



SEND Policy and Report

Reviewed June 2023

Next Review July 2024

At Halwin School we aim for each child to achieve their best in a caring, supportive environment, which provides equal opportunities for all. All children have individual needs, many of which can be met within the normal environment of the classroom through a differentiated curriculum.

Every teacher at Halwin School is a teacher of every child, including those with SEN.

Our SENCo is Mrs Vicky Tamblin and you can contact her on 01209 860329 or Vicky.tamblin@croftymat.org

The Governor responsible for SEN is Ms Cath Ashenden.

This policy was developed in response to the SEND Code of Practice, 0-25 Guidance 2014.

It is available from the school or at www.halwin.co.uk

Intent

We will use our best endeavours to ensure all children can access our curriculum in line with The Special Educational Needs Code of Practice.

To do this we will:

1. Seek to identify the needs of pupils with SEN as early as possible.
2. Monitor the progress of all pupils on a regular basis.
3. Make appropriate provision to overcome all barriers to learning and ensure all pupils have full access to the curriculum.
4. Work with parents
5. Work with and in support of outside agencies
6. Create a school environment where pupils can contribute to their own learning
7. Provide support and advice for all staff on working with pupils with special educational needs.

Implementation

At Halwin School we aim for each child to achieve their best in a caring, supportive environment, which provides equal opportunities for all. All children have individual needs, many of which can be met within the normal environment of the classroom through a differentiated curriculum.

Every teacher at Halwin School is a teacher of every child, including those with SEN.

- We have effective management systems and procedures taking into account the current Code of Practice (2014).
- We have successful communication between teachers, children, parents, intervention group leaders and outside agencies.
- We acknowledge and draw on parents' knowledge and expertise in relation to their own child.
- We are committed to developing the knowledge and skills of all staff to manage the challenges of the range of needs in the school, and to ensure that all support is of high quality.
- We use an effective review cycle that allows us to assess, plan and review for the next steps in each child's development.

Identifying Children's Needs

At different times in their school life, a child may have a special educational need.

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) Above or would do so if special educational provision was not made for them.

At Halwin School we identify the needs of each individual child by considering the child as a whole and applying a graduated approach:

1. Quality first teaching that meets the needs of all learners including those with SEN and other external factors such as parents in the armed forces, pupil premium, disabilities and being in care.
 - All pupil progress is monitored through tracking and discussions with staff.
 - Any pupils who are falling significantly outside of the range of expected academic achievement will be monitored.
 - If a pupil has been identified as needing extra support they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
 - The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
 - Children who require extra support may receive intervention on an individual or group basis with a teaching assistant (See below).
 - The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
 - The child is recorded by the school as being targeted for extra support due to concern by parent or teacher but this does not automatically place the child on the school's SEN register. An open discussion about progress or concerns is held with parents at regular intervals, either informally or during parents' evenings.
 - Parents' evenings are used to monitor and assess the progress being made by children.

2. SEN Support is given to children alongside what we can provide in school, from an external agency. This can be from our Educational Psychologist or from a range of other providers (see Local Offer). Children who receive this additional support to meet their needs are recorded on the School's SEN register.
 - Referral to an outside agency will be done in partnership with the parents, this may be for a short, focussed period of time or:
 - If a child has lifelong or significant difficulties then they may be referred for Statutory Assessment for an Education, Health and Care Plan. This can be requested by the school or by the parents but will only occur when the complexity of the child's needs require multi-agency working.

We also recognise that some children who have SEN may also have pre-existing medical conditions. School will work with parents to meet the needs of these children which may or may not involve outside agencies.

Support for children with SEN

If a child is identified as having SEN, we will provide support that is 'additional to' or 'different from' the differentiated approaches and learning arrangements normally provided as part of our high quality first teaching. These are set out in our school local offer (available at www.halwin.co.uk). Support is given using the 'assess, plan, do, review' cycle and following our SEN Flowchart (see appendices).

When a child is placed on the SEN Register, an Individual Education Plan (IEP) is written so that all staff working with that child are aware of their targets. Notes are made regularly on these documents which feed into a regular review. Targets are reviewed and if appropriate, new targets are set. These documents are shared with parents on a regular basis.

Any additional support or 'intervention' required is tailored to each child's needs (as per the IEP) and where appropriate is provided on a 1;1 or small group basis by a trained teaching assistant. The support is monitored closely and reviewed on a regular basis.

At Halwin we recognise the effect that mental health can have on Children's learning. As such we also offer nurture sessions and Forest School as part of our programme of interventions. Where a pupil's emotional and social development requires more support we also refer to external agencies such as counsellors, CAMHS, Play Therapists and Emotional Wellbeing Practitioners.

Some children with SEN do not require a specific intervention. But rather an adaptation to the curriculum, activities or buildings and resources, in order to be able to engage fully in all activities available to pupils. The ways in which this can be achieved are many and varied. Please see our Equality Policy and Access Policy both available at www.halwin.co.uk for full information, alongside our Local Offer.

Assessing the Impact of Intervention

The interventions used are those proven to make a difference for learners.

A baseline assessment takes place at the beginning to provide the point of reference for measuring progress. Regular reviews take place and adaptations are made where needed.

Where difficulties persist, advice, support and sometimes equipment and access to facilities are requested from other professionals with the parents' consent. This include: Speech and Language Therapists; Occupational Therapist; Physiotherapist; Educational Psychologist; Counsellors or other health/education professionals.

All IEPs are reviewed on a regular basis, and targets adapted or renewed to ensure that the impact is positive.

Where a child has an EHCP there is an annual review held in addition to termly parents' meetings. Both the parents and the child are invited to attend this review and give their view. The child also completes an "All about Me" Proforma.

What should I do if I think my child may have SEN?

If you have any concerns about your child's progress or wellbeing, then please speak to your child's class teacher or to Mrs Tamblin (SENCO).

Preparing for Next Steps

Transition is a part of life for all learners and we recognise that this is an important time and needs to be managed carefully. At Halwin:

- Early identification of SEN is carried out within the pre-school on site with information passed on at transition.
- EYFS transition is well planned and takes place regularly and progressively.
- EYFS teachers visit relevant pre-schools to aide transition and to receive information regarding children with a SEN.
- There are strong links with the receiving the local secondary schools. Transition arrangements vary from school to school. The majority of the pupils from Halwin School go on to attend Helston Community College where the following apply:
 - Pastoral leads identify pupils who may need extra support.
 - Taster sessions happen throughout the year and in a variety of curriculum areas.
 - A visit from the transition team including Year 7 pupil mentors takes place at Halwin.
 - 2 full days of transition visits in the summer term
- 'Move up' sessions across the school allow all pupils to work with their new teachers when progressing through Halwin School

- SENCo liaises with Preschool and Secondary School to ensure all information is shared before transition.
- Where necessary, individualised transition programmes are put in place.

For information on applying for a place at Halwin School please see our admissions policy at www.halwin.co.uk

SEN Governance

At Halwin we have robust governance and monitoring systems which include the monitoring of SEN.

The Governor responsible for SEN is Ms Cath Ashenden and she can be contacted on 01209 860329 or secretary@halwin.cornwall.sch.uk

Governors' meetings, monitoring visits and information sharing sessions happen on a regular basis. Outcomes for SEN pupils and groups are scrutinised and pupils are interviewed to obtain their views on provision within the school.

This information is then fed into the targets with the School's development plan.

Complaints

If you are concerned, or disappointed with the provision your child is receiving you should make an appointment to discuss your concerns with your child's class teacher and the SENCo.

If a satisfactory arrangement cannot be made at this point then you are invited to make an appointment to meet the Executive Headteacher Mr Richard Lawrence. At which point, if necessary, you will be able to make a formal complaint in line with the school's complaints procedure which is available on www.halwin.co.uk

Signposting

At Halwin we are part of a wider network of children's services that can be accessed at any time during your child's time at school. As a parent you are able to contact these services. Below are some details that you may find helpful:

Cornwall Council Local Offer <https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/cornwall-send-local-offer/>

SENDIASS (Special Educational Needs and Disability Information Advice and Support Service) <https://cornwallsendiass.org.uk/>

Training and Resources

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENCo attends relevant SEN courses, SEN network meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff. She has undertaken the National Award for SENCO.

We recognise the need to train all our staff on SEN issues and we have funding available to support this professional development. The SENCO, with the teaching team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. For the academic year 2022-2023 members of staff at Halwin School have had training in the following areas: How Early Trauma affects mental health and SEN in children; Speech and Language Therapy; SEN Network Meetings;

All pupils with SEND have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. The SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENCO, senior leadership team and governors to agree how the allocation of resources is used.

SEN Budget

During the year 2022-2023 our school spent the following on SEN:

Approx. **£30, 223.05** on 1:1 provision in school and approx.

Approx. £2,800 on specialist services including Educational Psychologist, Forest School, play therapy and Counselling/Emotional Wellbeing Services;

Approx. £1,302 on individual tutoring through COVID Catch Up funding

Approx. £500 on SEN and intervention resources.

Approx £1600 on SENCo overtime in order to meet demands of school.

Our School Profile.

At the end of the academic year 2022-2023 our SEN profile in Halwin School shows that we have 18.5% of children as identified as having SEN.

7.7% are identified as having SEN linked to Communication and Interaction (42% of those identified)

4.6% are identified as having SEN linked to Social, Emotional and Mental Health (25% of those identified)

1.5% are identified as having SEN linked to Physical and Medical Needs (8.3% of those identified)

6.1% are identified as having SEN linked to Cognition and Learning Needs (33.3% of those identified)

Our Pre-School Profile.

At the end of the academic year 2022-2023 our SEN profile at Halwin Pre-School shows that we have 17.6% of children as identified as having SEN.

17.6% are identified as having SEN linked to Communication and Interaction (100% of those identified)

0% are identified as having SEN linked to Social, Emotional and Mental Health (0% of those identified)

0% are identified as having SEN linked to Physical and Medical Needs (0% of those identified)

0% are identified as having SEN linked to Cognition and Learning Needs (0% of those identified)

Have Your Say

At Halwin we are proud of our strong community links. This report details our annual offer to all learners, including those with SEN. To be effective we need your views and rely on parents/carers, governors, staff and learners to engage fully in our 'assess, plan, do, review' provision.

If you have any comments please contact Mrs Tamblin, or Mrs Alexandra Carr (Head of School) on secretary@halwin.cornwall.sch.uk

Appendix 1 SEN Flowchart

An initial concern is raised and evidence gathered



Class teacher and SENCO meet to consider pupil against School criteria



Further evidence required
SENCO to consider carrying out further diagnostic assessment

Does not meet criteria
No intervention given, class teacher trials different wave 1 strategies

Meets criteria
Child given Wave 2 intervention and noted as being 'of concern'



Intervention is tracked and results are discussed with staff and updated with parents.

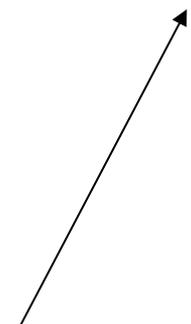


Progress not made
Intervention is adapted or altered to suit child or a different intervention is trialled.

Progress made
Pupil returns to Wave 1 teaching



Progress not made
If progress is still not made then Wave 3 specific 1:1 intervention is given and children are noted as being targeted.



Progress not made
If progress is still not made then children will be considered for referral to Educational Psychologist or other outside help and a discussion had with parents about next steps.

SEN Support

If at any point in the process an outside agency becomes involved with a pupil e.g. speech and language therapist, Educational psychologist, behavior specialist etc or a child is diagnosed with a specific need e.g. dyslexia, tourettes, then the child is placed on the SEN support register and tracked along with other Wave 2 and Wave 3 intervention children.



