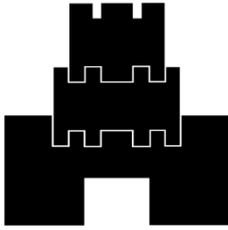


Reference:	Approved by:	Date:	Review:



Launceston College

A Multi Academy Trust

SPECIAL EDUCATIONAL NEEDS POLICY

Updated on: July 2019

Review by: July 2020

Reviewer: LOR

Reference:	Approved by:	Date:	Review:

It is acknowledged that all teachers in the Multi-Academy Trust are teachers of young people with special educational needs. As such we adopt a 'whole Academy approach' to SEN which involves all staff adhering to a model of good practice. The staff of the Academy are committed to identifying and providing for the needs of all young people in a wholly inclusive environment.

Reference:	Approved by:	Date:	Review:

Appendix L – Launceston College SEN Policy

The levels of support and provision offered by our school

1. Listening to and responding to children and young people

Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • The views and opinions of all students are valued. • Student voice is heard through: <ul style="list-style-type: none"> ○ the College Council ○ representation on the MAT Board ○ participation in interviews for new staff ○ focus groups ○ APlus reviews ○ questionnaires 	<ul style="list-style-type: none"> • Students with SEND are included in consultation groups. • Additional provision is developed in light of student voice. 	<ul style="list-style-type: none"> • Individual support is responsive to the views of the student. • Student's views are an integral part of TAC (Team Around the Child) meetings, PSP (Pastoral Support Plan) meetings and SEN reviews. • Students are supported in person centred planning and target and outcome setting. • All documentation is presented in a format that is accessible to the student.

Reference:	Approved by:	Date:	Review:

2. Partnership with parents and carers

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • The school works in partnership with all parents and carers. • The parents/carers of all students are invited to attend parent/carer evenings. • Students' data reports are sent home each term. • The eContactbook supports home learning • Parent/carers know exactly who to contact if they have any concerns. • The website enables parent/carers to understand more about what their young person is learning. 	<ul style="list-style-type: none"> • Families are invited to attend information sessions re supporting their young person at home e.g. <ul style="list-style-type: none"> ○ Year 10 skills for GCSE evening. • Parents are able to contact school re concerns at any time. 	<ul style="list-style-type: none"> • Parent/carers are supported in attending, and are actively involved in, all TAC meetings, PSP's (Pastoral Support Plan Meetings) and reviews. • Parent/carer's views are an integral part of TAC meetings, PSP meetings and SEN reviews. • Advocacy is available to ensure the above. • All documentation is presented in a format that is accessible to individual parents. • Parents are encouraged to support their young people at home with using myMaths or similar websites.

Reference:	Approved by:	Date:	Review:

3. The curriculum

<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> • The curriculum is designed to ensure the inclusion of all students. • All students, regardless of their ability and/or additional needs, have full access to a differentiated curriculum. • All students in Years 7 and 8 are able to boost their independent learning and literacy skills through DEAR (Drop Everything and Read) • Assessments/Cognitive Ability tests (CATs) are used to identify students who need specific interventions. 	<ul style="list-style-type: none"> • A small number of students in key stage 4 have the opportunity to access a bespoke curriculum. • Intervention packages are bespoke and needs led. • The progress of students taking part in intervention groups is measured on a regular basis. • The intervention packages are adapted in light of student progress. • Small group intervention includes: <ul style="list-style-type: none"> ○ literacy – reading, comprehension, spelling, writing etc ○ handwriting ○ numeracy ○ social skills 	<ul style="list-style-type: none"> • Students are supported in following their interests, and chosen curriculum, regardless of their SEN (Special Educational Need) and/or disabilities. For example, a student with a physical impairment is given the support they need to access GCSE design technology. • Students with special needs and/or disabilities can access the curriculum with adult support as appropriate. • In exceptional circumstances students can be dis-applied from some subjects. This must be agreed by all involved.

Reference:	Approved by:	Date:	Review:

4. Teaching and learning

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • Differentiated teaching and learning outcomes are used to ensure the progress of all students. • The lessons are carefully planned to include clear stages, regular progress checks and different learning styles. • Learning objectives are displayed and discussed • Differentiated success criteria are displayed. • Students' work should be regularly marked, with clear feedback for students to use in order to improve • Literacy/numeracy is a priority for all staff: key vocabulary and key terms should be displayed and discussed. • Alternative ways of recording are used. 	<ul style="list-style-type: none"> • Class teachers and teaching assistants share information and lesson plans to ensure that students with SEND (Special educational needs and disability) have targeted support and provision. • Teaching assistants/class teachers work with small groups to: <ul style="list-style-type: none"> ○ ensure understanding ○ facilitate learning ○ foster independence ○ keep students on task. • Independent student learning is supported by the use of technology, for example: <ul style="list-style-type: none"> ○ Laptops ○ Netbooks ○ iPads • Special examination arrangements are put in place for internal and external tests and examinations (readers, scribes etc) • Homework support is available Monday –Thursday after College. 	<ul style="list-style-type: none"> • Personalised and highly differentiated work is provided enabling independent learning. • One-to-one support is in place for students who need more intensive support, e.g. for those with physical disabilities and autism. • Outreach from special school requested for advice on teaching and learning.

Reference:	Approved by:	Date:	Review:

5. Self-help skills and independence

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • Students use the 4 B's prompt in lessons - book, brain, and buddy before asking the 'boss!' • Technology is available to aid independence e.g. voice recognition is available on all school computers • All students have access to a regular homework club after College and support in the library after College and at lunchtime. • Learners can access the eContactbook at home and in College to help organise their homework. Staff link relevant materials and differentiate the work accordingly. 	<ul style="list-style-type: none"> • Where teaching assistants are in the classroom they facilitate independence. • Students have personalised equipment to help them to learn, such as overlays, and timers. • Students with an identified need or without internet access at home use a paper Contact Book • Students have access to : <ul style="list-style-type: none"> ○ visual timetables ○ task boards ○ traffic light system ○ time out cards 	<ul style="list-style-type: none"> • Teaching assistants working one-to-one with students encourage them to be specific about what they need help with, along with asking them what they have done already to find the help for themselves, e.g. asked peers, checked books, etc. • Additional support is shared to build resilience in the young person, so that they have self-coping strategies when and if the teaching assistant is absent • Personalised task boards and timetables are available to support independence.

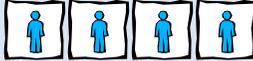
Reference:	Approved by:	Date:	Review:

6. Health, wellbeing and emotional support

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • IAG (Information and guidance) lessons include all students • There is a named member of staff who coordinates provision for students with wellbeing, emotional, physical and mental health needs. • Students have access to the school nurse. Sessions are private and confidential. • Bereavement counselling is available. • Student issues are dealt with by trained staff, as they arise. • Risk assessments are undertaken for students with mental health needs. 	<ul style="list-style-type: none"> • A base is available for vulnerable students to take ‘time out’ and find support at break times. There are trained members of staff running the base. • Time limited and monitored groups address: <ul style="list-style-type: none"> ○ self-esteem ○ social skills ○ life skills ○ anger management • Supported sports academy activities are available after school. • Risk assessed and supported adventure learning activities such as Jubilee Challenge are available. 	<ul style="list-style-type: none"> • TACs, Early Support meetings and reviews are supported by a range of agencies including the school nurse. • Additional support for students can be requested from <ul style="list-style-type: none"> ○ CAMHS ○ Social Care ○ Youth Centres (targeted youth support) ○ Dreadnought ○ Penhaligan’s Friends ○ Kooth ○ Y-Zup (drugs service) ○ ABC (anti-bullying Cornwall) • Individualised support is provided for students who begin to display early signs of disaffection in KS3. • Students with specific medical conditions have Individual Health Care Plans.

Reference:	Approved by:	Date:	Review:

7. Social Interaction opportunities

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • All students have opportunities for social interaction, regardless of need • All students belong to a tutor group and House. • All students are invited on trips and visits. • All students can contribute to their House 	<ul style="list-style-type: none"> • Older students involved in mentoring, reading with younger students with SEND. • Transport is available to take students with SEND home when they attend after school activities. • Autism champion ensures social interaction opportunities for students with autism. 	<ul style="list-style-type: none"> • Students individually supported by TAs (teaching assistant) or have PAs (personal assistant) to enable their attendance at after school clubs. • Learning mentors or TAs use social stories with individual students. • Older welfare and SEND ambassadors are used to support and 'buddy' younger students with SEND

Reference:	Approved by:	Date:	Review:

8. The physical environment (accessibility, safety and positive learning environment).

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • All faculty areas of the school are accessible to everyone including those students with SEND. • All faculties have wheel chair accessible classes. • Students feel safe and in an environment where bullying is absolutely minimal and dealt with effectively. • There is a named 'Designated Safeguarding Lead' (DSL and team) and a named 'Child in Care' (CIC) teacher. • Teachers focus on rewarding good behaviour with praise points to promote a positive learning environment • The rewards and sanctions system is robust and displayed around the school. 	<ul style="list-style-type: none"> • A base for vulnerable students offers a quiet and supervised area for those who are unable to cope in unstructured times, ensures the opportunity to eat lunch away from the canteen and store items in a secure place. • Non-slip, non-breakable equipment available in practical lessons. • Adapted PE equipment available. • Some toilets adapted by height. • Adjustable chairs/ tables available. • There are named adults who are 'teamteach' trained 	<ul style="list-style-type: none"> • Specialist equipment in practical lessons enables disabled students to be independent. • Classrooms/halls/corridors are made accessible for young people with sensory needs.

Reference:	Approved by:	Date:	Review:

9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • There are strong links with feeder primary schools. KS3 coordinator and Lead LSA identify students who may need extra support at transition from KS2 to KS3 • Primary children visit school regularly from Year 2 for specific events. • Secondary staff visit and teach/support in feeder primaries. • Parents and students in Year 5 have the opportunity to meet Year 7 College ambassadors • Taster days for some students in Year 6 and two induction days for all Year 6 students • All students in Year 6 invited to attend Summer School • Comprehensive Year 7 transition package including a residential with their House • Comprehensive programme leading to option choices in Year 9, including an immersion week 'Kick Start to GCSE' 	<ul style="list-style-type: none"> • Students identified as possibly struggling with transition have additional visits in small groups • A key-worker is in place • A transition passport is put together for some students with individual needs • Careers South West (CSW) work with all students with additional needs to ensure that an appropriate post-16 placement is identified and it reflects the students' interests, abilities and needs. 	<ul style="list-style-type: none"> • The SENCO (Special Educational Needs Coordinator) or representative attends year 5 and year 6 annual statement reviews or TAC meetings • The student has a keyworker who spends time with them in primary school before supporting them in secondary school. • Students have a structured and gradual transition package from setting to setting. This ensures that they are very familiar with routines, key members of staff, running of the school day, environment, etc. • Students with SEND have extra visits to colleges in Year 11.

Reference:	Approved by:	Date:	Review:

<ul style="list-style-type: none"> Year 11 students are supported with the sixth form/FE application and interview process. Senior leader meets year 11 students and their parent/carers to discuss plans post 16. 		
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Services and organisations that we work with:

Service/organisation	Acronym	What they do in brief	Contact details
Child and Adolescent Mental Health Service	CAMHS	Mental health services for young people	Cornwall CAMHS - Telephone 01872 322277 E-mail earlyhelphub@cornwall.gov.uk Website www.cornwallft.nhs.uk/ Parent organisation Early Help Hub Launceston Children's Centre – 01566 761100
Children's Social Care		Social workers within the Children, Schools and Families team	Safeguarding concerns can be reported via the MARU (Multi-agency Referral Unit) on 0300 123 1116 but social workers will be assigned and contact with individuals will vary depending on access to direct phone

Reference:	Approved by:	Date:	Review:

			numbers
Early Help Hub	EHH	The point of contact for advice and requests for support for a child or young person with special educational needs or disability.	https://www.cornwall.gov.uk/earlyhelphub
Targeted Youth Support	TYS	One-to-one support for young people covering a wide range of issues	https://www.cornwall.gov.uk/earlyhelphub
Dreadnought		One-to-one sessions with students in school, providing emotional support. Five sessions per day on a Friday	Referral form completed by Head of House or Deputy Head of House and submitted via the Pastoral office and KS (Key Stage) coordinators.

Reference:	Approved by:	Date:	Review:

Cornwall Healthy Schools		A useful website that can signpost you to support on a variety of issues that affect young people, including wellbeing, food, bullying etc.	https://www.cornwallhealthyschools.org/anti-bullying/ From this link you will find a useful list of agencies who support young people if they are experiencing bullying.
Aspires		Support sessions run by Dreadnought at the Orchard Centre for young people with ASC (Autism Spectrum Condition) and their siblings	
Penhaligon's Friends		Specialist bereavement counselling for young people. Sessions can be held during the school day or in the home/community depending on the choice of the young person and their family	http://www.penhaligonsfriends.org.uk/ for an extremely useful website or call 01209 210624 to discuss a referral. Referral forms can be submitted by the school (with parent's and young person's consent) or by the family.
Kooth		XenZone is a provider of online mental health services for children, young people and adults. Kooth, from XenZone, is an online counselling and emotional well-being platform for children and young people, accessible through mobile, tablet and desktop and free at the point of use.	For more information about XenZone, please visit XENZONE.COM . If you're a parent looking for more information about Kooth, please email PARENTS@XENZONE.COM Staff in the Pastoral Office can make referrals for individual students on a service request form.
Family Support Workers	FSW	Support for children aged 9 months to 12 years and their parents. Probably only useful for Year 7 students unless a referral can be made via a younger sibling if a parent is in need of support at home. Advice re: parenting i.e. healthy meals, bedtime routines, getting children ready for school, organisation etc.	There are several Family Support Workers within the Locality 5 team and they are managed by the Locality manager Amanda Jeffery (ajefferies@cornwall.gov.uk) Referrals for support are made through the early help hub. This referral is accessed through the Pastoral Office and safeguarding admin:

Reference:	Approved by:	Date:	Review:

			https://www.cornwall.gov.uk/earlyhelphub
Wise Up	YZUP	Drugs and alcohol advice for young people up to and including the age of 18.	Follow the Integrated Working section and then Early Help where you can find links to referral forms for Family Support.

Answers to Frequently asked Questions

1. How does the school know if children/young people need extra help?

Through assessment data we identify students making significantly less than expected progress, given their age and individual circumstances. The first response will be high quality differentiated teaching targeted at the student's areas of weakness. Where progress continues to be less than expected then a screening LUCID LASS test will be used and the SENCo involved.

2. What should I do if I think my child may have special educational needs?

Contact your child's tutor in the first instance.

3. Who is responsible for the progress and success of my child in school?

A student's progress is the responsibility of the student, parents and the school working together. The form tutor and Head of House monitor closely and have a detailed overview.

4. How will the curriculum be matched to my child's needs?

Classes are set from year 7 and additional interventions are in place for a wide variety of needs. The options process in year 9 leads to personalised timetables at key stage 4 which can be further adjusted to meet needs in exceptional circumstances.

Reference:	Approved by:	Date:	Review:

Post 16 there is specialist provision in place with fully personalised timetables to meet needs ranging from Entry level 1 through to A level.

5. How will school staff support my child?

The form tutor has a day to day overview of the students' needs. Students can be supported by the pastoral staff, student support centre (SSC) or individual needs staff depending on the precise needs.

6. How will I know how my child is doing and how will you help me to support my child's learning?

Student data is sent home every term detailing your child's effort towards a banded target. There is a subject parents' evening and an academic review meeting with the form tutor every year. Students will reflect on their own progress in the learning section of the APlus area on the eContactbook.

7. What support will there be for my child's overall wellbeing?

The form tutor has an overview of the students' well-being supported by the Head of House and the pastoral support team.

8. How do I know that my child is safe in school?

Launceston College takes its responsibilities for safeguarding students very seriously. We comply with the relevant Health and Safety legislation as well as having a Designated Safeguarding Lead and team

9. What SEND training have the staff at school had or are having?

The SENCO is a qualified teacher working at the school and has achieved the 'National Award in Special Educational Needs Co-ordination'. All Learning Support Assistants take part in regular training opportunities.

10. How will my child be included in activities outside the classroom including school trips?

Reference:	Approved by:	Date:	Review:

Learning Support Assistants accompany students outside the classroom and on school trips.

11. How accessible is the school environment?

All faculty areas of the school are wheelchair accessible.

12. How will school prepare and support my child through the transition from key stage to key stage and beyond?

There is a designated transition Leading Learning Support Assistant who works with the primary schools to design individualised transition visits and activities for those that require additional support

13. How are the school's resources allocated and matched to children's special educational needs?

The school will attempt to provide high quality support from its SEN budget, however there has to be a strategic approach to meeting SEN in the context of the resource available.

14. How is the decision made about what type and how much support my child will receive?

By consultation with the SENCO when all diagnoses and relevant details have been taken into consideration.

15. Who can I contact for further information?

Michele Prout in Student Support on 01566 772468, michele@launcestoncollege.org.uk

Reference:	Approved by:	Date:	Review:

Appendix B – Bideford College SEN Policy

MEMBERS OF STAFF RESPONSIBLE

Mrs Rachel Vowles (Assistant Principal): Designated Teacher (DT)

Mrs Sharon Barnes: SENDCo

Mrs Gilly Sanders: SEN Governor

At Bideford College, we are committed to offering an inclusive curriculum to ensure the best possible progress for all of our students whatever their barriers to learning. Not all students with disabilities have special educational needs and not all students with SEN meet the definition of disability but this policy covers all of these students.

AIMS AND OBJECTIVES OF THIS POLICY

The aims of our SEN/D policy and practice are:

- To provide curriculum access for all
- To secure high levels of achievement for all
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from students, and parents/carers
- To carefully map provision for all vulnerable learners to ensure that staffing deployment, resource allocation and choice of intervention is leading to good learning outcomes.
- To ensure a high level of staff expertise to meet student need, through well targeted continuing professional development.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

RATIONALE

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act (2014)
- Health and Social Care Act (2012)
- Equality Act (2010)
- Mental Capacity Act (2005)
- Children's Act (1989)

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEN Code of Practice 0-25 (2014)
- Supporting Children with Medical Conditions (2014)
- Keeping Children Safe in Education (2014)
- Working Together to Safeguard Children (2013)

DEFINITIONS

The following definition of Special Educational Needs is provided in the Special Educational Needs and Disability Code of Practice 0-25 (2014):

'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age; or

Reference:	Approved by:	Date:	Review:

- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-educational institutions.'

THE NEEDS OF OUR STUDENTS

At Bideford College we have students with a wide range of needs that are broadly categorised within the following 4 kinds of need:

Communication and Interaction

- SLCN – Speech, Language and Communication Needs
- ASC – Asperger's and Autistic Spectrum Condition

Cognition and Learning

- MLD – Moderate Learning Difficulties
- SLD – Severe Learning Difficulties
- SpLD – Specific Learning Difficulties (Dyslexia, Dyscalculia, Dyspraxia)

Reference:	Approved by:	Date:	Review:

Social, Emotional and Mental health

- ADD, ADHD or ODD
- Attachment Disorder
- Mental health concerns (anxiety, depression, self-harm, substance misuse or eating disorders)

Physical or Sensory Needs

- VI – Visual Impairment
- HI – Hearing Impairment

Though some students may well have needs that branch across these four main areas.

HEARING SUPPORT CENTRE (HSC)

Bideford College also has a specialist centre dedicated to students with hearing impairments that covers the whole of the North Devon community. The HSC Coordinator also runs outreach support for other Secondary Schools and Primary Schools. Further information regarding the HSC along with admission information can be found on the College website.

LEARNING SUPPORT TEAM

SENDCo

Hearing Support Centre Coordinator

Ethnic Minority Achievement (EMA)

Literacy Coordinator

Numeracy Coordinator

SENDCo Assistant: TA Manager

SENDCo Assistant: Physical/Sensory Lead

SENDCo Assistant: SEN Exams Coordinator / Access Arrangements Lead

Teaching Assistants for: Autism, Dyslexia, Literacy, Numeracy

SEN/D Administrator

In addition there are a number of Teaching Assistants, working with students with Statements/EHCPs and on the SEN register in classrooms and in extraction groups for additional learning needs.

IDENTIFICATION AND ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS

At different times throughout a young person's college career, they may experience difficulties. When we are assessing any possible SEN we will consider the needs and aspirations of the young person as a whole.

Our College is committed to early identification of special educational needs and adopts a response in line with the Code of Practice 2014. If evidence suggests that learners are not making expected progress, Teachers and Teaching Assistants will consult with the SENDCo in order to ensure that specific in-class learning strategies and appropriate support programs are put in place in order to ensure students have a curriculum designed to enable maximum achievement and progress.

Students can be identified as having special educational needs through a variety of ways:

- Using data to highlight students who are not making expected progress
- Through the very thorough transition process adhered to by all Primary feeder schools
- Information passed on from previous schools out of catchment area
- Assessments and screening during transition in Year 6 and the beginning of Year 7
- Staff contacting the SENDCo, when they have concerns regarding a student
- Advice gained from the Educational Psychologist and other outside agencies
- Parental concerns

Reference:	Approved by:	Date:	Review:

- Meetings with parents/carers, staff and outside agencies

SUPPORTING LEARNERS WITH SEN/D

The majority of students with SEN are supported within the mainstream lessons, many of which are set on ability. Differentiated materials are used in the classroom, and teachers welcome work that is presented differently such as storyboards, diagrams and charts. The use of spell-checkers, net books and dictaphones are examples of resources that students may use to support their work. Students may receive enlarged papers, writing slope boards and the use of overlays all of which are accepted and encouraged by teaching and support staff.

Students with cognitive difficulties or social communication difficulties may also access the Learning Support Department for specific interventions. For every intervention there is a clear entry requirement, intervention length and the impact is recorded. However, students with ASC may access the Learning Support centre for specific lessons during the whole academic year. For a full range of the interventions that are available to students with SEN/D please see the separate 'Special Education Needs / Disability, the Local Offer' page on the College website.

MONITORING SEN PROVISION

We aim to follow the **assess / plan / do / review** cycle, in other words we will assess any student we feel has additional needs, plan what we will do to address these needs, initiate the plan and then review the plan termly. The results of the last review will dictate what will take place during the next term. We will review the plan by using the following strategies:

- Regularly providing opportunities for parents/carers and learners to express views;
- Objectively measuring the student progress of SEN students by effective use of internal and external data;
- Vigilantly tracking and monitoring attendance of SEN students by effective use of data;
- Looking at students workbooks;
- Monitoring and reporting on SEN student participation in reviews and planning meetings;
- Focused observations in the classroom;
- Monitoring and reporting on SEN student participation in extra-curricular activities;
- Monitoring and reporting on parental involvement including attendance at parents/carers' meetings and student review days;
- Feedback from other local agencies involved with the College;
- Acting upon advice and reviews from 0-25 Team and other specialised support teams;
- DAF review meetings.
- Annual Reviews for students with Statements or an Education, Health and Care Plan (EHCP).

For those students with longer term needs we have designed a series of provision maps, which show the four key categories of need and the interventions we offer to all learners (watch list), then also to those students with identified needs (SEN Support and Statement / EHCP).

RECORDING AND MONITORING SEN/D STUDENTS WITHIN THE COLLEGE

Students identified as having a special educational need will now be added to the SEN register under two main categories in accordance with the new SEN Code of Practice (2014), these will be either Statement / EHCP or SEN Support (K). Students in receipt of a Statement of Educational Needs will be recorded in the same way unless they have been transferred onto an EHC Plan. Students recorded as SEN Support will be those who, despite having received targeted teaching to address their weaknesses, require additional support to make expected progress.

They may:

Reference:	Approved by:	Date:	Review:

- Show signs of difficulty in developing literacy or numeracy skills which result in poor attainment in some curriculum areas
- Present persistent emotional social or mental health difficulties;
- Have sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- Have communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum
- Have an alternative curriculum in place to facilitate individual progress and achievement

Further additional support, though the DAF 1 and DAF 2a 'My Plan', may be needed if a student continues to struggle to make progress despite having individualised support. This additional need for support will be triggered when the student is:

- Continuing to make little or no progress in specific areas over a long period
- Continuing working at national curriculum levels substantially below that expected of students of a similar age
- Continuing to have difficulty in developing literacy and numeracy skills
- Having emotional, social and mental health difficulties which substantially interfere with the student's own learning or that of a class, despite having individualised support strategies in place
- Having sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service;
- Having on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The SENDCo may also seek advice from the Educational Psychologist who may observe the student in lessons and liaise with parents/carers and staff to share effective learning strategies for the student.

A grid has been created which displays the criteria needed to be identified on the College register as having a Special Educational Need; this is in line with the new SEN Code of Practice (please see attached).

From September 2014, there will not be any new Statements of Educational Needs. Therefore, if a student on SEN Support who already has a DAF 2a 'My Plan' continues to struggle both academically or socially then it might be appropriate for the College to apply for additional funding. This will be through a new assessment called the DAF 3. This additional funding may then require the College to put in place the right provision to ensure that the student begins to progress. In a minority of cases, the parent or SENDCo will request the LA to make an EHC assessment which could result in an Education, Health and Care Plan (EHCP). Any such provision is arranged, monitored and reviewed by the LA with input from the College and other relevant agencies. Reviews of these plans are conducted annually.

Reference:	Approved by:	Date:	Review:

Advice and guidance is offered to parent/carers of these students at all stages.

EXAM ACCESS ARRANGEMENTS

Access arrangements are for students who require support in exams. This is based on evidence collected from class teachers in liaison with the SENDCo. For some arrangements, students have to be assessed and the arrangement applied for from the exams board e.g. a reader, scribe or when extra time is required. For other arrangements such as using a word processor can be granted by the College, but evidence of need must be collated and stored on file.

The College is required to log evidence to show the need for this support as it has to be the student's usual way of working. Students are screened using LUCID Exact and if eligible will be seen by a specialist assessor, Janet Davis at the beginning of Year 10. Additional assessments will then be carried out to find out whether the student will be entitled to any special arrangements. An application will then be made to the exams board for the access arrangements and parents/carers will be notified. For any queries regarding exam access arrangements a meeting can be organised with the following members of staff:

SENDCo

SENDCo Assistant: SEN Exams Coordinator

WORKING WITH EXTERNAL AGENCIES

Every member of teaching and support staff is fully committed to supporting those students with SEN/D and implementing a range of teaching strategies to meet their needs and ensure they reach their potential. We also work very closely with a wide range of external agencies from Health, Education and Social Services to provide expertise and training for staff. Such is the importance of this that the College has committed to employing certain key roles to work within the College including a College nurse, counsellor, restorative approaches coordinator and family worker. Our work with external agencies has also led to the College being awarded the Devon Inclusion Awards for both Autism and Dyslexia.

SEN/D STUDENT TRANSITION

We believe that it is essential that students with SEN/D have a successful transition from Primary to Secondary and then on to higher education.

KS2 to KS3 (Year 6 to Year 7)

- If a student has a Statement/EHC Plan the SENDCo or appropriate member of the Learning Support team will attend annual review meetings.
- During the course of Year 6 the SENDCo and members of the Learning Support team will visit students transferring to the College. They meet the students and their parents/carers on an initial visit and then invite students who require additional support to visit the College during the College day, either on an individual basis or in small groups to familiarise them with the College and key staff.
- Year 6 students will also be invited to our two induction days, which takes place towards the end of the Summer term. This is followed by an evening for parents/carers, where any information about their child can be shared with staff at the College, including tutors, the SENDCo and other key members of staff.
- If a student has a statement/EHC Plan or SEN support at primary school, there will be a transition plan to ensure that their needs are met as soon as they start in Year 7. All students starting in Year 7 are assessed during their first half term and we put these assessments together with information from the primary school and any available teacher assessments and observations to ensure:
- The most appropriate support and teaching group along with appropriate interventions if required.

Reference:	Approved by:	Date:	Review:

KS3 to KS4 (Year 9 to Year 10)

- During the Spring term of Year 9, we hold an Options Evening where parents/carers are invited into the College to discuss the various options available for their child. Students identified as SEN/D will have access to staff from the Learning Support department for advice.
- If a student has a Statement of SEN or an EHC Plan, the Annual Review in Year 9 is a Transition Review, where options for after Year 11 start to be considered and decisions made about courses of study in Years 10 and 11.

KS4 to KS5 (Year 11 to Year 12)

- We work closely with Careers South West to ensure that students with a statement / EHC Plan or those with a disability have a Transition Plan in place.
- The main aim of the plan is to focus on ensuring that SEN/D students access the correct course and where necessary, ensuring that the right level of support is provided at the post-16 establishment.
- During the Year 11 Statement Review students are supported to develop their understanding of the range of post-16 options that may be available to them and we invite representatives from their chosen post-16 establishment to ensure a continued level of support.
- Any SEN/D student transferring to the Sixth Form will have a needs assessment and the Learning Support Department will ensure that the correct provision is in place. This may involve applying to County for additional funding.

Transferring to a New School

If the decision is made for a student to transfer to a new school, we liaise closely with staff at the new school and provide them with all the necessary information about your child, including their student files, so that appropriate arrangements can be made to make the transition from one school to another as smooth as possible for him/her. All students and parents/carers (if the student agrees at 16+) are welcome to see their files.

PARTNERSHIP WITH PARENTS/CARERS

- We have established positive working relationships with parents/carers and students with SEN/D.
- We recognise the importance of the parent's/carer's contribution to the decision making processes of a student who may have SEN. The College will provide information in a manner accessible to all parents/carers, some of who may also have literacy or sensory needs.
- Learning Support members of staff are available to talk to during every parent evening, progress day or GCSE options evening.
- Likewise, parents/carers of SEN/D students are encouraged to make contact with the Learning Support department if they wish to discuss the progress or provision that has been provided for their child.
- We understand that there will be a number of disabled parents/carers of children within the College, and we work to try to ensure they are fully included in parents/carers activities. We also endeavour to make sure that we hold parents/carers' meetings in areas that are accessible and that accessible parking is available. We arrange BSL interpreters for those parents/carers who require it (we need to have confirmation of attendance and the need for the service in order to make a booking).

SUPPORTING STUDENTS AT COLLEGE WITH MEDICAL CONDITIONS

- The College recognises that students at College with medical conditions should be properly supported so that they have full access to education, including school trips

Reference:	Approved by:	Date:	Review:

- and physical education. Some children with medical conditions may be disabled and where this is the case the college will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have a Statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

SUPPORTING STUDENTS WHO ARE LOOKED AFTER IN LOCAL AUTHORITY CARE

The College recognises that children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

There are commonly understood reasons (Social Exclusion Unit Report: 2003) why children who are looked after in local authority care often fail to make expected progress at College:

- Placement instability
- Unsatisfactory educational experiences of many carers
- Too much time out of College
- Insufficient help if they fall behind
- Unmet needs - emotional, mental, physical

There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. The responsibilities of our designated teacher include:

- Monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in College
- Ensuring that children who are 'looked after' have access to the appropriate network of support
- Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed, at least every six months
- Ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals
- Preparing a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern)
- Discussing feedback from the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where

Reference:	Approved by:	Date:	Review:

necessary, the carers and a member of the Virtual School team.

- Liaising with the child's social worker to ensure that there is effective communication at all times
- Celebrating the child's successes and acknowledge the progress they are making

Our College will work closely with the county's Virtual School (VS) for Children which promotes the educational needs of Children in Care (Children Looked After) and monitors admissions, PEP completion, attendance & exclusions.

EVERYONE'S ROLE IN SUPPORTING STUDENTS WITH SEN/D

The role of the Governors

- Appointed a member of staff to be the Special Educational Needs / Disability Coordinator
- Delegated powers and responsibilities to the Principal to ensure all College personnel and visitors to the College are aware of and comply with this policy
- To ensure that provision of special educational needs is of a high standard
- To have regard to the Code of Practice (2014) when undertaking its responsibilities
- To report to parents/carers on the effectiveness of the College's special educational needs policy
- Responsibility for ensuring that the College complies with all equalities legislation
- Nominated a designated governor with responsibility for SEN to visit the College regularly, to liaise with the Principal and the SENDCo and to report back to the MAT Board
- Responsibility for ensuring funding is in place to support this policy
- Responsibility for ensuring this policy and all policies are maintained and updated regularly
- Responsibility for ensuring all policies are made available to parents/carers
- Nominated a SEN governor to visit the College regularly, to liaise with the Principal and the SENDCo and to report back to the MAT Board
- Responsibility for the effective implementation, monitoring and evaluation of this policy

The role of the SENDCo

- Work with the Principal to oversee the day to day provision for students with special educational needs within the College
- Inform parents/carers when SEN provision has been made for their child
- Lead the development of special educational needs throughout the College
- Provide guidance and support to all staff
- Organise and manage the team of TAs in partnership with senior members of the Learning Support department
- Track the progress of children with special educational needs
- Organise training for College personnel
- Keep up to date with new developments and resources
- Liaise with parents/carers
- Organise DAF 2a and Annual Statement reviews
- Apply for DAF 3 additional funding if required
- Meet with outside agencies
- Work with feeder or transition schools
- Review and monitor all students on the SEN register
- Termly report to the MAT Board on the success and development of special educational needs

Reference:	Approved by:	Date:	Review:

Role of the class teacher

- Be aware of the College's policy for the identification and assessment of students with special educational needs and the provision it makes for them
- Prepare high quality lessons that engage all students by stretching the most academically able whilst including those with cognitive difficulties
- To take responsibility for the progress made by ALL students including those with SEN/D
- deliver differentiated programmes for each SEN/D student as detailed in their Student Profile or by their primary need
- Identify on seating plans those students with SEN/D and record classroom interventions as required
- Comply with all aspects of this policy
- Undertake appropriate training
- Inform the SENDCo when they have concerns about a student

Role and rights of Parents/Carers

We encourage parents/carers:

- To work closely with the College in order to develop a partnership that will support SEN/D children
- To attend annual reviews and DAF meetings
- To support children with additional needs at home by developing literacy and numeracy skills e.g. reading together before bedtime.
- To communicate effectively with College

Role and rights of Students

We encourage students with special educational needs to understand their rights and to take part in assessing their needs:

- Setting learning targets
- Attending and contributing to the annual review
- Attending and/or contributing to DAF reviews
- Completing their pages of the 'Listen to me and my family' about themselves

DEALING WITH COMPLAINTS

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDCo, who will try to resolve the situation.
- If the issue cannot be resolved within 10 working days, the parent can submit a formal complaint to the Principal.

ADMISSION ARRANGEMENTS FOR SEN/D STUDENTS

No child will be refused admission to the College on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the College, as agreed with the Local Authority*). You can also receive a printed copy from main reception upon request.

ADDITIONAL SEN/D INFORMATION FOR PARENTS/CARERS

For information regarding what the local offer is for students with SEN/D in Devon and forthcoming opportunities to learn more about the recent changes in SEN legislation, the following two websites are useful.

<https://new.devon.gov.uk/send/>

<http://www.devonsendpathfinder.info/>

For impartial advice concerning the SEN provision for your child then contact the Devon Parent Partnership:

<http://www.parentpartnershipdevon.org.uk/>

There are a great number of key terms used in SEND education if you would like help understanding them please see:

<http://www.education.gov.uk/a0013104/glossary-of-special-educational-needs-sen-terminology>

Appendix A – Atlantic Academy

Aims:

The aim of this policy is to promote the successful inclusion and progression of students with special educational needs and disabilities at Atlantic Academy. It reflects the Academy's vision that students at the Academy will be empowered to take control of their own learning and their own lives and be equipped to make positive choices.

The Academy recognises that barriers to learning may derive from physical, cognitive, social, emotional, and health related issues.

Our Special Educational Needs and Disabilities policy aims to ensure that:

- every student has access to our broad and balanced curriculum;
- specific barriers to learning, experienced by any student, are identified and recognised;
- students receive appropriate support to help them overcome any barrier to learning.

Legislation

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice 2015 and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out each academy's responsibility for students with SEND and disabilities;
- The Special Educational Needs and Disability Regulations 2014, which set out each academy's responsibility for Education, Health and Care (EHC) plans, SEND coordinators (SENDCos), and the SEND information report.

Objectives

The objectives of the policy are to ensure that:

- the Local Governing Body and all staff do their utmost to ensure that the necessary provision is provided to any student who is not making expected progress;
- all teaching staff are made aware of the needs of any student with identified SEND;
- the Academy has regard to the SEND Code of Practice when carrying out its duties toward all students with SEND;
- parents and carers are fully informed and play a central role in the

establishment and success of additional provision for their child;

- students play a central role in the establishment and success of any additional provision awarded to them;
- students are fully encouraged to participate in all decision making applicable to them and that they contribute to the assessment of their needs, review of needs, and transition processes;
- the Academy works effectively with other academies and outside agencies to ensure that our students have access to the most beneficial additional provision.

Definitions

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be provided to them.

Students have a learning difficulty or disability if they have a:

- significantly greater difficulty in learning than the majority of others of the same age, or;
- disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream academies.

Special educational provision is educational or training provision that is additional to, or different from, that provided to other children or young people of the same age by mainstream academies.

Roles and responsibilities

The SENDCo

- The SENDCo is Leighton Tellem.
- Email: leighton.tellem@atlantic.academy
- Tel: 01237 431969

The SENDCo will:

- work with the Principal and SEND Governor to determine the strategic development of the SEND policy and SEND provision within the academy;
- have day-to-day responsibility for the operation of the SEND policy and the coordination of specific provision made to support individual students with SEND, including those who have EHC plans;
- provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high quality teaching;

- advise on the graduated approach to providing SEND support;
- advise on the deployment of the academy's delegated budget and other resources to meet students' needs effectively;
- be the point of contact for external agencies, especially the local authority and its support services;
- liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned;
- work with the Principal and governing board to ensure that the academy meets its responsibilities under the Equality Act 2010 with regard to making reasonable adjustments and access arrangements;
- ensure the academy keeps up to date records of all students with SEND.
- The SENDCo will hold the relevant National SENDCo qualification or acquire this qualification within three years of being appointed to the role.

The SEND Governor

- The SEND Governor is Gilly Sanders.
- Email: gsanders@launceston-college.cornwall.sch.uk

The SEND Governor will:

- help to raise awareness of SEND issues at governing board meetings;
- meet with the SENDCo each half term to discuss half termly SEND audits;
- liaise with the Principal to monitor the quality and effectiveness of SEND provision within the academy and update the governing board;
- work with the Principal and SENDCo to determine the strategic development of the SEND policy and provision in the academy.

The Principal

- The Principal is Lynsey Slater.
- Email: lynsey.slater@atlantic.academy
- Tel: 01237 431969

The Principal will:

- work with the SENDCo and SEND Governor to determine the strategic development of the SEND policy and provision in the academy;
- have overall responsibility for the provision and progress of learners with SEND and/or a disability.

Subject Teachers

Each class teacher:

- has responsibility for the progress and development of each student in their class;
- must ensure that they remain aware of additional provision and strategies communicated to them with respect to students within their class;
- must ensure that specific strategies and provision relating to individuals in their class are implemented;
- has responsibility for working effectively with any support assistant working within their class;
- has a responsibility to work with the SENDCo to review each SEND students' progress and advise on any changes to provision;
- to highlight any concern they have pertaining to any particular student not on the SEND register;
- must ensure that they follow this SEND policy.

SEND information report

What areas of SEND do we provide for?

We have a commitment to inclusive education. As such, a wide range of Special Educational Needs and Disabilities (SEND) are catered for.

The 2015 SEND Code of Practice (CoP) identifies four broad areas. These are:

- Communication and Interaction, for example, Autistic Spectrum Disorder, Speech and Language difficulties;
- Cognition and Learning, for example, Dyslexia, Dyspraxia;
- Social, Emotional and Mental Health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD);
- Sensory and/or Physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy.

We provide support for all four areas. For further information, please see [Appendix 1](#) and [Appendix 2](#).

How do we identify students who require additional support and how do we assess their needs?

We are a small academy and know our students extremely well. We assess and identify the needs of students in a number of different ways. These are outlined below:

- We speak to all feeder schools prior to students joining us to establish their needs/disabilities;
- We assess students' skill and level of attainment on entry. Shortly after arriving at the Academy, all Year 7 students are assessed in reading and spelling and this information is shared;
- We read each child's record from their previous school and make use of information such as Key Stage 2 SATs, Individual Education Plans, EHCPs and teacher reports. This information helps us to provide suitable support where necessary.

In addition, our class teachers regularly assess the progress of their students and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress.

We pay particular attention to the 'attainment gap', that is, the attainment of a student in relation to their peers. We identify those students:

- whose attainment gap widens;
- who fail to close the attainment gap between them and their peers.

If a student is not known to the SENDCo, but they are failing to make adequate progress, teachers will raise their concerns with the SENDCo. The SEND team will then investigate why this is happening. It is important to clarify that progress in this context does not solely relate to academic attainment. It may include progress in areas such as social needs. Slow progress and low attainment will not automatically mean that a student is recorded as having SEND support.

When deciding whether special educational provision is required, we consider:

- the desired outcomes, including expected progress and attainment;
- the views and wishes of the student and their parents or guardians.

We use all information to determine the support that is required to meet the student's needs and whether this support can be provided by adapting our core offer, or whether something different and/or additional is needed.

How do we consult with parents and students?

At Atlantic Academy, we recognise the importance of working in close partnership with parents. We inform parents at the earliest opportunity when considering additional provision.

Prior to implementing any intervention or additional support, the SEND team meet to discuss the appropriate provision, the time scale of that provision and desired outcomes. Interventions and support are implemented for a half termly period and

then reviewed. Progress is reviewed, recorded and monitored.

Prior to each half termly intervention, parents are informed via e-mail, letter or text. In almost all cases, parents will have been informed of concerns and discussions held. These discussions aim to make sure that:

- everyone develops a good understanding of the student's areas of strength and difficulty;
- we take into account parental concerns;
- everyone understands the agreed outcomes sought for the child;
- everyone is clear on what the next steps are.

Notes of these early discussions are added to the student's SEND CPOMS record. We will formally notify parents when it is decided that a student will receive SEND support.

Please see [Appendix 3](#) for further information with regard to the graduated stages of SEND support.

How do we assess and review the effectiveness of additional support?

With regard to additional support, we follow a graduated approach. Our support follows a four-part cycle of assess, plan, do, review.

Assess

Subject teachers work with the SENDCo to carry out a clear analysis of the student's needs. This will draw on:

- the teacher's assessment and experience of the student;
- their previous progress and attainment and behaviour;
- the individual's development in comparison to their peers and national data;
- the views and experience of parents;
- the student's own views;
- advice from external support services, where appropriate.

Plan

Appropriate provision is discussed and a formal plan put in place. The plan is time limited, usually one term or half a term. Targets are recorded on the Schools Information Management System (SIMS). They are specific and measurable.

Do

All teachers and support staff who work with the students are made aware of the

student's needs, the outcomes sought, the support provided, and any recommended teaching strategies or approaches. The majority of interventions are specific 'withdrawal from class interventions' where students work individually or in very small groups (2-6 students) with a support teacher.

Review

The effectiveness of additional support is reviewed regularly as follows:

- Each subject reports on student attainment termly; this provides progress information for specific areas of the curriculum, for example, maths;
- Baseline data is always established at the start of each intervention period. At the end of the programme, progress made is established using specific tests such as reading or spelling tests, or other method such as the Thrive assessment criteria. All outcomes are recorded on SIMS.

In addition, we review the effectiveness of provision by:

- using student questionnaires;
- the SENDCo monitoring daily practice;
- SENDCo and 2nd in SEND Department observing interventions and discussing practice with support teachers and the SEND team;
- Regular (at least once per half term) meetings of the SEND team to discuss progress and outcomes;
- holding annual reviews for students with EHC plans.

How do we support students moving between phases?

We liaise closely with all parties to minimise the stress and anxiety caused to parents and students by a change of educational setting. We will work extremely hard to minimise any disruption to each student's educational journey.

Our support includes:

- a transition programme for students entering the Academy in Year 7;
 - All year 6 students are visited in their primary schools;
 - Year 6 students deemed to require additional familiarisation visit the Academy;
 - for taster mornings/days,
 - to take part in board game 'getting to know others' sessions with other Year 6 students,
 - with parents to meet the support team and become familiar with the environment,

- Two induction days are held for all Year 6 students prior to entry;
- Parents/carers are invited to share any concerns with the SENDCo following induction days;
- Additional visits to the Academy are organised, as necessary, for any students with an EHCP or identified additional needs.

Additional transition support is given to students with SEND moving to our Academy at other points in the year. This includes:

- attendance at Year 5 and 6 Annual Reviews of EHCP or Team Around the Child (TAC) meetings as necessary;
- a transition programme for students moving to Post 16 Education;
- the presence of a Careers South West Personal Advisor at all Annual Reviews of Year 11 students that have an EHCP.

What is our approach to teaching students with SEND?

Teachers are responsible and accountable for the progress and development of all students in their class. Provision for SEND includes:

- quality first teaching with appropriate differentiation for all students;
- reduced class sizes in comparison to almost all other mainstream schools;
- personalised interventions through time limited programs;
- personalised provision through adapted resources.

Personalised and group programs include:

- Further reduction in class size for Literacy;
- ARROW (Aural – Read – Record – Oral – Write) individualised literacy programs for specific reading and spelling catch up;
- Thrive interventions delivered by a specialist practitioner to support emotional wellbeing;
- Numeracy support delivered to individual and small groups (maximum 3 students).
- 1:1 coaching sessions for all students that hold an EHC plan (all students receive coaching but group sizes may be 1, 2 or 3 students.)

We adapt the learning environment to ensure all of our students' needs are met. This includes:

- differentiating our curriculum to ensure all students are able to access it, for example, by grouping, teaching style, content of the lesson etc.;

- adapting our resources and staffing;
- using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.;
- differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

How do we enable students with SEND to engage in all academy activities?

We do our best to ensure that any barriers to engagement in our academy's activities are minimised. Pupils are given support to overcome any barriers that arise. We ensure that:

- when planning extra-curricular activities, every effort is made to ensure that the activities are suitable for all students;
- all students are encouraged to take part in residential trip(s) e.g. our ski trip;
- all students are encouraged to take part in sports day;
- all students are encouraged to take part in special workshops.

What other services does the Academy work with?

The Academy has strong links with external support services. This includes educational psychology and advisory teams from the local authority and other organisations such as Virgin Care and Babcock Education.

Specialist outside agencies contribute to the reviews of students with significant speech and language difficulties, physical, visual and hearing impaired students. Joint meetings are held, as appropriate, to ensure effective collaboration in identifying and making provision for vulnerable students.

A Careers South West Personal Advisor is invited to attend all Year 11 Annual Reviews.

The SEND department is given an annual budget, which is based on the departmental improvement plan. In addition, we are able to apply to the Local Authority for additional funding for individual students when necessary.

What do I do if I have a concern about my child's SEND provision?

If a student or parent has a concern with regard to SEND, they should contact the SENDCo using the contact details in this policy.

How do I make a complaint with regard to my child's SEND provision?

If you wish to make a complaint about the SEND provision, please contact our SENDCo using the contact details in this policy. If you are still concerned, you can make an appointment to talk to the Principal. To make an appointment please contact the Principal's PA, on 01237 431969 or email

liz.wedgwood@atlantic.academy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our academy has discriminated against their child. They can make a claim about alleged discrimination regarding:

- exclusions;
- provision of education and associated services;
- making reasonable adjustments, including the provision of auxiliary aids and services.

Contact details of support services for parents of students with SEND

The SENDCo is happy to support any parent who wishes to contact additional support services.

Devon Information Advice and Support for SEND (previously Devon Parent Partnership) can be found online at <http://www.devonias.org.uk/>

What is the Local Authority's offer?

Devon's Local Offer can be found on line at <https://new.devon.gov.uk/send/>

Monitoring arrangements

This policy and information report is reviewed and updated by the SENDCo annually. It will also be updated if any changes to the information are made during the year. It is approved by the Governing Body.

Links with other policies and documents

This policy links to our policies on:

- Accessibility plan and Equality information and objectives;
- Behaviour;
- Supporting students with medical conditions (Administration of Medicines).

Appendix 1 - Areas of Need

The four areas of need as identified in the 2015 SEND Code of Practice (CoP) identifies are summarised below.

1. Communication and interaction

Young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty or delay in receptive and /or expressive language or do not understand or use social rules of communication (CoP 6.28).

Young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others (CoP 6.29).

2. Cognition and learning

Support for learning difficulties may be required when young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication (CoP 6.30). Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3. Social, emotional and mental health difficulties

Young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder (CoP 6.32).

4. Sensory and/or physical needs

Some young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties (CoP 6.34).

Appendix 2: Interventions

Communication and Interaction

- The academy runs a social skills group to help students acquire the skills necessary to successfully integrate into the wider community. This includes closely supervised visits into the community for confidence building and familiarisation with common tasks such as purchasing a drink;
- Social skills are delivered in small group or 1:1 interventions.

Cognition and Learning

A wide range of support is provided in relation to cognition and learning including:

- 1:1 high frequency (daily) reading to an adult;
- small group reading comprehension,
- small group reading decoding;
- Toe to Toe reading intervention;
- ARROW reading and spelling (a self-voice reading and spelling recovery programme) <https://www.arrowtuition.co.uk/>
- handwriting, utilising English and Japanese calligraphy;
- in class maths support whereby each maths class is allocated a specialist numeracy support teacher;
- 'Sumdog' online maths catch-up programme.

Social, Emotional and Mental Health

- The SEND team includes a full time, onsite Thrive qualified practitioner who supports students with social, emotional and mental health;
- Students can attend the support area if they feel dysregulated or anxious where they can speak to a member of the team for reassurance and guidance;
- The school nurse, Lucy Skinner, has a close relationship with the academy. She holds a drop in clinic at the academy each week and students are referred to her when appropriate;
- Referrals are made to CAMHS and other agencies when necessary.

Sensory and Physical Needs

The academy is housed in new, purpose-built accommodation. The following is of note in relation to students' physical needs:

- the corridors are wide and light;
- there is pedestrian access to both floors which are internally linked by a lift;
- ramps are not required for wheelchair access;
- there are numerous disabled toilets;
- there are disabled changing facilities;
- the support area is painted in pastel colours to provide a low stimulus environment.

Medical plans are produced for all students with specific medical needs in consultation with the relevant medical professional.

Appendix 3 - Stages of Support Provision

Atlantic Academy has a graduated response to meeting SEND.

As an academy we strive to deliver high quality, differentiated lessons which enable all to make good and outstanding progress. Additional support is provided where students experience difficulty in accessing lessons. The first step is that a student would join our Targeted Intervention Programme (TIP). TIP students receive specific targeted support in order to ameliorate a particular barrier to learning. TIP students do not always form part of the Academy's SEN cohort as these interventions do not always meet the threshold for the two categories of SEN outlined below.

At Atlantic we have two categories of SEN:

- Education, Health and Care Plan (EHCP) – Students in this category have undergone statutory SEND assessment. EHCPs have replaced the former 'Statement' of educational need;
- EHC Support (K) – Students in this category receive support that is different from, or additional to the provision accessed by most others. This provision may include, Speech Therapy, Autism & ADHD Services and Child and Adolescent Mental Health Services (CAMHS), Thrive, English intervention, Maths intervention;

EHC Plan and Support students all have a Disability Access Fund (DAF) - My Plan that outlines their SEN needs and provision and is the school's central SEN document. It gives the following information:

- SEND history (including any formal diagnoses);
- Any barriers to learning and/or participation;
- Baseline quantitative academic information;
- Short term targets;
- Positive attributes;
- Universal teaching provision (wave one - whole class strategies).

EHC Plan and Support students typically receive enhanced provision, in addition to their universal teaching provision which may include the following:

- Access to specialist equipment and materials as necessary;
- Access to specialist teaching support;
- Input from outside professionals;
- Specialised teaching and or communication techniques;
- Specialised curriculum, including the focus on additional literacy/numeracy

sessions.

Students will be listed on the Academy's Register of Special Educational Needs if they:

- have a EHCP;
- access external support;

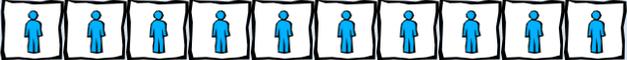
access two or more internal targeted interventions

Appendix E - Egloskerry Primary School

Our 'Information Report' for Special Educational Needs and Disability (SEND) Summer 2019

The levels of support and provision offered by our school

1. Listening to and responding to children and young people

Whole school approaches (Wave 1) The universal offer to all children and YP. 	Additional, targeted support and provision (Wave 2) 	Specialist, individualised support and provision (Wave 3) 
<p>The views and opinions of all pupils are valued.</p> <ul style="list-style-type: none"> • Termly Pupil Voice is represented through stakeholder meetings, School Council and pupil questionnaires. • Pupils' views are taken into account when topic planning. • Thrive approach is used across the whole school, all pupils are assessed and staff implement into daily practice. • Pupils are given a daily opportunity to respond to marking and feedback during 'Closing the Gap' times. • Self and peer assessment occurs regularly within lessons. • Older children lead activities and listen 	<ul style="list-style-type: none"> • Thrive intervention groups targeting children in 'need'. • Pupils views are taken into account during e.g. SEND reviews and Team Around the Child (TAC) meetings. 	<ul style="list-style-type: none"> • Key workers for individual pupils • Thrive interventions • Home visits are arranged if needed. • Meet and greet • Buddy system • Drawing for talking therapy

in their role as playground leaders.

2. Partnership with parents and carers

Whole school approaches (Wave 1) The universal offer to all children and YP 	Additional, targeted support and provision (Wave 2) 	Specialist, individualised support and provision (Wave 3) 
<ul style="list-style-type: none"> • The school works in partnership with all parents and carers. • We have an open door policy to enable parents to speak to staff with any concerns. • There are parent and carer's evenings in both the Autumn and Spring terms. • Open afternoon in the Autumn and Spring term. • Reports are sent home in the Summer term. • Home school contact books • Weekly newsletters. • School website with updates, newsletter and class galleries, Facebook page. • Class DoJo as an effective form of communication with home. • Parents invited to sharing assemblies. • Yearly Nativity or school play. • Stakeholder meetings and parent surveys. • Parents regularly help within the school. • We have parent governors. 	<ul style="list-style-type: none"> • Parents are invited to Annual SEND Reviews and consulted with Provision Maps (half termly). • Parents are able to contact the school about concerns at any time in person, by phone, Class DoJo or e-mail. • Bespoke SATs (Statutory tests in Y6) boosters to helping students prepare for Y6 SATs • Bespoke transition package to KS1/2/3 • Learning Together aids transition from nursery (parent/carers join). 	<ul style="list-style-type: none"> • Home visits are undertaken by staff where there is a need. • Parent/carers are supported in attending, and are actively involved in all Team Around the Child (TAC) meetings and reviews. • Parent/carers' views are an integral part of TAC meetings and SEND reviews. • Meetings are made when necessary with: Principal/SENDCO/teachers/Family Support Advisor.

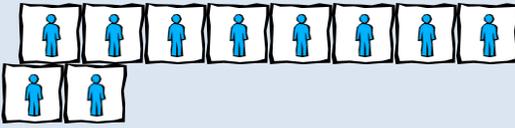
- Noticeboards for parents and children.

3. The curriculum

Whole school approaches. (Wave 1) The universal offer to all children and YP 	Additional, targeted support and provision (Wave 2) 	Specialist, individualised support and provision (Wave 3) 
<ul style="list-style-type: none"> • We have consultative cross curricular topic planning across all year groups. • Planning is inclusive and ensures that all pupils are able to access the curriculum, • Creative curriculum allows for all pupils to be engaged and immersed into their learning. • Forest Schools offers children new opportunities and real life skills. • Progression is tracked regularly. • Pupils have clear expectations. • Pupils are given time to respond to feedback during 'Closing the Gap' daily. • Topic plans are available on our website. 	<ul style="list-style-type: none"> • Thrive lunchtime group and interventions support children with identified social needs. • Children who have not reached their current target will be part of a group intervention to accelerate learning. • Personalised and differentiated curriculum to include and meet the needs of pupils with SEND. • ICT to support and develop understanding and independence within the mainstream classroom. 	<ul style="list-style-type: none"> • Students with special needs and/or disabilities can access the curriculum with adult support as appropriate. • Planning meetings with key members of staff to meet the needs and provide a completely personalised and bespoke curriculum (outside involvement also) • Parents are supported in liaising with Outside agencies:- <ul style="list-style-type: none"> • Family support • Educational Psychologists • Autistic Spectrum Disorder (ASD) Team • School Nurse • Teacher for the deaf • Occupational Therapist • Child and Adolescent Mental Health Service (CAMHS) • Behaviour Support Team

- Social Care
- Therapeutic social worker
- Dyslexia Support Service

4. Teaching and learning

<p>Whole school approaches (Wave 1) The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision (Wave 2)</p> 	<p>Specialist, individualised support and provision (Wave 3)</p> 
<ul style="list-style-type: none"> • Our classrooms are dyslexia friendly and staff are up to date with classroom provision in Wave 1 (whole class teaching) • Pupils are given clear expectations and are challenged to progress through the use of WALT (We Are Learning To) and WILF (What I'm Looking To Find). • A range of learning styles are taken into account when teachers plan lessons. • SEND children are identified on planning so that they can be supported appropriately. • Each class has access to a teaching and learning assistant 	<ul style="list-style-type: none"> • Children are given extra support within lessons in a group or individually when needed. • Intervention sessions are planned and delivered to meet the specific needs of children in the class. • The progress of pupils taking part in intervention groups is tracked and reviewed on a regular basis. • Additional daily reading. • Overlays, rulers and triangular pencils are provided for students with dyslexic-tendencies. • All staff have received de-escalation training and specific members of staff have received Team Teach training. • The school has a Teaching Assistant 	<ul style="list-style-type: none"> • We provide 1:1 support for pupils with special needs when on an educational outing. • Students with SEND have full access to trips and risk assessments and plans are tailored to ensure this. • For students with SEND we offer the following based on their need: <ul style="list-style-type: none"> ○ A personalised curriculum ○ 1:1 Speech and language support • Consultation with agencies: Educational Psychologist, Dyslexia service (Dyslexia Champion), School Nurse, Occupational Therapist.

<p>with a wide range of experience</p> <ul style="list-style-type: none"> ● School Higher Level Teaching Assistant (HLTA) is a trained Thrive Practitioner and works closely with the Reception/Year 1 cohorts as well as across the school. ● Marking and feedback informs pupils on how they can progress further. ● A range of groups are used so that all children get the opportunity to work together. ● All children have access to educational visits. ● Forest school activities provide new, exciting and motivating experiences for pupils. 	<p>(TA) with specialist training in Attention Deficit Hyperactivity Disorder (ADHD) and in the use of Epi-pens for Epilepsy.</p> <ul style="list-style-type: none"> ● We have a TA with enhanced training in Autism Spectrum Disorder (ASD). ● We have a TA who has attended courses in Dyslexia and Dyscalculia and all staff have an awareness of the needs of children with dyslexia. 	
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5. Self-help skills and independence

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<p>Children are taught to be independent in their learning. We have a range of support all pupils can access independently;</p> <ul style="list-style-type: none"> ● Scaffolds on tables/walls ● Working walls provide models ● Learning buddies provide support 	<p>Pupils have personalised equipment to help them learn, such as talking tins, overlays and timers.</p>	<ul style="list-style-type: none"> ● We aim for students to learn and use self-coping strategies wherever possible including: ● Individual fiddle boxes ● Individual calming cards ● Individual move and sit cushion

<ul style="list-style-type: none"> • Level appropriate challenge tasks are available in each classroom to encourage self-help skills. • A range of resources clearly labelled & accessible for children to learn to select as appropriate in all classrooms. • Posters with instructions to aid self-help skills • Lunch time peer support with knives and forks • Visual timetables in classrooms 		<ul style="list-style-type: none"> • Individual visual timetables. • Individual now and next boards. • Individual checklists. • Individual reading menus. • Task management boards
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6. Health, wellbeing and emotional support

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> • Thrive approach adopted throughout the school (emotional development) • Peer mediators, playground leaders and buddies are trained to support fellow pupils. • Risk assessments are carried out regularly. • Wide variety of extra-curricular clubs throughout the year. • Access to sports specialists • Access to a variety of local sports events linking to Launceston College 	<ul style="list-style-type: none"> • Self-esteem and social skills nurture group (Thrive). 	<ul style="list-style-type: none"> • Team Around Child (TAC) meetings, Early Support meetings and reviews are supported by a range of agencies • Visual cues/individualised emotional support • Sensory toys • Additional support can be requested through: <ul style="list-style-type: none"> • Child and Adolescent Mental Health Services

<ul style="list-style-type: none"> ● Arena Membership (PE connections across County for competition) ● Forest School provides skills for life ● Friendship seat in playground ● School house point reward system ● Lunchtime reward system ● Daily Wake and Shake ● Yearly Activity Week ● Free fruit for KS1 ● Aspens (school meals provider) provides balanced, healthy meals & regularly consults parents ● Gardening projects 		<p>(CAMHS)</p> <ul style="list-style-type: none"> ● Educational Psychologist (EP) ● Social Care ● Family Support Services ● Bereavement Services ● Behaviour Support Services ● Autistic Spectrum Disorder(ASD) Team ● Physiotherapy service
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7. Social interaction opportunities

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>All pupils have opportunities for social interaction regardless of need. Students are encouraged to use speaking and listening skills throughout the school day:</p> <ul style="list-style-type: none"> ● Inclusive school outings & residential trips accessible to all children ● Regular visitors including the vicar, local community members, parents, governors, education specialists, charities 	<ul style="list-style-type: none"> ● Teachers/TAs can support children with social interaction, modelling skills as appropriate 	<ul style="list-style-type: none"> ● Individual Social Stories provided ● Role play ● Puppets ● Students supported to attend clubs and activities e.g. lunchtime Thrive club, Kwik Cricket

<ul style="list-style-type: none"> • Communications with international partner schools e.g. email, letters, exchange of work and ideas • Talk for Writing • Show and Tell • Storytelling • Circle Time • Local sports events • Role play areas in classrooms • House team point system • Reading buddies • Lunchtime tables & peer support • Clubs • Athletics 		
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8. The physical environment (accessibility, safety and positive learning environment).

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
All pupils have safe access to the following learning environment provision; <ul style="list-style-type: none"> • Calm, reflective areas within classrooms and playgrounds • Forest schools area in grounds • Outdoor classrooms • Secure playground area • Sensory herb garden • Bog garden • Organic garden plots 	<ul style="list-style-type: none"> • Some toilets adapted by height for lower KS1 and EYFS children • Different sized chairs/tables available • Staff are Team Teach trained 	<ul style="list-style-type: none"> • Disabled shower and toilet • Wheelchair accessibility to all areas of the school • Individualised learning stations • Specialised equipment is used for children where advised by a specialist • Designated disabled parking space • Ramped access and toilet

<ul style="list-style-type: none"> ● Role play areas in playground ● Den building area ● Working walls ● Interactive displays ● School library 		<p>facilities with disabled access</p> <ul style="list-style-type: none"> ● Doorways are painted in bright, visible colours and flasher fire alarms have been installed in the library and classrooms to benefit pupils with visual impairments
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9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<ul style="list-style-type: none"> ● Pupil progress teacher meetings are held before students move up a year. ● Students are part of transition activities in the summer term within their new class ● Year 6 attend two Transition Days at College ● Year 6 complete learning modules in maths and English in preparation for transition to College ● Transition from Nursery School takes place over several 'learning together' afternoons with a teacher visit to the Nursery ● Early Years and Foundation Stage (EYFS) - Early parent's evenings in 1st half of Autumn term ● Activity week; children work with all 	<p>For pupils with additional needs, the following strategies can be used to enhance their transition experience;</p> <ul style="list-style-type: none"> ● Visual cues and photographs e.g. a transition book ● Extra transition visits 	<ul style="list-style-type: none"> ● Transition and pupil planning meetings are held with relevant professionals, particularly with regard to new EYFS SEND pupils and Year 6. ● The discussion about transition to secondary school is begun early through the TAC and Annual Review process

teachers in house teams		
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Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Educational Psychologist	The Educational Psychologist supports our school in understanding areas of SEND and works alongside the school in helping to support children in need.	Referrals can only be made through school, however there is a telephone advice line (01872 322888) that is open on Wednesdays between 2:00 and 5:00 pm.
Speech and language therapist (SALT)	The speech and language therapist works alongside our school to support children with any speech and language needs.	Referral via school or GP depending upon need
Child and Adolescent Mental Health Services (CAMHS)	CAMHS offer assessment and treatment when children have behaviour, emotional or mental health needs.	Referral via school or GP depending upon need Further information: http://www.cornwallfoundationtrust.nhs.uk/cft/OurServices/ChildrenAndYoungPeople/CAMHS.asp_
School Nurse	The school nurse can help with a wide variety of issues such as eating, behaviour, bedwetting and sleep.	Referral via school or GP depending upon need
NHS Paediatric Physiotherapist		Referral via GP
Occupational Therapist	Help with fine and gross motor control and accessibility issues.	Referral via school or GP depending upon need
Early Help Hub (Family Support)	Help with general concerns e.g. health, family support	Self-referral or via school or GP depending upon need

		http://www.cornwall.gov.uk/earlyhelp
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Name and contact details of the Special Educational Needs and Disabilities Coordinator: Mrs Louise Rash
Email: secretary@egloskerry.net Tel: 01566 785372