



## Curnow School SEN Policy

*This policy needs to be read in conjunction with our School Offer, Equal Opportunities policy, our personalised learning offer (R2L/L2L), CPD policy and PARRCs policy (Planning, Assessing, Recording, Reporting and Celebrating standards), SPT moderation policy and homework policy*

### Introduction

The policy is fully compliant with the Special Educational Needs (SEN) Code of Practice: for 0 to 25 years.

### Information in relation to the school's SEN provision

Curnow School is an Academy and is a member of the Special Partnership Trust. Curnow is a school that caters for children and young people aged 2 - 19 with severe learning difficulties (SLD). Pupils have a range of complex and varied needs.

Curnow School identifies pupils as having Special Educational Needs if they meet the definition as set out in the Draft Special Educational Needs (SEN) Code of Practice (**DfE, July 2014**)

This defines SEN as;

- 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/her
- A child of compulsory school age or a young person has a learning difficulty or disability if he/she:
- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her 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
- Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

Curnow School provides special educational provision for pupils who require

“Special educational provision, that is provision different from or additional to that normally available to pupils of the same age.”

The school provides for pupils whose special educational needs broadly fall into the 4 areas of:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

## **Guiding principles**

- At Curnow School we believe that all of our pupils, regardless of gender, ethnicity, ability, disability or sexuality are entitled to a high quality education that will maximise their life chances.
- All pupils are entitled to an education that enables them to:
  - achieve their best
  - become confident individuals living fulfilling lives, and
  - make a successful transition into adulthood, whether into employment, further or higher education or training

## **Objectives of the school's SEN policy**

We will ensure that a child or young person with SEN will have their needs met through a rigorous programme of identification, assessment, planning and support. To achieve this we;

- Obtain the views of the pupil and take these into account (achieved via the Curnow Pledge)
- Liaise with parents/carers as they have a vital role to play in supporting their pupil's education
- Liaise with the multi-agency team who supports the child acting upon the information, advice and guidance received incorporating intended outcomes into the child's daily life at school
- Liaise and work collaboratively with all schools in our Special Partnership to secure the objectives/outcomes identified by the Trust
- Offer a full access to a broad, balanced and relevant education, including an appropriate curriculum and route through this (R2L/L2L)
- Will manage our resources to ensure all pupils' needs are met
- Identify pupil's special educational needs and strategies to help meet these
- Ensure provision and progress will be monitored and reviewed regularly
- Involve outside agencies when appropriate
- Will regularly review any Education, Health & Care Plans in line with regulations
- Provide appropriate training for those involved in the implementation of the policy

The school will put appropriate evidence-based interventions in place; these will be provided through regular review of the progress made and adaptations to the support provided as required (this is determined by the robust assessment systems we hold within the school).

## **How our policy will contribute to meeting the objectives outlined:**

The effectiveness and appropriateness of this policy will be continuously monitored by the Special Educational Needs Coordinator (Head Teacher) in conjunction with the Governing Body. The use of resources, identification, programme planning, effectiveness and quality of individual planning, pupil progress, pupil participation, parents as partners (school mission statement - 'uniting parents and professionals'), statutory reviews, referrals for statutory re-assessment, the identification of training needs and the use made of support services will be monitored and evaluated regularly.

## **The arrangements that have been made for coordinating the provision of education for pupils with SEN at Curnow School**

The school's provision for pupils with SEN will be coordinated by the Head Teacher (SENCo).

The SENCo has an important role to play in determining the strategic development of SEN policy and provision in our school.

The SENCo has 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 (outlined within the school's offer).

The SENCo provides professional guidance to all colleagues and works closely with staff, parents and carers, and other agencies. The SENCo is aware of the provision in the Local Offer and is able to work with professionals providing a support role to the family to ensure that pupils with SEN receive appropriate support and high quality teaching.

The key responsibilities of the SENCo are:

- overseeing the day-to-day operation of the school's SEN policy
- coordinating provision for children with SEN
- liaising with the relevant Designated Teacher/LAC/PLAC coordinator for looked after children/previously looked after children within the school
- advising on the approach required to address each pupil's special educational needs if/as appropriate
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively alongside the Resources and Premises sub-committee
- liaising with parents of pupils within the school
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned both into the school and as pupils leave the school for their next phase of education/post school options
- liaising with external agencies to ensure there is a planned transition to the next educational setting (as appropriate)
- work with the Local Governing body and Trustees to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date and remain confidential

In addition to the SENCo, all teachers at Curnow are responsible for the SEN provision within their classes and act as the 'SENCo' in that specific setting. Their roles and responsibilities include:

- liaising with parents/carers
- liaising with other professionals including colleagues within our Special Partnership Trust
- cascading all relevant information to their class team maintaining a confidentiality when required
- advising and supporting other practitioners in the setting
- ensuring that appropriate IEPs are in place

- meeting the needs of the individuals in the class
- ensuring that background information is collected, recorded and updated
- taking the lead in further assessment of a child's strengths and weaknesses to guide future planning to meet the child's needs
- plan for progression for all pupils in their class
- taking the lead in monitoring and reviewing any action taken to support the child

The pupils who attend Curnow School have an Education Health Care Plan in accordance to LA guidance.

**Facilities for pupils with SEN at Curnow School including facilities which increase/assist access to the school by pupils who are disabled.**

**Description and Characteristics of the School:**

- The school is in an area of high social need, with significant levels of social and economic deprivation.
- The LA currently commissions 93 places from the school but currently we have 104 pupils on roll.
- The school is housed across two school sites (Lower and Upper School)
- There are three separate strands of pupils within the Lower/Upper school: These are: 'SLD', 'Multi-Needs' and 'Social Communication Difficulties'. This allows for the most appropriate activities for these pupils to access the curriculum and whilst they are based in specific classes where ever possible the students are included with their peers within the school
- The school is divided into a Lower and Upper School: The Lower School comprises of the Foundation Stage, Key stage 1 and Key Stage 2
- The Upper School comprises of Key Stage 3, Key Stage 4 and Post 16. Each area of the school has a Deputy Head/Assistant Head who leads the provision; these post holders also form part of the Senior Leadership Team.
- Each class has the appropriate number of staff allocated (teacher and learning assistants) who are deployed to support pupils special educational needs and well-being needs

**Access arrangements:**

- Each pupil at Curnow is given the opportunity to achieve their personal best
- All pupils access a full range of activities appropriate to their needs
- Appropriate support is given to students so that they have full access to an appropriate curriculum and resources to support the teaching delivery of it
- All pupils are recognised as individuals and their individual needs are met
- Where possible all pupils are included with their peers both within the school and outside of the school in the wider environment/community
- We aim to promote positive self-esteem of pupils with special needs
- The staff foster communication between staff/parents/carers/other professionals and agencies
- We work in partnership with parents/carers enabling them to play an active role in their child/young person's development and education underpinning our school mission statement of 'Uniting parents and professionals'
- We work collaboratively within our Special Partnership Trust in achieving the best possible outcomes for our learners

**Physical access:**

The following measures allow for equal access and the safety of our students:

- our setting(s) has an informed accessibility audit and action plan which is published on our school's web site
- our setting has adapted doorways, ramps, and toilets and all teaching is on a single level
- specialist environments can be used, i.e. soft play facilities, multi-sensory rooms, water skills pool, teaching kitchen, teaching flat
- furniture is arranged to accommodate children with mobility difficulties. there is access to adjustable height furniture i.e. sand/water trays, or access is made possible by using floor level activities
- passageways are kept clear
- areas have carpets/curtains (to reduce noise levels)
- the outdoor play/leisure area has soft safety paving
- there are changing facilities with appropriate changing equipment for the needs of the students
- classrooms have double handles or are electronically activated for the students personal safety
- Outside doors and specific areas within the school have electronic number pads for the safety of students

### **Support and Resources:**

The pupils within the school are supported effectively through the identification of three strands of need within the school which allows for the appropriate staffing levels, resources and expertise for the varied and complex needs of the students:

- we provide materials relating to interests, aspirations and abilities
- we have specialist facilities (e.g. learning pods, sensory rooms and a water skills pool)
- we differentiate activities/learning outcomes to ensure all children have access to the curriculum
- children with SEN follow the Foundation stage curriculum/Post 16 curriculum at an appropriate level
- children are involved in making choices
- our planning addresses pupil's individual needs
- we make use of augmentative communication (e.g. Makaton signing, picture symbols, AAC aids as appropriate which have been determined through robust assessment measures)

### **Monitoring and reviewing:**

- Monitoring of progress is ongoing
- Moderation meetings are held between our schools within our Trust three times a year to quality assure our assessment systems securing accuracy in reporting pupil progress over time; moderation summaries are sent to the moderation co-ordinator who feeds back findings to the Trustees in accordance to our SPT policy
- IEP's are reviewed three times each year
- Each student has an annual review for EHC plans in which long term aims/outcomes are set/evaluated
- We encourage parents/carers and other relevant professionals to attend all reviews and seek their views on the education their child receives

- There is an annual report to parents at the end of each academic year which outline current levels and progress made (including accreditation awarded if/as appropriate)
- There are progress meetings held each term (autumn and spring) with the class teacher and parents/carers to evaluate the progress of each pupil within the school
- There are a minimum of six moderation meetings (internal and external) held over the academic year to ensure progress and what this looks like is well-embedded within all assessment/outcomes (please refer to the SPT moderation policy/protocols)

#### **Record keeping:**

- Information is sought from parents/carers and relevant professionals on/before admission to the school (role of the Family Liaison Worker)
- IEPs and records of progress and reviews are kept in a locked cupboard to secure compliance within GDPR
- the setting follows guidelines on data protection, preserves confidentiality and gives parent/carer access to records when a written request is made
- the setting keeps records of any additional provision made
- the setting updates records regularly and parents/carers are asked to contribute
- records are passed on to the next setting/school with parent/carer permission

#### **Partnership – Children and Young Adults:**

The children and young adults are encouraged to and given access where ever possible to be involved with:

- their own learning
- setting targets
- celebrating success, making choices and maintaining self esteem
- aspirations/interests through 'My views' to inform the EHCP process (Curnow Pledge)

For example:

Pupils are involved in their own learning

- They are encouraged to celebrate their own success and that of others
- Certificates/stickers/awards are used for achievement in Upper and Lower school via school assemblies
- The school council in Lower and Upper school gives the students of the school an opportunity and forum to comment/debate on issues within the school and the wider environment
- The School Council contributes to developments outlined within the School Improvement Plan
- Record of Achievement Days celebrate the success of pupils through the school and for the awards/certificates/accreditation that they have achieved

#### **Partnership – Parents/Carers:**

- we have full and open consultation with parents/carers
- parents'/carers' concerns are recorded and acted upon

- we value parent/carer expertise
- we seek parents views in relation to their child's education and progress within it at each Annual Review meeting publishing results to the LGB/Trustees via the Head Teachers termly Report
- we seek parents views following each whole school celebration (e.g. – harvest, Christmas nativity, Upper school spring production, careers/access to training providers)
- part of our school mission statement depicts how we aim to work with parents/carers 'uniting parents and professionals'
- parent/carer comments are included in assessment and review
- we ensure parents/carers are aware of roles and responsibilities of staff e.g. by a photo display and regular updates of our web site/via monthly newsletters
- we ensure parents/carers are made welcome in the setting/school
- the setting/school has an 'open door' policy, offering informal chats as necessary and formal discussion by appointment
- information is shared with parents/carers through the use of our Day2Day books on a daily basis, informal coffee mornings, yearly planners sent home at the beginning of the autumn term, planned open days, charity days, SMSC days and parents evenings each year
- Through such meetings pupil progress including progress within key targets identified can be discussed/reviewed
- we involve parents/carers in provision e.g. implementation of strategies, Well-being Plans and IEP targets

The school seeks to comply with the 2010 Discrimination and Disability Act.

### **Information about our school's policies for the identification, assessment and provision for all pupils with special educational needs**

#### **SEN Funding**

The school receives funding from the EFA/Local Authority dependent upon the type/descriptor of special educational needs; this is currently identified through the banding process. All pupils who have an Education Health & Care Plan will have an agreed package of support from the Local Authority through the Personal Budget arrangements.

#### **How our pupils special educational needs identified and their needs determined and reviewed?**

All teachers are responsible and accountable for the progress and development of all the pupils in their class. Our whole school Planning, Assessing, Recording, Reporting and Celebrating standards (PARRCs) policy outlines ways teachers within the school plan for pupil progress over time. Where a pupil is not making adequate progress/progress which is identified using the assessment data held by the school, teachers provide additional support to 'close the gap'. Together with their Performance Management Team leader opportunities to 'close the gap' are identified and implemented/monitored. Parents/carers will be involved in collaborate working determining problem-solving, planning support and teaching strategies for individual pupils.

High quality teaching, differentiated outcomes for individual pupils, is always the first step in our school's response to pupils who have Special Educational Needs.

#### **Role of the class teacher at Curnow.**

- Use existing information/assessment outcomes as a starting point

- Baseline new pupils/students to the school within the first half term to identify what child knows, understands and can do ensuring outcomes of EHCP are central
- Establish the Personalised Learning Route pupils will take to inform personalised learning pathways/plan (Learning2Learn – L2L or Ready2Learn – R2L)
- Identify from high quality assessment outcomes the key skills which require additional support
- Establish key priority areas for PLG's (Annual and termly targets)
- Ensure pupil assessment files are updated in accordance to our PARRCs policy and assessment cycle
- Establish (with parents) key information outlining how to maintain pupil safety (Individual Safety Plan) including detailing all relevant information in regards to safe moving and handling via the moving and handling passport
- Ensure on-going observation/assessment is an integral part of everyday class practice to inform next steps to learning which provides challenge/ personalisation/ individualisation
- Involve parents/carers/multi-agency teams (as appropriate)
- Involve the child
- Use of National Curriculum programmes of study alongside the differentiated Curnow Curriculum (key skills curriculum) to ensure breadth, depth and relevance to learning opportunities delivered throughout the structured school day (R2L route) demonstrating pupil progress over time (where relevant)
- Use the National Curriculum as a 'vehicle' for the teaching delivery of bespoke personalised learning targets and appropriate targets (L2L route)
- Ensure there is effective classroom management, appropriate deployment of learning assistants management, the learning environment is conducive to the needs of learners and curriculum access arrangements (Curnow curriculum, National Curriculum, 14 – 19 Curriculum)
- Differentiation/personalisation/individualisation ensures all planning is appropriately matched to individual needs
- Take responsibility for planning and overseeing any interventions or support arrangements/multi-agency working to address the child's learning difficulties

### **'Close the gap'**

Strategies will be identified to help 'close the gap' on pupils progress is led by the class alongside the Head of Upper/Lower school or Performance Management Team Leaders.

This will commence once it has been demonstrated that high quality teaching and learning arrangements/differentiation/personalisation/individualisation as part of normal classroom planning, support and interventions is not enabling the pupil to make sufficient progress depicted through the robust assessment measures we use. The deputy/assistant head teachers will lead on these aspects undertaking their roles and responsibilities as Team Leader within the Performance management process.

The outcomes (long and short term) identified within EHC plans will fully consider the successful transition as the pupil moves through the school and between phases of education and ultimately to prepare for adult life.

In consultation with the parents/carers/multi-agency team short term outcomes/ plan will be drawn to achieve the agreed outcomes; these may include IEP target setting, behaviour intervention plans or therapy plans dependent upon the needs of the pupil.

Progress towards these outcomes will be tracked and reviewed termly through our formal assessment week and all outcomes scrutinised through the school's well-established moderation process.

### **Termly progress meetings**

This meeting will be led by the class teacher who has a good knowledge and understanding of the child. It will provide an opportunity for the parents/carers and school to develop a structured conversation in relation to all achievements/progress over time. It will also allow for a detailed scrutiny of pupil progress to discuss additional support measures if these are required; this may include the setting of homework. Through such working the school can recognise and act upon the aspirations parents have for their child, agree on 'next steps' and work in an informed way.

### **The school's provision map**

The school will identify class and type of curriculum access based upon the needs of each pupil in the school. This allows the school to provide be-spoke curriculum opportunities with robust assessment measures to focus upon the key skills pupils need to develop; these will not only relate to academic achievement; the school will work closely with multi-agency teams to ensure the well-being of all learners are fully considered (personalised assessment – then, now, next). As a result of this collaborative working pupils may have personalised therapy, speech and language or behaviour plans. This personalised approach will provide appropriate interventions are made available to ensure that our pupils can access learning and maximise their achievements.

### **The School's Approach to Assessment of our learners**

At Curnow School we have an agreed approach to the assessment of our learners; such assessment measures take into account the nature of each learner's special needs and route taken (Learning2Learn – L2L or Ready2Learn – R2L).

Assessment includes the use of high quality formative assessment which is outlined within our PARRCs policy. The main source of outside agency support (multi-agency) is from the wide range of professionals who work with the school. This could be from the Educational Psychologist, physiotherapist, learning disability nurse or associated Health Professionals. The school is able to make a referral for additional input/assessment if required; many pupils within the school start their life at Curnow with such support already in place.

### **Education Health and Care Plans (EHCP)**

All pupils within the school have an EHCP which names our school as the educational provider. The school will ensure that teachers monitor and review the outcomes determined within the plan and assess the pupil's progress during the course of the year within these; these will be included within pupil's personalised learning plans. Formal reviews of the EHC plan will take place at least annually. If a pupil's SEN changes, the local authority will be informed and will arrange to hold a review as soon as possible to ensure that provision specified in the EHC plan is appropriate; such information will be required to facilitate a change in banding/budget allocation made by the LA. For further information on EHCPs please see the Local Authority's Local Offer.

### **Access to the National Curriculum.**

At Curnow School we follow the National Curriculum using this as a formal curriculum (R2L) or pre-formal curriculum ('vehicle for learning' – L2L); we ensure our teachers set high

expectations for every pupil and aim to enable access to this, whatever their prior attainment.

This curriculum will be enhanced through our Curnow curriculum which is designed to offer further be-spoke educational opportunities which aim to develop skills, knowledge and understanding (key skills and design of Key Learning Indicators). Teachers will use appropriate assessment measures to set targets which are deliberately ambitious as outlined within our bespoke assessment map. Lessons are planned and outcomes for learning are fully differentiated to support learning needs. At Curnow School we make every effort to make adaptations to curriculum, teaching and the learning environment to meet the needs of individual pupils.

### **Preparing for adulthood (transition)**

At Curnow School we help our pupils with SEN to start planning for their future adult life as early as possible, and by Year 9 at the latest addressing such aspects via their EHCP review. Our aim is to support our pupils to go on to achieve the best possible outcomes in employment, independent living and participating in society. This could include, for example:

- Including preparation for adulthood in the EHCP meetings (from Year 9), ascertaining students views to help inform the Curnow Pledge
- Ensuring that career advice and information (Information, Advice and Guidance) provides high aspirations and a wide range of options for pupils with SEN as outlined in our careers policy/access to training providers policy; and
- Helping pupils and parents understand and explore how the support they receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions
- Design our curriculum offer to support the further development of students aspirations with particular reference to our bespoke Work Related Learning (WRL) curriculum

We have specific duties to prepare young people with EHC Plans for the transition to adulthood, as set out in Chapter 7 of the Draft SEN Code of Practice. The review of an EHC Plan in Year 9 builds on previous reviews and existing plans and fully incorporate the views of the learner. It will allow time for the commissioning of any necessary provision and support to take place. Planning will build on action that has already been agreed with the pupil and will inform decisions about the next stage of education if/as appropriate (Curnow School currently provides education up to Year 14).

### **How will the Curnow School Local Governing body evaluate the success of the education which is provided at the school?**

The Local Governing body publishes information on our school website about the implementation of this SEN policy for our pupils. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014

<b>WEBSITE SUMMARY – INFORMATION MUST INCLUDE</b>
<ul style="list-style-type: none"><li>• How the school meets a range of SENs</li><li>• How the school identifies and assesses SEN</li></ul>

- The name and contact details of the SENCO (mainstream schools)
- How the school works with parents
- The curriculum offer for SEN pupils and how the school differentiates
- An example of the school's provision map for supporting the needs of pupils with SEN
- The school's approaches to teaching and learning for pupils with SEN
- Links to relevant policies – SEN, Single Equality Scheme (disability, discrimination & equality) Accessibility, Medical (including responsibility for individual Health Care Plans for pupils with Medical conditions)
- Arrangements for engaging with pupils and parents
- Arrangements for preparing for transition
- Expertise and training of staff
- Engaging with the wider curriculum, for example sports or arts provision
- Pastoral care for pupils with emotional and social SENs
- Arrangements for pupils with SEN who are Looked After Children
- Links with external agencies
- Who to talk to re SEN
- How to make complaints
- How the school contributes to the LAs local offer
- Weblink to the LA Local Offer for accessibility to parents/carers
- How parents and young people can request an assessment for an EHC plan
- Arrangements for travel to and from schools, post-16 institutions and early years providers

As stated in Section 1 our school will continuously monitor and evaluate the working of the SEN policy gathering information on the following aspects; much of this information is provided through the school's offer

- Number of pupils with SEN (at Curnow we provide this information in relation to cohorts of learners based upon their educational need)
- The level of support pupils received and the amount of progress they make
- The data of pupil progress
- The success of resources
- The impact of training and new approaches to meeting needs
- The identification of training needs
- The impact and outcomes of the review process
- The development of pupil participation
- Relationships with parents
- The impact of the statutory process on pupil progress
- The success of involvement of outside agencies
- The success of liaison with other schools.

**Arrangements made by the Curnow school Local Governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.**

Any complaints from parents of pupils with special education needs is outlined on our school web page via our complaints policy.

**Arrangements for Professional Development for all staff at Curnow School in relation to special educational needs**

**Training (professional development):**

Staff need specific knowledge and positive attitudes to work effectively and successfully with children and young people with special educational needs. There is a commitment to training/CPD at Curnow School and the sharing of information and expertise within the school; please refer to our CPD policy.

The professional development of all staff involved in meeting the needs of our pupils is on-going and continuous. A wide range of training opportunities (CORE/STRATEGIC) is provided which includes;

- Team Teach
- Moving and Handling
- Medical training – competencies and compliance (school nurse)
- Safeguarding training including whistleblowing and PREVENT
- Safeguarding (SLT and Governors) – Tier 3 and safer recruitment
- THRIVE/TIS
- Makaton/AAC
- ICT
- Well-being champions
- First Aid (named first aiders across the school)
- Strategic CPD relating to key targets identified within the school improvement plan (SIP)/SPT development plan or identified through the school's performance management process
- Skill sharing and the demonstration of teaching techniques and strategies organised within the school – initiated through the Performance management process
- Bespoke coaching/mentoring by the leadership team following lesson observations/learning walks (development of teacher/learning assistant/HLTA standards)
- SLT surgery for all staff of the school
- Professional development sessions and one-off sessions on relevant subjects provided by SEN specialists – e.g. – Attention autism/Makaton/early reading/writing (identified through the school improvement plan)
- Attendance at courses offered by external providers, accredited and non-accredited, as part of the school's Performance Management process (SBM's role)
- Other courses which are relevant to the work being undertaken. This can be generated by staff interest or identified through the school improvement plan

### **The role played by the parents of pupils with special educational needs.**

All parents and carers of pupils with special educational needs at Curnow School are considered to be our partners; our mission statement upholds this view and has been identified through the statement 'uniting parents and professionals'. They will be supported so as to be able and empowered to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their pupil's education
- have knowledge of their pupil's entitlement within the SEN framework
- make their views known about how their child is educated
- have access to information, advice and support during assessment and any related decision-making processes about special educational provision
- Have informed opportunities to discuss educational progress and aspirational targets for their child at termly progress meeting with e class teacher/team

To make communications effective staff at Curnow School will:

- acknowledge and draw on parental knowledge and expertise in relation to their child
- seek parental views on ways to improve our practice
- focus on the pupil's strengths as well as areas of additional need
- recognise the personal and emotional investment of parents and be aware of their feelings
- ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings
- respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints
- respect the differing needs parents themselves may have, such as a disability, or communication and linguistic barriers
- recognise the need for flexibility in the timing and structure of meetings

## **Pupils**

The pupil's views will always be ascertained at Curnow School, but this may not always be through direct discussion with the pupil. The school council seek the views of the pupils at Curnow School presenting data relating to this to the LGB each Spring Term.

Pupils are enabled/ encouraged to participate in the decision-making processes in the life of the school through structured school council meetings and through class discussion by the staff team who know them well. Through our robust assessment measures we always work with pupils to share assessment outcomes, using WALT/WILF's in each teaching session, through key vocabulary associated with the learning outcome being addressed.

Pupils are encouraged (where appropriate) to record their progress and often that of others through the structured teaching/learning opportunities presented in their class timetables – e.g. – achievement of IEP's, progress ladders, bespoke recording methods which signify meaning for each learner.

Through the EHCP process pupils are encouraged to share their views, staff work closely with pupils to elicit views and work alongside parents to ensure such views are outlined accordingly. Curnow recognises that pupils need to be part of the process, to know that they are listened to and that their views are valued

Any links with other schools/FE colleges are planned through the curriculum or Upper/Lower school action plan to further promote the school aim of inclusive learning. This process is achieved through the EHCP process where detailed discussion is held and outcomes determined which assist the successful transition to post school providers.

At Curnow School we have links with Illogan School, Truro and Camborne College; such links are offered through the structured timetables determined for each class.

The school additionally links with child health services, social services and educational welfare services and any voluntary organisations which work on behalf of pupils with special educational needs. These are determined with parents/carers and are often identified through outcomes determined through the EHCP process.

The school has regular contact with the following services/organisations:

**Organisations we work with:**

Organisation	What they do in brief	Contact details
Curnow School Local Governing body	<p>The Local Governing body works alongside the Trustees of the Special Partnership.</p> <p>The LGB acts as a ‘critical friend’ to the Head Teacher by providing challenge, advice and support in relation to all aspects of school life with a particular focus upon the planned school improvements detailed within our School Improvement Plan (SIP)/SPT development plan. Governors monitor all aspects of the school through regular visits and detailed reports from the Head Teacher and Senior Leadership Team each term as outlined within our Governors monitoring policy</p>	<p><a href="mailto:wrandle@curnowschool.org.uk">wrandle@curnowschool.org.uk</a> 01209 215432</p>
NHS Team Curnow School Nurse and School Doctor	<p>Healthcare plans Provide competency training for staff (feeding, medication etc)</p>	01209 215432
Special Education Department	<p>Responsibility for all statutory requirements relating to Statement of Special Educational Needs <b>or</b> pupil EHCP</p>	0300 1234100
County Transport Team	<p>Arrange home/school transport Work in conjunction with the school to produce an up to date risk assessment of each child to inform travel plan</p>	0300 1234100
Hub multi-agency team (Physiotherapist, Physio technician, Occupational Therapist, Speech and Language Therapist (SaLT), Dietician, Learning disability nurses, Continence nurse	<p>Work in conjunction with the school to provide health care plans; these will include moving and handling therapy plans (leading to informed moving and handling passports), feeding plans, toileting plans, sensory integration plans, communication plans including the production of communication passports</p>	01209 213927
AAC officer (Alternative and Augmentative Communication)	<p>Work in conjunction with the AAC Speech and Language Therapist to contribute where required to the assessment process determining AAC provision</p>	<p><a href="mailto:lbaggley@cornwall.gov.uk">lbaggley@cornwall.gov.uk</a> <a href="mailto:jennifer.gay@nhs.net">jennifer.gay@nhs.net</a></p>

Music Therapist	Well-being support through whole group or individual sessions based upon long term aims agreed with teachers and parents.	<a href="mailto:dcarleston@cornwallmusicstrust.org">dcarleston@cornwallmusicstrust.org</a>
Careers South West	Careers South West become involved with your child at their Year 14 Transfer Review. CSW will outline to parents/carers and young people the options available to them when they leave school. Before students leave the school CSW undertake an assessment of need to determine future resources and will complete this with parents/carers and young people. Careers South West will attend access to training providers information sessions planned by the school to help advise parents/students on Post school options (this work is aligned to our CEG policy)	<a href="mailto:Colin.O.Toole@cswgroup.co.uk">Colin.O.Toole@cswgroup.co.uk</a>
Teacher for the Visually impaired (VST)	The teacher for the visually impaired pupil works on a needs based service. The teacher undertakes assessments based upon the visual needs of the pupil. Part of this work may ask the class team to undertake further assessment to help inform recommendations which outline appropriate strategies to be used within the classroom. The teacher for the visually impaired pupil additionally liaises with consultants of the hospital.	<a href="mailto:sensorysupportservice@cornwall.gov.uk">sensorysupportservice@cornwall.gov.uk</a>
Teacher for the Hearing impaired	The teacher for the hearing impaired pupil works on a needs based service. The teacher undertakes hearing tests each term and recommendations are made to the class teacher which will outline appropriate strategies to be used within the classroom. The teacher for the hearing impaired pupil additionally liaises with consultants of the hospital.	<a href="mailto:sensorysupportservice@cornwall.gov.uk">sensorysupportservice@cornwall.gov.uk</a>
Parent Carer Council Cornwall	The PCC are parents of children and young people under the age of 25; their aim is to meet regularly to provide a united voice by creating a forum for parent/carer views. The PCC works alongside Health therapy, Education and Social Care services.	<a href="http://www.parentcarercouncilcornwall.org.uk">www.parentcarercouncilcornwall.org.uk</a> 07973763332 07591019548
Curnow School Association	Curnow School Association is a registered charity and run by trustees. They meet on a regular basis planning fund-raising events to help strengthen the school's community. Through such events they are able to purchase additional resources for the school – e.g. – iPads,	Curnow School Association chair and secretary can be contacted via the school telephone or email 01209 215432

	mini-bus and help strengthen the schools community. All the parents/carers of the school pupils are considered 'Friends' and can join planning meetings by the School Association at any time.	<a href="mailto:secretary@curnowschool.org.uk">secretary@curnowschool.org.uk</a> or <a href="mailto:jrixon@curnowschool.org.uk">jrixon@curnowschool.org.uk</a>
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Contact with any of these services/organisations is organised by the Head Teacher, SLT, teachers and the school FACE Team is Coordinated by the SENCO (Head Teacher).

<b>Policy approved by the Local Governing Body</b>	February 2020
<b>Policy reviewed</b>	December 2023
<b>Policy to be reviewed</b>	Yearly
<b>Responsibility</b>	Head Teacher