

Surrey Hills All Saints Primary School



Inspiring the individual; creating a community.

Special Educational Needs and Disabilities (SEND) Policy

**Policy adopted on: September 2020
Review date: September 2021**

Vision Statement

The governing body and staff at Surrey Hills School aim to ensure that all pupils, including those as identified as having special educational needs and disabilities are motivated and encouraged to develop physically, socially, intellectually, spiritually, morally, culturally and emotionally by providing a broad and balanced curriculum which is accessible to them and which incorporates the National Curriculum of Foundation Stage Curriculum. We have high expectations and aspirations for all our children, including those with SEND and believe that every teacher is a teacher of every child, including those with SEND. We aim to ensure that all children achieve the best possible educational and other outcomes.

This SEND policy details how, at Surrey Hills, we will do our best to ensure that the necessary provision is made for any child who has special educational needs (SEN) and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those with SEN, allowing them to join in all school activities and achieve the best possible outcomes.

Definition of SEND

At Surrey Hills School we use the definition for SEN and for disability from the SEND code of practice (2014).

This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty if learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.

Disability: 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.’**

The Code of Practice also states that children should only be identified as SEN if they do not make adequate progress once they have received high quality teaching and intervention programmes and all teachers are responsible and accountable for the progress and development of the children in their class.

Key Roles and Responsibilities

The SENCo has day-to-day responsibility for the operation of SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans. Part of the role of SENCo is to co-ordinate arrangements with the class teacher regarding those pupils with SEN and disabilities.

The SENCo and Inclusion Manager is Mrs Samantha Sawyer. She is a member of the Senior Leadership Team. She is also the designated teacher for Children who are Looked After (CLA).

Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following related documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- The Children and Families Act (2014)
- The United Nations Convention on the Rights of the Child (1989; ratified in UK 1991)
- Statutory guidance on Supporting pupils at school with medical conditions (2017)
- The National Curriculum in England Key Stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers standards 2012

Objectives

- To ensure the SEND (2014) and Disability Acts and relevant Codes of Practice and guidance are implemented effectively across the whole school.
- To ensure quality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs and disabilities.
- To continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.
- To provide full access to the curriculum through differentiated planning by class teachers, SENCo and support staff as appropriate.
- To provide appropriate training, support and advice for all staff working with a child with a SEND.
- To ensure that children with SEND are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents / carers.
- To enable children to move on from us well equipped in the basic skills of literacy, numeracy and social independence to meet the demands of secondary school life and learning.
- To involve parents / carers at every stage in planning to meet their child's additional needs and to enable them to achieve the desired outcomes.
- To involve the children wherever possible in planning and in any decision making that affects them.
- To work in co-operation and productive partnerships with the Local Education Authority and other outside agencies, to ensure that there is a multi-professional approach to meeting the needs of all vulnerable learners.

Identifying Special Educational Needs

There are four broad categories of SEN which gives an overview of the range of needs that are planned for:

- Communication and Interaction
- Cognition and Learning
- Social, Mental and Emotional Health
- Physical and Sensory

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what intervention is needed, not to fit a child into a category. In reality individual children often have needs that cut across all these areas and their needs may change over time.

Behaviour is no longer an acceptable way of describing a SEN but should be described as an underlying response to an identified need.

It is important to remember that the following may have an impact upon a child's progress and attainment but is not considered to be a SEN:

- Disability – the Code of Practice outlines that all schools and settings must make 'reasonable adjustments' under the current Disability Equality Legislation to ensure that a child or young person's needs can be met. A disability alone does not constitute a SEN.
- Attendance and punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Child who is Looked After (CLA)
- Being a child of a Serviceman / woman

A Graduated Approach to SEN Support (SENS)

High quality teaching, differentiated for every child is the first step in responding to a child who has or may have a SEN. If a child is thought to have SEN the class teacher, together with the SENCo will consider all the information gathered about a child's progress.

Once a child has been identified as having a SEN, the class teacher will liaise with the parents in order to:

- formally let them know that their child is being placed at SENS.
- agree a plan and provision. This will be recorded on a SEND Support Plan which will identify the provision that will be made and the outcomes that are expected as a result of this provision.

This is part of our graduated approach cycle of 'Assess, Plan, Do, Review' required in the Code of Practice. We will review progress made, set targets and agree provision on a termly basis. For children who have a Statement or Education, Health and Care plan (EHC Plan) the parents and the child, (if appropriate) will be invited to attend an annual review, (twice yearly for children in Early Years Foundation Stage).

The SENCo will meet with every class teacher every term to discuss additional needs concerns, to review SEND Support Plans and set new targets which will then be shared with parents. Targets arising from the SEND Support Plans will be used to inform and support whole class approaches to inclusion such as differentiation and ensuring that teaching styles match a child's preferred learning style.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs. Please refer to the school's assessment policy.

Based on the schools observation and assessment data and following discussion between the class teacher, SENCo and parents / carers, the child may be recorded as needing either:

- Differentiated curriculum support within the class (Wave 1)
- Additional support through Special Educational Needs Support (Wave 2)
- Additional support through Special Educational Needs Support Plus (Wave 3)

Managing Children's Needs on the SEN Register

In order to make progress, a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher, (Wave 1 Support).

Where a period of differentiated curriculum support has not resulted in the child making adequate progress OR where the nature or level of a child's needs are unlikely to be met by such an approach, provision at the SEN Support (Wave 2) level may need to be made. This means that:

- The class teacher devises interventions additional to or different from those provided as part of the schools usual differentiated curriculum.
- The class teacher remains responsible for working with the child on a daily basis and for planning and delivering an individualised programme.
- SENCo will take the lead in planning future interventions for the child in discussion with colleagues and parents / carers and monitoring and reviewing the action.

As part of the review process, the SENCo and school colleagues, in consultation with the parents / carers, may conclude that despite receiving an individualised programme and / or concentrated support for a considerable period, the child continues to have significant needs which are not being met by current interventions. Where this is the case a decision may be made to make provision at the SEN Support Plus (Wave 3) level. This means that:

- SENCo and class teacher, in consultation with parents, will ask for help from external services.
- Class teacher and SENCo are provided with advice or support from outside specialists who will contribute to the planning, monitoring and reviewing of the child's progress.
- SENCo will take the lead in: any further assessment of the child. Planning future interventions for the child in discussion with colleagues and monitoring and reviewing the action taken.

If a child continues to demonstrate a significant cause for concern the school will make a request to the Local Authority for an Education, Health and Care Plan (EHC plan) to be put in place in order to support the child in achieving the best possible outcomes. A full and comprehensive SEND Support Plan will be written with the parents / carers and if appropriate the child to record the child's strengths, their dreams and aspirations as well as the barriers they face. The EHC Plan will record the provision that will need to be put in place in order to support the child to achieve their desired outcomes.

If a child has made sufficient progress and they no longer need support which is additional to or different from that of their peers, the decision will be made to remove them from the SEN register and their needs met through usual classroom differentiation.

In April 2013 the Department for Education introduced a new way in which the support for pupils with SEN were funded. From April 2014 the notional special educational needs budget for mainstream schools will be increased and distributed using a new funding formula which is largely related to prior attainment data. Schools will be expected to provide more support for pupils with special educational needs than previously from within school funding. High needs pupils are defined as those requiring arrangements costing over £10,000 to meet their special educational needs. In both special and mainstream school placements the school is expected to provide the first £10,000 of provision through their delegated budget. The individual pupil educational support arrangements which cost more than £10,000 will be accessed through an Education Health and Care plan and supported through individual pupil top-up funding. This change affects mainstream schools from April 2014. In practice this means that maintained mainstream schools must provide a higher (financial) level of support for children with SEN than they have been expected to provide in the past.

Staff Development and Planning

We believe that our staff are our most valuable resource. We are committed to providing relevant training and development for all staff, teaching and support. In order to meet these needs we make full use of advisors and consultants, colleagues in mainstream and special schools. Members of the multi-professional team and our own in-house expertise. All staff are asked to identify training needs as part of the Appraisal cycle.

Links with other Agencies

If necessary, the SENCo can contact support services at any time if its felt that these are needed in order to support a childs progress. The school is able to call on the following services:

- Learning and Language Support Service
- Physical and Sensory Support Service
- Speech Therapy
- Occupational Therapy
- School Nurse
- Educational Psychologist
- Behavioural Support
- Play Therapist

Supporting Children and their Families

Partnership with parents plays a key role in enabling children with SEN to achieve their potential. Parents and carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs.

Parents and carers are seen as integral to the successful development of their child and their participation is actively encouraged at all levels and

- are invited to attend induction for new parents meetings
- are invited to attend parents evenings and open evenings
- will be encouraged to respond to SEND Support Plans

- are invited to attend Annual Reviews for statemented children and children with an EHC Plan.

The school operates an open door policy and parents are able to discuss concerns with the Headteacher at any time.

This SEND policy and Special Educational Needs Information Report is on the schools website. Surrey also has a 'Local Offer' which enables parents and carers to see what services and provision are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Surrey's Local Offer is available from their website

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

Supporting Children with Medical Conditions

The school recognises that children at school with medical conditions should be properly supported so that they have full medical access to all aspects of school life including school 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. Some may have SEN and may have a Statement or EHC Plan which brings together health and social care needs, as well as their SEN provision and the SEND Code of Practice (2014) is followed.

The Role of the Governing Body

The governing body challenges the school to secure necessary provision for any child identified as having SEND. They have decided that children with SEND will be admitted to the school in line with the school's agreed admissions policy.

Admissions

All governing bodies are required by section 324 of the Education Act 1996 to admit to the school a child with a statement of special educational need or Education Health and Care Plan that names the school. Schools must admit such children whether they have places or not. Children with SEND needs falls under criteria two in our Admissions Criteria.

Key documentation

The following documents have informed this guidance which you may find helpful:

- Special Educational Needs and Disability Code of Practice: 0-25 years
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Special Educational Needs and Disability: a guide for parents and carers
<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

- Supporting pupils at school with medical conditions
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>
- Graduated Response for Schools
<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/site.page?id=6soPrqlr3vA>
- Keeping children safe in education
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/912592/Keeping_children_safe_in_education_Sep_2020.pdf
- Surrey SEND 14 Toolkit for Pathway and EHC Plans
- Equality Act 2010
- Surrey Local Offer Website

This policy should be read in conjunction with all other policies.

