



Bishop Cornish CEVA Primary School **Special Educational Needs (SEND) and** **Disabilities and Inclusion Policy**

Date Reviewed: September 2025

Next Review: September 2026

Tracey Fletcher

Head Teacher

Tim Parkman

Chair of Governors

Our Mission Statement: To inspire through faith and love, that all may flourish.

Those who do what is right will flourish like a palm tree,
they will grow like a cedar of Lebanon;
¹³planted in the house of the Lord,
they will flourish in the courts of our God.
¹⁴They will still bear fruit in old age,
they will stay fresh and green,
¹⁵proclaiming, "The Lord is upright;
he is my Rock, and there is no *wrong* in him." Psalm 92 12:15

The Christian values that we hold as a school permeate throughout all areas of school life.

Friendship, Perseverance, Respect, Compassion, Trust, Justice

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 Feb 2013
- SEND Code of Practice 0 -25 Years (April 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions (April 2014)
- Safeguarding Policy
- Accessibility Plan

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 Emma Nile in liaison with the Headteacher, SEND Governor, SLT and staff, with due regard to the input of parents and pupils with SEND.

Information about the school's special educational provision

In compliance with the SEND 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, they are placed on the RON under SEND Support.

This policy sets out our commitment to raising the aspirations and expectations for all pupils with SEND.

The aim of our Special Needs Policy is to ensure that the needs of pupils with SEND, and the barriers to their learning, are accurately identified and their needs effectively met so that they 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)

To this end, we aim to:

- a) Assess pupils accurately, track their progress regularly and adjust provision in the light of ongoing monitoring.
- b) Ensure that lessons are stimulating, enjoyable and well differentiated to meet the needs of all pupils, including those with SEND.
- c) Ensure that teaching and learning is multi-sensory.
- d) Make sure that additional support is well targeted, using a judicious blend of in-class support and withdrawal.
- e) Use the most appropriate resources to support learning, taking into account individual learning styles and 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 SEND – to ensure that we are providing equality of educational opportunity and value for money.

Objectives:

Through the application of this policy we wish to:

- a) Ensure compliance with National SEND 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 SEND.
- d) Ensure all staff implement the school's SEND policy consistently – fully endorsing our belief that every teacher is a teacher of every child, including those with SEND.
- 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 SEND 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 ensure that the pupil is aware that their wishes are taken into account as part of the process and of the shared responsibility in meeting their educational needs.
- m) To provide an appropriately qualified Special Educational Needs and Disabilities Coordinator (SENDCo.) who will oversee and work within the SEND Inclusion Policy.
- n) To provide support and advice for all staff working with pupils who have SEND.
- o) Support pupils with SEND to develop their personality, talents and abilities to the full.
- p) Encourage all pupils with SEND to develop a respect for human rights, respect for parents, their own and other cultures and the environment.

Admission Arrangements

The school's admission arrangements are published separately and in line with Cornwall's Admission Policy.

Any SEND specialism.

- The school has Trauma Informed Schools (TISUK) trained practitioners.
- There is a range of experience across the staff in behaviour management strategies.
- The school has one trained Autism Champions.

Information about the school's policy for the identification, assessment and provision for all children with special educational needs.

The allocation of resources to and amongst pupils with special educational needs:

- Learning Support Assistants (LSAs) support children at the levels of SEN Support and EHCP, where appropriate.
- LSAs may also support children at the level of On Alert, as necessary.

Identification and assessment arrangements, and review procedures.

Bishop Cornish Primary aims to identify children with special educational needs as early as possible in their school career. To this end, the SENDCo meets each class teacher at least once a term to discuss any problems that might have arisen and any changes in the needs of the class.

Once a teacher has raised a concern about a child, the SENDCo records that concern and requests baseline information about that child. This information, alongside observations and further conversations with parents/ carers, class teacher and pupil, will inform the next steps. At this stage, children may be placed at 'On Alert' where the class teacher will continue to work closely with the child in the normal classroom context, observing the child's progress and behaviour and ensuring any extra help available may be targeted for the child. The SENDCo may also allocate time to observe the child in class, and review with the class teacher.

There will also be informal consultation between the class teacher and the parent/carers. If the class teacher is still concerned after a period of monitoring, a decision will be made for the class teacher and SENDCo to meet with the parents for consultation about the child's needs. Should concerns remain and the child is receiving support that is 'additional to and different from' the other children in the class, a decision may be reached at the meeting to begin SEN support.

SEN Support

Pupils are placed on the RON after assessment and consultation between the SENDCo and class teacher when it is established that they have a significant learning difficulty and need provision that is **'additional to 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 child
- Pupil progress, attainment and behaviour
- Development & attainment in comparison to peers
- Views and experiences of parents
- The child's own views
- If relevant, assessments, views of and advice from external services.

Plan

- A plan will be drawn up by the SENDCo & class teacher in consultation with parents and child. 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
- The plan will be recorded on an assess, plan, do review form
- A copy will be given to the parents

Do

- The class teacher remains responsible for working with the child on a daily basis and works closely with LSAs or specialist staff to plan and assess the impact of the interventions.
- The SENDCo supports the class teacher in the further assessment of the child's particular strengths and areas of development, in problem-solving and advising on the effective implementation of support.

Review

- Parents will be invited to attend termly review meetings with the class teacher and sometimes SENDCo and their child in order to monitor/ review the effectiveness of the support and the impact on the child's progress.
- A new plan will then be drawn up.
- Parents will be given copies of all paperwork recorded at the review.

Involving Specialists

If a child continues to make little or no progress over a sustained period or where they continue to work at levels substantially below Age Related Expectation despite SEN Support, the school will request involvement of specialists including those from outside agencies. The views of parents/carers and the child are considered at all levels of intervention.

Educational Health Care Plans (EHCP)

If, after advice from the Educational Psychologist or other professionals, the school and parents consider that help is needed from outside the school's resources, the SENDCo can provide the relevant forms for an EHCP. The SENDCo prepares documentation on the child, including past 'assess, plan, do, review' forms, overview summary sheet, examples of the child's work, and/or record of behaviour and a chronological review of support, child's views and parent contributions. This is sent to the Assessment Panel where, in consideration with similar documents from other involved professionals, a decision is made about whether or not to assess for an EHCP.

Should the Assessment Panel decide against an EHCP, it is then up to the school to look again at provision for the child and to formulate new strategies and plans.

If the Assessment Panel agrees to proceed with an assessment for an EHCP, this will then be carried out by the Local Authority (LA), using information provided by the school and other external professionals.

There is a statutory requirement to review an EHCP annually. This review meeting is held at the school with parent, child and all professionals involved invited to attend.

In addition, pupils with an EHCP are subject to the termly Assess-Plan-Do-Review Cycle.

The integration of children with Special Educational Needs within the school as a whole.

At Bishop Cornish CEVA Primary School, we are committed to Cornwall's LA policy of inclusion where we believe that we can cater appropriately for a child's special educational needs. We are always keen to ensure that a child with special educational needs has the right adult support.

Our policy is to provide access for all children to the National Curriculum. Different ability groups and needs will be catered for by differentiation and classrooms are organised and managed with this in mind.

Identified children are given support from within the school's resources, which can be seen through:

- Learning Support Assistants
- 1:1 Support
- Speech and Language programmes
- Social Skills/Anger Management Support
- Animal therapy
- Communication Support
- Daily Readers
- I Hear with My Little Ear (Phonological processing support)
- FunFit
- Doodle Maths
- Class Dojo
- Trauma informed schools approach
- Literacy Gold

Provision Maps and Assess Plan Do Review forms assist class teachers and LSAs in differentiating the curriculum.

Criteria for evaluating the success of the school's SEND policy.

The policy is reviewed where there are changing circumstances and at least annually.

The SEND Governor visits the school to monitor the progress and provides feedback to the Governing Body and then reports on the success of the policy at an annual Governing Body meeting.

Monitoring will consider the following:

- Is there effective communication between staff, parents and SEND coordinator?
- Are the Provision Plans addressing the needs of the children? Do the children know their own targets? Are they achieving?
- Are we identifying children's difficulties early and quickly?
- Do we make full use of our SEND resources?
- Are parents happy with the provisions for SEND children?

In addition, the success of the SEND policy will be reflected in the following:

- The results and analysis of the national comparison tests
- The number of exclusions from the school.
- The results and analysis of SATs and teacher assessments.
- The views of the staff, parents and the Governing Body.
- The number of children whose needs are being met and who move down or off the SEN assessment stages.

TRAINING AND RESOURCES

- The Headteacher oversees the professional development of all teaching staff and LSAs; this may occur during whole school training days and by attending courses. Colleagues attending courses are expected to disseminate and share relevant knowledge with other staff within the school.
- The SENDCo regularly hosts/attends SEND network meetings in order to keep up to date with local and national developments in SEND and also supports the LA through involvement in work strands to address ongoing developments in SEND reforms.
- Support Staff are encouraged to take an active part in all school functions/training.

Arrangements for considering complaints about SEND provision within the school.

The School Complaints Policy outlines the procedure for complaints.

We aim for a close working partnership with parents and, if parents are anxious or concerned about an aspect of their child's education, they can approach the school.

The school will always take needs that are not SEND, but that may impact on progress and attainment, into account, for example:

- Attendance and punctuality is monitored by the school's Education Welfare Officer (EWO), in consultation with the Headteacher and sometimes the SENDCo.
- Children for whom English is an Additional Language are supported by the bilingual assistants (as available).
- The school nurse regularly monitors children who are on the 'At Risk Register' and those children whose health is giving cause for concern.
- There is regular communication between the school and social services, the child protection team, the child health service, Cornwall SENDCo network and the Learning and Specialist support team.

Arrangements for partnership with parents.

Parents are partners in their child's learning and are welcomed in to Collective Worship, to work alongside children in the classrooms and on visits, thus supporting cooperative and collaborative learning. Parents of SEND children are asked into school twice each year for a Learner Review. Parents and the relevant class teacher also meet termly and as required to review progress and support available for children on the RoN. For particular children, parents are invited into school to complete a neurodevelopmental profiling tool. This gives a holistic view of the child at home and at school. A plan will be devised and then reviewed after three months. At this point, it is discussed whether a referral for assessments would be beneficial.

Parents are involved at every stage of the SEND profiling system. We believe it is essential to have a good dialogue with parents of children with special educational needs and value the information and insight they can provide us with.

Where children are on special programmes, we ensure that parents are clear about the aims of the programme and given a clear understanding of how they can support their children at home, if necessary. Parents are also directed to the Neurodiversity Hub for advice and resources.

Where possible, we arrange for translators to attend meetings or to have written notices translated into other languages if needed.

Parents are required to contact us with details of any medical condition which might affect their child's education and to plan with us to meet any such needs. We particularly ask parents to contact us after their children have had hearing or vision tests or school medicals.

SUPPORTING PUPILS WITH MEDICAL CONDITIONS

- The school recognises that pupils at school with medical conditions should be properly supported so that they can have full access to education, including educational visits and physical education. Some children with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act 2010.
- Some pupils may also have SEND and may have an EHCP, which brings together health and social care needs, as well as special educational provision and the Code of Practice (2015) is followed.
- The school has a number of members of staff trained in Paediatric and General First Aid and, where appropriate, staff are trained in managing the medication and other treatments of pupils with medical conditions.

Links with other mainstream and special schools, including arrangements when pupils change schools or leave schools.

Bishop Cornish Primary School Primary School has established links with a number of secondary schools.

When children on the Register of Need transfer to Secondary school the SENDCo and the Year 6 teacher aim to meet with the SENDCo of that school. Additional support can be put in to place if needed, such as extra transition sessions.

All the SEND profiles are passed on to the receiving school.

When a child transfers to another primary school, the SEND profiles and child protection concerns are passed on. The SENDCo will make contact with the SENDCo of that school if further information is needed.

If a child with an EHCP is going to a specialist facility, we make arrangements for the child to visit the school beforehand – if possible with the Headteacher or the SENDCo. Similarly, if we were to receive a child from a specialist facility we would hope to visit and receive a visit from the pupil before they started with us and to work in close cooperation with the school.

Links with health and social services, educational welfare services and any voluntary organisations.

Our school nurse is in contact with the Headteacher and SENDCo. She visits the school to screen any children who need to be seen and with the support and liaison with parents and SENDCo, she will make referrals to outside agencies where concerns are noted as medicals.

We have links with the local Children's Centre, The Child and Family Services, Family Support, Social Services, and Educational Psychology Service.

Our EWO visits the school regularly to monitor attendance and punctuality. They visit parents where necessary.