



Special Educational Needs and Disabilities Policy 2024-2025

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Responsible Persons:

Headteacher – Mrs E Badger

SENDCo – Mrs S Kriskovic

Early Years SENDCo- Mrs S Statham

Mission Statement

At Lostwithiel Primary School our mission is to know, value and understand all of our students, ensuring they have equal access to a flexible, creative curriculum, fostering inclusion for all.

Aims

At Lostwithiel Primary we believe that all students have the right to:

- ◆ An education which enables them to become full, independent and active members of the community
- ◆ An education that is broad and balanced with the maximum possible access to the curriculum
- ◆ Have their contributions and achievements recognised
- ◆ Be seen as individuals with differing interests, knowledge and skills

We will ensure that:

- ◆ All pupils will have access to an appropriately adapted curriculum, with individual differentiation where necessary
- ◆ Additional support is well targeted, using a judicious blend of in-class support and interventions
- ◆ All pupils are fully integrated into the activities of the school so far as is reasonably practical
- ◆ Curriculum planning and assessment takes account of the type and extent of any difficulty experienced by any pupil
- ◆ Pupils are encouraged to take responsibility with us for their learning
- ◆ Pupils' difficulties are identified as early as possible and reviewed in line with the assess, plan, do, review cycle of assessment
- ◆ Parents/carers are informed and involved as partners in their children's learning
- ◆ Pupil Passports and Adaptive Learning Plans are created and shared with the staff team
- ◆ Effective partnerships are developed with outside agencies, where this is required
- ◆ Pupils are prepared for transition after primary school
- ◆ Roles and responsibilities of staff are clearly identified

SEND Areas of Need

Pupils will have needs and requirements which may fall into at least one of four areas, many pupils will have inter-related needs. The areas of need are:

- **Communication and Interaction** - for example Autism Spectrum Conditions (inc. Asperger's Syndrome), Speech and Language difficulties
- **Cognition and Learning** for example - Dyslexia, Dyscalculia, Dyspraxia, Moderate learning difficulties
- **Social, Emotional and Mental Health** Difficulties for example - ADHD, Attachment disorder, Mental illness or depression
- **Sensory and/or Physical needs** for example - Vision/hearing impairment, Motor skill

SEND Identification

A pupil has a learning difficulty or disability if he/she:

- Has a greater difficulty in learning than most pupils of his/her age and/or
- Has a disability which prevents or hinders them from making use of educational facilities/ provision that is normally available.

In addition, we identify special educational needs within the context of the usual differentiated curriculum of the school. Pupils are identified as having SEND if they are not making progress within a curriculum that:

- sets suitable learning challenges
- responds to pupils' diverse learning needs
- aims to help pupils overcome potential barriers to learning.

Pupils are identified and assessed through:

- Teacher/staff observations and concerns
- Through the collection of teacher assessments, moderated evidence and assessment results
- Statutory assessment information
- Information from parents/carers or the pupils themselves
- Information from outside agencies that have contact with the pupil or family
- Monitoring of social and emotional behaviour through liaison with staff
- Monitoring of standards of work by class teachers, subject leaders and the leadership team

Whilst the purpose of identification is to work out what action the school needs to take, it is not our purpose to fit a pupil into a category. We take a holistic approach and aim to identify the needs of the individual pupil by considering the whole pupil, not just their special educational needs.

A graduated approach to support of SEND at Lostwithiel Primary School

At Lostwithiel Primary School, 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 SEND most frequently encountered. Close liaison is maintained with all members of staff by the SENDCo to ensure that pupils are only identified as having SEND if they do not make adequate progress once they have had appropriate adaptations, interventions and adjustments alongside high quality teaching.

Lostwithiel Primary School's Graduated Response consists of two levels as follows:

Level one: SEN Support

Pupils are placed on the **Record of Need (RON)** at **SEN support** level after assessment and consultation between the SENDCo, teaching staff and parents/carers when it is established that they have a significant learning difficulty and need provision that is 'additional and different from'.

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 Termly '**Assess-Plan-Do-Review Cycle**'.

Assess

- Teacher's high quality, accurate formative assessment and experience of a pupil
- Pupil progress, attainment and behaviour through progress/attainment data at calendared data drops
- Development and attainment in comparison to peers
- Views and experiences of parents / carers
- The pupil's own views
- If relevant, assessments, views of and advice from external services

Plan

A support plan will be drawn up by the SENDCo and class teacher in consultation with parents / carers and pupils. It will include:

- The outcomes agreed for the next half term
- The support and interventions to be put in place
- The expected impact on progress, development or behaviour
- A clear date for review
- A Pupil Passport and Adaptive Teaching Plan to be created and shared on Provision Map so teachers can support the pupil using the strategies outlined

Do

The class teacher remains responsible for working with the pupil daily. The SENDCo will support the teacher in the further assessment of the pupil's particular strengths and weaknesses, in problem-solving and advising on the effective implementation of support.

Review

Parents / carers will be invited to attend review meetings at least termly to monitor/ review the effectiveness of the support and the impact on the pupil's progress. A new the plan will then be drawn up. If a pupil continues to make little or no progress over a sustained period or where they continue to work at levels substantially below age related expectations despite SEN Support, the school may involve specialists including those from outside agencies. The views of parents/carers and the pupil are considered at all levels of intervention.

Level two: EHC support

This is the second level of Lostwithiel Primary School's Graduated response. If a pupil continues to make very limited or no progress over a sustained period, or where they continue to work at levels substantially below age related expectations despite SEN Support and support from outside agencies, the school in collaboration with parents will consider an EHCP needs assessment request.

Education, Health and Care Plan

Pupils who need more specialist provision and whose needs cannot be wholly met at **SEN Support level** will be the subject of Statutory Needs Assessment. The SENDCo, in collaboration with parents and carers, will prepare evidence and documents to support an EHCP application. The Local Authority will consider the application and may issue an EHCP as appropriate. There is a statutory requirement to review an EHCP annually. This review meeting is held at the academy with parents/carers, the pupil and all professionals involved invited to attend.

Identifying and Monitoring SEND Further information on SEND can be found at:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/417435/Special_educational_needs_and_disabilities_guide_for_parents_and_carers.pdf

At Lostwithiel Primary School, SEND provision looks like...

- Adaptive teaching techniques used across the curriculum
- Personalised timetables and differentiated learning activities where needed
- Learning Support Staff deployed across year groups, supporting lessons and interventions
- Timetabled access to Rowan Room and sensory play areas
- Timetabled opportunities for movement breaks and access to the forest school
- A range of specific SEND interventions for learning, emotional regulation and social skills
- Positive behaviour plans and personalised motivation charts
- A staffed quiet area at lunch times in Rowan Room
- Additional enrichment opportunities and access to after school clubs

Exiting and auditing the SEND Record of Need

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

Roles and Responsibilities

The role of the SENDCo

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for pupils with special educational needs and disabilities
- Liaising with and advising teachers
- Managing learning support staff
- Overseeing the records of all pupils with special educational needs and disabilities
- Liaising with parents/carers
- Contributing to the in-service training of staff
- Liaising with external agencies
- Attend appropriate training to support the role
- Monitor, evaluate and review the special needs budget in relation to provision for individual needs and deployment of support staff

The role of the Teacher

- Proactively planning for pupils' full participation in learning and in physical and practical activities
- Proactively planning to develop pupils' understanding using all available senses and experiences
- Proactively helping pupils to manage their own behaviour and to take part in learning effectively and safely
- Proactively helping pupils to manage their emotions, particularly trauma or stress, and to take part in learning
- Proactively providing support as appropriate for pupils needing support in communication
- Proactively planning for the effective use of Learning Support Staff in the classroom, including regular communication of pupils' needs and targets
- Maintaining appropriately detailed records
- Assessing and monitoring, with the SENDCo, the pupils' progress in line with existing school practices
- Tracking individual pupils progress regularly
- Liaising with parents/carers regularly about pupils with special educational needs.

The role of the Learning Support Staff

- Understand and advocate for the needs of individual learners
- Proactively helping pupils to manage their own behaviour and to take part in learning effectively and safely
- Proactively helping pupils to manage their emotions, particularly trauma or stress, and to take part in learning
- Proactively providing support as appropriate for pupils needing support in communication

- Understanding and implementing their roles in leading small group interventions, planned by the class teacher

Partnership with Professionals

We will seek work collaboratively with professionals who can provide additional support for Lostwithiel Primary School. Please refer to the SEN Information Report for details on the professionals that we work with.

Partnership with Parents (all those with parental responsibility)

At Lostwithiel Primary School, we will work to ensure:

- Parental / carer knowledge and expertise in relation to their child is acknowledged
- Parents / carer understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- Differing perspectives are respected, and constructive ways of reconciling different viewpoints are implemented

Parents / Carers also have a responsibility to communicate effectively with professionals to support their children's education. They should communicate regularly with their child's school and alert them to any concerns they have about their child's learning or provision

Partnership with Pupils

Lostwithiel Primary School will work to ensure that pupils are fully aware of their individual needs and their current targets. Steps will be taken to involve pupils in decisions which are taken regarding their education.

Partnership with our community- Transitions

We will seek to know your child as early as possible. We have strong links with our feeder nursery provisions and secondary academies within our local community. We have extended transition programmes for pupils with SEND.

We welcome additional parent/carers meetings and visits and aim to make transition personalised.

Evaluating Success

The Lostwithiel Primary School SEND policy will be kept under review. Evidence will be gathered regarding:

- Staff awareness of individual pupil needs
- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs and disabilities
- Improved behaviour of the children, where this is appropriate
- The increase in the level of inclusion achieved within the school setting as a percentage of time
- Pupil attendance
- Number of exclusions
- Consultation with parents/carers

- Pupils' awareness of their targets and achievements
- The school meets the statutory requirements of the SEN Code of Practice 2014

Disability and Accessibility

Lostwithiel Primary School adopts a 'whole school approach' to special educational needs and disabilities which involves all the staff taking responsibility for the needs of the pupils in their class. We have adapted facilities to support pupils within the four identified areas of need. Our buildings have access, to most areas, for wheelchair users. For further information, please refer to the School Accessibility Plan.

Complaints

The school's standard complaints system applies.

Bullying

Please refer to the school's Anti-Bullying Policy.

Safeguarding

Mrs Sarah Kriskovic – SENDCo - Designated Safeguarding Lead
Mrs Elaine Badger – Headteacher - Deputy Designated Safeguarding Lead
Mrs Kate Webber – Assistant Headteacher- Deputy Designated Safeguarding Lead
Mrs Emma Joliff - Safeguarding Governor

Designated Teacher for Children in Care

Mrs Sarah Kriskovic – SENDCo

For further information about specific support offered at Lostwithiel Primary School, please refer to the SEND Local Offer detailed in the link below.

[Family Information Service Cornwall](#)