



Special Needs Policy

This policy has been written to comply with the Special educational needs and disability code of practice: 0 to 25 years (2014) and with reference to our schools' ethos and policies.

Some children may experience difficulty with their learning at some point during their time in school. This may be a short term or longer lasting difficulty. This is identified if a child finds it significantly more difficult to learn than the majority of children of the same age. This may be linked to

- speech, language or communication needs;
- cognition and learning;
- social, mental and emotional health;
- sensory and or physical needs (medical)

or

has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the Local Authority

Torpoint Nursery and Infant School is an inclusive school that welcomes and values the different experiences, cultures, talents, interests, capabilities and strengths of each child.

It is our expectation that every child will reach his or her maximum potential in a caring supportive environment that provides equal opportunities for all.

Aims

We are committed to ensuring that every child is offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and the National Curriculum.

Our commitment to the "unique child" in terms of development, inclusion, safety and well-being moves the identification of need away from the "special" category into the belief of fostering positive outcomes for all our children.

The staff of the school is committed to identifying and providing for the needs of all children in a wholly inclusive environment.

We believe in a non-deficit model of special needs. This means we always start from what the child can do and what they need to do next.

We have highly trained teachers and teaching assistants who can help and support children who are experiencing any difficulties and the SENCO's coordinate this work across the whole school.

If we feel that a child is experiencing particular difficulties we will talk to parents about this so that they are aware of what we are doing to support your child and can help with this at home.

We ensure that we keep up to date in terms of new research which may help us to help children more effectively.

Roles & Responsibilities

The Head teacher maintains overall responsibility for pupils with special educational needs.

The designated Special Educational Needs and Disabilities Co-ordinators are:

- **Miss Gail Palmer**
- **Mrs Stephanie Lock**

Miss Palmer has gained the qualification 'National Award for Special Educational Needs Co-ordination'

Mrs Lock has gained the qualification 'National Award for Special Educational Needs Co-ordination'

The nominated Governor is Ellie Hall.

Our SENDCOs are responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with SEN. They liaise with staff to monitor the child's



progress and plan further interventions where progress is slower than expected. They regularly have contact with a wide range of external agencies that are able to give more specialised advice.

In-service training needs related to Special Educational Needs will be identified by the Head teacher and/or SENDCos in consultation with the staff and will be incorporated into the staff development plan supported

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEN policy including maintaining records of progress and attainment and reporting to governors
- coordinating provision for children with SEN;
- liaising with the relevant designated teacher where a looked after pupil has SEN;
- advising on a graduated approach to providing SEN Support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents of children with SEN;
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the LA and LA support services;
- liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned.

Class teachers

Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff.

Where a pupil is not making adequate progress, teachers should collaborate with parents and the SENCO on problem-solving, planning support and teaching strategies for individual pupils.

In line with the Teachers Standards 2012 the task of identifying and providing support for each child's need is central to the teacher's role. S/he will:

- gather information about the child and make initial assessments in order to identify the specific area of need and then discuss these concerns with the SENCO;
- consult with the child and parent at all stages;
- choose and implement additional support and different learning opportunities in consultation with the SENCO, giving due regard to the opinions and insights of the parents;
- use a range of strategies to provide extra support including extra differentiation in the way that information is presented, by breaking tasks down into smaller steps, using more concrete apparatus or visual resources to aid concept development, planning for peer support, use of ICT and the targeted use of additional adults;

The Governing Body

The governing body works with the Head to determine appropriate staffing and funding arrangements for Special Educational Needs. The appointed SEN governor works with the school in supporting the development of high quality provision and evaluating the impact for pupils with SEN.

Parent/Carer

Partnership with parents plays a key role in enabling children with SEN to achieve their potential. In order for parents to be active partners it is essential that they fulfil the following responsibilities:

- attend parent consultation and review meetings;
- meet with other agencies/services as required;
- support work at home;
- keep the school fully informed of assessments conducted outside the school and provide copies of any reports written (physical, psychological, behavioural social and emotional) .



Working with Parents

Partnership with parents plays a key role in enabling children with SEN to achieve their potential

The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have Special Educational Needs where the support and encouragement of parents is often the crucial factor in achieving success.

We have an open door policy in our school which enables any parent or carer to talk to class teachers, office staff or the head teacher if any day to day concerns arise

All parents are able to discuss their child's progress at termly parental consultations; for parents/carers of children with SEN the SENCO will be present at these meetings. These meetings are recorded in the form of individual provision overviews which are shared with parents.

Arrangements can be made to speak in more detail to the class teacher or SENCO at any time by requesting this directly to the class teacher and SENCO.

Parents will always be kept informed about the Special Educational Needs experienced by their children. Communications between the parent and the school will be consistently maintained.

Parents will be fully consulted before the involvement of support agencies with their children, and will be invited to attend any formal review meetings at all stages.

Parents will be directed to appropriate support services including SENDIASS

Our website contains details for parents of how we aim to help each child achieve their potential

Including

- Our local offer in the form of key questions
- Sources of local support- including sendiass
- The SEN information Report
- Parent support pages on areas of need
- A comprehensive speech and language therapy section

We work with Carbeile Junior school to hold regular networking meetings with the sencos from both schools and visitors who have expertise in areas of SEN.

Pupil Participation

Steps will be taken to involve pupils in decisions which are taken regarding their education. Due consideration is given to the age and maturity of the child.

A graduated approach to identifying and supporting special educational needs

The school philosophy is that the curriculum should be made to fit the child and not the child made to fit the curriculum. The school's Curriculum Statement should be read in conjunction with this document so that this philosophy is fully understood.

As soon as a teacher becomes concerned about a child's progress in any area of school life, the child should be placed on our alert list and immediately discussed with a SENDCo. This informal stage means that particular attention is paid to enriching the child's experiences in school and noting progress in a more detailed way than may be necessary for other children in the class. The school will offer a differentiated curriculum and differentiated learning experiences.

If a child continues to fail to make the expected progress or shows signs having social, emotional or behaviour difficulties the school will place the pupil on the SEN register and support that is additional to and different from the differentiated curriculum will be provided in a range of ways including:

- ☛ Classroom organisation and management
- ☛ In-class support by teacher/teacher assistant



- ☛ Home/school programmes
- ☛ Use of small group interventions such as Funfit, Time to Talk Little Wandle Keep up sessions and Mastery in Maths programmes Speech and Language support groups.
- ☛ Use of specialist equipment
- ☛ Alternative teaching strategies
- ☛ individual/small group work

The progress of children with Special Educational Needs will be reviewed throughout the year as part of the assess, plan, do review cycle for SEN children

Detailed records will be kept of the pupils receiving extra teaching support. Such records will be kept by the class teachers and parents will be provided with Individual Provision Overviews.

Assessments will be made of the child's attainment on entry to and exit from interventions so that progress can be measured and the intervention's value for money judged.

These will include:

- ☛ Observations carried out by the SENCo or other members of the SLT
- ☛ Little Wandle Assessments
- ☛ The results of standardised and diagnostic tests
- ☛ Detailed records of learning intentions and outcomes noted on child's SEND record sheet delivery sheets
- ☛ Other assessments carried out by staff members

If a pupil does not make progress despite the school taking the action outlined, advice will be sought from the appropriate support services the additional support will be amended accordingly.

Transition

Many effective strategies are in place to enable each child's transition to be as smooth as possible.

Transitions into our school

- ☐ discussions between the previous school prior to the child joining/leaving. A summary of assessments and reports will be passed on to any receiving school.
- ☐ all children moving into the school have at least one Transition Session where they spend time with their new class teacher. Additional visits are also arranged for children who need extra time in school.
- ☐ class teachers meet parents/carers prior to their child joining the school.
- ☐ Miss Palmer or Mrs Lock liaises with the SENDCOs from the previous setting/ school to pass on information regarding SEN children.

Transitions from our school

These include:

- ☐ discussions between the receiving schools prior to the child leaving.
- ☐ Miss Palmer or Mrs Lock liaises with the SENDCOs from the previous setting/ school and child's new schools to pass on information regarding SEN children.
- ☐ A summary of assessments and reports will be passed on to any receiving school.
- ☐ Where a child may have more specialised needs, a separate meeting may be arranged with Miss Palmer or Mrs Lock, staff from the new school, the parents/carers and where appropriate the child.

☐ The vast majority of our children transition to Carbeile Junior School. There is enhanced transition for all children with SEN

- For children with TACs and EHCP's Carbeile junior school are invited to all meetings from the Summer Term in Year One
- SENCO's and SLT meet in May or June to discuss the children with additional needs who will be transferring in the September



All parents are invited to a meeting with both SENCOs prior to them leaving Torpoint Nursery and Infant school

- All individual SEN paperwork is transferred to Carbeile Junior school together with a summary sheet
- Carbeile staff visit the children in their classroom
- Where appropriate enhanced transition will take place including visits to TNIS by teachers, to and SENCo from Carbeile and individual visits, often accompanied by staff or parents, by pupils to Carbeile at various times to experience the breadth of the school day.

Specialist Provision

We have a trauma informed practitioner in our school and a dedicated space for her to work with children.

The school has spaces where small group teaching and learning can take place - not just for those children with Special Educational Needs but for all children in school. The school has assured that there is full access to all areas of the school via ramps or visually highlighted steps. The disabled toilet is available for changing use for all children if necessary. Taps in all cloakrooms operate on a push rather than twist system and toilet locks are large. Steps within the main school building have been turned into ramps. There is a dedicated parking space in the school car park.

The full range of school resources is available for use for children with SEN and specific resources will be purchased if and when necessary.

Specialist services and expertise available at or accessed by the school

At times it may be necessary to consult with outside agencies in order for a child to receive their entitlement and for us as a school to access more specialised expertise. The agencies generally used by the school include:

A range of external professionals are used to give specialist advice to staff and, where appropriate, individual bespoke support. This includes:

Speech and Language Therapy
Educational Welfare Officers
School Nurse/ Health Visitor
Cognition and Learning Team
Neurological assessment development pathway
Physical Needs Team
ASD support team.
Educational Psychologist
CAMHS (Child & Adolescent Mental Health Service)
Occupational Therapist

We also complete referrals for specialist diagnosis via the Neurological Development Assessment pathway

On an individual basis we ensure parents have access to external support and advice. In addition, our school website directs parents to the Cornwall Local Offer where they can find out about additional services

Complaints about SEN provision

Refer to complaints policy on the website.



Accessibility

See accessibility plan. Updated annually.

Activities and school trips are available to all.

Risk assessments are carried out and where needed procedures are put in place to enable all children to participate in trips and outdoor learning.

The school grounds and outdoor learning are accessible for all children.

As a school we are happy to discuss individual access requirements.

Facilities we have at present include:

- ramps into school to make the building accessible to all.
- toilets adapted for disabled users.
- wide doors in some parts of the building.
- the school grounds and outdoor learning are accessible for all children

Monitoring and Evaluation

This school policy will be kept under regular review. The governors will gauge the success of the policy by the achievement of pupil targets, progress reviews and/or annual review.

In addition, evidence will be gathered regarding:

- Staff awareness of individual pupil strengths and needs
- Success of the identification process at an early stage
- Academic progress of pupils with Special Educational Needs
- 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
- Number of children supported by the funding allocation for children without an EHCP

The numbers of pupils who move from one stage to another or are removed from the register because of the success of the interventions of the school

- Consultation with parents
- Pupils' awareness of their targets and achievements

Review

This policy will be reviewed as appropriate by staff and governors.

Effective Date

Reviewed July 2026

Next to be reviewed September 2027