



Gerrans School
(part of The Roseland Multi Academy Trust)

SEN Information Report

(Statutory)

Approved: Autumn Term 2019

Next Review: Autumn Term 2020

Equality Impact Assessment - Policy Review

In reviewing this policy, we have tried to make a positive impact on equality by considering and reducing or removing inequalities and barriers which already existed. We have ensured that this policy does not impact negatively on the dimensions of equality.

Aims:

- Whole School approach to Teaching and Learning
- Quality First teaching, all teachers responsible for everyone in their class including pupils with SEND.
- All aspects of school life fully inclusive, including trips, camps & extracurricular activities. Extra staff deployed to enable this.
- Graduated response.
- Termly pupil progress meeting updates.
 - Termly review of who is on the register and who is on alert (Pupils not making expected progress but who are not on the SEN register at this stage). We also review what action is being undertaken to Address this.

Legislation and Guidance:

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

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They 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
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles or Responsibilities of the SENCo:

Name of SENCo : Julie Elvy

Contact details: head:@gerrans.cornwall.sch.uk

Name of Safeguarding Trustee: Nigel Hyde

The SENCo will:

- Work with the SENCOs and Headteachers across the Multi-Academy Trust to determine the strategic development of the SEN policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEN policy and coordination of specific provision made to support individual pupils with SEN including those who have EHC plans.

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching.
- Advise on the graduated approach to providing SEN support.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services alongside the Headteacher.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the Headteacher and Board of Trustees to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEN up to date.

The Headteacher will have overall responsibility for the provision and progress of learners with SEN and/or a disability.

Roles and Responsibilities of Class teachers:

Each class teacher is responsible for:

- The progress and development of every pupil in their class.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEN policy.

SEN Information Report:

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, 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.
- Moderate/severe/profound and multiple learning difficulties

Identifying Pupils with SEN and assessing their needs:

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils 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
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Views of children and parents are considered by:

Gerrans School involves parents and pupils through sharing the Individual Support Plans (ISP) each time it is renewed. We invite parents to attend parental consultations, and where necessary we will invite a relevant outside agency/ies. There are 3 Parents' Evenings per year and the school also offer many opportunities for parents to engage with their child's learning through special events, Family Learning and information sessions.

Consulting and involving pupils and parents:

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents. We will formally notify parents when it is decided that a pupil will receive SEN support.

Assessing and Reviewing Pupils' progress towards outcomes:

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents

- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases and preparing for adulthood:

We will share information with the school, college, or other setting the pupil is moving to.

Our approach to teaching pupils with SEN:

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following as necessary:

- Visual timetables in all classes
- Now and next cards
- Communication books where needed
- Hoist and disabled toilet facilities
- Children centre room for quiet space
- TIS (Trauma Informed School) approach
- Project X Phonics Intervention
- Speech and Language Therapy
- Music Therapy
- Allocated additional catch-up sessions
- Trained Therapy Dog

We also:

- Differentiate our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapt our resources and staffing
- Use recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiate our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Support for improving emotional and social development:

All staff have received some Trauma Informed School Training which enables us to support Pupils who have suffered trauma or mental health problems, and who's troubled behaviour acts as a barrier to learning. Staff are equipped with key conversational skills ensuring that Pupils can make sense of what has happened to them and the behaviours that they exhibit.

We have a zero tolerance approach to bullying.

Linked documents & other Information relating to SEND:

- School Offer
- Accessibility Plan
- Complaints Policy
- Supporting Pupils with Medical Conditions