

SEN Policy

Camborne Science and International Academy



Approved by:	Local Governing Body	Date: 17 July 2024
Last reviewed on:	24 March 2023	
Next review due by:	July 2025	

Meeting your communication needs:

We want to ensure that your needs are met. If you would like this information in Braille, large print, any other format or interpreted in a language other than English, please contact the HR office, telephone: 01209 712280 or email: enquiries@cambornescience.co.uk

Designated Person responsible for managing the provision for children with SEN: Mrs J Greet

Contact details: greetj@cambornescience.co.uk or sen@cambornescience.co.uk 01209 712280

SECTION 1 – COMPLIANCE AND GENERAL STATEMENT

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disabilities Code of Practice 0 – 25 Years (April 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: Advice for Schools DfE (February 2013)
- SEND Code of Practice 0 -25 Years (April 2015)
- Part 3 of the Children and Families Act (2014)
- Schools SEN Information Report Regulations (2014)
- DfE Guidance on supporting pupils at school with medical conditions (2017)
- Safeguarding Policy
- Accessibility Plan
- Teachers' Standards (2012)
- United Nations Convention on Rights of the Child (1991)
- The Governance Handbook
- School Admission Code
- Supporting Children and Young People with SEN: The Graduated Response in Mainstream Schools (2019)

This Policy has been created to ensure compliance with the Department of Education's SEND Reforms, which address measures outlined in the Children and Families Act 2014. The Act includes changes to the support and services children and young people with special educational needs and disabilities will receive. These changes came into force on 1st September 2014. This policy has been created by Jo Greet in liaison with the Headteacher, SEN Governor, SLT and staff, with due regard to the input of parents and pupils with SEND.

In compliance with the SEN Code of Practice and SEND Reforms, there is a graduated approach to the identification, provision and support of all pupils which includes a period of close monitoring and targeted provision prior to the consideration being given to place a child onto the school Record of Need (RoN). Should a pupil require provision that is 'additional to and different from that normally available to pupils of the same age' (SEN CoP, 2015: 16) they are placed on the RON under one single category, namely SEN Support (this category replaces the categories of School Action and School Action Plus). Their provision will be identified and progress monitored.

This policy sets out our commitment to raising the aspirations and expectations for all pupils with SEN. At our school, we strive to create an inclusive teaching environment that offers all pupils, no matter what their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations and ensure that pupils with Special Educational Needs and disabilities are included in all aspects of school life.

SECTION 2 – AIM (THE LONGER VIEW)

The overarching aim of this policy is to ensure that the needs of pupils with SEN, and the barriers to their learning, are accurately identified and effectively met so that pupils with additional needs are able to

achieve well and develop well, both as individuals and as members of the community, living life with dignity and independence (UNCRC Article 23). Furthermore, the policy ensures that our school fully implements national legislation and guidance regarding pupils with Special Educational Needs.

To this end, we aim to:

- a) Support and make provision for pupils with Special Educational Needs and Disabilities so that all pupils have access to all aspects of school life so that they can engage in the activities of the school.
- b) Assess pupils accurately, track their progress regularly and adjust provision in the light of ongoing monitoring as part of a Graduated Response (SEN CoP, 2015: 100), which involves pupils and their parents/carers in decisions and discussions about their support and progress.
- c) Ensure that lessons are carefully planned and sequenced, with due regard to educational research and cognitive science, to support all learners to make progress and engage well with their learning.
- d) Make sure that additional support is well targeted, using a judicious blend of quality first teaching approaches, in-class support and, where appropriate, targeted interventions so that pupils with additional needs are supported to fulfil their aspirations and achieve their best.
- e) Use the most appropriate resources to support learning, taking into account current educational research, ensuring that the development of pupils' literacy skills has the highest priority.
- f) Continuously monitor and evaluate the effectiveness of our provision for all pupils, including those with SEN, to ensure that we are providing equality of educational opportunity and value for money.
- g) Support students to become confident individuals living fulfilling lives and making a successful transition into adulthood.

Objectives:

Through the application of this policy we wish to:

- a) Ensure compliance with National SEN Policy, most currently the DfE SEND Reforms, Children and Families Act 2014 and the SEND Code of Practice 2015.
- b) Work closely with the LA in developing their Local Offer and complying with locally agreed policies and procedures.
- c) To operate a 'whole pupil, whole school' approach to the management and provision of support for SEN.
- d) Ensure all staff implement the school's SEN policy consistently – fully endorsing our belief that every teacher is a teacher of every child, including those with SEN.
- e) Ensure that there is no discrimination or prejudice.
- f) Ensure all pupils have access to an appropriately differentiated curriculum.
- g) Recognise, value and celebrate pupils' achievements at all levels.
- h) Work in partnership with parents/carers in supporting their child's education.
- i) Guide and support all school staff, governors and parents on SEN issues.
- j) Meet the individual needs of all children irrespective of whether they have physical, sensory, emotional, social, mental health, specific or general learning needs.
- k) Provide appropriate resources and ensure their maximum and proper use.
- l) Involve the pupil in the process of identification, assessment and provision and to ensure that the pupil is aware that his/her wishes are taken into account as part of the process and of the shared responsibility in meeting his/her educational needs.

- m) To provide an appropriately qualified Special Educational Needs Co-ordinator (SENCO) who will oversee the provision for students with SEN.
- n) To provide support and advice for all staff working with pupils who have SEN.
- o) Support pupils with SEN to develop their personality, talents and abilities to the full (UNCRC Article 23).
- p) Encourage all pupils with SEN to develop a respect for human rights, respect for parents, their own and other cultures and the environment (UNCRC Article 29).

SECTION 3 – IDENTIFYING SPECIAL EDUCATIONAL NEEDS

A child has a learning difficulty or disability if they have:

- greater difficulty in learning than the majority of children of their age. and/or
- a disability which prevents or hinders them from making use of educational facilities/ provision that is normally available. (SEN CoP, 2015: 16). Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

In addition, special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. Therefore, we may also identify special educational needs within the context of the usual differentiated curriculum of the school. Pupils are identified as having SEN if they are not making progress within a curriculum that:

- a) sets suitable learning challenges
- b) responds to pupils' diverse learning needs
- c) aims to help pupils overcome potential barriers to learning

In accordance with the SEND Code of Practice 2015, four broad categories of need are identified (SEN CoP, 2015: 97):

Communication and Interaction	Pupils may have difficulty communicating with others or a difficulty understanding what is being shared. They may find it challenging to express themselves or misunderstand the social rules of communication. Pupils with ASD often have needs that fall into this category.
Cognition and Learning	Pupils with learning difficulties may experience additional challenges when learning curriculum content. This could include: - specific learning difficulties (e.g. dyslexia, dyscalculia and dyspraxia) - moderate learning difficulties - severe learning difficulties

	- profound and multiple learning difficulties
Social, Mental and Emotional Health	These needs reflect a wide range of underlying difficulties and disorders and these needs may manifest in a number of different ways. Mrs Fiona Rowles-Jane is the Mental Health lead at CSIA.
Sensory and/or Physical Needs	Pupils in this category may have: - a sensory impairment (e.g. vision, hearing or multisensory) - a physical impairment Pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

NB: it is important to note that pupils may have needs which fall into one or more of the categories above and that their needs may change over time.

The school will also identify and support the children whose needs do not fit into the above categories, but may be accurately described by the headings below:

- Disability
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of the Pupil Premium
- Being a Looked After Child (LAC)/Child in Care (CiC)
- Being the child of a serviceman/woman

The identification of 'behaviour' as a need is no longer an acceptable way of describing SEN and any concerns relating to a child's behaviour will be described as an underlying response to a need which the School has recognised and identified clearly.

SECTION 4 – A GRADUATED APPROACH TO SEN SUPPORT

All teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from specialist staff and teaching assistants (SEN CoP, 2015: 99). High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN. 'Quality First' teaching is a priority of the school. It is regularly and rigorously monitored and there is a focus on continual improvement of the teaching of 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 SEN most frequently encountered. Close liaison is maintained with all members of staff by the SENCO to ensure that pupils are only identified as having SEN if they do not make adequate progress once they have had appropriate interventions/adjustments and good quality personalised teaching.

Details of the provision on offer can be found in the School Offer in the SEN section of the school's website and on the 'Local Offer for SEN' on the Cornwall Council website:

<https://www.supportincornwall.org.uk/kb5/cornwall/directory/localoffer.page?newlocalofferchannel=0>

SEN Support

Pupils are placed on the RON at this level after assessment and consultation between the SENCO and class teachers, when it is established that they have a significant learning difficulty and need provision that is **additional and different**. Students on SEN support will be coded as K.

We will assess the pupil's current skills and level of attainment (taking into consideration information from previous settings, where appropriate). We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

At this point, parents/carers will be informed of the decision and the School will continue to work in partnership with them, listening to their views and those of the pupil, and involving them proactively in planning and decision making. This will take the form of a 'Assess- Plan-Do -Review Cycle' (SEN CoP, 2015: 100).

Assess

- Teacher's high quality, accurate formative assessment and experience of the young person
- Pupil progress, attainment and behaviour
- Development & attainment in comparison to peers
- Views and experiences of parents
- The young person's own views
- If relevant, assessments, views of and advice from external services.

Plan

A plan will be drawn up by SEN team & class teachers in consultation with parents and young person. It will include:

- The outcomes agreed for the next term
- The support and interventions to be put in place
- The expected impact on progress, development or behaviour
- A clear date for review

Do

- Class teachers remain responsible for working with the young person on a daily basis and work closely with TAs or specialist staff to plan and assess the impact of the interventions.
- The SENCO supports class teachers in the further assessment of the young person's particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support.

Review

- Parents will be invited to attend review conversations with the pastoral or SEN Team and their child in order to monitor/ review the effectiveness of the support and the impact on the child's progress.

Involving Specialists

If a young person continues to make little or no progress over a sustained period or where they continue to work at levels substantially below age expected despite SEN Support, the school will consider involving specialists, including those from outside agencies. This will be considered through a careful analysis of student need, expected outcomes and reasonable cost. The views of parents/carers and the young person are considered at all levels of intervention.

Education, Health and Care Plan

Pupils who need more specialist provision and whose needs cannot be wholly met at SEN Support level will be considered for statutory assessment. This is completed by the SENCO, who obtains the views and information about the young person from all other professionals involved in their education, health and/or care. Parents'/carers' views and those of the young person are obtained and will be considered in order for a recommendation for an EHCP to be made to the Local Authority. The LA then consider the application and issue an EHCP as appropriate (EHCPs replace Statements of Educational Need).

There is a statutory requirement to review an EHCP annually. This review meeting is held at the school with parent, young person and all professionals involved invited to attend. Students with an EHCP will be coded as E.

In addition, pupils with an EHCP (or Statement) are subject to the regular Assess-Plan-Do-Review Cycle.

SECTION 5 - CRITERIA FOR EXITING THE SEN RECORD OF NEED

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

SECTION 6 – SUPPORTING PUPILS AND FAMILIES

- Families of pupils with SEN are guided towards the Cornwall Council website for SEN: <https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/>. There is also a link to the LA Local Offer for SEN in accordance with Regulation 51, Part 4.
- Admission arrangements can be found on the school website.
- The school's policy on managing the medical conditions of pupils can be found on the school website.
- Transition meetings between class teachers to discuss the needs of individual pupils with SEN take place in the Summer Term of each year.

SECTION 7 – MONITORING AND EVALUATION OF SEND

Please refer to information given in Section 4 of this policy. The quality of provision offered to all pupils with SEND is continuously monitored through ongoing daily, weekly, termly and annual review, on an individual and cumulative basis in conjunction with the Governors, Headteacher, Senior Leadership Team, teaching staff and parents, in line with an active process of continual review and improvement of whole school practice.

SECTION 8 – TRAINING AND RESOURCES

- All professional development needs are identified through the school's appraisal system, self-evaluation and quality assurance processes and feed into the School Improvement Plan.
- The Vice Principal (Teaching and Learning) oversees the professional development of all teaching staff and teaching assistants. Continuous Professional Development occurs during whole school training days, weekly CPD sessions and by attending external courses. Colleagues attending courses are expected to disseminate and share relevant knowledge with other staff within the school.
- Newly appointed teaching staff undertake an induction meeting with the SENCO, who will explain systems and structures in place around the school's SEN provision and practice, as well as to discuss the needs of individual pupils.
- The SENCO regularly attends SEN network meetings in order to keep up to date with local and national developments in SEN.
- Support staff are encouraged to take an active part in school functions/training including leading after-school clubs.
- The SENCO will manage the budget for SEN within the school. Resources (including additional adults) will be targeted where there is greatest need and within the resource constraints of the school.

SECTION 10 – ROLES AND RESPONSIBILITIES

The SENCO is responsible for:

- Assessing specific needs of students with SEN, including application for Statutory Assessment of an Education, Health and Care Plan (EHCP).
- Working closely with the Headteacher and SEN Governor to determine the strategic development of the SEND policy and provision in the school and review the school's delegated budget to ensure resources best meet pupils' needs effectively.
- Working closely with the Senior Leadership Team to review and evaluate pupil progress for all learners, including those with SEN to promote positive outcomes for all.
- Overseeing and developing the school's Graduated Response to SEN provision and identify any patterns in the identification of SEN (in relation to the national context).
- Managing the screening of pupils for dyslexia.
- Line managing Teaching Assistants.
- Liaising with other schools to aid transition.
- Ensuring all relevant information is forwarded on to new schools, when pupils leave.

- Day-to-day operation of the school's SEN Policy.
- Liaising and advising class teachers and support staff, providing professional guidance relating to matters regarding SEN and appropriate CPD opportunities.
- Maintaining the SEN Record of Need and the records of all pupils with SEN to ensure this is up to date and accurate. This will include informing parents/carers that their child may have SEN and then liaising with them regarding the provision made.
- Liaising with parents/carers of pupils with SEN.
- Liaising with external services including the Educational Psychology Service, Social Care, Early Support, the Local Authority etc to ensure that pupils with SEN receive appropriate support and high quality teaching.
- Attending/holding review meetings for pupils with SEN including those with an EHCP and ensuring that the specific provision outlined in the EHCP is co-ordinated by school staff.
- Applying for Examinations Access Arrangements in advance of GCSE examinations.

Role of the SEN Governor/Governing Body

There is a named SEN Governor: Mrs J Bishop

The governing body has regard to the SEN code of Practice (2015) when carrying out duties towards all pupils with SEN consequently it is their responsibility to:

- Ensure the necessary provision is made for pupils with SEN and that the school has arrangements in place to support any pupils with medical conditions, making sure that there is an appropriately qualified SENco (with qualified teacher status).
- Monitor the quality and effectiveness of SEND provision within the school and work with the headteacher and SENCo to determine the strategic development of the SEN policy and provision within the school.
- Determine the school's general policy and approach to pupils with SEN in co-operation with the Headteacher and SENCO.
- Ensure that all pupils have access to a broad and balanced curriculum and that parents are updated, at least annually, on their child's progress.
- Ensure that the school has a clear approach to identifying and responding to SEN and has accurate and up to date records pertaining to SEN needs and provision.
- Ensure that the teachers are aware of the importance of identifying and providing for those pupils with SEN.
- Ensure that the school's progress in implementing the policy and its impact on pupils are regularly reported to the Governing Body.
- Ensure that parents are notified of a decision by the school to make SEN provision for their child.
- Ensure that pupils with SEN are included as far as possible into the activities of the school.
- Consult with the LA and the governing bodies of other schools, when appropriate, in the interests of co-ordinated SEN provision in the area.
- Ensure that relevant information is published on the school website regarding SEN (SEN policy and SEN School Information Report).

- Ensuring that all pupils, including those with SEN, are provided with independent careers advice (Year 8 – Year 13).

The Principal is responsible for:

- Working with the SENCO and SEN link governor to determine the strategic development of the SEND policy and provision within the school.
- Working with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Having overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
- Having responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils.
- Making sure that the SENCO has enough time to carry out their duties.
- Having an overview of the needs of the current cohort of pupils on the SEND register.
- With the support of the SENCO, advising the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review.
- With the SENCO, monitoring the specific training needs of staff regarding SEN, and incorporating this into the school's plan for continuous professional development.
- With the SENCO, regularly reviewing and evaluating the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.

All teachers are responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach.
- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching.
- Working with the SENCO to review pupil's progress and development, and decide on any changes to provision.
- Ensuring they follow this SEND policy and the SEN information report.
- Communicating with parents and carers regularly to:
- Set clear outcomes for the student and review progress towards them
- Discuss the activities and support that will help the student achieve the set outcomes
- Identify the responsibilities of the parent or carer, the pupil and the school

Role of Teaching Assistants

Teaching Assistants are recruited to have a positive impact upon pupils' academic progress and personal development. Their work is both within the classroom and with targeted groups or individuals outside the classroom as directed by the SENCO and class teachers. The learning of **all pupils** remains the responsibility of the class teacher at all times.

Teaching Assistants are line managed by the SENCO.

Designated Safeguarding Lead(s)

Mark Fenlon (Senior DSL)

Deputy DSLs: Rebecca Peel, Bev Jefferson and Amy Brader (Nexus)

Tier 3 Trained Staff: Emma Jeffrey, Fiona Rowles-Jane, John Ross and Sally Richards (Nexus)

Designated Teacher for Looked After Children

Jo Greet

Designated Member of Staff responsible for PPG/LAC Funding

Emma Haase

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

Fiona Rowles-Jane

SECTION 11 – STORING AND MANAGING INFORMATION

The school complies with the General Data Protection Regulation (GDPR) with regard information about pupils and families.

SECTION 12 – REVIEWING THE SEN POLICY

This policy will be reviewed annually. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

NB: This policy works in conjunction with the SEN information report (published on the school website), which sets out how this policy is implemented in the school. The SEN information report will also be updated annually.

SECTION 13 – ACCESSIBILITY

Please refer to the Accessibility Plan. This can be found on the school website.

SECTION 14 – DEALING WITH COMPLAINTS

The school's standard complaints policy applies. More information can be found on the school website.

SECTION 15 – BULLYING

Please refer to the school's Anti-Bullying Policy which is available on the school website.