

Special Educational Needs and Disabilities at Cornholme School

Children can be identified as having Special Educational Needs based on attainment, emotional well-being, behavioural or medical needs. Cornholme School adheres to the Special Educational Needs and Disabilities of the code of practice 2015 and caters for children in the following ways:

Attainment:

Cornholme school practices the assess, plan, do and review cycle in the following way:

1. Children's attainment is monitored at the end of every term in line with assessments. Children whose attainment falls significantly behind their age related expectations, are monitored on our graduated approach record for a term. At this point class teachers are aware that there is a potential barrier to their learning and differentiated lessons take into account their particular needs.
2. If after a term of monitoring the children, their attainment gap widens, they will then require an Individual Education Plan (IEP) will be written and to be placed on the school SEND register. The IEP will be written to address the barrier to the child's learning and to help the child narrow the gaps in their attainment in a subject area. If the gap stays the same the child has made progress and would remain on the graduated approach list. This will be monitored and reviewed regularly.
3. Should the children not narrow the gaps in their attainment after a further term of targeted support, then the class teacher and SENCO will consider using outside agencies to bring advice and strategies which could help the child overcome their learning barriers. Outside agencies could be one or more of the following: Education Psychologist (EPS), Occupational Therapy(OT), Speech and Language Therapy (SLT), Physio Therapy(PT), Children and Adolescent Mental Health Service (CAMHS), Early Years Specialist Teachers (EYST) or the School Nursing Services.
4. If, after following 2 terms of intervention the needs of the child cannot be met within school, then the SENCO may apply for an Education Health and Care assessment (EHC). This will help all the professionals come together and make any judgement that can possibly supply school with the necessary support to help the child overcome their barrier to learning. It is important to note that an EHC assessment can be requested by parents/carers if they feel that school is not meeting the needs of their child. Independent advice can be sought from The Special Educational Needs and Disabilities Advisory Service (SENDIASS) or the Calderdale Parents and Carers Association (Links on this page). These organisations can offer free and impartial advice. You can also speak to the school SENCo for further advice and this is a good place to start.
5. If the child makes progress in their attainment and narrows the gaps at any point in the school's graduated approach of Assess, Plan, Do and Review cycle, they can be removed from the school's SEND register. They would then return to the class teachers aware list, to continue to work towards narrowing their attainment gaps and eventually be removed from the class teachers aware list.

Emotional Well-Being and Behavioural Difficulties:

Children that are experiencing emotional well-being or behavioural difficulties and have been identified as such by staff, parents or other professionals will have their needs assessed. This

would usually be done in conjunction with outside agencies, (some of whom have been listed above) after school has attempted to address and meet the child's needs using trained staff and the interventions available in school. These agencies will support the school, parents and the children to help them deal with their particular needs; helping them to minimise the impact of these on their attainment in school. This may require the child to be placed on the SEND register and identified issues will have outcomes and targets written, strategies followed and reviewed to allow the child to thrive and flourish at Cornholme school.

Medical needs:

Children with medical needs will have a medical Needs Plan created in conjunction with advice from medical professionals, parents and where appropriate the children. This plan states their particular need, any medication being taken and emergency information and action to be taken. This plan will be reviewed regularly. The schools follow the Medical Needs Policy and Calderdale guidelines for the administering of medicine. School will do their best to meet the medical needs of all children, to prevent these needs becoming a barrier to their learning.

Gifted and Talented:

Following termly assessments, children who have developed significantly beyond what is expected for their age, either academically or practically (e.g. music/sport/art) are flagged as being Gifted and or Talented. At this point class teachers ensure more challenging work is planned to stretch the child to further develop their gift or talent. This is also catered for in the school extra-curricular activities and visits that are undertaken throughout the school year. This will include regular visits to the local high school.