



Altarnun Primary School

Altarnun Primary Special Educational Needs and Disability (SEND) Policy

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1. Mission Statement

Adventure Learning Academy Trust (ALAT) AND Bright Tribe Trust (Bright Tribe) brings a new energy and approach to providing the best education for our students. Through proven practices, ALAT / Bright Tribe will transform the learning of students, raise standards and provide the highest quality learning environments, enabling students and teaching staff to thrive and be the best. ALAT / Bright Tribe's aim is to break down the barriers that limit educational progress. We do this through adopting a personal learning pathway for every child – one that takes account of individual needs, aspirations and talents.

ALAT / Bright Tribe's values:

Learn	Grow	Prosper
Provide the best education for every student.	Grow our students' futures.	Lead the way in education.
Ensure the highest quality teaching and learning.	Develop the best teaching staff.	Realise the opportunities.
Work with the family, parent or carer.	Provide the best learning environment and supporting technology.	Be connected to the community.

2. Principles and values

- 2.1. Altarnun Primary believes that every young person, whatever their background, ability, physical or emotional need should be given the very best opportunity to succeed and the academy will place a relentless focus on meeting the needs of the individual.
- 2.2. We support the provisions in the Children and Families Bill that came into effect on the 1st September 2014 that place a high priority on ensuring a seamless, coherent and close working plan and partnership between parents and all professions involved in caring for and supporting individual children with Special Educational Needs and disabilities.
- 2.3. Altarnun Primary will work to develop the confidence of all pupils and overcome any possible discrimination by creating a high quality, welcoming 21st century learning environment with a range of accessible support, resources and facilities. The Accessibility Policy gives further details of this commitment.
- 2.4. All academy staff will be appropriately qualified and trained to plan for and ensure effective induction and inclusion of every pupil into the life of the academy.

3. The legal framework

- 3.1. This policy has regard to the Special Educational Needs and Disability (SEND) Code of Practice: 0-25 years (2015) and the Education Act 1996. These set out the criteria for the identification of SEN that calls for special educational provision to be made. (See Appendix 1 for the main changes that were made in the 2014 Code)
- 3.2. The Code of Practice states that pupils have SEN if they;
 - Have a significantly greater difficulty in learning than the majority of children of the same age; or



- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area.

Altarnun Primary however recognises that not all children and young people with a disability will have SEN. We also recognise that behavioural difficulties do not necessarily mean that a child or young person has SEN and should not automatically lead to a pupil being identified as having SEN.

3.3. Previously pupils with SEN had to be identified on a three tiered scale as;

- School Action where they receive extra support provided by the school
- School Action Plus where outside agencies and specialists are involved in the provision of extra support
- Having need of a Statement of Special Educational Needs where their needs are more particular or complex and they have been assessed as needing a Statement by an Educational Psychologist.

Under the new Code a graduated response is still required but the terms 'School Action' and 'School Action Plus' have been removed. What was the SEN register will now be a record of graduated response kept by the SENCO. Statements will no longer be issued and will be gradually replaced with Education, Health and Care plans for those children with more specific and complex needs.

This policy also has regard to recent government proposals for more coherent approaches to meeting the needs of children designated, as defined in 3.2 above, as having special educational needs.

3.4. This policy is therefore intended to cover all young people with any special educational needs, which have been identified as constituting a barrier to their learning, including those for young people across the four areas of SEN which are;

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical.

3.5. We recognise that young people identified as needing extra support and who have Special Educational Needs come with a wide spectrum of needs.

3.6. Special educational provision means educational provision additional to, or otherwise different from, the educational provision made generally for children of their age in schools/academies, other than special schools, in the area.

3.7. Pupils must not be regarded as having special educational needs solely because the language or form of language of their home is different from the language in which they will be taught.

3.8. The SEN policy is to be read in conjunction with all other Altarnun Primary policies, with particular reference to the Accessibility, Admissions, Behaviour, Attendance, Anti-Bullying, Safeguarding and Child Protection and Complaints policies.

4. Objectives of this policy

4.1. Altarnun Primary will:

- Identify pupils with special educational needs as early as possible and regularly assess record and review pupils' progress and needs.



- Create an up-to-date, stimulating and supportive learning environment that has the potential to be adapted to meets the needs of each pupil.
- Ensure all pupils have equal access to a high quality, relevant, balanced and differentiated curriculum.
- Plan co-operatively and proactively to draw down the appropriate support of local agencies and professionals for individual pupils in order to further build the availability of services and Altarnun Primary capacity for meeting SEN.
- Ensure parents are engaged as close partners in supporting access to and readiness for learning and that both parents and teachers are kept fully informed and engaged in effective communication about the pupil's SEN.
- Boost the literacy and numeracy skills of pupils with SEN, both as an end and as a means of providing maximum access for these pupils to the rest of the curriculum.

5. Entitlements

5.1. At Altarnun Primary every pupil with SEN will:

- Experience the full curriculum and have access to learning resources, enrichment activities and appropriate opportunities to access further and higher education and the workplace.
- Have an Individual Education Plan (IEP), discussed with and supported by the pupil, their parents, the tutor and SENCO that takes account of their previous achievements and learning experience and sets out details of their learning programme including their targets and any necessary additional support.
- Experience a stimulating and relevant curriculum programme that matches their aspirations and abilities and which is differentiated to enable progression towards success in their chosen qualifications and progression destinations.
- Experience continued interest in and have positive attitudes to learning by being supported at Altarnun Primary to build self-confidence, resourcefulness and resilience so they can recognize the value of their own contributions to their learning
- Achieve success through a relevant curriculum, with differentiated delivery by teaching and support staff, who are alert to any changes in their needs.
- Take part in all aspects of the academy's curriculum and extra-curricular opportunities, as far as is safe and secure to do so.

6. Leadership and management of SEN

6.1. The Bright Tribe/ALAT Trust Board designates the Principal of Altarnun Primary to be the responsible person for the purposes of the academy's duties in relation to pupils with SEN.

6.2. The Principal will appoint an appropriately qualified Special Educational Needs Co-ordinator (SENCO) to be responsible across Altarnun Primary's provision.

6.3. The SENCO will ensure that:

- Good quality plans for SEN provision are in place, pupils' needs are identified in an appropriate and timely way and effective transition planning is carried out in liaison with other schools, academies, special units and colleges.



- Where a pupil has SEN they are made known to all who are likely to teach or support the pupil and that further teaching, learning and examination advice is provided where appropriate.
 - All teachers and support staff are aware of and use effectively, the systems, agencies and facilities available to assist in identifying and providing for the needs of pupils with SEN.
 - Pupils with SEN receive effective support appropriate for their particular learning difficulty and can participate in the range of activities of the college equally with those who do not have SEN
 - The pupil's progress is closely monitored and communicated with parents, teachers and all other relevant professionals.
 - All relevant paperwork, recording and reporting is completed to a high standard.
- 6.4. SEN pupils will benefit from a wide range of learning resources including relevant ICT hardware and software to facilitate their access to the curriculum.
- 6.5. There will be a close working partnership between the SENCO, teachers, parents and support staff to ensure they are deployed the most effective way.
- 6.6. General pupil progress will be monitored by class teachers and regular updates will be provided for the SENCO.
- 6.7. A vital part of SEN provision will be to identify and overcome the barriers to learning that hinder a young person's progress. Where appropriate to a pupil's needs, Altarnun Primary will facilitate teamwork between agencies and the academy, negotiating the deployment of relevant local professionals from other public sectors, community groups and charities on an ongoing basis.
- 6.8. Key agencies will be educational psychology, careers agencies, drugs and alcohol agencies, BME community groups, gay, lesbian and bi-sexual groups, the network of CAMHS professionals, young people's counselling services, those giving support for domestic abuse, social services, pregnancy and contraception advice, the Foyer for young people's housing issues, those working against bullying and gang violence, the police, young carers group, the Hospital Education Service, occupational therapy and physiotherapy.
- 6.9. Special arrangements in national tests, for pupils with SEN, will be made in accordance with the terms of the national regulations. Recommendations and arrangements will be made by the SENCO.
- 6.10. There will be a formal procedure for the assessment of access to examination support. Parents and carers may present evidence but in itself this is not evidence of the need for special arrangements.
- 6.11. For pupils with SEN, liaison with other academies and schools will be carried out by the SENCO together with any other staff responsible for transfer arrangements.
- 6.12. Arrangements for introducing pupils previously in special schools or Pupil Referral Units into Altarnun Primary will be organised and coordinated by the SENCO, subject to the approval of the Principal.
- 6.13. Comprehensive records will be maintained by the SENCO and will be made available as necessary to inform individual and strategic planning.
- 6.14. Records of specialist assessments, reports and medical information will be kept in secure storage and only be available to the SENCO and Principal. Any information from the records that is needed for teachers to differentiate for and teach the pupils will be shared with them via the pupil's IEP. IEPs will be agreed by the pupil and their parents before they are used.



- 6.15. Altarnun Primary's staff development will reflect the fact that all staff are teachers or supporters of pupils with special educational needs. Specialist INSET will be arranged to ensure staff have the necessary skills and expertise to fulfil their roles effectively.
- 6.16. All leaders and managers will promote the ethos of Altarnun Primary as a fully inclusive, respectful and welcoming environment and all staff and pupils will be expected to model respectful behaviour and ways of working at all times.

7. SEN provision for effective learning

- 7.1. To give specific help to children with SEN and having regard for the procedures described in the Code of Practice 2014, a graduated response is followed which recognises a continuum of special educational need. (See Appendix 1 for a more detailed description of the 2014 revised procedures and Appendix 2 for the overview of the graduated response)
- 7.2. The SEND Code of Practice 2014 will be used by Altarnun Primary as the framework for the identification and provision for pupils with special educational needs.
- 7.3. The academy will make reasonable adjustments to enable disabled pupils with SEN to access learning, in terms of the layout of the building and accessibility of resources.
- 7.4. This will include:
- Ramps to ensure access is easy both inside and outside the building
 - Disabled parking accommodation close to the main entrances and exits
 - Wide walkways in the library and learning spaces to accommodate the movement of a wheelchair.
- (See the Accessibility Policy and Plan for further details)
- 7.5. SEN pupils will benefit from a wide range of learning resources including relevant ICT hardware and software to facilitate their access to the curriculum. Wherever reasonable the academy will supply specialist aids and assistive devices.

8. Evaluating the impact of SEN provision

- 8.1. The success of Altarnun Primary's SEND policy and provision is evaluated through self-evaluation and reporting activities such as:
- Monitoring of classroom practice by the SENCO and Principal
 - Analysis of pupil tracking data and test results for individual pupils and for cohorts
 - Value-added data for pupils identified as having SEN
 - Termly monitoring of procedures and practice by a member of the Drive Team
 - The pupil profile and the prospectus, which contains the required information about the implementation and success of the SEN policy
 - Altarnun Primary's annual SEND review, which evaluates the success of the policy and sets new targets for development
 - Performance against Altarnun Primary's improvement plan, which is used for planning and monitoring provision in the academy



- Visits from external professionals including Ofsted inspections
- Feedback from parents, pupils and staff, both formal and informal, following meetings to produce IEPs and targets, revise provision and celebrate success
- Feedback following the annual review of Statements of SEN and Education, Health and Care Plans
- The examination results and number of qualifications gained by SEN pupils.

9. Monitor and Review of the SEND Policy

The review of this policy is the responsibility of the SENCO and includes;

- An assessment of the impact of SEN provision across the school
- An annual review of SEN planning
- Liaison with staff to gather their views and inform them of any changes
- Carrying out a regular audit of SEN provision to ensure we are delivering an effective programme that meets the needs of all of our pupils.

Parents and pupils will also evaluate SEN provision and resources to aid future planning.

This policy is monitored on a day-to-day basis by the SENCO reporting to the Principal. The SENCO also reports to the Rapid Improvement Group about its effectiveness.

This policy will be reviewed every two years and more often if there are changes to relevant legislation.



Appendix 1 - Changes in the SEND Code of Practice 2001 to 2014

The main changes in the Code of Practice (2014) are shown below.

- The Code of Practice (2014) covers the 0-25 age range
- There is a clearer focus on the views of children and young people and on their role in decision-making
- It includes guidance on the joint planning and commissioning of services to ensure close co-operation between education, health services and social care
- For children and young people with more complex needs a co-ordinated assessment process and the new 0-25 Education, Health and Care Plan (EHC plan) replace statements and Learning Difficulty Assessments (LDAs)
- There is new guidance on the support pupils should receive in education and training settings
- Local Authorities have to publish details of what they offer SEN pupils and those with an EHC Plan in the 'Local Offer'
- There is a greater focus on support that enables those with SEN to succeed in their education and make a successful transition to adulthood.

From 1 September 2014 the provisions of the Children and Families Bill, its associated regulations and the Code of Practice will be in force.

The definitions of special educational needs remain the same.

Disabled pupils without SEN are not covered by this Code of Practice but are covered by provisions elsewhere in legislation, including in the Children Act 1989, the Equality Act 2010 and the Health and Social Care Act 2012.



Appendix 2 –Graduated Response

This overview of the graduated response outlined in the new SEND Code has been published by Nasen, the National Association for Special Educational Needs.

Schools/academies

- Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching
- The quality of teaching for pupils with SEN, and the progress made by pupils, should be a core part of the academy's performance management arrangements and its approach to professional development for all teaching and support staff
- The identification of SEN should be built into the overall approach to monitoring the progress and development of all pupils
- Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they should be given extra support
- Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, should assess whether the child has a significant learning difficulty. Where this is the case, then there should be agreement about the SEN support that is required to support the child
- Teachers should set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment
- Once a potential special educational need is identified, four types of action should be taken to put effective support in place – Assess, Plan, Do Review – this is the graduated approach called SEN Support
- Where a child continues to make little or no progress, despite well-founded support that is matched to the child's area of need, the academy should consider involving specialists, including those from outside agencies
- Where a pupil is receiving SEN support, academies should meet parents at least termly to set clear goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, the pupil and the academy
- It is for academies to determine their own approach to record keeping. But the provision made for pupils with SEN should be accurately recorded and kept up to date. Ofsted will expect to see evidence of the support that is in place for pupils and the impact of that support on their progress as part of any academy inspection
- All academies have a legal duty to publish information on their websites about the implementation of the the proprietor's policy for pupils with SEN
- All academies must ensure that there is a qualified teacher designated as Special Educational Needs (SEN) co-ordinator (SENCO)
- The SENCO has an important role to play with the Principal, in determining the strategic development of SEN policy and provision in the academy



- Academies are responsible for deciding what external support to seek and for setting their own priorities for the continuous professional development of their staff
- The academy should ensure that the SENCO has sufficient time and resources to carry out their role. This should include providing the SENCO with sufficient administrative support and time away from teaching to enable them to fulfil their responsibilities in a similar way to other important strategic roles within an academy.

Assessments and Education, Health and Care plans

- The majority of children and young people with SEN will have their needs met within local mainstream early years providers, schools or colleges
- A local authority must conduct an assessment of education, health and care needs and prepare an Education, Health and Care (EHC) plan when it considers that it may be necessary for special educational provision to be made for the child or young person through an EHC plan.
- An assessment can be requested by a child's parent, a young person over the age of 16 or a person acting on behalf of a school or post 16 institution.
- Following a request for assessment or the child or young person having otherwise been brought to its attention, the local authority must determine whether a statutory education, health and care assessment is necessary, make a decision, and communicate its decision to the child's parent or young person.
- Children, young people and families should experience well-co-ordinated assessment and planning leading to timely, well-informed decisions.
- The whole assessment and planning process, from the point an assessment is requested or that a child or young person is brought to the LA's attention until the final EHC plan is issued, must take no more than 20 weeks.





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