

Crowan Primary School – Policy for Special Educational Needs and Inclusion



Signed: _____ (Chair of Governing Body)

Policy ratified by the local governing body on:

Date of review: **Spring 2023**

** this policy will be reviewed annually*

1. Aims and objectives

- 1.1 The staff and governors of Crowan Primary School are aware of the importance of identifying and providing for those pupils who have special education needs.
- 1.2 The SENCo and the teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and to make those needs known to those who are likely to teach them.
- 1.3 The Headteacher, staff and governors will draw up, and report annually to parents, on the policy and effectiveness of the school's work for pupils with special educational needs.
- 1.4 The staff will ensure that pupils with special educational needs join in the activities of the school together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special education provision, the efficient education of other children in the school and the efficient use of resources.
- 1.5 Crowan Primary will make links with other schools within the Southerly Point Co-operative Multi Academy Trust (and other schools within the local area as appropriate) to share expertise, information and resources to best support children with special or additional needs.

2. Responsible Persons

The 'responsible person' for SEN is **Mrs Tamsin Lamberton (Interim Headteacher/SENCo)** and **Mrs. Emma Combe (SEND Governor)**

- 2.1 The person co-ordinating the day to day provision of education for pupils with special education needs is Mrs Tamsin Lamberton (Special Educational Needs Co-ordinator - SENCo)

3. Admission and Inclusion

- 3.1 All of the teachers in the school are teachers of children with special educational needs. As such Crowan Primary School adopts a 'whole school approach' to special education needs which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. **Inclusion is regarded as crucial to the policy**, in line with that of the Local Authority.

The school operates an **equal opportunities** policy for children with special educational needs who are afforded the **same rights** as other children. This includes both those children with Education Health Care Plans and those others with less significant difficulties.

Specialist Provisions:

The school is fully accessible to non-ambulant pupils: there is a ramp to the school hall and from the play areas/field, as well as level access throughout the school buildings.

There is a large toilet/shower room with an emergency alarm facility.

Regular liaison with the support services facilitates inclusive practice. We currently have planning meetings with the Educational Psychologist to monitor the achievement of children identified on the 'Record of Need'. We receive support and guidance from the Speech & Language Team which makes appropriate assessments of children who require particular programmes and assistance.

We have support and assistance also from the Sensory Support Service for children with hearing impairment or who require vision support.

Miss. Phillips and Mr Nancholas have undertaken 'Autism Champion' training and the school accesses further advice and support for children with Autism Spectrum Disorder (ASD) from the Local Authority ASD Team and from a former ASD Advisor by separate arrangement.

Dyslexia screening tests may also be undertaken within the school and assessed by trained staff where there are concerns about a child's progress.

The school can make quick and easy referral of children who need additional support through the Locality Team, for example, the Educational Welfare Service and health service.

The school SENCo helps to signpost parents to appropriate sources of support for children and families through the Early Help Hub and Family Information Service.

The school also now has a dedicated Education Mental Health Practitioner to support the staff and to assist with referrals through CAMHS for children who are exhibiting low-mood, poor self-esteem, anxiety or depression.

4. Access to the Curriculum

The main priority for all children at Crowan Primary School, and especially those with special educational needs, is to provide an exciting and stimulating environment. The aim is to arouse pupils' interest and curiosity and help those who need extra stimulus and encouragement to overcome their learning difficulties.

A climate of warmth and support will be fostered so that pupils' self confidence and self-esteem can grow. It is hoped that all pupils will feel valued and able to risk making mistakes as they learn, without fear of negative criticism.

- 4.1 The National Curriculum will be made available for all pupils as far as is practical. Where pupils have special educational needs a graduated response will be adopted. The school will, in other than exceptional cases, make full use of classroom and school resources before drawing on external support.
- 4.2 The school will make provision for pupils with special educational needs to match the nature of their individual needs. The class teacher and SENCo will keep regular records of the pupils' special educational needs, the actions taken and the outcomes.
- 4.3 There will be flexible grouping of pupils so that learning needs may be met in individual, small group or whole-class contexts.
- 4.4 The curriculum will be differentiated to meet the needs of individual pupils. Teaching styles and flexible groups will reflect this approach.
- 4.5 Schemes of work for pupils, within classes and year groups, will reflect whole school approaches to teaching and learning and will take account of children's special educational needs.
- 4.6 Curriculum tasks and activities may be broken down into a series of small and achievable steps for pupils who have marked learning difficulties.

5 Meeting Needs at SEN Support

All children and young people must have access to high-quality teaching that focuses on inclusive practice and breaks down barriers to learning.

For the majority of children and young people this can be achieved through personalisation and differentiation but individuals with Special Educational Needs and/or Disabilities (SEND) may need provision that is **additional to, and different from**, their peers.

In accordance with the Children and Families Act 2014 and the supporting SEND Code of Practice, Crowan Primary School will endeavour to meet the needs of all children with SEND, including those who do not have an Education, Health Care Plan. We will publish what we provide for all children with SEND in our **SEN Information Report** on the school website. This will also be advertised through the Family Information Service website as part of Cornwall's Local Offer.

<https://www.supportincornwall.org.uk>

At Crowan Primary School we use a **graduated approach** to meeting the needs of children within the school with SEND ([see p100 SEND Code of Practice](#)).

The Graduated Approach

- When a pupil is identified as having SEN the school will take immediate action. The school will put effective SEN provision in place and ensure that all barriers to learning (as far as practical) are removed.
- As soon as a pupil is identified as having SEN the school will inform the child's parents/carers. The school will then work in partnership with them; listening to their views and proactively involving them in decision making and planning.
- The school will review the SEN provision at least termly and all reviews will involve the child and their parent/carers whenever possible.
- It may be decided that advice from specialist professionals is required in order to meet the needs of particular children. Information regarding the external support available will be published as part of the **Local Offer** and kept in the school's **SEN File**.
- The nature of the SEN support and provision made available by the school will be informed by the 'asses, plan, do, review' cycle ([See p100 SEND Code of Practice](#))



The SEND Code of Practice 0-25 promotes the use of the 'assess, plan, do, review cycle'.

This cycle can be used to meet the needs of children/young people and improve practice at many levels ensuring that:

- individual children/young people at SEN support and those with an EHCP receive the best possible provision and achieve positive outcomes
- SEN provision made by an educational setting evolves to meet the needs of all children/young people with SEN
- the EHC needs assessment, planning and review processes support children/young people, their families and educational setting

What happens at each phase of the 'assess, plan, do, review' cycle?

Assess - clear analysis is made of needs based on:

- views of the child/young person and their parents/carers
- teacher assessments and observations
- pupil's current attainment
- pupil's previous progress and attainment
- tracking of progress and comparisons with national data
- assessments by external agencies if appropriate.

Plan - following assessment, the teacher, SENCO, parent/carers and pupil, agree on a plan of action to include:

- time-limited outcomes for the pupil
- the adjustments, support and interventions to be put in place

- a date for review

All planning will be pupil-centred and outcomes focussed and recorded.

Do - all the pupil's teachers and support staff are made aware of the plan and implement the adjustments, support and interventions.

Teachers are responsible for:

- differentiating and personalising the curriculum
- delivery of 'additional and different' provision for a pupil with SEN
- planning, support and impact measurement of all group and one-to-one interventions delivered by support staff
- linking interventions to classroom teaching

The SENCO supports teachers in the effective implementation of provision.

Review - the quality, effectiveness and impact of provision is evaluated by the review date.

This includes sharing information with pupil and parent/carers and seeking their views. The cycle then starts again at assess with the updated needs of the pupil being considered before planning a continuation of or change to provision.

Crowan Primary School will review, update and publish its SEN Information Report annually.

This is allows the school to:

- review the provision that has been made over the last year
- assess the changes that need to be made to provision and
- plan for the coming year recording what the school will do

When a pupil fails to make progress and shows signs of difficulty in some of the following areas: acquiring literacy and numeracy; presenting persistent Emotional Behavioural Difficulties (EBD); has sensory or physical problems; or communication or interaction difficulties, the school will provide support that is **additional to and different from** the differentiated curriculum.

This support may be provided in a range of ways, for example:

Fun Fit group sessions may be provided for children with co-ordination difficulties.

Social skills groups will be arranged for children who need help to improve their self-esteem and further develop skills of co-operation, turn-taking, etc.

Small group/individual sessions will be arranged where children are withdrawn from their usual lessons to receive support in addressing specific targets from their Individual Education Plans with a nominated Teacher or Teaching Assistant (for example, use of the 'Beat Dyslexia' programme)

In-class support from class-based Teaching Assistants is usually directed to assisting children on the record of need who may also receive group intervention support (for example, additional help with learning letters and sounds; numeracy catch-up activities...)

Classrooms will be organised and managed to best support children with identified needs (for example, large print photocopies made for children requiring vision support).

Specialist equipment and alternative teaching strategies will also be used as appropriate

Behaviour modification programmes and home/school liaison is strengthened where there is a need.

The child will be provided with an **Individual Education Plan (IEP)** at this time with specific targets for development through the provision of this additional support.

The resources allocated to pupils (see 7) will be deployed to implement these individual education plans. Parents will be informed and pupils will be involved in decisions taken at this stage (See also 8, 11 and 12)

If a pupil does not make sufficient progress, despite the school taking the action outlined, advice will be sought from the appropriate support services referred to in Section 8, and the child's IEP will be amended accordingly.

- 6 **Identification and Assessment - a graduated response** (see: Cornwall Council: 'Supporting Children and Young People with Special Educational Needs - The Graduated response in mainstream schools' (November 2019).
- 6.1 If progress is still not achieved despite the school's best efforts and the advice of external agencies, a statutory assessment of special educational needs by the Local Authority may be requested.
- 6.2 Identification of special educational needs will be undertaken by all staff through the SENCo and the appropriate records and Children's Service Authority forms will be maintained. Records will be developed through a process of continuous assessment by the class teacher and as a result of standardised

tests of educational achievement administered by the class teacher or the Special Educational Needs Co-ordinator (SENCo). Assessments allow the pupils to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary, pupils will be referred to the Special Educational Needs Co-ordinator for diagnostic testing to construct a profile of the child's strengths and weaknesses.

6.3 The progress of children with special educational needs will be reviewed through formative and summative assessments as outlined in the Code of Practice. IEP reviews will be held termly, or updated beforehand, if appropriate. Additionally, the progress of children with an Education Health and Care Plan will be reviewed at least annually, as required by legislation. This will include discussion with the parents and pupil.

6.4 Detailed records will be kept of the pupils receiving extra teaching support. These may include:

- ❖ IEPs/reviews
- ❖ Reading tests where necessary
- ❖ Maths assessments
- ❖ Diagnostic tests carried out by the SENCo
- ❖ Spelling tests or phonic check-lists
- ❖ Regular administration of informal reading records, designed to provide a profile of reading achievements, phonics etc.

A summary of these will be passed to any receiving school.

7 Resources

7.1 **Currently the school has: (October 2021)**

2 children with an EHC Plan (2%)

9 children with 'SEN support' (9%)

7.2 **Element 1 funding** (sometimes referred to as core or universal funding) is the amount allocated to schools for every pupil on roll: this varies between local authorities and can vary year on year but is up to **£4, 000 per pupil**. This funding is used to run the school and to provide support for all pupils (including those with special educational needs - SEN) so that they can achieve good quality learning outcomes.

Element 2 funding (sometimes referred to as 'additional support funding') is the amount identified within each school's overall budget, called the notional SEN budget. It is referred to as 'notional' because it is a suggested amount and is not ring-fenced. Pupils with SEN have very varied needs, therefore, the amount of

funding needed to meet these needs will be different for each pupil. The government suggests that a school should spend **up to £6, 000** on provision for a pupil with SEN but the majority of pupils at **SEN support** can have their needs met for less.

Element 2 funding is used for SEN provision that is *'additional to and different from'* the provision made for all pupils. This is often referred to as targeted provision or targeted support.

A school must use its 'best endeavours' to meet the needs of pupils at **SEN support** using elements 1 & 2 funding. Sometimes provision may target an individual pupil but often shared provision is more preferable and meets the pupil's needs best, *for example, group work is very important when developing language and social skills.*

Element 3 funding: 'top-up' funding is allocated to schools for pupils with an Education Health Care Plan when the provision described is above what is covered by Element 2. Top-up funding is allocated by the Local Authority from the national funding called the 'high needs block'. The amount schools receive is updated each term to reflect which pupils are attending the school.

The funding is awarded on an individual basis and the amount depends on the pupil's level of need. An EHCP describes a pupil's needs, agreed outcomes and required provision, and the top-up funding is directly linked to these. This funding should, therefore, provide the additional individual support needed for the pupil to achieve the outcomes in their EHCP.

Currently, the Local Authority makes **£8, 558** available per year to the school to support the pupil who is the subject of an Education Health Care Plan under the terms of the 1996 Education Act including £2, 805 of 'top-up' funding. *(see Appendix C)*

Top-up units received per month presently: 8.00.

This is converted into:

0 teaching hours
25 ancillary hours
£150 other specialist equipment

The number of children in each class with either SEN support or an EHC Plan will help determine the 'Provision Map' for Teaching Assistants and will be reviewed as necessary.

7.3

The principles which guide the governing body in allocating resources are the results of both continuous teacher assessment/recommendations and internal

and external tests which determine numbers of pupils placed in SEN Support and EHC Plan categories.

8 Liaison

Parents will always be informed when an external agency becomes involved with their child. (See also 11)

8.1 Regular liaison will be maintained with the following outside agencies where required for pupils with SEN Support or an EHCP:

- ❖ Education Welfare service
- ❖ Educational Psychology Service
- ❖ Health Service
- ❖ Sensory Support Service
- ❖ Speech and Language Therapy
- ❖ Social services (Children's Services Authority)

When necessary, support is also available from the following outside agencies:

- ❖ Looked after Children Officer
- ❖ Parent Partnership Service
- ❖ Re-integration officer
- ❖ SEN Support Services
- ❖ Special Education Section
- ❖ Communications Team
- ❖ Education Out of School Service
- ❖ Early Years Service
- ❖ Counselling Helston and Lizard Kids (CHaLK)
- ❖ Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS - Cornwall and Isles of Scilly)

8.2 The school has strong links with both Camborne Science and International Academy (CSIA) and Helston Community College (HCC) and liaison is maintained with regard to transition issues.

8.3 Our SEN Governor is [Mrs. Emma Coombe](#)

Mrs Lamberton (SENCo/Interim Headteacher) meets half-termly with the SEN Governor. She holds a rolling programme of meetings with both teaching staff and Teaching Assistants to discuss pupils and SEN issues. These help to inform the school's provision map and the need for any further staff professional development.

9 Arrangements for the management of complaints:

The procedure for managing complaints is the same as for all complaints. The school takes all parental concerns seriously and works proactively to resolve complaints at an informal stage wherever possible.

In the first instance, complaints will be dealt with by the class teacher.

If the issue remains unresolved then the parent/carer will be invited to discuss the concerns with [Mrs. Vicci Gillam](#), the School Complaints Manager

If the parent/carer remains dissatisfied then the issue will be referred to either [Mrs Tamsin Lamberton](#), the Interim Headteacher, or to [Mrs. Jennie Walker](#), the Chair of Governors. *Any formal complaint will always be managed by the Executive Headteacher with parents invited into school to a meeting and the outcomes of the meeting recorded.*

Any unresolved complaints may then be progressed to the school's Local Governing Body then to the Trustees of the Southerly Point Cooperative MAT and ultimately form an appeal to the Secretary of State should a parent/carer believe that they have grounds to feel that their complaint has not be properly managed (*see [Southerly Point Cooperative Multi Academy Trust 'Complaints Policy'](#)*).

10 Staff Development

10.1 In-service training needs related to special educational needs will be identified by the SENCo in consultation with the staff and will be incorporated into the School Improvement Plan as necessary.

A **staff handbook** will be made available to assist in the induction of new staff and the SPCMAT induction procedures followed.

11 Working with Parents

11.1

11.2 The school will actively seek the involvement of parents in the education of their children. It is recognised that it is particularly important with pupils who have special educational needs that the support and encouragement of parents is often the crucial factor in achieving success.

11.3 Parents will always be kept informed about the special educational needs experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained.

11.4 As mentioned in '8' above, parents will be fully consulted before the involvement of external support agencies with their children, and will be invited to attend any formal review meetings at all stages.

12 Pupil Participation

The school will work to ensure that pupils are fully aware of their individual needs and the targets in their Individual Education Plans. Steps will be taken to involve pupils in decisions which are taken regarding their education by seeking their views when revising their Individual Education Plans.

13 Pupils' Welfare and Safety

The welfare and safety of pupils at Crowan Primary is paramount. We endeavour to create a friendly atmosphere of trust so that pupils feel safe.

13.1 It is the responsibility of all staff to:

- ❖ Monitor attendance
- ❖ Work with/listen to/discuss with pupils whose behaviour or personal welfare is a concern, either on an individual basis or in a small group
- ❖ Liaise and work with parents to promote good relationships
- ❖ Liaise with all other members of staff, as appropriate.

13.2 Children with Education Health Care Plans will be well-supported by Teaching Assistants whose on-going training is monitored and discussed during Teaching Assistant meetings with the SENCo.

13.3 Members of staff attend regular courses for First Aid. The nominated staff member for First Aid is - [Mrs. Vicci Gillam](#). Most members of staff hold either a current Emergency First Aid at Work certificate or Paediatric First Aid certificate.

13.4 We currently have 2 members of staff trained in restraint procedures- Mrs. Nicky Ellis (Higher Level Teaching Assistant) and Mr. Richard Bromley (Teacher).

13.5 Incidents regarding a pupil's behaviour or any personal/social issues are recorded in the relevant class log book and/or SEN log book which are regularly monitored by the Headteacher and nominated governor, and shared with the parents as appropriate.

13.6 Our 'Children in Care' Officer, [Mrs. T. Lamberton](#), will liaise with the Children in Care Service as appropriate. The school currently has 0 children in care.

13.7 Our Designated Safeguard Lead is [Mrs Lamberton \(Interim \(Headteacher\)\)](#). She attends relevant case/core meetings. Information is then disseminated, as appropriate, to relevant staff.

- 13.8 Parents are asked to respond to an annual questionnaire to seek their opinions on school standards and provision at Crowan Primary School. This includes a question specifically for parents of children with special educational needs. Alternatively, issues can be raised for discussion at the termly Parent Forum. We endeavour to implement appropriate changes when concerns are raised.

14 EVALUATING SUCCESS

- 14.1 This school policy will be kept under regular review and amended as appropriate through consultation with staff, parents and the Local Governing Body. The governors will gauge the success of the policy by the achievements and previously-agreed targets outlined in the pupils' IEP, progress review and/or annual review.

In addition, evidence will be gathered regarding:

- ❖ Staff awareness of individual pupil need
- ❖ Success of the identification process at an early age
- ❖ Academic progress of pupils with special educational needs
- ❖ Improved behaviour of the children, where it is appropriate
- ❖ Consultation with parents
- ❖ Pupils' awareness of their targets and achievements, where appropriate for their age
- ❖ Pupil attendance
- ❖ Number of exclusions
- ❖ Monitoring of class log books and SEN log book

The school meets the statutory requirements of the SEN Code of Practice 2015.

SEND Code of Practice 2015

The SEND Code of Practice provides statutory guidance relating to Part 3 of the Children and Families Act.

The Principles Underlying the Code

The SEND Code of Practice describes the principles that should be observed by all professionals working with children and young people who have SEN or disabilities.

These include:

- taking into account the views of children, young people and their families

- enabling children, young people and their parents to participate in decision making
- collaborating with partners in education, health and social care to provide support
- identifying the needs of children and young people early
- making high quality provision to meet the needs of children and young people
- focusing on inclusive practices and removing barriers to learning
- helping children and young people to prepare for adulthood

The outcomes must be included in the "Governors Annual Report to Parents"

Appendices:

Appendix A - SEN Information Report requirements

Appendix B - Role of the SENCo

Appendix C - Special Needs Funding for Cornwall's Schools

Related policies:

- *SPCMAT Admissions Policy*
- *Curriculum Policy*
- *Accessibility Plan*
- *SPCMAT Education of Children in Care and Previously Looked After Children (PLAC) Policy*
- *SPCMAT Physical Intervention Policy*
- *SPCMAT Managing Medical Conditions Policy*
- *Behaviour and anti-Bullying Policy*
- *SPCMAT Exclusions Policy*
- *SPCMAT Complaints Policy*
- *SPCMAT Safeguarding and Child Protection Policy*
- *SPCMAT Managing Medical Conditions Policy*
- *SPCMAT Equality Policy*
- *SEN Information Report*

Appendix A - SEN Information Report

Downloaded from the Cornwall Council website on: 11/2/19

There is a statutory requirement for schools and maintained nurseries to produce a SEN Information Report which describes what they offer children/young people with SEND.

The SEND Code of Practice states:

*'6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.'* (Page 106 Special Educational Needs Code of Practice)

What must be included in your SEN Information Report?

- *Name and contact details of SENCO*
- *The kinds of SEN that are provided for*
- *How you assess and identify needs*
- *How you evaluate the effectiveness of provision made for children and young people with SEN*
- *Arrangements for consulting and involving parent/carers and children/young people and involving them in their child's education*
- *Arrangements for consulting and involving children/young people with SEN and involving them in their education*
- *Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review*
- *How adaptations are made to the curriculum and to the learning environment for children/young people with SEN*
- *Your approach to teaching and learning for children and young people with SEN*
- *Your support for improving emotional mental and social development of pupils with SEN. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying*
- *How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN*
- *Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society*
- *Workforce development, including training and identified staff who have particular expertise (e.g. autism champion)*
- *The involvement of other agencies; eligibility and referral processes*
- *The school's policy for handling complaints from parents of children with SEN*

A [Cornwall SEN Information Report template](https://www.supportincornwall.org.uk) has been designed by Headteachers, SENCOs, parents and the local authority. See: <https://www.supportincornwall.org.uk>

Our **SEN Information Report** can be found on the school website:

www.crowanprimary.co.uk

Appendix B - Role of the SENCO - Cornwall Council website on: 11/2/19

The following information is taken from the relevant paragraphs in Section 5 of the Special Educational Needs and Disability Code of Practice 0 to 25 years.

Schools - The SENCO must be a qualified teacher working at the school. A newly appointed SENCO must be a qualified teacher and, where they have not previously been the SENCO at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment

Leadership Role - New SENCOs need to fulfil the leadership role set out in the Code of Practice, the key features of which are:

- Overseeing the day-to-day operation of the school's SEN policy and/or provision described in the SEN Information report
- Coordinating provision for children with SEN

- Liaising with the relevant designated teacher where a looked after pupil has SEN
- Advising on a graduated approach to providing SEN Support including the assess, plan do review cycle
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of children with SEN and ensuring that the voice of the pupil is heard
- Liaising with 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 Local Authority support services
- Being aware of Cornwall's **Local Offer**, contributing where appropriate and sharing its content with young people with SEND and parent/carers
 - Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned.
 - Working with the head teacher and school governors 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 or maintained nursery keeps the records of all children with SEN up to date.

Appendix C -

Information from the Cornwall Council website on: 11/2/19

Special Educational Needs Funding for Cornwall's Schools

Mainstream Schools (academies and LA maintained schools)

Funding is given to mainstream schools under three headings:

Element 1 - sometimes referred to as the **core funding or universal funding**. This is the amount of money that is allocated to schools for every pupil on roll. Nationally the element 1 funding is £4, 000 per pupil. This varies between local authorities as the grant each authority receives is not allocated at a standard rate. In Cornwall we are not able to allocate £4, 000 per pupil due to the level of the grant we receive. This funding is used to run the school and provide support for all pupils (including those with special educational needs - SEN) so that they can achieve good quality learning outcomes.

Element 2 - the school's '**notional SEN budget**' - sometimes referred to as **additional support funding**. Schools have an amount identified within their

overall budget, called the notional SEN budget. This additional funding is used to meet the needs of pupils with SEN. It is referred to as 'notional' because it is a suggested amount and is not ring-fenced.

Pupils with SEN have very varied needs, therefore, the amount of funding needed to meet these needs will be different for each pupil. The government suggests that a school should spend up to £6, 000 on provision for a pupil with SEN but the majority of pupils at SEN support can have their needs met for much less than this.

This funding is used for SEN provision that is 'additional to and different from' the provision made for all pupils. This is often referred to as targeted provision or targeted support.

A school must use its 'best endeavours' to meet the needs of pupils at SEN support using element 1 and 2 funding. School provision must be based on an 'assess, plan, do, review' cycle implemented in partnership with the pupil and family. Sometimes the provision may target a pupil but often shared provision is more preferable and meets the needs of the pupils' needs best. *For example, group work is very important when developing language and social skills.* More information can be found in [the SEND Code of Practice 0-25 \(pp 99 - 107\)](https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Element 3 - top-up funding - Schools can receive top-up funding for pupils with a statement of SEN or an Education, Health and Care plan when the provision described is above what is covered by Element 2. Top-up funding is allocated by the Local Authority from national funding called the 'high needs block'. The amount the school receives is updated each term to reflect which pupils are attending which school.

The funding is awarded on an individual basis and the amount depends on the pupils' level of need. An EHC plan describes the pupils' needs, agreed outcomes and required provision and the top-up funding is directly linked to these. This funding provides the additional individual support for the pupil to achieve the outcomes on their EHC plan.

Link to detailed explanation of school's SEN funding:

<http://www.cornwall.gov.uk/media/8729058/SEN-Funding-Information-for-Cornwalls-Mainstream-Schools-September-2014-.pdf>