

# **Special Educational Needs and Disabilities Policy**

## **2017-2018**

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On 30 June 2017 the NET Board of Directors adopted the following statement and procedures for the provision of Special Educational Needs and Disabilities of pupils, involved with activities within their group of academies.

## Responsible Persons

Head Teacher

SENDCO

Deputy Head Teacher

SEND Governor

Samantha Fairbairn

Hayley Coombes

Sarah Goswell (SLT link)

Sarah Karkeek

### Mission Statement

Across the Newquay Education Trust (NET) 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 NET 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
- An education where staff are proactive in identifying additional needs

### Disability and Accessibility

NET adopts a '**whole school approach**' to special educational needs and disabilities which involves all the staff taking responsibility for the needs of the students in their class.

We have adapted facilities to support students within the four identified areas of need.

Our building has access, to most areas, for wheelchair users.

## SEND Areas of Need

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

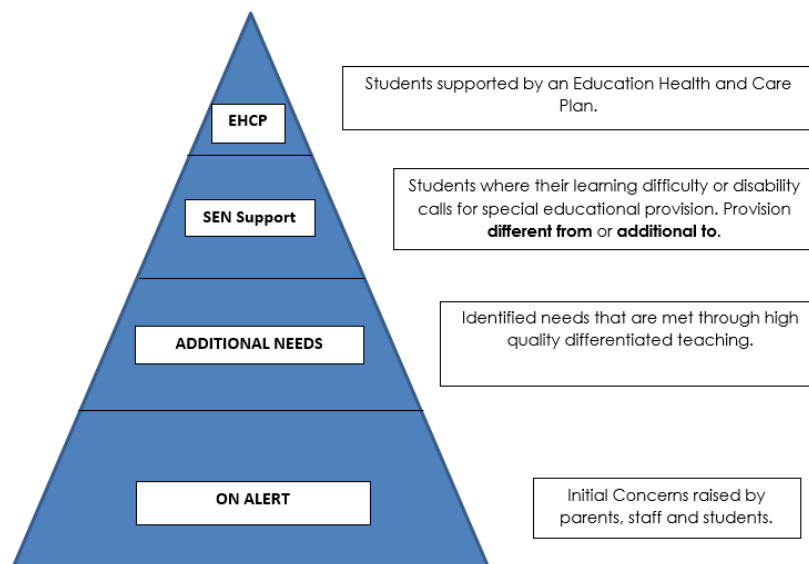
- **Communication and Interaction** - for example Autism Spectrum Conditions (inc. Asperger's Syndrome), Speech and Language difficulties
- **Cognition and Learning** for example - Dyslexia, Dyscalculia, Dyspraxia, Moderate learning difficulties
- **Social, Emotional and Mental Health** Difficulties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

## SEND Identification

Students are identified and assessed through:

- Teacher observations and concerns
- Through the collection of teacher assessments, moderated evidence and test results
- Statutory assessment information
- Information from parents/carers or the students themselves
- Information from outside agencies that have contact with the student or family
- Monitoring of social time behaviour through liaison with lunchtime assistants
- Monitoring of standards of work by class teachers, heads of year.

### Record Of Need



## Identifying and Monitoring SEND across Newquay Education Trust

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

### **At Tretherras, SEND provision looks like...**

- Learning Support Staff deployed in lessons and intervention work
- Access to The Wave: 'Personalised Learning and Wellbeing Centre'
- A range of specific SEND interventions for behaviour, social skills and learning
- Support for positive behaviour
- Social Skills interventions
- A staffed Nurture group. This operates at break and lunch times.
- Keyworker Learning Support Staff for all students at SEN Support and Students with an EHCP

### **Newquay Education Trust will ensure that:**

- Teachers can identify and provide for students with special educational needs
- All students will have access to an appropriately differentiated curriculum
- All students 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
- Students are encouraged to take responsibility with us for their learning
- Students' difficulties are identified as early as possible and reviewed three times a year, in line with the plan, do, review cycle of assessment
- Parents are informed and involved as partners in their children's learning
- Collaborative pupil passports are created and shared with the staff team
- Effective partnerships are developed with outside agencies, where this is required
- Roles and responsibilities of staff are clearly identified.

### **The role of the SENDCO**

- Overseeing the day-to-day operation of the school's SEND policy
- Coordinating provision for children with special educational needs and disabilities
- Liaising with and advising/team teaching with teachers
- Managing learning support staff
- Overseeing the records of all children 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, to disseminate to staff and to use the school development plan to implement new developments
- Work closely with the nominated Special Needs Governor – Sarah Karkeek
- 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

- Planning for students' full participation in learning and in physical and practical activities
- Planning to develop students' understanding through the use of all available senses and experiences
- Helping students to manage their own behaviour and to take part in learning effectively and safely
- Helping students to manage their emotions, particularly trauma or stress, and to take part in learning
- Providing support as appropriate for students needing support in communication, language and literacy
- Maintaining appropriately detailed records
- Assessing and monitoring, with the SENDCO, the students' progress in line with existing school practices, detailed in The Teachers Inclusion Handbook
- Tracking individual students progress regularly
- Liaising with parents/carers regularly about students with special educational needs.

## The role of the Learning Support

- Understand and advocate for the needs of individual learners
- Helping students to manage their own behaviour and to take part in learning effectively and safely
- Helping students to manage their emotions, particularly trauma or stress, and to take part in learning
- Providing support as appropriate for students needing support in communication, language and literacy

Learning Support staff are deployed within the classroom setting supporting teachers as well as planning and leading small group interventions. Learning support staff receive appropriate training to support the diverse needs of all our students.

## Partnership with Parents (all those with parental responsibility)

Newquay Education Trust will work to ensure:

- Parental knowledge and expertise in relation to their child is acknowledged
- Parents 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 seek constructive ways of reconciling different viewpoints

**Parents 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 Professionals

We will seek to work collaboratively with professionals who can provide additional support for NET.

Please refer to the Information report for details on the professionals that we work with across the NET.

Staff at Net receive weekly updates on SEND and regular extended staff training on specific SEND areas for development.

### Partnership with Students

Newquay Education Trust will work to ensure that students are fully aware of their individual needs and the targets in their Pupil Passports. Steps will be taken to involve students 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 schools within our local community and have extended transition programmes for students with SEND. We welcome additional parent meetings and visits and aim to make transition personalised.

### Evaluating Success

The Newquay Education Trust SEND policy will be kept under review.

Evidence will be gathered regarding:

- Staff awareness of individual student 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
- Student attendance
- Number of exclusions
- Consultation with parents/carers
- Students' awareness of their targets and achievements
- The school meets the statutory requirements of the SEN Code of Practice 2014.

### Current SEND figures for Newquay Junior Academy September 2017

Year	Education, Health and Care Plan (EHCP) (Number of pupils)	SEN Support (Number of pupils)
Y7	2	3
Y8	1	3
Y9	12	1
Y10	5	3
Y11	3	8
Y12	1	0

Number of Learning Support Mentors **19**

For further information about specific support offered at Newquay Tretherras please refer to the:

- **Special Educational Needs and Disabilities Information Report/School Offer**