SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

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Review cycle:	Annually	Is this policy statutory?	Yes
Approval:	Local Committee	Author:	Jacky Fyson
Next review date:	October 2025		

Revision record

Revision No.	Date	Revised by	Approved date	Comments
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Contents

1. Introduction

At Surrey Hills All Saints, we believe that all our teachers are teachers of children with Special Educational Needs and Disabilities (SEND). It is not unusual for any child to receive additional support in their learning and the support we offer is carried out in a caring, unobtrusive and supportive way. We monitor a child's progress and ensure that all relevant adults, including parents, are involved in the process. This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability Code of Practice: 0-25 years (SEND Code of Practice, 2014).

2. Our Vision for Inclusion

At Surrey Hills All Saints, we actively promote and support our children's learning and enable each one of them to achieve their full potential. We endeavour to provide a school day that excites, challenges and motivates each child and allows them to develop as independent learners. We are committed to ensuring every child thrives and learns to achieve their full potential through our creative and aspiring curriculum. This policy aims to set out how we ensure the best possible outcomes and progress for all our pupils whatever their needs or abilities.

3. Aims and Objectives

Aims

- We aim to provide <u>every</u> child with access to a broad and balanced curriculum. We recognise that some pupils may have additional needs at some time during their school life and this policy details the way in which our academy will respond to meet these needs.

- We aim for all pupils with SEND to meet or exceed the high expectations set for them based on their age and relevant starting points.

- We strive to give children with SEND the support they need.

- We will set ambitious outcomes (educational and otherwise) for children following discussion with the family and the child.

- We work to ensure that all children become confident individuals, who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.

- We believe that all children learn best with the rest of their class or peer group.

- Our aim is for all children to work independently in class and work cooperatively in group sessions.

Objectives

- To ensure that all children are valued equally.

- To ensure that all pupils have access to a broad and balanced curriculum through identifying and overcoming barriers to learning.

- To ensure the rapid identification of all pupils requiring SEND provision as early as possible in their school career.

- To ensure that pupils with SEND take a full part in all school activities.

- To work with families to ensure the best outcomes for children; involving them at all stages of their child's education, reporting on progress and supporting them to understand SEND procedures and practices.

- To promote consistently high expectations and aspirations for pupils with SEND.

- To build a school environment that develops reflective learners, supporting pupils with SEND to reflect on their learning and contribute to decisions about their support.

- To work collaboratively with outside agencies to access the best support for pupils.

- To work within the SEND Code of Practice and Surrey's Profile of Need document (see Appendix ii) to ensure a clear process for identifying, assessing, planning, providing and reviewing for children who have SEND, alongside both the children and their parents/carers.

4. Definition and Identification

The Special Educational Needs and Disabilities Code of Practice (2014) provides the following definition of SEN:

*A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision **different from or additional to that normally available to pupils of the same age.***

A child of compulsory academy age or a young person has a learning difficulty or disability if they:

have a significantly greater difficulty in learning than the majority of others of the same age; or

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 school 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.

The fields in which children may experience SEND are broadly defined by four areas of need:

- Communication and interaction

- Cognition and learning

- Social, emotional and mental health difficulties

- Sensory and/or physical needs

Behaviour is no longer identified as a category of need, as the focus should be on identifying the underlying cause of behaviours exhibited.

The purpose of identification is to ensure appropriate support can be identified and provided, not to fit pupils into categories. Our school uses the Surrey Ordinarily Available Provision document found below in appendix ii below. Our academy seeks to evaluate the needs of the child as a whole, which will include all aspects of the child, not simply the area of identified SEN. This is to ensure that all barriers to learning can be addressed and to provide the best chances of success and achievement for every child.

Many factors may impact on the progress and attainment of children, but not all factors will be considered SEND, these may include:

- Disability (the Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)

- Attendance and Punctuality

- Health and Welfare

- EAL

- Being in receipt of Pupil Premium Grant

- Being a Looked After Child

- Being a child of Serviceman/woman

Identification of Needs

At Surrey Hills, we aim to identify early and act swiftly to remove any barriers to a child's learning which could be hindering their learning and progress. We work closely as a team to ensure we get to know the children in our care so we can provide the best possible provision for them. We recognise that children learn at different rates and that there are many factors which may affect their learning, including their development, emotional regulation, readiness to learn, and maturity. We understand that many pupils, at some time in their school career, may experience barriers to their learning.

5. **Key Roles and Responsibilities**

The Special Educational Needs and Disability Co-ordinator (SENDCo) has day-today responsibility for:

- Overseeing the day-to-day operation of the SEND Policy

- Coordinating the provision for SEND children through the development of the Provision Map

- Ensuring that individual provision maps for children with EHCPs are in place and reviewed

- Managing the professional role of Teaching Assistants

- Advising and supporting school staff

- Contributing to the professional development of staff

- Monitoring and analysing children's progress

- Ensuring that Education and Health Care (EHC) plans are in place for those who need them and that they are reviewed annually

- Ensuring that relevant information about SEND children is collected, recorded, updated, and disseminated

- Liaising with external agencies including the STIP Team, OT, Speech and Language, Educational Psychology, Health and Social Services

- Ensuring liaison between parents, outside agencies and other professionals

SENDCo: Mrs R Hopkins

Contact details: senco@surreyhills.surrey.sch.uk or via the school office

The Class Teacher is responsible for:

- Ensuring that the needs of all children in his/her class are met through a differentiated curriculum, adaptive teaching strategies and suitable deployment of support staff

- Familiarising themselves with children's records and information regarding their needs

- Supporting children in achieving targets

- Keeping the SENDCo informed of any changes to need or circumstances

- Using advice and strategies suggested by outside agencies

- Informing the SENDCo of their concerns, or concerns expressed by parents

Teaching Assistants are responsible for:

- Supporting groups or individual pupils in accessing the curriculum under the direction of the class teacher and the SENDCo

- Providing feedback to the teacher regarding children's progress in class lessons and in achieving targets

- Providing feedback to the children regarding their learning and progress in class lessons and/or small groups

- Keeping records/progress information relating to their work with individuals or groups

The Local Committee (LC) are responsible for:

- Ensuring that the provision for SEND pupils is made, regularly reviewed and that this is of a high standard

- Ensuring that all staff involved with teaching pupils with an (EHCP) are fully informed of this

- Ensuring that SEND pupils are fully involved in school activities

- Having a regard to the Code of Practice when carrying out responsibilities for pupils with SEND

- Being fully involved in developing and the subsequent review of the SEND Policy

- Informing parents on the academy's SEND Policy by publication of this policy and the SEND Information Report, on an annual basis, on the school website

Parents are responsible for:

- Supporting their child by giving encouragement, listening to them read regularly, supporting with home tasks, attending meetings and reviews

6. Staff in School with Specific Roles

Designated Safeguarding Leads (DSL): Jacky Fyson

Deputy Designated Safeguarding Leads (DDSL): Jane Lewis, Ceri Dutton Rebecca Hopkins,

Designated Teacher Looked After Children (LAC): Jacky Fyson

Home School Link Worker: Vicki Kelsall

ELSA (Emotional Literacy Support Assistant): Kerry Van Loo

7. The Good Shepherd Trust

It is the statutory duty of The Good Shepherd Trust (GST), (the Multi-Academy Trust which sponsors the school) to ensure that the school follows their responsibilities to meet the needs of children with SEND following the requirements of the SEND Code of Practice.

8. Admission and Inclusion

The Good Shepherd Trust (Admissions Authority for the school), embraces the view that the admissions criteria should not discriminate against any pupil with SEND and have due regard for the practice advocated in the Code of Practice, in that,

"All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEND. Pupils with special educational needs but without statements must be treated as fairly as all other applications for admission." (Code of Practice 1:33)

We welcome all children to Surrey Hills and endeavour to ensure that the appropriate provision is made to cater for their needs. Children with special needs will be considered for admission on an equal basis with all other children according to the criteria set out in the school's admission policy. We understand our obligation to make reasonable adjustments for children with SEND. Pupils with Education and Health Care Plans are fully included unless it would be incompatible with the efficient education of other children and there are no reasonable steps that can be taken to prevent the incompatibility.

The school admits pupils irrespective of their gender, race, disability, or special educational needs, provided that there are good prospects of meeting their needs without unduly prejudicing the education and welfare of other pupils.

9. Access to the Curriculum

All pupils have equal access to the curriculum; where pupils have SEND, a graduated response will be adopted. The school will make full use of classroom and school resources before drawing on external support, as outlined in appendix (i) below.

The SEND Code of Practice recommends that when a child is identified as having special educational needs the school should provide support which is additional to or different from those provided as part of the school's differentiated curriculum. This is called SEND support.

Should a child fail to make progress over time, despite this additional support, the school may request advice and support from the multi professional team or other professionals and increase or modify the support arrangements. The range of support provided at SEND support will vary between individuals according to their level of need.

The next stage of this graduated response is requesting an Education, Health and Care Needs Assessment (EHCNA) from the Local Authority. This only occurs in a very small number of cases when a child's special educational needs are a significant cause for concern.

Support for children with SEND is planned and reviewed on a termly basis. The school provision map details all additional support arrangements for children with SEND. The SENDCo devises the provision map in consultation with staff.

We provide a wide range of arrangements such as:

- Small group work or individual support within the classroom

- Groups for catch up phonics, spelling, phonological skills, social skills, Literacy for All, language programmes outside of the classroom

- Same day interventions are used when live feedback highlights the need for immediate support

- Individualised programmes of work

- Increased use of laptop and ICT

- Use of visuals to aid understanding and adaptive teaching strategies

Support is reviewed and amended as necessary each term according to each child's progress in relation to their individual starting points, the curriculum (as derived from the National Curriculum) and targets.

10.Creating Individual SEND Targets

When a child does not make sufficient progress and shows signs of difficulty in some of the following areas, *acquiring literacy and numeracy skills; presenting persistent behaviour, emotional and social difficulties; has sensory or physical problems; or communication or interaction difficulties*, the school follow an 'Assess, Plan, Do, Review' approach. Assessments will allow the child to show what they know, understand and can do, as well as to identify any potential learning difficulties.

Following assessment, the school will initiate a time-bonded plan of action and may decide that an individual provision map is necessary. This includes creating an overview showing the child's possible diagnosis, previous and current support from external agencies and mapping the provision for the child. Provision for the child could include interventions, such as:

- In-class support by teacher/TA

- Small group work

- Behaviour support programmes

- Use of specialist equipment

- Alternative teaching strategies

- Visual supports and aids

- Emotional Literacy groups

- 1:1 interventions e.g. phonics

Parents and the child will be involved in developing a plan of individual support through termly meetings. Where there are outside agencies and professionals involved might take the form of a Team Around the Child Meeting (TAC) or Team Around the Family Meeting (TAF).

If it is necessary, where a child has complex needs and there are multiple agencies involved in a child's care and education, the school, in discussion with parents and other agencies may initiate a CAF (Common Assessment Framework) to assist assessment and planning.

Appropriate records will be maintained, including assessment and observation, standardised tests, Key Stage attainment tests. Additionally, the progress of any child receiving exceptional needs funding, or with an EHCP will be reviewed annually.

11.SEND Register

The children on the register are reviewed regularly and may move off the register and those identified will be added. The Surrey Ordinarily Available Provision document (see appendix ii) will be used to identify the level of support required and help establish if the child should be places on the register. Regular auditing of the register will be undertaken.

A child will be included on the SEND Register for the following reasons:

- The child has communication and/or interaction difficulties and continues to make little or no progress

- The child makes little or no progress, despite teaching approaches that are targeted towards a child's specific area of need

- The child shows signs of difficulty in developing literacy, language or mathematics skills which result in poor attainment in some curriculum areas

- The child presents persistent emotional or behavioural difficulties which are as a result of other difficulties e.g. social, emotional or mental health, limited communication skills etc.

- The child has sensory and/or physical problems, and continues to make little or no progress, despite the provision of specialist provision

12. Use of Outside Agencies

These agencies (such as speech and language, occupational therapy, and behaviour support, educational psychologist) may become involved if a child continues to make little or no progress despite considerable input and adaptations. If a Pupil Passport is in place, they will use this (see section below) in order to establish which strategies have already been used and which targets have previously been set.

The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The child's individual targets will set out strategies for supporting progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the provision map continues to be the responsibility of the class teacher.

13. Provision Map

When a child has been identified as having a special educational need, the child will be entered onto the SEND Register. The class teacher will create a Provision Map record for the child in consultation with the parent/carer and child. The targets include expected outcomes as well as the types of intervention used to support a child's progress. It also shows the targets that a child is working towards and the strategies used. The targets are reviewed termly throughout the year and parents' consultations will allow for a review of the targets.

14. Pathway Plan and Education Health and Care Plan (EHCP)

The school, in consultation with parents and pupil, may apply for an Education Health Care Needs Assessment (EHCNA), should the child continue not to make progress within their specific areas of need. This may lead to Surrey issuing an EHCP.

15. Supporting Pupils with Medical Needs

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Whilst a medical condition does not mean a child will automatically be placed on the SEND register, some may experience SEND. In these instances, the child may already have an Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision.

16. Training and Resources

Training needs are met through a number of different means. These include:

- Internal continuing professional development (CPD) sessions provided to staff to ensure appropriate information is disseminated

- The SENDCo attends CPD sessions through external providers and academy hub meetings

- Staff have access to face to face and online training resources for their own personal CPD

- Opportunities are taken for relevant CPD to be provided by outside agencies

We have a number of resources that staff can draw upon to assist in delivering support to children with SEND. Resources are continually reviewed and updated to reflect the current needs of the children within our setting.

The delegated SEND budget is used for the SENDCo salary, Learning Support Assistants and resources as appropriate. A budget is also allocated each year according the resources needed to carry out any actions regarding SEND from the School Development Plan. The provision of additional support is made as appropriate from the delegated SEND budget.

Delegated funding for children with EHCPs is received from Surrey County Council.

The delegated SEND budget is used directly to support children with Special Educational Needs and Disabilities through the teachers and LSA support throughout the school. Support is given within the classroom, on an individual, paired or small group basis according to a child's level and area of need.

Classrooms contain support materials to address children's needs in English, mathematics and other subject areas. ICT resources are also available to support learning.

17.Partnership with Parents

We firmly believe in developing a strong partnership with parents and believe that this enables children and young people with SEND to achieve their full potential. The school recognises the parents key role in the process and that they have much to contribute as they have a unique overview of the child's needs and the best way to support them.

Likewise, pupils will be encouraged to participate in the decision-making processes affecting them, depending on age and appropriateness. Support will be given to pupils to allow them to engage at an appropriate level in the process.

Parents are notified early of any concerns about their children and if a child is identified as having Special Educational Needs this will be discussed with parents and any course of action to be taken will be discussed.

Parents are involved in the reviews of accessed provision and targets are shared with parents on a termly basis.

Parental contact takes place through informal discussions, Parent Consultation Evenings, Annual Reviews for children with an EHCP, homework diaries/contact books, telephone calls or letters and through appointments with the class teacher, SENDCo and/or the Senior Leadership Team.

The school will assist families in accessing support from external agencies where this may be appropriate and information relating to Surrey's Local Offer as well as direct contact information for some service is readily available to parents through the school's website or on request if internet access is not available.

18.Links to Other Policies

This policy should be read in conjunction with the following policies:

- SEND Information Report
- Accessibility Plan
- Relationship-based Behaviour Policy
- Admissions
- Single Equalities
- Teaching, learning and assessment
- Behaviour and anti-bullying
- Complaints
- Supporting children with medical needs
- Child Protection and Safeguarding
- General Data Protection

19.Review

This policy will be reviewed annually. However, interim reviews may be carried out should it be considered necessary in light of any relevant information, including changes in DfE statute and/or guidance.

Appendix 1: School Provision Map

Whole School Provision Map

At our schools, we want all our children to thrive and meet their full potential. For children with SEND, this requires services to have a clear, graduated framework to ensure additional needs are met, through school and specialist SEND support. Our whole class provision map sets out our graduated response using the Surrey SEND Profile of Need.

Universal Quality First Teaching - Based on high expectations, we aim to meet the needs for all learners to ensure children make progress from their starting points and achieve success. Whole class work is differentiated to match all children's needs.

School SEND Support - The majority of children will have their needs met through the provision of tailored school or specialist SEND support. Time limited, additional support or appropriate intervention put in place to support learning.

Specialist SEND Support - Outside agencies may be referred to ensure children receive specialist support aimed at minimising the gap and maximising learning. Where a child continues to make less than expected progress or work at levels substantially below those expected of, school will consider involving specialists.

Statutory Assessment - Where, despite relevant action to identify, assess and meet SEND, the school or parents may consider requesting an EHCP needs assessment.

We are committed to constantly looking at ways of improving the provision we offer all our children. The below provision map sets out what we offer and this is reviewed regularly and updated according to the needs of our children.

Waves of Provision at Surrey Hills

SEND provision is divided into three main categories called: Wave 1, Wave 2 and Wave 3.

Wave 1 or ' Teaching' takes into account the learning needs for all pupils in the classroom. It is achieved through careful Adapted planning and the use of a variety of teaching strategies and resources. The aim of 'High Quality Teaching' is to reduce, from the start, the number of pupils who need additional help with their learning.

Wave 2 takes into account the additional learning needs of some pupils. It refers to the additional provision in the form of individual or small group intervention to accelerate progress and to enable pupils to work at age related expectations. It is specific, additional and time bonded and is over and above what is offered at Wave 1.

Wave 3 takes into account the significant additional learning needs of a few pupils. The support that pupils at Wave 3 is additional to or different from that provided as part of the school's Wave 1 and 2 provision. These pupils will have significantly greater difficulty in learning and may involve the adjustment of learning objectives and teaching styles and/or individual support. It may be necessary to involve outside agencies to assess pupils' strengths and next steps of development.

Area of Need	Wave 1

| Cognition and Learning | High quality teaching with adapted curriculum, delivery, output and language
Visual aids
Visual timetables
Visual resources
Adapted word banks
Movement breaks
Adapted targets
Adapted next steps
Adapted success criteria
Adapted seating arrangement
Talk partners
Writing frames
Ace dictionaries
Group/paired work
In class TA support
Reading ruler
Use of concrete materials
Oral/drama activities
Quality of visual display
Bloom's taxonomy to develop questioning
Developing children's' feedback
Adapted time to complete tasks
Guided reading in ability groups
Guided writing
Additional phonics support
Appropriate positioning in classroom for HI/ VI
Word Mats
Task Boards
Adapted success strips | Communication and Interaction | Quality teaching with adapted curriculum, delivery, output and language
Structured routines
Visual aids/prompts
Writing frames
In class TA support
Directed questioning
Learning objectives displayed
Review seating arrangements
Gestures
Word maps/mind maps
Marking comments for next steps/advice
Layout of classroom designed to suit class
Drama: e.g. "hot seating" role play
Topic vocabulary displayed
Group discussion of work/ideas
Home school diary/Reading record
Circle time
Pupils repeating back instructions
Teacher modelling a task
Talking partners
Class visual timetable
Talking tins
Show and tell
Individual whiteboards
Appropriate positioning in classroom for HI/ VI |
| Social, Mental and Emotional Health | Quality teaching with adapted curriculum, delivery, output and language
Behaviour policy with graduated response
School & Class rules
Seating plan
Circle time
Differentiation of expectations (curriculum, delivery and output)
Visual aids (timetable, planner)
In class TA support | Physical and Sensory | Quality teaching with adapted curriculum, delivery, output and language
In class TA support
Flexible teaching arrangements
Teacher aware of implications of sensory and/or physical impairment
Availability and access to resources
Suitable furniture and space
Suitable positioning in class
Appropriate lighting
Visual prompts |

	Multi-sensory teaching "Time out" system Talking partners Transition to new class support Circle time/SEAL resources Assemblies focusing on specific issues Lunchtime and peer support: Lunchtime club and play Leaders Relevant training for school staff Positive touch training for TAs Restorative approach focus Consistency within class/lunchtime/whole school Playground buddies Class assemblies, Celebration assemblies Drama and Role play Whole school approach Challenging work for all Appropriate positioning in classroom for HI/ VI Mindfulness lessons Growth Mindset		Pencil grips Use of IT to record ideas where appropriate Left handed scissors Role play Brain breaks Teacher faces children when speaking Use of variety of media by teacher including SMART Board, music, images, maths resources, concrete materials Regular movement breaks/ "Brain breaks" Motor development supported through PE Coloured acetates/reading rulers, varied background colour on IWB Accessible building / and lift at Westcott site Emergency evacuation plan Personal allocated space Fiddle toys and weighted cushions. Appropriate positioning in classroom for HI/ VI
Area of Need	**Wave 2**		
Cognition and Learning	Phonics / phase boosters 1st class at number 1 and 2 Number Sense Plus 1 Power of 2 Word Wasp / Toe by Toe 5 minute phonics box 5 minute maths box Handwriting programme Guided reading in ability groups and / or 1:1	**Communication and Interaction**	SALT programmes ELSA Social skills groups Now and Next Task charts Circle time
Social, Mental and Emotional Health	Personalised response plan and reward system Social skills group Lunch club Transition planning and provision for change to new class / site / school Play therapy SEND Support Plan – targets and strategies	**Physical and Sensory**	OT resource pack activities Handwriting programmes Sensory circuits

	ELSA

<table>
<tr><td>Area of Need</td><td>Wave 3</td></tr>
<tr><td colspan="2">This is long-term continuing support. It is specific to an individual child's needs and targets are set as part of a special educational needs learning plan. It usually involves outside agencies. These can include:

Educational Psychologist
STIP team: Learning and Language Support (LLS
GP
Paediatrician
School Nurse
ND outreach
Mindworks
Social Care
Early Help
Home School Link Worker (HSLW)
Physical and Sensory Support for Visual and Hearing Impairment
Occupational Therapy (OT)
Physiotherapist</td></tr>
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Appendix 2: SEND Identification (OAP)

[Ordinarily Available Provision](#)

Appendix 3: Link to the Local Offer

[Surrey Local Offer](#)