

PENRYN COLLEGE

Special Educational Needs Policy

Approved by: Student and Curriculum Committee – January 2018

Responsible SLT member: Kirstie Oliver/Fiona Williams

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Special Educational Needs Policy

The SEND Code of Practice: 0-25 years January 2015 states:

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 him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- (a) Has a significant greater difficulty in learning than the majority of others of the same age, or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

(SEND Code of Practice, p18)

The broad areas of need described in the SEND Code of Practice are:

- ✓ Communication and Interaction
- ✓ Cognition and Learning
- ✓ Social, Emotional and Mental Health
- ✓ Sensory and/or physical.

Pupils may have needs in more than one area of need **and** it is important to note that there is no correlation between special educational need and academic ability.

Definition of Special Educational Provision

For children aged two years or older, special educational provision is educational or training provision that is additional to, or different from, that made generally for other children of their age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

Mission Statement

At Penryn College, we support and value the abilities of all our pupils. 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 within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care.

Penryn College adopts a 'whole school approach' to special educational needs, believing that quality teaching and viewing every teacher as a teacher of special educational needs ensures the best learning environment for students. All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with special educational needs can fulfil their potential and achieve optimal educational outcomes.

The school operates a policy of inclusion which, "acknowledges the social, emotional and cognitive factors that contribute to school learning and participation" (Removing Barriers to Achievement- The Government's Strategy for SEN (DCSF2004)). The College takes very seriously its responsibilities towards all students with additional needs and every effort is made to match provision to need, within the resource constraints of the College. We follow the Assess, Plan, Do, Review approach to identification and assessment of additional needs, alongside a graduated approach to SEN provision, as outlined in the Code of Practice (DFE-00205-2013).

Aims

- To embrace students with a wide range of needs
- To allow every pupil to access a broad and balanced curriculum, differentiated to suit their needs.

- To ensure teaching of students with special educational needs is of excellent quality and that all teachers have a good understanding of how to meet the needs of, and to support, the learners.
- To ensure that all pupils with SEN have their needs identified, in order to support academic progression, continued good physical health, mental health and emotional wellbeing.
- To ensure that every child is protected from harm and neglect and that every effort is made to enable them to learn and grow independently.

We are very proud to have a high percentage students at Penryn College. This year, there are young people on our Record of Need who have a wide range of educational needs that come under the following categories:

- ✓ Communication and Interaction.
- ✓ Cognition and Learning.
- ✓ Social, Emotional and Mental Health.
- ✓ Sensory and/or Physical Needs.

This includes 49 students with an Education Health Care Plan (EHCP) and an additional 131 on the Record of Need (RON) During the 2016/2017 academic year, numbers of SEN students per year group were as follows:

- ✓ Year 7 Cohort –EHC 8 (4 ARB) K 26
- ✓ Year 8 Cohort –EHC 14 (4 ARB) K 17
- ✓ Year 9 Cohort:- EHC: 7 (2 ARB) K: 30
- ✓ Year 10 Cohort:- EHC: 7 (3 ARB) K: 29
- ✓ Year 11 Cohort:- EHC: 13 (3 ARB) K: 29

Objectives

- Identify the needs of pupils with SEN as early as possible. We do this effectively by gathering information from parents, education, health and care services and feeder schools, prior to the child's entry into the school. We follow the Assess, Plan, Do, Review approach as outlined in the Code of Practice (DFE-00205-2013).
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated, carefully monitored and regularly reviewed by the SENCO, in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices, providing regular reports on their child's progress, ensuring regular opportunities for fact-to-face contact, providing information regularly on the provisions for pupils within the school as a whole, as well as the effectiveness of the SEN policy and the school's SEN work.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils feel safe to voice their opinions of their own needs. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

Responsibility for the Co-ordination of SEN Provision

The person responsible for overseeing the provision for children with SEN is Mr Paul Walker, the Headteacher. The person co-ordinating the day-to-day provision of education for pupils with SEN is Mrs. Fiona Williams, the SENCO. The line manager for SEN is Mrs Kirstie Oliver, Assistant Head.

The SEN Governors are Mrs. Marian Proudfoot and Mrs Melanie Terry.
All staff and governors contribute to the implementation of the policy.

Penryn College works, as required, with the following external agencies:

- Educational Psychology Service
- Social Care
- Vision Support Service
- Hearing Support Service
- Spectrum Autism Team
- Speech and Language Therapy
- Child and Adolescent Mental Health Service
- Advisory Teacher for Physical Disabilities
- Dyslexia Service
- Education Out of School
- Careers Southwest
- Counselling Agencies e.g. SHARE, Penhaligon's Friends, etc.
- Gweres Kernow
- Youth Service
- Family Information Service
- Devon and Cornwall Police
- Cornwall Fire Service
- Children in Care Education Support Service
- NHS – Physiotherapy, Occupational Therapy, etc.
- Whizzkids
- Physical Disabilities Team
- Vision Support Service
- SEN Services
- CHALK

Arrangements for Co-ordinating SEN Provision

The SENCO will ensure that details of all students who are on the Record of Need, or have been previously, are held on each student's pupil file. Also, that all staff are made aware of any national/local changes to SEN legislation or policy.

All staff can access:

- Penryn College's SEN Policy, SEN Report, Accessibility Policy and School Offer
- Details of all pupils' SEN status, needs, current and past attainment.
- Information on individual pupils' special educational needs, including any pupil specific plans and targets set.
- Practical advice, teaching strategies and information about types of Special Educational Needs and disabilities.
- Regular training to enhance their teaching of students with specific SEN.

Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN; those with statements of SEN/EHCPs and those without.

All SEN paperwork should be passed to the SENCO by the previous school/setting/parents/local support service as soon as possible. If the child is making a transition from another school, a meeting may be set up between the

feeding school's, and the receiving school's SENCO to aid the smooth transition of the pupil and to discuss any other important information relating to that child's needs. Where face-to-face meetings are not possible, contact will be made via telephone to ensure that there is a good understanding of what type of provision is required.

The school will do its best to ensure that the necessary provisions and preparations are made prior (where possible) to a child joining Penryn College. After joining Penryn College, the child will be closely monitored to ensure that all the appropriate provisions are in place.

Specialist SEN Provision

Penryn College has members of staff who specialise in SEN provision and support, alongside highly skilled teachers and teaching assistants who undergo continuous professional development appropriate to their roles. A more detailed breakdown of the available support for students within each category of need can be found in the SEN Information Report.

Once a child's needs are identified, support will be provided in a range of ways including:

- Modification of teaching methods/materials.
- Classroom support by teacher/Teaching Assistant (TA).
- Specialised intervention, including phonics teaching, dyslexia support, autism support, life skills and behaviour support.
- Input from external agencies.
- Specialist equipment.
- ICT support.

Every student will be regarded as an individual and resources will be deployed to help them reach their individual targets. Parents will be kept fully informed about interventions available to their child. As no two children are the same, provision will vary according to individual need.

Facilities for Pupils with SEN

The school already has a range of specialist SEN facilities already in place. These include:

- Lifts
- Stairlifts
- Disabled toilets
- Writing slopes.
- Specialist ICT packages
- Ramps
- Blinds/curtains are available to aid students with a visual impairment
- A sensory room
- Computer access is available at all times, where appropriate
- There are a number of classrooms available for small group work/specialist support

Where required by a pupil's Special Educational Needs, the Academy will also seek (as far as is reasonable):

- Appropriate seating, acoustic conditioning and lighting.
- Adaptations to the physical environment of the school.
- Adaptations to school policies and procedures.
- Access to alternative or augmented forms of communication.
- Provision of tactile and kinaesthetic materials.
- Access to different amplification systems.
- Access to low vision aids.

- Access to specialist aids, equipment or furniture.
- Regular and frequent access to specialist support.
- Any other adjustment which is reasonable and within the resource constraints of the Academy.

Allocation of Resources for Pupils with SEN

Penryn College welcomes applications on behalf of children with Special Educational Needs. Each teacher and tutor continuously reviews the needs of the children in their care and, in consultation with the SENCO, aims to provide, as far as is possible, an appropriate curriculum to fulfil individual needs.

All allocated funds for students with SEN, (subject to annual budget allocations and adjustments) plus money from the whole school budget is used to provide:

- Teaching Assistants.
- Administrative support.
- Specialist resources.
- Support from external agencies.
- Specialist intervention programmes.

On occasion, children with identified needs may need exceptional help; in such cases, the College may refer a student for assessment for an Education Health and Care Plan. If successful, the Local Authority may delegate additional resources to support Penryn College in meeting that child's needs. It should be recognised, however, that such additional help is exceptional.

Identification of Pupils Needs

For clarity regarding the definition of Special Educational Needs, please see the definition of Special Educational Needs at the start of the policy. Parents will be informed when any student is placed on, or removed from, the Record of Need.

Penryn College believes in a graduated approach to support (as outlined in the Code of Practice). 'Quality first teaching' is the first and most effective form of support. However, where a student needs support which is additional to this, they may be placed on the Record of Need at the **SEN Support** (formerly Action and Action Plus) level. All staff working with the student will be given guidance regarding how best to support them and the student's progress will be rigorously monitored. If a student continues to make less than expected progress, despite the College putting in place a range of support, the College may seek the support of a specialist external agency (e.g. the Educational Psychology Service). Any parent/guardian of a student who is classified as SEN Support will be invited to regular meetings at school to discuss progress of their child and next steps. Parents and students will always be fully consulted regarding the planning process. Please see the SEN information Report for more detail regarding this process.

Where the College has taken relevant and purposeful action to identify, assess and meet the SEN of a student, but they continue to make less than expected progress, the Academy, or parent, may consider requesting an Education (EHCP) assessment. Criteria for this is determined by the Local Authority and this can be viewed at www.cornwall.gov.uk. If an application is successful, the Local Authority may delegate additional resources to support the College in meeting the student's needs.

The assessment for an EHCP will combine information from a variety of sources and may include:

- Parents.
- Teachers.
- Educational Psychologists.
- Health professionals.
- Social Care.

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set.

Once awarded, the EHCP will be kept as part of the pupil's formal record and reviewed annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support. **Please note: EHCPs are only awarded in exceptional circumstances. These are determined by the local authority, not the school.**

No new Statements of Educational Need will be awarded, but will gradually be replaced by EHCPs. Where a pupil has a pre-existing Statement, the Academy will provide appropriate support to meet the provision, as detailed within the Statement. This will be reviewed annually.

Access to the Curriculum, Information and Associated Services

Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents for other flexible arrangements to be made, within the resource constraints of the school.

The school curriculum is regularly reviewed by the Headteacher, Senior Leadership Team, Governors and Curriculum Committee (which includes the SENCO) to ensure that it is accessible and challenging to pupils of all levels and abilities, and supports the learning and progress of all pupils as individuals. This includes learning outside the classroom.

It is our aim to ensure that all resources and SEN provisions are being used effectively and efficiently within the school setting in order to support the taught curriculum and enable pupils to reach their full potential. Penryn College does this by:

- Promoting that 'all teachers are teachers of SEN'
- Keeping staff fully informed of the Special Educational Needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback.
- Providing regular training and learning opportunities for staff in all departments on the subject of SEN and SEN teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils, including those with SEN.
- Making effective use of the facilities and spaces available.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision and it is within the resource constraints of the College.
- Setting appropriate individual targets that motivate and challenge pupils to do their best and enabling them to succeed.
- Celebrating achievements at all levels.

Inclusion of pupils with SEN

Penryn College endeavours to be inclusive in all areas of the College's work. We aim to optimise opportunities for participation and achievement across all areas of school activity (social, curricular and physical).

The curriculum is regularly reviewed, to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

Penryn College ensures that all teaching staff practise teaching methods that suit the needs of individual pupils. It has an inclusive ethos throughout and encourages social responsibility and understanding amongst all pupils.

Evaluating the Success of Provision

In order to make consistent continuous progress in relation to SEN provision the College encourages feedback from staff, parents and pupils throughout the year. Penryn College has a rigorous monitoring cycle and SEN is an integral aspect of this. Evidence collected will help inform school development and improvement planning. Evidence will include:

- Academic data.
- A wide range of achievement data (not just academic).
- Behavioural data.
- Student voice.
- Parent voice.
- Staff voice.
- Attendance data.
- Lesson observations.

Complaints Procedure

Please see the Penryn College Complaints Policy and Local Authority Complaints Policy. There is an identified disagreements resolution process in relation to Education, Health and Care Plans, which the Academy or Local Authority will make available upon request.

Continuous Professional Development

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

There are a range of SEN development opportunities within the annual CPD programme, delivered by both internal and external colleagues.

The SENCO or appointed member of staff attends relevant SEN courses and facilitates/signposts relevant SEN focused external training opportunities for all staff.

The Senior Leadership Team ensures that training opportunities are matched to school development priorities and those identified through performance management.

Links to support services

Penryn College continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO and the child's parents.

Working in Partnerships with Parents

Penryn College firmly believes that a close working relationship with parents is vital in order to ensure:

- a) the happy, healthy and safe education of our young people through to adulthood;
- b) early, accurate identification and assessment of SEN leading to the correct intervention and provision;
- c) continuing social and academic progress of children with SEN; and
- d) personal and academic targets being set and met effectively.

The school welcomes feedback from parents all year round and parents can make an appointment to speak to any member of staff, including the Headteacher, throughout the year.

Parents are kept up to date with their child's progress through written reports, parents' evenings, and additional meetings, as appropriate.

In cases where more frequent contact with parents is necessary, this will be arranged based on the individual pupil's needs. The College may also signpost parents of pupils with SEN to the relevant support services.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision.

If parents would like support during any meetings with the school, Penryn welcomes representatives from SENDIASS or other advocates. SENDIASS can be contacted <http://www.cornwallsendiass.org.uk/>

Links with Other Schools

Links with other schools, including special schools, are promoted. It is recognised that transition phases can be particularly difficult and, therefore, every effort will be made to ensure that these links are made.

Receiving pupils – All new pupils will have a meeting with a member of the Senior Leadership Team before joining Penryn College. Penryn College will request all information pertaining to a pupil's SEN from the previous school and the Local Authority, if appropriate. If necessary, the SENCO works with the parent and previous school, to ease the transition of the pupil moving to Penryn College.

Transferring pupils –copies of all SEN related information, including provision, will be sent to the receiving school. The SENCO will liaise with the receiving school and/or parent, as appropriate.