



ST PIRAN'S

Inspiring Confidence

SPECIAL EDUCATIONAL NEEDS & DISABILITIES POLICY

Introduction

This Special Educational Needs & Disabilities (SEND) Policy sets out how St Piran's staff will deliver SEND support to pupils.

Definitions

The following definitions apply to this policy:

- A pupil has **SEND** when learning requires provision different to pupils of the same age;
- Pupils are deemed to have a **learning difficulty** if they are under compulsory school age and either of the following two conditions applies:
 - significantly greater difficulty in learning than the majority of those their age;
 - a disability which requires facilities different from those of their age.

(Pupils will not have a learning difficulty solely because of their home language.)

- Pupils have a **disability** if they have a physical or mental need which has a long-term and substantial adverse effect on their ability to carry out day-to-day activities;
- **Special educational provision** is educational or training that is additional to or different from that for other pupils or young people of the same age;
- An **Inclusion Alert Form (IAF)** enables a teacher to raise concerns about a pupil's progress, which may lead to targeted interventions;
- An **Individual Education Plan (IEP)** is developed to set targets, by a teacher, for increased pupil support in the classroom;
- A **Pupil Passport (PP)** is a brief summary of a pupil's holistic needs and how they may be best supported in the classroom;
- A **Classroom Management Plan (CMP)** records how a teacher manages a pupil with significant and complex additional needs in the classroom.

Aim & Objectives

The aim of SEND at St Piran's is to ensure that all pupils reach their full potential regardless of their abilities. This will be achieved by:

- Enabling all pupils, regardless of their gender, background, race or ability;
- Identifying pupils with SEND as early as possible;
- Providing a broad, balanced, and differentiated curriculum to SEND pupils;
- Monitoring pupils regularly to continuously tailor learning;
- Maintaining strong and open links with parents.

Responsibility

The Head is responsible for all St Piran's SEND activity. Specialised support is delivered through the SEND Co-ordinator (SENDCo) and generalised SEND activity in the classroom by class teachers. In addition, a governor holds SEND responsibility and oversees SEND activity.

Staff

SEND teaching is led by the SENDCo and delivered from 'Tutor Point' (part of the Tailored Learning Centre), through SEN-qualified teachers and teaching assistant.

The **SENDCo** will:

- oversee day-to-day SEND activity;
- monitor pupils with SEND;
- co-ordinate Tutor Point teachers and teaching assistants;
- liaise with parents of SEND pupils;
- liaise with outside agencies.

Tutor Point teachers will:

- assist in the identification of needs;
- support and advise teachers;
- support and teach pupils;
- develop programmes of work for pupils;
- provide written reports;
- meet with parents at termly parents' evenings;

Class teachers will:

- Manage SEND needs within the classroom through High Quality Teaching principles;
- Deliver differentiated, scaffolded and agreed targeted SEND related teaching;
- Identify pupils who may benefit from SEND support.

Admission

St Piran's is a non-selective, mixed ability, family school, where admission is open to all pupils, including those with additional needs, provided that:

- their needs can be reasonably met;
- admission is compatible with the provision of education for other pupils;

- admission is compatible with the efficient use of resources;
- accessibility allows them to reasonably access key parts of the school.

Admission

All pupil admissions are evaluated to ensure their needs can be reasonably met in order for a pupil to thrive. If assessments raise additional SEND questions, the SENDCo will look at the pupil’s needs, which may lead to a discussion with the parents. Where reports from previous schools, agencies or other professionals are available, they should be passed to the SENDCo.

Needs

Pupils may be identified as having SEND in the following areas:

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

These could come to light through:

- School-based testing and assessments;
- Monitoring of progress against age-related expectation and screening;
- Lack of adequate progress noted by teachers;
- Concerns raised by parents;
- External assessments.

Assessment

Assessment of pupils will occur at the following times:

- Early Years:
 - Assessment before entry into Nursery, Pre-school and Reception;
 - Baseline assessments (Pre-school and Reception) on entry;
 - End of year assessments (Nursery, Pre-school and Reception);
 - Two Year Development Check (Nursery).
- Main School:

Reception – Year 6	Writing	termly	Teacher assessment
Year 1 – 6	Literacy Screening	as requested	Literacy Gold
Year 1 – 6	Grammar and Punctuation	termly	Headstart Assessment
Year 1	Reading	termly	Early Start Accelerated Reading: Renaissance Learning

Year 2 - 6	Reading	termly	Accelerated Reading Comprehension Star Tests: Renaissance Learning
Year 1 – 6	Science	half termly	Headstart Assessment
Year 1 – 6	Maths	termly	White Rose Assessment
Year 2 – 6	CATs	annually	GL Assessment
Year 5	English/Maths/Science/ History/Geography	annually	In-School Exams

Identification

If a need is not identified by assessment, the following will trigger a graduated response:

- If a pupil does not make expected age-related progress, the teacher will identify the difficulty in class, which could be characterised by:
 - delayed age-related progress & development;
 - inability to match or better the previous rate of progress;
 - fails to close the attainment gap between the pupil and their peers.
- If a pupil's test scores are a cause for concern, teachers will discuss this with parents and then the SENDCo, which may lead to further assessment.
- If parents are concerned about their pupil's progress, they should raise it with the form teacher, who will then raise it with the SENDCo if deemed necessary.

Graduated Response

Interventions will be gradually introduced, which in sequence will include:

- individual and/or group support in the classroom;
- the class teacher will raise an IAF to signal areas of concern;
- SENDCo observation of the pupil, in some cases, if progress is not being made within a half term;
- the class teacher will raise an IEP to guide teaching in key identified areas of need;
- a teacher-parents-SENDCo progress meeting will identify next steps;
- further IAF-observation-IEP cycles if necessary;
- if necessary, written parental consent to 1:1 lessons may follow, reviewed bi-annually.

Further interventions:

- the SENDCo will act as the central co-ordinator between all parties at all times;
- assessment or screening may be required;
- the pupil may be placed on a Monitoring or SEND List;
- Tutor Point will create a PP (reviewed annually) to identify a pupil's key needs;
- if an external assessment is agreed, results should be shared with the SENDCo;
- if parents wish for an EHC Needs Assessment, Tutor Point will support the application;

- if awarded, the Head will decide which adjustments will be made to support the pupil;
- investigation into alternative settings will be discussed if the needs of a pupil can no longer be judged best supported within the school setting;
- if SEN support is no longer required, the SENDCo will monitor progress for a year.

Examination Concessions

SEND pupils may be eligible for exam concessions, assessment for which will be through formal tests, including some or all of the following:

- Additional time;
- Reader/reading pen;
- Scribe;
- Use of a laptop;
- Bi-lingual dictionary;
- Separate room;
- Movement breaks;
- Prompter.

Records

Records are a key part of the St Piran's SEND Policy, this includes that:

- Tutor Point records, held securely and digitally on the data management system, will include:
 - all internal and external assessment reports;
 - all SEND intervention documents (IAF, IEP, CMP, and PP);
 - pupil progress reports;
- All records will be reviewed annually.

Reporting to Parents

Tutor Point parents' evenings are held termly and teachers are available to discuss pupil's progress with parents at other times, subject to an appointment.

Each pupil receiving 1:1 Tutor Point tuition will receive an annual written report at the end of the summer term.

Complaints

If parents are concerned about any aspect of SEND provision, they should contact the form teacher in the first instance. This may lead to a meeting with the SENDCo, and others if deemed necessary.

Reviewed By: **SENDCo under guidance of the Head**

Date: **Oct 2023**

Next Review: **Sep 2025**