



This policy was created in partnership with the SEND Working Party which included the SENCo, representatives from governors, teaching staff, parents and pupils with SEND in KS2. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014)

You can access this policy via:

- the school website under About: Policies
- the school office to obtain a hard copy

Please let us know if you need this to be made available to you in a different format e.g. enlarged font.

School Ethos

At our schools every teacher is a teacher of every pupil including those with SEND.

Definitions

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 in 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**’.

Roles and Responsibilities

Special Educational Needs Co-Ordinator (SENCo)

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

St John's Primary

SENCo: Mrs Rebecca Self (member of the Senior Management Team)

Contact details: rself@stjohnsknaphill.co.uk 01483 476450

National Award for SENCo: gained in February 2017 (Edge Hill University)

Other staff in school with specific roles

SEN Governor: Mrs Claire Schupbach

Designated Safeguarding Lead : Miss Sarah May

Deputy Designated Safeguarding Lead : Mrs Kelly Lane

Designated Teacher for Looked After Children: Miss Sarah May

Staff responsible for managing Pupil Premium/LAC funding: Miss Sarah May

Staff responsible for managing the schools responsibility for meeting the medical needs of pupils: Mr Ron Butler

Goldsworth Primary – refer to [Goldsworth Primary website](#)

Context

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

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions updated December 2015
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Aims and Objectives

Aims

At Goldsworth Trust, all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

- We expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points.
- We will use our best endeavours to give pupils with SEND the support they need.
- Ambitious educational and wider outcomes, appropriate for the child's age and ability, will be set for them.
- We want all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood.

Objectives

1. To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities, with pupils and their parents/carers at the centre.
2. To develop effective whole school provision management of whole class, group interventions and specialist support for pupils with special educational needs and disabilities.
3. To deliver training and support for all staff working with pupils with special educational needs and disabilities, which develops our practice within the guidance set out in the SEND Code of Practice, July 2014.

Identification of Needs (from Code Of Practice 2014)

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people on the autistic spectrum are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers. Please refer to the school's Accessibility Policy.

At Goldsworth Trust, we will identify the needs of each pupil by considering the needs of the whole child, which are broader than just the special educational needs of the child or young person. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

A Graduated Response to SEND support

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

1. Assess

We regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil and draw on the assessments and guidance from other education professionals, e.g. educational psychologists, speech and language therapists physical sensory services and from health and social services, where appropriate. Formal assessments take place both during and at the end of the year, but teachers assess informally on a daily basis and adjust teaching accordingly.

The support each child is given is specified on the year group provision map and the impact of the support is evaluated at the end of a specific programme or at the end of the next school assessment period. For many pupils, this support is enough for them to 'catch up' with their peers. However, some pupils need further support.



2. Plan

Where it is decided that a pupil does have SEND, the decision is recorded in the school records and the pupil's parents are formally informed that special educational provision is being made. The SENCo keeps the SEND register updated on a termly basis.

For some pupils, this will lead to an Individual Support Arrangements Plan (ISP) and a discussion with their parents/carers and the pupil (where appropriate) to develop a good understanding of the pupil's areas of strength and difficulty, the parents/carers' concerns, the agreed outcomes sought for the child and a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language. All staff who work with the pupil will be made aware of the plan and parents will be asked to share in the monitoring of progress through any home learning. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and reduce the impact of any barriers to learning.

Types of SEN Provision

SEN support can take many forms and at Goldsworth Trust we use a 3 wave model of intervention.



A more detailed breakdown of the provision provided can be found on the school website.

3. Do

The class teacher, who is responsible for working with the pupil on a daily basis, will liaise closely with TAs or specialist staff and monitor the progress being made. The SENCo will provide support, guidance and advice for the teacher.

4. Review

The ISP, including the impact of the support and interventions, will be reviewed each term by the teacher, SENCo, parent/carer and the pupil (depending on age and stage of development). This will inform the planning of next steps for a further period or, where successful, the removal of the pupil from SEN Support. In this case, the pupil's parents are formally informed that their child has been removed from the SEND register.

Education, Health and Care Plans

Some pupils will need a higher level of support than the school can provide from its budget. In which case, the SENCo will lead a Support Review Meeting with the pupil, parents/carers, teaching staff and any professionals who have been involved and a request for consideration of an 'Education, Health and Care Plan' (EHCP) will be submitted to the Local Authority (LA).

For details go to the following Surrey link:

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/advice.page?id=3Nrc0SyvVic>

If the request is accepted by the LA, a further meeting will take place at county level and reports requested from relevant professionals. This may lead to a pupil having an EHCP stating the support required to ensure the pupil's needs are met, and the funding available for this. The EHCP will be reviewed annually in addition to the interim meetings.

Supporting parents/carers and young people

For information regarding support, we publish an SEN Information Report, a Whole School Provision Map and Admission arrangements for children (all available on our School website). Surrey publishes a Local Offer (<https://www.surreysendlo.co.uk/>) that includes other agencies who provide a service. Family Information Support Services (<http://new.surreycc.gov.uk/people-and-community/family-information-service>) also signpost parents/carers to agencies available locally.

Supporting pupils at school with medical conditions or disabilities

The Goldsworth Trust recognises that pupils with medical conditions or disabilities should be properly supported so that they have full access to education, including school trips and physical education, wherever possible.

For the majority of children who require medication, we request that parents/carers arrange the timing of doses so that it can be administered at home.

For children who require regular medication to be taken at school for a long period of time, an Individual Health Care Plan will be completed with the parents, who will be responsible for keeping this up-to-date. Letters from the GP and/or medical Consultant, or a letter from the medical professionals must be provided to verify information. Parents/carers are responsible for ensuring that the medication held by the school has not exceeded its expiry date.

If a child has a disability, the school will comply with its duties under the Equality Act 2010.

Some children may also have special educational needs and may have an Education, Health and Care plan which brings together health and social care needs, as well as their special educational provision.

For further information about children with medical needs please contact Surrey's Access to Education (medical) service. susan.lynn@surreycc.gov.uk

Monitoring and evaluation of SEND

The SENCo works with the SENCo Governor to monitor SEND provision throughout the school. This may be by walking around the school to see how children with SEND are supported and challenged, by pupil interviews or by looking at their books.

The SENCo and Governor also look at how funding is being used, the cost of interventions and if alternative support needs to be considered. The SENCo is part of the Senior Leadership team (or represented on the team), so SEND is kept as a school priority. The SENCo also reports to the Children and Learning Governing Committee each term and seeks the views of parents of children with SEND on an annual basis. Pupil questionnaires for all pupils are also completed as part of an annual process. These questionnaires are evaluated and any issues arising discussed and addressed.

Closing the gap for vulnerable groups is part of the School development plan and Ofsted analyse and report on the support provided for these groups.

The SENCo works with SENCos from other local schools to monitor, support and share experience and resources.

Training and development

The SENCo attends Network meetings to ensure she is up-to-date on any local or national initiatives and attends training events to broaden and deepen her understanding of needs and how children can be best supported. Professional and Outreach workers also provide training and support for the SENCo and staff at the school.

All new staff read and are supported to carry out the school's SEN policy and existing staff update themselves with the policy and any changes on an annual basis. Staff are regularly trained in how to support the academic and emotional needs of children.

Staff are given detailed information of children with SEND as they move to a new year group and progress is discussed regularly. Training is arranged in response to needs identified at these meetings.

Storing and Managing Information

Information regarding all pupils is confidential and files relating to children with SEND are kept securely and shared on a need-to-know basis. Files are transferred to Secondary Schools (or new schools where a child moves in year).

Comments and complaints

If a parent/carer has concerns about their child's support, they can follow the school's Responding to Parents concerns policy. In the first instance, we would encourage parents to speak to the class teacher and/or SENCo.

Related Polices:

- Inclusion policy
- Equality and Single Equality Scheme
- Anti-Bullying policy
- Behaviour policy
- Child Protection and Safeguarding policy
- Teaching and Learning policy
- Assessment policy
- Feedback policy
- Code of Conduct

The policy is reviewed annually.

Reviewed on: September 2018

**by: Rebecca Self, Alison Simpson
and Claire Jobe**

Next Review date: September 2019