



Special Educational Needs and Disabilities Information Report

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 (July 2014)
- Schools SEN Information Report 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 (July 2014)
- Teachers Standards 2012

SENDCo

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SEND Information Report Contents

- (1) SEND Policy
- (2) Pondhu Primary School's Local Offer

Reviewing the SEND Information Report

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

Date when SEND Information Report was updated: Autumn 2016

Date when next review is due: Autumn 2017





Pondhu

Primary School

SEND Policy

Policy Number 14

Date of First Agreed:	Summer 2015
Date of Last Review:	Autumn 2016
Date of Next Review:	Autumn 2017
Subject Leader:	Victoria Burgess
Subject Governor:	David Leaity



SEND Policy Contents

- Section 1. Compliance
- Section 2. Vision
- Section 3. Aims & Objectives
- Section 4. Identifying special needs
- Section 5. Graduated approach to SEND support
- Section 6. Managing pupils needs on the SEND register
- Section 7. Criteria for exiting the SEND register
- Section 8. Supporting Pupils and Families
- Section 9. Monitoring and Evaluation of SEND
- Section 10. Training and resources
- Section 11. Roles and responsibilities
- Section 12. Storing and managing information
- Section 13. Reviewing the policy
- Section 14. Accessibility
- Section 15. Dealing with complaints
- Section 16. Anti- Bullying
- Section 17. Appendices
 - i) Statutory timescales for EHC needs assessment and EHC plan development
 - ii) Glossary of Terms



Section 1: 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's Curriculum Statement

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.

In the spirit of current reforms, this policy was co-produced by the school's SENDCo with the SEND Governor in liaison with the SMT, staff and parents of pupils with SEND.

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

- Admissions Policy
- Accessibility Plan
- Attendance Policy
- Behaviour & Anti-Bullying Policy
- Complaints Policy
- Equal Opportunities including Race Equality Policy
- Home School Agreement
- Learning and Teaching Policy
- Safeguarding Policy
- Managing the Medical Needs of Pupils



Section 2: Aims and Objectives

Aims

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

We provide rich, stimulating learning opportunities which capture children's interests, enhance their personal development and inspire 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.

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.

Objectives

1. To identify and provide for pupils who have SEND and/or additional needs.
2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To operate a "whole pupil, whole school" approach to the management and provision of support for SEND.
4. To provide support and advice for all staff working with pupils with SEND.
5. To provide support and advice for parents and carers of children with SEND.

Rights Respecting School

Pondhu School has gained the Rights Respecting Schools Award (RRSA), Level 1, which recognises achievement in putting the United Nations Convention on the Rights of the Child at the heart of our planning, policies, practice and ethos. As a rights respecting school we teach about children's rights and model rights and respect in all relationships.

This document relates most directly to the following articles from the *United Nations Convention on the Rights of the Child*:

Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis

Article 3: All adults should do what is best for you. When adults make decisions, they should think about how their decisions will affect children

Article 12: Every child has the right to give his/her opinion, and for adults to listen and take it seriously

Article 23: Every child has the right to special education and care if they have a disability, so that they can live a full life

Article 28: Every child has the right to a good quality education. They should be encouraged to go to school to the highest level they can



Section 3: Identifying Special Educational Needs

Definition of SEND

Pondhu Primary School regards pupils as having special educational needs if they have a significantly greater difficulty in learning than the majority of learners of the same age or if they have a disability which either prevents or hinders them from making use of educational facilities of a kind provided for learners of the same age. These children will need help that is 'additional to or different from' help that is given to other children of the same age. At Pondhu Primary School, we implement the *Cornwall Schools' Single Equality Scheme (CSSES)* for all learners, including those with SEND.

Children's behaviour is recognised as a method of communication and whilst challenging behaviour is not described as a special educational need, it often indicates an underlying response to a need. School will work closely with parents and carers to identify causes of challenging behaviour and identify provision to support these needs.

The categories of special educational need as set out in the SEND Code of Practice (2014) are:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

These four broad areas give an overview of the range of needs and the purpose of identification is to work out what action we need to take, not to fit a child into a category. At Pondhu, we identify the needs of pupils by considering the needs of the whole child, which will include much more than their special educational needs.

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 – these alone do not constitute SEND)
- 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 (CIC)
- Being a child of serviceman/woman

Identification of children with SEND

Learners may be identified at any stage, from Nursery 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/APP Scores and in-school assessments
- Target Assessments

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



SECTION 4: A Graduated Approach to SEND 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 (QFT).

Quality First Teaching; Maximising opportunities for learning within our school curriculum

All teachers working with learners at Pondhu Primary School, including those with SEND, will ensure that their needs are met by:

- Maximising learning experiences through effective planning which takes account of the diverse needs of all learners.
- Catering for differing abilities and interests: have high but appropriate expectations of all children
- Using prior knowledge assessments to guide each learning opportunity, adapting learning expectations in line with this assessment technique so that all learners receive challenge e.g. A lesson may be adapted in order to give extra support or extra challenge in line with each child's level. Future planning will be adapted depending on the outcome of a lesson
- Sharing clear and appropriate learning challenges which are accessible to all pupils, so that the children understand the purpose of a lesson. This could be shared as an "I can...." title" to be self assessed at the end of the lesson or through regular oral discussion of the objective
- Sharing lesson outcomes and setting these in real life contexts e.g. 'By the end of the lesson we willHow might this be useful in new situations/real life?'
- Having the confidence to be flexible and take risks, not always sticking rigidly to the planning but knowing when it is right to use the children to guide the lesson towards the lesson objective
- Planning for and providing all learners with specific challenge/extension tasks in order to motivate and extend children's learning potential
- Using time efficiently to ensure that the pace of lessons and learning is maximised
- Using tracking data on a regular basis to target and implement strategies for children who are making less than expected progress
- Differentiating and adapting their planning in order to meet the needs of all the learners in their class, and annotating plans to ensure that specific needs are considered
- Using questioning throughout a lesson to assess and review learning in order to challenge and support all learners. If necessary adapt a lesson to meet all learners' needs e.g. if an activity is too easy/hard adapt it for specific children there and then
- Using and valuing children's own self/peer assessments in order to assist planning and future differentiation
- Judging the pupils' understanding with accuracy and use this to inform future learning opportunities/planning: through the use of success criteria, self and peer assessment, questioning, prior knowledge assessments as well as subject specific assessment procedures
- Being able to identify where a pupil is, and provide necessary stimulus to ensure that pupil recognises and accepts the next stage of learning
- Having high expectations and using targets to motivate all learners to achieve more through oral and written feedback
- Putting in place different ways of teaching so that pupils are fully involved in learning. This may involve things like using more practical learning or providing different resources adapted individual children.
- Putting in place specific strategies, which may be suggested by the SENDCo or staff from outside agencies, to enable your child to access learning tasks



Pondhu's Graduated Approach

To respond to pupils who have or may have SEND

(Bracketed figure references SEND Code of Practice 2014)

6.36: Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

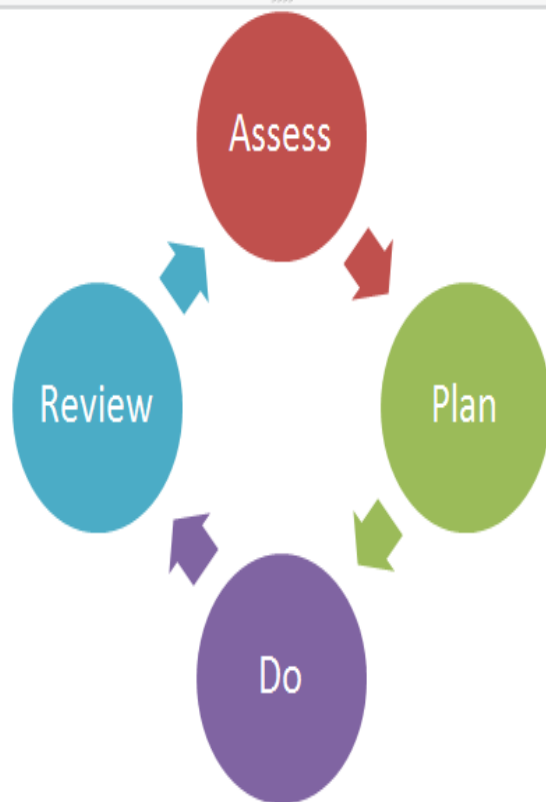
Tier 1	<p>6.37 High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.</p> <p>Review the quality of the differentiated teaching being provided to the pupil, and if necessary, improve teachers' understanding and implementation of strategies to identify and support vulnerable pupils.</p>
Level 2	<p>6.38 Class teacher, SENDCo, Headteacher and Key Stage leader to collate and scrutinise data (attendance, achievement, progress, in-school reports, parental concerns etc.) using national comparisons, formative assessment and other assessment tools the school may use.</p> <p>If pupil has additional needs e.g. is looked after, has medical needs, has emotional, social and mental health needs, etc., teacher to liaise with those with responsibility for ensuring success e.g. SENDCo, PSA.</p> <p>6.38 For higher levels of need, the class teacher will liaise with the SENDCo and a request to external agencies to provide advice and assessments will be considered.</p> <p>6.38 If there are housing, family or other domestic needs, the SENDCo might consider that a multi-agency approach may be required to respond to the pupil's needs. In this case the SENDCo will inform the PSA and a Common Assessment framework (CAF) may be instigated.</p>
<p>Following a review of teaching and strategies and in consideration of data and any additional needs (Level 1 + 2), the following decisions will be made by the class teacher, SENDCo, Headteacher and Key Stage leader .</p> <ul style="list-style-type: none"> • Monitor: The child's needs can be met through Quality First Teaching and their progress will be reviewed at termly Pupil Progress meetings. Or; • On-Alert: The child's needs can be met through Quality First Teaching and some targeted provision. Their progress will be reviewed at termly Pupil Progress meetings. Or; • SEN Support: The child may require special educational provision. The child's needs will be discussed with parents and a decision will be made regarding provision (Level 3) 	
Level 3	<p>6.39 The teacher with support from SENDCo, if judged necessary, will undertake an early discussion with parents and pupils to add information to the initial assessment on areas of strengths, difficulties and concerns.</p> <p>The school's local offer will be used to agree with parents and pupil, the best way to achieve outcomes sought for the pupil and to identify the steps needed to achieve these.</p> <p>6.40 At this point, a decision needs to be made whether outcomes can be achieved by adapting the school's local offer or whether different to and additional from action is required.</p> <p>6.43 A record will be taken of the meeting that includes the actions to be taken by the parent, the pupil and the teacher in order to reach the expected outcome. A clear date for review will be agreed. If it is decided the child has SEND i.e. requires special educational provision to be made for them, this decision will be recorded in the school information system. A copy of the meeting record will be provided to the parents.</p> <p>6.44 The teacher working with the SENDCo, will identify the action required to remove barriers to learning and put effective special educational provision in place. The provision offered will reflect a graduated approach and be delivered via a four part cycle: Assess, Plan, Do, Review</p>
Level 4	<p>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 (EHC) assessment to be undertaken by the Local Authority.</p>



The Four Part Cycle of SEND Support

(6.44) The teacher working with the SENDCo, should identify the action required to **remove barriers** to learning and put effective **special educational provision** in place. (6.44)The provision offered should reflect a **graduated approach** and be delivered via a four part cycle:

Four Part Cycle



1) Assess. 6.45 The class teacher, SENDCo, Headteacher and Key Stage leader will carry out an **analysis of the pupil's needs**. This assessment will be **reviewed regularly** and will be **shared and discussed with parents**.

2) Plan. 6.48 The teacher and the SENDCo will agree in consultation with the parents and the pupil, the **adjustments, interventions and support** to be put in place, as well as the **expected impact** on **progress, development or behaviour** along with a clear **date for review**.

6.57 The record will include any additional action needed to support **transitions**

The support selected to meet the outcomes will be based on **evidence of effectiveness**. Staff who deliver the support will be **knowledgeable and skilful**

Parents will be informed of support provided, and where possible, will be **involved to reinforce or contribute** to progress at home.

3) Do. 6.52 The **teacher is responsible** for the **daily work** with the pupil to attain outcomes. If support is provided away from the classroom, teachers still retain responsibility for progress and **will work closely** with those delivering the support **to plan and assess impact** and to **link the work to classroom teaching**.

6.52 The **SENDCo** will support the teacher in **further assessment of the pupil's strengths and weaknesses**, in **problem solving** and **advising** on the effective implementation of support.

4) Review. 6.53 The **impact of the support** will be reviewed and the class teacher, SENDCo, Headteacher and Key Stage leader in consultation with the parent and pupil, will **revise the support** in light of the progress achieved. (6.65 review min 3x p/yr)

6.58 If a pupil continues to make **less than expected progress** despite evidence based support and interventions matched to their areas of need, the school will discuss with parents **the need to involve outside specialists**.

6.62 The **SENDCo, teacher, specialists and parents** will consider evidence-led teaching approaches, equipment, strategies and interventions that may be utilised to support pupil progress.

6.67 The provision will aim to **deliver the outcomes agreed** and a **termly review date** set where the teacher, supported by the SENDCo, can discuss progress achieved with the parents.

6.70 The **views of the pupil** will be included in these discussions.

6.71 **A record of the outcomes, action and provision agreed** in the discussion will be shared with **appropriate school staff** and a **copy given to the parents**. The school information management system will be updated as appropriate.

6.63 Where despite relevant and purposeful action to identify, assess and meet the SEND of the pupil, **they have not made expected progress**, then the school and/or parents will consider **requesting an Education, Health and Care assessment**.



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
- Cornwall Special Educational Needs Disability Information and Advice Support Service (SENDIASS) should be able to help you through this process if you require. <http://www.cornwallsendiass.org.uk/>
- The Code of Practice states that Local Authorities must collaborate with parents and young people throughout the process so that their aspirations are fully included in the assessment. The application paperwork provided will need to clearly demonstrate the provision already in place for your child and how effective this has been
- After the request has been sent to the Local Authority (with a lot of information about your child, including some from you and the school), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need an assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with support in school. The LA must decide if it will make this assessment within 6 weeks of the request
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and/or lifelong. If this is the case they will write an EHC Plan.
- If this is not the case, they will ask the school to continue with the support to ensure your child makes as much progress as possible
- If produced, the EHC Plan will outline the individual/small group support your child will receive from the LA, how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child
- Additional adults may be used to support your child with whole class learning, run individual programmes or run small groups including your child

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



Section 5: Managing pupils needs on the SEND register

The graduated response allows a clearer picture of how needs can be met. When a child has been identified as having needs which require additional support, the Assess, Plan, Do, Review cycle is recorded on an Individual Education Plan (IEP).

- IEPs are written by the class teacher with support, as necessary, from the SENDCo.
- Parents' views inform IEPs and parents and children are involved in target setting and reviews. A child-speak version of the IEP is created to engage children in their goals.
- IEPs incorporate targets set by external professionals, as necessary.
- The IEP identifies barriers to learning, sets out specific and measurable targets and outlines the provision required to meet these targets.
- Progress towards outcomes is measured on a 0-10 Outcome Scale.
- IEP targets are transferred to Target Planning grids which map the provision in each class.
- Following each session of targeted support comments are made on the Target Plan by the member of staff who has delivered the provision, and these comments are used by the class teacher to inform planning for the coming cycle.
- Target plan comments inform regular IEP reviews, whereby IEPs are annotated by the class teacher in consultation with TA/HLTAs. The Outcome Scale is updated to reflect progress towards outcomes.
- During termly pupil progress meetings, targeted children's IEPs are reviewed and a discussion takes place around progress towards outcomes. Decisions are made regarding the child's 'next steps' and the type of provision required.
- IEPs are updated with new or adjusted targets.

Provision

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

Intervention Groups

Any child who has specific gaps in their understanding of a subject/area of learning may receive support through specific small group work. These groups may be run in the classroom or in another area of the school. These are called Intervention groups.

- The class teacher will have carefully checked a child's progress and will have decided that the child has a gap in their understanding/learning and needs some extra support to close the gap between the child and his/her peers
- The teacher will plan group sessions for the child with targets to help the child to make more progress
- A teacher, teaching assistant, HLTA or outside professional will run these small group sessions using the teacher's plans, or a recommended programme

Individual Support

- There are some children with specific barriers to learning that cannot be overcome through whole class good and outstanding teaching and intervention groups. If a child has been identified as needing more specialist input instead of, or in addition to Quality First Teaching in the classroom and intervention groups, referrals may be made to outside agencies to advise and support the school in enabling the child to make progress.
- Before referrals are made parents and carers will be asked to come to a meeting to discuss their child's progress and help plan possible ways forward. If it is agreed that the support of an outside agency is a way forward, parents and carers will be asked to give their permission for the school to refer the child to a specialist professional e.g. a Speech and Language Therapist, school nurse for advice on physical or sensory issues and onward referral to a health professional or Educational Psychologist. This will help us and the parents and carers to understand the child's particular needs better.



- If the referral is accepted, the specialist professional will work with the child to understand his/needs and make recommendations, which may include:
 - Making changes to the way the child is supported in class e.g. some individual support or changing some aspects of teaching to facilitate learning
 - Support to set targets which will include their specific professional expertise
 - The child's involvement in a group run by school staff under the guidance of the outside professional.
 - Group or individual work with an outside professional

Specified Individual support for your child in school:

- This is usually provided via a Statement of Special Educational Needs (provided until September 2014 and those in existence still remain valid) an Education, Health and Care Plan (EHCP) (from September 2014) or through application to the Local Authority for higher level needs funding. This means the child will have been identified by the class teacher/SENDCo as needing a particularly high level of individual and small group teaching, which cannot be provided from the resources already delegated to the school. This level of support would be appropriate for children whose learning needs are severe, complex and/or lifelong and who as a consequence need a high level of support in school.
- Usually, if a child requires this 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 Education, Health and Care Plan (EHCP), please see Section 4 of this report.

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

SECTION 6: Criteria for exiting the SEND register/record

- Through the Assess, Plan, Do, Review process children's progress is measured in order to see if their barriers to learning still require additional support, above and beyond their peers.
 - When children have achieved outcomes, the SENDCo and Class teacher, in consultation with Key Stage Leader and Headteacher, will decide if the child's needs can now be met by through *Quality First Teaching* alone.
 - Children may still be monitored and some will require some additional support, which can be provided by the resources within each class (Teacher/TA).
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SECTION 7: Supporting pupils and families

Local Authority Local Offer

From September 2014, Local Authorities and schools are 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 will also be 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: www.supportincornwall.org.uk/localoffer

The Governing Bodies of maintained 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 on the school website at:
http://pondhu.eschools.co.uk/website/special_educational_needs/54403

Other Links for parents support

-SEND Information and Advice Support Service (SENDIASS):	http://www.cornwallsendiass.org.uk/
-Educational Psychology Service Advice Line:	01872 322888, Wednesdays 2 – 5pm
-Family Information Service (FIS):	http://www.cornwallfisdirectory.org.uk

Admission Arrangements

- If the number of applications for admission to the school exceeds the school's Published Admission Number, places are allocated first to those pupils whose statutory statement of special educational need or Education, Health and Care Plan names the school as the most appropriate mainstream school that meets the learner's needs.
- Please refer to Cornwall Council's Admissions policy for further details of admission arrangements and procedures. (<http://www.cornwall.gov.uk/admissions>)

Test Access Arrangements

- The class teachers work closely with the Key Stage Leaders 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, Key stage leaders and the Headteacher

SEND Transition Arrangements

- We recognise that change can be difficult for any child, especially for children with SEND.
- For children assigned a 1:1 TA, strong relationships are developed which support children in managing change. Whenever possible, we aim for children to remain with the same 1:1 TA when transitioning between the Key Stages: from Reception to Year 1 and Year 2 to Year 3.
- Children with significant SEND have their own *All About Me* book, which acts as a communication passport. Shared with new staff, this contains information about the children's needs and enables staff to be fully informed regarding necessary support and arrangements for the child's needs. These children have additional visits to the new classroom to familiarise themselves, taking pictures and videos to support familiarity and reduce anxiety.
- Whole-Class Thrive screenings take place in July, involving the child's current teacher, their next teacher and a licenced Thrive Practitioner. These enable specific and targeted support to be put in place prior to children beginning the new academic year.



- *Moving up day* during the summer term helps children prepare for the new term. All children have a morning with their new class teacher to afford opportunities to become familiar with new adults, a new environment and changes in classroom routines.
- 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*
- Home visits take place for children entering Nursery and Reception, prior to starting school.
- Termly Parents' Forum

Transfer to Secondary Education

- When a pupil with a statement of SEN or 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.
- Pupils who are at SEN Support in Year 6 will be discussed by the SENDCo with the SENDCo(s) of their receiving schools in the summer term of Year 6. Extra visits are arranged as necessary for children with SEND to afford opportunities to become familiar with new adults, a new environment and changes in classroom routines.

Transition support for children with identified special needs starting at Pondhu Primary School:

- We will first invite parents and carers to visit the school with their child to have a look around and speak to staff, including the SENDCo. Further visits may be planned if it is decided they could assist the child. Any concerns that parents and carers have should be raised at this meeting so that they can be immediately addressed and solutions found
- If an Early Support/CAF TAC is in place, a meeting will be held to discuss the child's needs, share strategies used, and ensure provision is put in place before the child starts
- The SENDCo and/or the child's key person may make a home visit or visit the child if they are attending another school or early years setting
- Records will be requested from the child's current Early Years or School setting so that positive strategies already in place may be built upon
- We may suggest adaptations to the settling in period to help the child to settle more easily
- When a child joining school has needs we have not previously supported we will work closely with the relevant agencies to ensure provision is comprehensive.

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 8: 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 a statement, or 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 *Managing the Medical Conditions of Pupils*.



Section 9: Monitoring and Evaluation of SEND

At Pondhu School, evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils. The combination of open dialogue, SMART targets and clear, achievable outcomes creates a cohesive, structured approach, ensuring that needs can be identified and supported quickly.

Detailed records are kept, which provide up to date information about SEND provision, monitored as part of the Assess, Plan, Do, Review cycle (see section 4).

Evidence is gathered from a comprehensive range of sources and analysed to inform SEND practice.

Observations:

Children identified as having special needs are observed by the SENDCo regularly. A variety of different types of observations are made as part of the process, which may look at general engagement for learning, or may be more diagnostic, as part of the four part cycle.

Scrutiny of documentation:

Records include:

- Annotated IEPs
- Target plan annotations
- Record of Interventions
- Planning
- Annotated paperwork provided by external agencies.

Pupil View

As a *Rights Respecting School*, pupils' views are heard and listened to, including the views of children with SEND. In addition to continuous dialogue, views are represented through the School Council.

Analysis of Data

Available data includes:

- Termly assessment data
- SATs (Year 2 and 6)
- Optional SATs (Years 3-5)
- Phonics screening
- Criterion referenced assessments (e.g. initial sounds, high frequency words)
- Attendance figures
- Progress demonstrated as a result of an intervention programme
- Thrive assessment data
- GL Assessments bi-annually

Focus for data analysis:

- Individual pupils with SEND
- Pupils with SEND within a year group
- Area of need (see Section 3)
- Level of need
- Groups receiving specific support e.g. spelling group, intervention programme
- Gender
- Pupils in receipt of Pupil Premium



Meetings:

Meetings are well structured and build on previous knowledge, developing a comprehensive view of the child and how best to support needs and promote progress.

Meetings include:

- Weekly IEP pupil review (Class teacher and TA/HLTA)
- SEND meetings (SENDCo and/or; class teacher, parents and carers, external professionals)
- Termly Pupil Progress Meetings (Headteacher, Key Stage lead, SENDCo and Class teacher)
- Thrive Assessments (Thrive Practitioner and Class teacher)

Staff

Members of the SMT and subject leaders regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

Teachers' planning is monitored regularly to ensure it reflects *Quality First Teaching*. Support and training is given, as necessary to ensure planning shows effective provision for children with SEND, including differentiation, use of adults, resources and outcomes.

TAs with specific responsibilities for individual children are managed by the SENDCo. Formal observations take place in the autumn and spring terms, and informal observations take place throughout the year, as part of the process of monitoring children with SEND. Performance management meetings take place termly.

Staff views are acquired through staff meetings and performance management in addition to regular, quality dialogue.

Governors

Pondhu school governors take an active part in school life and the Chair of Governors is also the SEND Governor. The SENDCo and SEND Governor meet regularly to review the SEND action plan and examine provision.

The SENDCo produces a termly report for governors, which details data, progress, provision and updates. The report is shared with all governors and discussed at governor meetings.

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
- SEND Meetings
- ES/CAF TAC Meetings
- Annual Reviews (for children with a Statement/EHC Plan)
- Parent forum
- Parents' Group (*Friends of Pondhu*)
- Ofsted 'Parent View', available to view online at <https://parentview.ofsted.gov.uk/>

SEND Resources

- SEND resources are audited annually
- A lending system is in place to allow access to centrally stored resources
- Use of resources is monitored through observations and SEND meetings
- Digital SEND resources are available on the school's 'shared drive', updated and backed-up regularly
- Membership to NASEN is reviewed annually.



Section 10: Training and Resources

Training

- The SENDCo's role is to support class teachers in planning for children with SEND. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post. A meeting may be arranged with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- 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.
- Through the performance management process, staff are encouraged to undertake training and development.
- 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. Recent training has included whole staff awareness and implementation of Autism Friendly strategies, Dyslexia Friendly strategies and Thrive.
- 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 the LA's SENCO network meetings and EP SENCo cluster 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.

Resources

- The school budget, received from Cornwall LA, includes money for supporting children with SEND through the Age Weighted Pupil Unit; the Notional SEN budget; Pupil Premium Grant or Additional Educational Needs funding for those pupils with higher level complex needs and/or lifelong conditions. The Headteacher decides on the budget for Special Educational Needs in consultation with the school governors, on the basis of the needs of the children currently in the school. The support is then allocated as follows:
- The Headteacher and the SENDCo discuss all the information they have about SEND in the school, including:
 - the children getting extra support already
 - the children needing extra support
 - the children who have been identified as not making as much progress as would be expected.
- They will decide what resources/training and support is needed. All resources/training and support are reviewed regularly and changes made as needed.
- Learners may be provided with additional support through:
 - in-class support from TAs
 - small group support from TAs or teachers
 - specialist support e.g. 1:1 tuition
 - support from external agencies
 - provision of specialist resources e.g. ICT equipment or software
 - targeted training and development for staff
- Additional support to be provided for your child will be discussed with parents and carers.
- For learners with a statement of SEN or EHC plan, the entitlement to additional support will be reached when the plan is produced or discussed and amended following annual review.
- Pondhu School is a member of NASEN (National Association for SEN) which entitles staff access to resources, newsletters, journals and professional development materials.



Section 11: Roles and Responsibilities

Role of the Governing Body

The Governors, working in partnership with the Headteacher, have responsibility for deciding the school policy and approach to meet the needs of SEND learners. The designated SEND Governor at Pondhu Primary School is Mr David Leaity

The Governing Body is required to:

- Do its best 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
- Have regard to the Code of Practice when carrying out its duties towards all children with special educational needs
- Ensure that an SEND Information report is published annually which provides information about admission of children with disabilities, the steps to show disabled children are prevented from being treated as less favourably than their peers, the facilities provide to enable access to the school for disabled children and the school's access plan, showing plans for improvement in access over time
- Ensure there is a designated SEND Governor who maintains an up to date knowledge of SEND policy and understanding of SEND issues at a school, local, county and national level

The SEND Governor is responsible for:

- Making sure that the school has an up to date SEND Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making sure that the necessary support is made for any child who attends the school who has SEND
- Making visits to understand and monitor the support given to children with SEND in the school, meeting with the SENDCo and being part of the process to ensure children achieve their potential in school
- Reporting on how the SEND policy is being implemented in the school and how resources have been allocated in the Governing Body's Annual report to parents and carers.

➤ Mr Leaity can be contacted via the school office.

Mrs Debbie Tregellas is the Headteacher of Pondhu Primary School. She is responsible for:

- The strategic leadership and day to day management of all aspects of the school, this includes the support for children with SEND. She will give responsibility to the SENDCo and class/subject teachers but has overall responsibility for ensuring that children's needs are met
- Ensuring that staff performance management arrangements and professional development emphasise the importance of high quality teaching and progress for all learners in the school including those with SEND
- Ensuring that the Governing Body is kept up to date about SEND in the school
- Designated Safeguarding Lead
- Managing PPG/CIC funding
- Managing the school's responsibility for meeting the medical needs of pupils

➤ Arrangements to meet with Mrs Tregellas, can be made through the school office.



Key Stage Leaders support class teachers in all aspects of teaching and learning:

- Mrs Sarah Parekh is the Early Years Foundation Stage (Nursery and Reception) and Key Stage 1 Leader (Years 1 and 2)
- Mr Nathan Cooper is the Key Stage 2 Leader (Years 3 – 6)

Key Stage Leaders can also be contacted at the beginning or end of the day, by making an appointment to meet, via the school office.

The SENDCo

The SENDCo with responsibility for co-ordinating Special Educational Needs and Disabilities is Mrs Victoria Burgess. She is responsible for coordinating all the support for children with special educational needs and or disabilities, and developing the school's SEND Policy to ensure all children get a consistent, high quality response to meeting their needs in school.

The SENDCo will ensure that parents and carers are:

- involved in supporting their child's learning
- kept informed about the support their child is getting and are involved in reviewing their progress
- part of planning ahead for them

The SENDCo will:

- Provide specialist support for teachers and support staff in the school so they can help your children with SEND to achieve their potential through using a 'graduated response' to providing SEND support.
- Support teachers to write Individual Education Plans (IEP) that specify the targets set for children to achieve.
- Organise training for staff so they are aware and confident in meeting the needs of children within our school.
- Undertake the performance management of SEND Teaching Assistants to ensure consistent implementation across the school.
- Update the school's SEND register, a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood, and making sure that there are up-to-date records about children's progress and needs.
- Advise on the use of the SEND budget and other resources to meet the needs of learners with SEND effectively
- Liaise with all the other professionals who may be coming into school to help support children's learning e.g. Speech and Language Therapists, Educational Psychologists, Occupational Therapists, Physiotherapists and other services from the Cornwall Local Authority.
- Liaise with early years providers, other schools from which learners may be joining Pondhu and schools to which learners are transferring, to ensure that children's needs are comprehensively provided for and a smooth transition planned.
- Work with the Headteacher and Governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access requirements

Arrangements to meet with Mrs Burgess, can be made through the school office.

The Class Teacher is responsible for:

- Ensuring that all are provided with high quality teaching and learning opportunities and that the curriculum is appropriately adapted (differentiated) to meet children's individual needs
- Checking on the progress of children and identifying, planning and delivering any additional they may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDCo, as necessary
- Writing Individual Education Plans (IEP), and sharing and reviewing these with parents and carers at least once each term and planning for the next term
- 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. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- 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.

Higher Level Teaching Assistants (HLTAs)

HLTAs have specialist skills and training and provide support for teachers in relation to teaching and learning. They may undertake 'specified work' under the direction and supervision of a teacher in addition to running specific interventions to support the additional needs of children. This may involve working with individual pupils as well as with groups and whole classes.

Teaching Assistants (TAs)

Additional support may be offered to children by a Teaching Assistant (TA) if a high level of additional adult support is required to enable their engagement in learning. Teaching Assistants play a very valuable role in facilitating children's learning and monitoring progress in liaison the class teacher. TAs are line managed by the relevant Key Stage Leader.

SEND TAs are assigned to children with significant needs. These members of staff have the relevant additional training required to meet the needs of these children, and they form secure relationships with the children, which is a critical aspect of ensuring inclusion for all. SEND TAs are line managed by the SENDCo.

Parent Support Advisor (PSA)

The parent support advisor is Claire Hollebon. The PSA is available to support parents in a wide variety of ways, including offering parenting advice, help with issues around attendance and providing support for parents to access the services they need. The PSA supports positive links to the school, helping parents to feel confident to engage with their child's learning.

Section 12: Storing and Managing Information

School holds personal information about pupils including contact details, national curriculum assessments, attendance information, ethnicity, special needs and relevant medical information and they share some of the information they hold with the Local Authority. This information enables us to monitor and evaluate provision.

Pondhu Primary School respects the principles of fair processing when handling personal information. Documents are stored confidentially, in line with The Data Protection Act 1998 and the Cornwall Council Retention Schedule.

For further information about the processing of data by Cornwall Council and the Department for Education (DfE), please visit:

<https://www.cornwall.gov.uk/education-and-learning/how-we-handle-your-personal-information/schools-information/>



Section 13: Reviewing the policy

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

Date when SEND Information Report was reviewed: Autumn 2016

Date when next review is due: Autumn 2017

Section 14: Accessibility

As an inclusive school, all members of staff are continually conscious of the need to identify barriers to learning. We have adopted the *Social Model of Disability*, which looks at ways of removing barriers that restrict life choices for disabled people. When barriers are removed, disabled children in our school can be independent and equal, with choice and control over their own lives.

- The school is a single storey building with access to all areas, accessible to wheelchairs and to children with physical disabilities via ramps.
- We ensure that equipment used is made accessible to all children regardless of their needs.
- The school has a toilet which is adapted, including changing facilities, for use by disabled people and there are handrails in some other toilets.
- Specialists from the Vision Support Service and Hearing Support Service evaluate the auditory and visual environment and school make improvements in line with recommendations.
- Written information takes account of disabilities and is adapted for children as appropriate, or recommended by specialists. As a Dyslexia Friendly School, written information is delivered to take account of individual needs and preferred formats.
- When a new child with a disability attends our school, we take advice to ensure all his/her needs are fully catered for. We may seek the advice from the following services:
 - The Physical Disability Support Service
 - Occupational Therapy Team
 - Vision Support Service
 - Hearing Support Service
- There is a designated disabled parking space in the visitors' car park

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

Parents and carers who do not have access to the internet are advised to speak with the office regarding accessing hard copies of written information available online.



Section15: Dealing with Complaints

Through working in partnership with parents, the school staff team wish to offer every opportunity for parents and carers to ask questions and express any concerns.

The class teacher should be the first point of contact when wishing to discuss worries about a child. If further advice is needed, the SENDCo can meet with the parents and carers and class teacher to further address concerns.

For formal complaints, parents and carers are advised to refer to the school complaints policy, a copy of which is available on the website www.pondhu.eschools.co.uk or from the school office.

Section 16: Anti-Bullying

Pondhu Primary School is an inclusive school, and we treat our children as unique individuals. We seek to address the wholeness of each child, in relation to their intellectual, physical, spiritual, social and moral development. We take steps to ensure and mitigate the risk of bullying of vulnerable learners at our school.

No one person or group, whether staff or pupil, should have to accept bullying behaviour and it must be made very clear that we will not tolerate bullying at our school. We are committed to providing a caring, friendly and safe environment for all our pupils so that they can grow and learn in a supportive environment.

Please refer to the Behaviour and Anti-Bullying policy for details of how we promote this belief and enable members of the school community to recognise bullying, when it takes place, and to deal with it effectively.

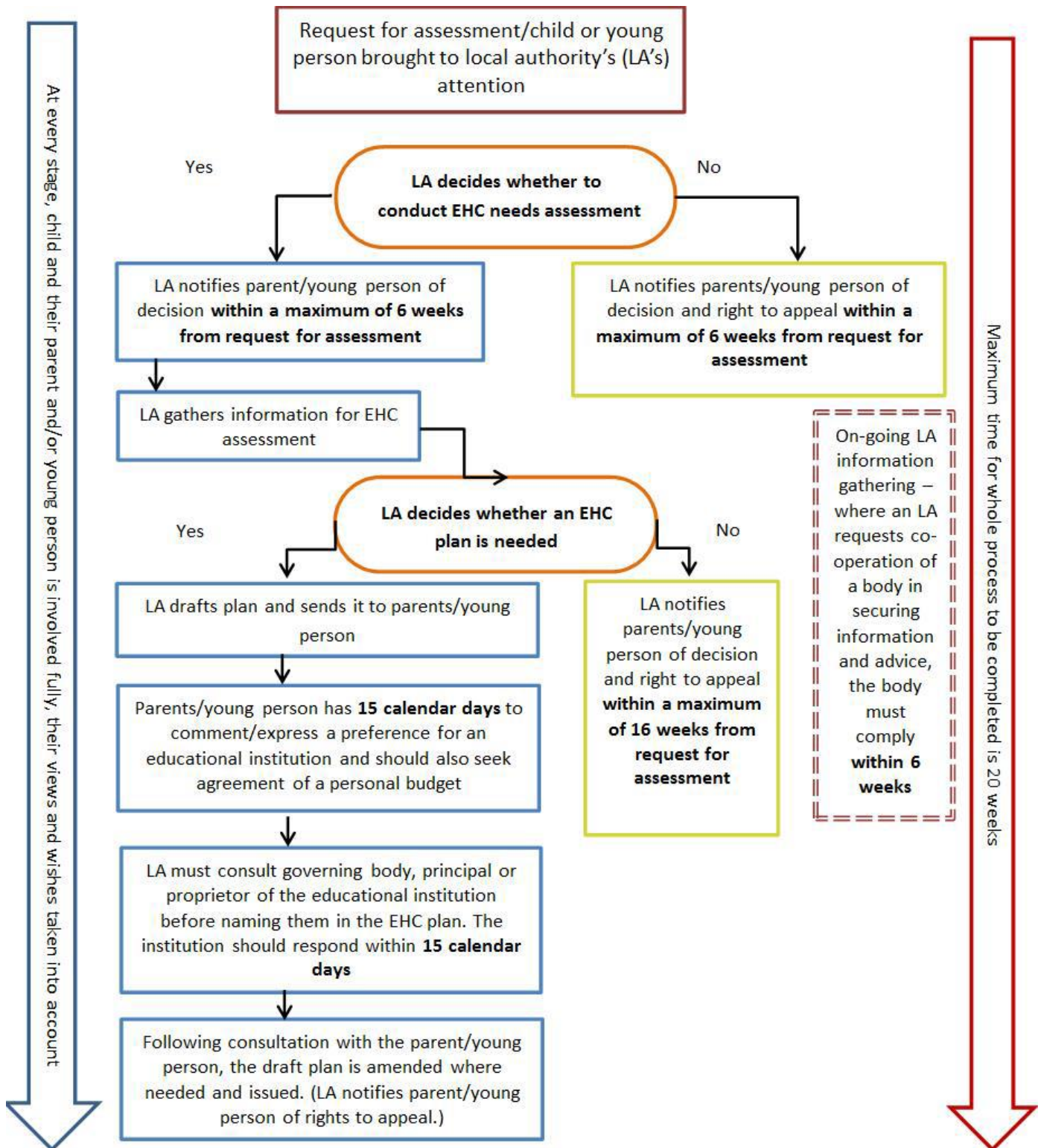
Section 17: Appendices

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



Appendix I

Statutory timescales for EHC needs assessment and EHC plan development



Appendix II: Glossary of Terms

APDR	Assess, Plan, Do, Review Cycle
APP	Assessing Pupil Progress
ASD/ASC	Autism Spectrum Disorder/Condition
AST	Autism Support Team
BSS	Behaviour Support Service
CAF TAC	Common Assessment Framework Team Around the Child meetings
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
IEP	Individual Education Plan
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
SEND	Special Educational Needs and Disabilities
SENDCo	Special Educational Needs and Disabilities Coordinator
SMART	Specific, measurable, attainable, relevant, timely
SMT	Senior Management Team
TA	Teaching Assistant
QFT	Quality First Teaching

