



Special Educational Needs and Disabilities Policy & Information Report 2024 - 2025

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Review date: 18th November 2025

Responsible Persons:

Headteacher – Mrs Emma Williams

SENDCo - Mrs Ellie Dimmock

Mission Statement

Our core principles for SEN provision at Port Isaac are as follows:

- **Inclusivity:** We believe in inclusive education where all students, regardless of their abilities, learn together in the same environment. This promotes understanding, empathy, and a sense of belonging for every child.
- **High Expectations:** We have high expectations for all students, and we believe that with the right support and encouragement, they can achieve academic success and personal growth.
- **Supportive Environment:** We create a supportive and nurturing school environment where students feel safe, valued, and respected. Our school culture encourages positive relationships and emotional well-being.
- **Quality Teaching:** We are committed to delivering high-quality teaching that is differentiated to accommodate diverse learning styles. Our teachers receive training and resources to support the inclusion of SEN students effectively.
- **Regular Assessment and Review:** We continuously assess and monitor the progress of SEN students through various assessment methods. This information is used to adapt and refine their individual provision map to ensure they make meaningful progress.
- **Parental Involvement:** We recognise that parents/guardians are essential partners in a child's education. We encourage open communication and collaboration to support the child's development both at school and at home.

We will ensure that:

- All pupils will have access to an appropriately scaffolded curriculum
- Additional support is well targeted, using a judicious blend of in-class support and minimal out of class 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 plan, do,review cycle of assessment
- Parents/carers are informed and involved as partners in their children's learning
- Collaborative Provision Maps are created and shared with parents / carers & 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 Identification

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

- Has a greater difficulty in learning than the majority of 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 academy. 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.

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

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, year leaders and the leadership team

Whilst it is clear that the purpose of identification is to work out what action the academy needs to take, it is not our purpose to fit a pupil into a category and serves solely to identify the needs of each individual pupil by considering the whole pupil, not just their special educational needs.

Record of Need

Once concerns are identified and assessments have been completed, a meeting will take place between the class teacher, SENDCo and parents/carers. Below are the different stages of support. Port Isaac's graduated response consists of two levels as follows:

SEN Support (level 1)

For a child on SEN Support, we are concerned about your child's progress in any of the four areas of need. At this stage, your child will have an individual provision map which will include individual short-term learning goals and extra provision required on top of quality first teaching. This stage may involve outside agencies and will be requested with your full support and consultation.

EHCP (level 2)

This will be when your child's needs aren't met even with the support received on level. An Education and Health Care Plan (EHCP) is a legally-binding document outlining a young person's special, educational and social needs. The document is reviewed annually.

Pupils on SEN Support have their progress and provision monitored through the school's termly 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 plan will be drawn up by SENDCo and class teacher in consultation with parents / carers and pupils. It will include:

- The outcomes agreed for the next half term / term
- The support and interventions to be put in place
- The expected impact on progress, development or behaviour
- A clear date for review

Do

The class teacher remains responsible for working with the pupil on a daily basis.

The SENDCo supports 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 in order 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 academy may involve specialists including those from outside agencies. The views of parents/carers and the pupil are considered at all levels of intervention.

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 Port Isaac Academy, SEND provision looks like...

- ✓ Learning Support Staff deployed across year groups, supporting lessons and interventions
- ✓ Access to The Hive resources – a quiet sensory area
- ✓ A range of specific SEND interventions for behaviour, social skills and learning
- ✓ Social Skills interventions
- ✓ Access to a Keyworker and/or Learning Support Staff for all students at SEN Support and students with an EHCP (if required)

Roles and Responsibilities

The role of the SENDCo

- Overseeing the day-to-day operation of the academy's SEND policy
- Coordinating provision for pupils with special educational needs and disabilities
- Liaising with and advising teachers
- 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 and adapting the curriculum to support pupil needs
- 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, language and literacy
- Maintaining appropriately detailed records
- Assessing and monitoring, with the SENDCo, the pupils' progress in line with existing academy practices
- Tracking individual pupils progress regularly
- Liaising with parents/carers regularly about pupils with special educational needs.

Partnership with Parents (all those with parental responsibility)

At Port Isaac Academy 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 support when completing documents
- Differing perspectives are respected and seek constructive ways of reconciling different view points

Partnership with Pupils

Port Isaac will work to ensure that pupils are fully aware of their individual needs and the targets in their Provision Map. 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 the secondary schools and plan for careful transition for pupils with SEND. We welcome additional parent/carer meetings and visits and aim to make transition personalised.

Evaluating Success

The 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
- Pupil attendance
- Number of exclusions
- Consultation with parents/carers
- Pupils' awareness of their targets and achievements
- The academy meets the statutory requirements of the SEN Code of Practice 2014

Disability and Accessibility

Port Isaac 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 or will adapt 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 academy's standard complaints system applies.

Bullying

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

Safeguarding Team

Miss Jen Young- Designated Safeguarding Lead

Mrs Emma Williams – Headteacher - DDSL

Mrs Juliet Eaves – Higher Level Teacher Assistant DDSL