parents support**

- SEND Information and Advice Support Service (SENDIASS): [www.cornwallsendiass.org.uk](http://www.cornwallsendiass.org.uk)
- Family Information Service (FIS): [www.supportincornwall.org.uk](http://www.supportincornwall.org.uk)
- Cornwall Council: <https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/>

### **Admission Arrangements**

Admission arrangements can be found on the school website. For children who already have an EHCP, please refer to Cornwall Council's Admissions policy for further details of admission arrangements and procedures. [www.cornwall.gov.uk/admissions](http://www.cornwall.gov.uk/admissions)

### **Test Access Arrangements**

- The class teachers work closely with the Senior Management and the SENDCo to identify children who will require additional arrangements to support their access to tests and other assessments.
- These may include additional support prior to tests and/or during tests, such as additional time, or a scribe.
- Dispensation for statutory exams is requested in consultation with Year 6 class teachers, the SENDCo and Senior Management

### **SEND Transition Arrangements**

Transition meetings between class teachers are held in July to discuss the needs of individual pupils with SEND and include the passing on of all records including all Individual Support Plans.

For children in the EYFS there is a programme of visits with staggered entry and opportunities for parents and children to meet new teachers, e.g. at *Stay and Play*. Nursery or Pre-school visits take place for children entering Reception, prior to starting school

### **Transfer to Secondary Education**

- When a pupil with an EHCP is in Year 5, evidence will be gathered and a formal review held before the end of Year 5, to discuss the pupil's future placement.
- When a pupil with an EHCP is in Year 6, the secondary school will be invited to the EHCP Review. Additional transition visits will be arranged.
- Pupils who are at SEN Support in Year 6 will be discussed by the Class teacher and SENDCo with the SENDCo(s) of their receiving schools in the summer term of Year 6. Additional transition visits will be arranged when required.

### **Transfer to other schools**

- Liaison between the SENDCo and SENDCo of the receiving school will take place, as necessary.
- All SEND records will be updated and passed to the pupil's new school.

## **Section 9: Supporting pupils at school with medical needs**

- At Pondhu School, we recognise 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.
- Some may also have SEND and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- For further information, regarding arrangements in place in school to support pupils at school with medical conditions please see Pondhu's policy on *Supporting Medical Needs*.

## **Section 10: Monitoring and Evaluation of SEND**

The quality of provision offered to all pupils with SEND is continuously monitored through ongoing daily, weekly, half termly and annual review. It is monitored with an individual and whole school focus and evaluation is shared with teaching staff, SLT, the Headteacher and Governors.

### **Governing Body**

The SENDCo produces a termly report for the governing body, which includes data and updates. The report is shared and discussed at governors meetings. The identified governor for SEND is Lisa Belcham. Termly meetings are held with the SENDCo and the SEND governor.

## **Parents**

We work in close partnership with parents and carers and value their view regarding SEND provision. Views are acquired through regular dialogue, including:

- Parent Consultation Meetings
- Termly SEND Review Meetings
- Early Support TAC Meetings
- Annual Reviews (for children with an EHC Plan)
- Annual parent survey and listening campaign
- Ofsted 'Parent View', available to view online at <https://parentview.ofsted.gov.uk/>
- SCD parent support group

## **Section 11: Training**

- The school has a school development plan, to improve the teaching and learning of children including those with SEND. Through this and the performance management process, training needs related to special educational needs are identified. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.
- Whole staff training is in place to disseminate knowledge, strategies and experience and to ensure consistency of the school's approach for children with SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Autism Support Team or medical/health training to support staff in implementing care plans.
- The school's SENDCo regularly attends SENDCo networking meetings, in order to keep up to date with local and national updates in SEND and we receive regular visits from our allocated Educational Psychologist.

## **Section 12: Roles and Responsibilities**

### **Role of the Governing Body**

The Governing Body, working in partnership with the Headteacher, have responsibility for deciding the school policy and approach to meet the needs of SEND learners. The Governing Body has regard to the SEN Code of Practice (2015) when carrying out its duties towards all children with special educational needs. Consequently it is their responsibility to:

- Ensure that the necessary provision is made for a child who has special educational needs

- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those children who have special educational needs
- Ensure that there is a member of staff designated as the school's SENDCo
- Ensure that a child's parent is informed that special educational provision is being made for the child
- Ensure that a child with special educational needs is included and able to engage in all the activities of the school
- Ensure parents have access to the school's policy for children with special educational needs
- Ensure that a SEND Information report is published annually

### **Role of the SENDCo / Operational SENDCo**

The SENDCo with responsibility for co-ordinating Special Educational Needs and Disabilities is Mrs Vicci Grainger. Mrs Sarah Guest is the Operational SENDCo. Their roles include:

- Overseeing the day-to-day operation of the academy's SEND policy
- Coordinating provision for pupils with special educational needs and disabilities
- Liaising with and advising/team teaching with teachers
- Managing keyworker, learning support staff
- Overseeing the records of all pupils with special educational needs and disabilities
- Liaising with parents/carers
- Contributing to the in-service training of staff
- Liaising with external agencies
- Attend appropriate training to support the role
- Monitor, evaluate and review the special needs budget in relation to provision for individual needs and deployment of support staff
- Liaising with Early Years providers and relevant secondary schools to ensure children with SEND have a smooth transition.
- Working with the headteacher and governors to ensure that the school meets its responsibilities with regards to reasonable adjustments and access requirements

### **Role of the Teacher:**

- Ensuring that all children are provided with high quality teaching and learning opportunities and that the curriculum is appropriately adapted to meet children's individual needs
- Checking on the progress of children and identifying, planning and delivering any additional support they may need
- Writing Pupil Passports and SEND support plans, sharing and reviewing these with parents and carers termly

- Planning for the teaching assistants in their classroom to ensure pupils with SEND are supported appropriately.
- Ensuring that all members of staff working with children with SEND are aware of their individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress
- Ensuring that all staff working with children are supported in delivering the planned work/programme, so that all children can achieve the best possible progress
- Ensuring that the school's SEND Policy is followed in the classroom and for all the pupils they teach with any SEND.

Parents and carers can contact the class teacher by talking to them at the beginning or end of the day or by making an appointment to meet, via the school office. Questions regarding your child's learning and progress should be asked of the class teacher.

### **The role of the Teaching Assistant**

- Understand and advocate for the needs of individual learner
- Proactively helping pupils to manage their own behaviour and to take part in learning effectively and safely
- Proactively helping pupils to manage their emotions, particularly trauma or stress, and to take part in learning
- Proactively providing support as appropriate for pupils needing support in communication, language and literacy. Teaching Assistants are deployed within the classroom setting supporting teachers as well as leading small group interventions. They receive appropriate training to support the diverse needs of all our pupils.

Designated Safeguarding Lead: **Emma Jolliff**

Designated Teacher for Looked After Children: **Rachel Clift**

Designated Member of Staff responsible for managing the School's responsibility for meeting the medical needs of pupils: **Paula Dunn**

## **Section 13: Storing and Managing Information**

As part of Cornwall Education Learning Trust, Pondhu Primary School aims to ensure that all personal data collected about staff, pupils, parents, governors, visitors and other individuals is collected, stored and processed in accordance with the General Data Protection Regulation (GDPR) and the expected provisions of the Data Protection Act 2018 (DPA 2018) as set out in the Data Protection Bill.

For further information about the processing of data by, please visit:

Cornwall Council and the Department for Education (DfE):

<https://www.cornwall.gov.uk/health-and-social-care/childrens-services/how-we-use-your-information-to-provide-services/>

Cornwall Education Learning Trust: [Cornwall Education Learning Trust - Policies \(celtrust.org\)](https://www.celtrust.org)

## Section 14: Reviewing the policy

This SEND Policy will be updated on an annual basis, and more frequently if required.

**Date when SEND policy was reviewed: Summer 2024**

**Date when next review is due: Summer 2025**

## Section 15: Accessibility

Please refer to Pondhu's Accessibility Plan, which details further adjustments made in order to continue to meet the needs of learners with SEND

## Section 16: Dealing with Complaints

The class teacher should be the first point of contact when wishing to discuss worries about a child. If further advice is needed, please contact the SENDCo or Operational SENDCo.

For formal complaints, parents and carers are advised to refer to the school complaints policy, a copy of which is available on the website [Pondhu Primary School - Policies \(eschools.co.uk\)](https://www.eschools.co.uk) or from the school office.

## Section 17: Anti-Bullying

Please refer to the school's Behaviour policy which is available on the school website. [Pondhu Primary School - Policies \(eschools.co.uk\)](https://www.eschools.co.uk)

## Section 18: Appendices

- I. Glossary of Terms
- II. Statutory timescales for EHC needs assessment and EHC plan development

## Appendix I: Glossary of Terms

APDR	Assess, Plan, Do, Review Cycle
ASD/ASC	Autism Spectrum Disorder/Condition
AST	Autism Support Team
C&F Bill	Children and Families Bill 2014
CAMHS	Child & Adolescent Mental Health Service
CIC	Child in the care (of the Local Authority)
DfE	Department for Education
DSL	Designated Safeguarding Lead
EAL	Learning English as an Additional Language
EHC Plan	Education, Health, Care Plan
EP/EPS	Educational Psychologist/Educational Psychology Service
ES TAC	Early Support Team Around the Child meetings
EYFS	Early Years Foundation Stage (Nursery and Reception)
FOPS	Friends of Pondhu School
HLTA	Higher Level Teaching Assistant
KS1	Key Stage 1 (Years 1-2)
KS2	Key Stage 2 (Years 3-6)
LA	Local Authority (Cornwall)
PPG	Pupil Premium Grant
PSA	Parent Support Advisor
SaLT	Speech and Language Therapy
SATs	Standardised Assessment Tests
SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Coordinator
SMART	Specific, measurable, attainable, relevant, timely
SLT	Senior Leadership Team
TA	Teaching Assistant
QFT	Quality First Teaching



## Appendix II Statutory timescales for EHC needs assessment and EHC plan development

