



Wray Common Primary School  
SEND Policy  
July 2017

Policy Originator:	Mrs Sue Brackenbury
Next review Date:	Summer 2018
SENCo:	Mrs Sue Brackenbury (Assistant Headteacher)
SEND Governor:	Sarah Munro

The purpose of this policy is to describe our practices with regards to children with special educational needs and/or disabilities and the principles upon which these are based.

### Section 1 (Introduction, Aims and Definition of SEND)

#### Introduction

We believe that every child has the right to access a full curriculum and recognise the importance of quality first teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment. *At Wray Common School, every teacher is a teacher of every child including those with SEND.*

- We expect that all children with SEND will meet or exceed the high expectations set for them based on their age and starting points.
- We want all children 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.

#### Aims

The aims of our SEND policy are to:

- identify, assess and provide for children with SEND as early as possible
- monitor and review individual needs regularly, and maintain clear records of any actions taken which follow the child through the school
- ensure that curriculum planning, teaching and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child
- enable all children to have access to all elements of the school curriculum
- identify the roles and responsibilities of staff in providing for children's special educational needs
- support the continuing professional development of SEND within the staff
- work with parents to gain a better understanding of their child, and involve them in all stages of their child's education.
- work with and in support of outside agencies when the child's needs cannot be met by the school alone.

- create an environment that meets the educational needs of each child.
- ensure compliance with the Department for Education Special Educational Needs Code of Practice

### Definition of SEND

At Wray Common Primary School, we use the definition for SEND and for disability from the SEND Code of Practice (2014) which reads as follows:

SEND: "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 SEND may have a disability under the Equality Act 2010 - that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition includes sensory impairments such as those affecting sight or hearing; long term-health conditions such as asthma, diabetes, epilepsy, cancer."

We believe that all children have the right to learn together and should not be devalued or discriminated against by being excluded or sent away because of their disability or learning/behaviour difficulties. Wherever possible, we support children in a way that allows them to share the same learning experiences as their peers. However, we acknowledge that there are occasions when some children will receive support in a setting more suitable for their learning needs away from their peers.

We aim to work alongside other agencies providing both emotional and practical support for parents and children whose needs require multiagency partnerships. So that parents are aware of the support available from our school, and through services within Surrey, we provide additional information about this in our SEND Information Report and Whole School Provision Map. (Both of these documents are available on our school website.)

This policy recognises that all pupils are entitled to a balanced, broad based curriculum. Our 'Looked After Children' policy reinforces the need for teaching that is fully inclusive. The Governing Body will ensure the school makes appropriate provision for all 'Looked After Children.

## Section 2 (Identification of SEND)

It is important that children's special educational needs/disabilities are identified at an early stage in their lives. The earlier that action is taken the more responsive the child and more successful the intervention are likely to be.

**How do we know when children need extra help?**

We know that children need help if:

- concerns are raised by parents and/or teachers (or the child's previous school) regarding a child's level of progress or inclusion
- tracking of attainment outcomes indicates lack of progress, or progress is slower than expected
- observation of the child indicates that they have additional needs in one or more of the four broad areas of need: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health; Sensory and/or Physical.

<p><b><u>Communication and interaction</u></b>          This describes children who have speech, language and communication needs displaying difficulties 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. Children and young people with Autistic Spectrum Disorders (ASD), including Asperger's Syndrome and Autism, 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.</p>	<p><b><u>Cognition and learning</u></b>          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. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p>
<p><b><u>Social, emotional and mental health</u></b>          Children 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, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.</p>	<p><b><u>Sensory and/or physical</u></b>          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. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning.</p>

**What happens once SEND has been identified?**

When a teacher is concerned that a child may have, or is already known to have, a special educational need, they initially communicate with the parents, sharing thoughts and examples of how this child is displaying the need or disability. The class teacher will discuss their concerns with the SENCo who will detail and possibly also become involved in the gathering of information which will be used to inform next steps. At this point, the child will be placed on the school's SEND register at 'SEND

Support' (previously School Action/School Action Plus). Any support will be noted on a Provision Map. School may decide to complete an assessment using the Early Help approach. A 'SEND Support Arrangements' document (SSA), which includes a one page profile, may be started at this time.

The 'SSA' paperwork is a working document which is regularly updated as more is understood about the child's SEND and in response to any interventions tried. The class teacher and/or SENCo will liaise with parents (and with the pupil if appropriate) in drawing up the plan which will detail clear outcomes reached by meeting the SMART (Specific, Measureable, Achievable, Relevant and Time-bonded) targets which are recorded. The SENCo may decide at this point to seek advice from external agencies. This usually happens if progress rates are judged to be inadequate despite the delivery of high quality interventions. Parent permission must be obtained and may include referral to: Educational Psychology Service; Learning and Language Service; Speech and Language Therapy Service; Behaviour Support Service; Autism Outreach Team (at Linden Bridge); Physical Sensory Support Service (PSSS); Educational Welfare Team; Children's Services; School Nurse; Child and Adolescent Mental Health Service (CAMHS).

### **Section 3 (Procedures and Practice)**

#### **Assess, Plan, Do, Review**

The SEND Code of Practice encourages an 'assess, plan, do, review' approach to support pupils with SEND.

**Assess** - The class teacher, working with the support of the SENCo, should carry out a clear analysis of the pupil's needs. This includes drawing on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour.

**Plan** - The teacher and SENCo agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The SENCo may decide to seek advice from external agencies.

**Do** - The class teacher is responsible for overseeing the implementation of what has been agreed at the planning stage. They will work closely with any specialist or identified staff to plan and assess the impact of support and interventions.

**Review** - The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed in line with the agreed date. The impact and quality of the support and interventions are evaluated, along with the views of the pupil and their parents. If adequate progress has not been made, revisions will be made to the plan and this 'plan, do, review' and the cycle will continue.

Where a child is seen to have made sufficient and sustained progress and it is felt that they are able to maintain this with quality first teaching, they will be removed from the SEND register.

### **Requesting an Educational, Health and Care Assessment**

For a very small percentage of pupils, whose needs are significant and complex and the SEND support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided. This brings together the child's health and social care needs as well as their special educational needs. Parents may request an Educational, Health and Care needs assessment for their child. We would ask parents to discuss this with the school prior to making such a request.

### **Statements**

The EHCP replaces what were formerly called 'statements' of special needs. Children who currently hold a statement will continue to maintain this until it is converted into an Education, Health and Care Plan (EHCP). When this will happen, will vary, based on Surrey's guidelines which can be obtained from the SENCo.

### **Transition for pupils with SEND**

SEND support includes planning and preparing for transition. Before a child moves into another school, information regarding the pupil's needs is shared with the receiving school. Arrangements may be made, for example individual visits or visits from a member of staff from the receiving school, depending of the needs of the pupil. Similarly transition from one class to another may need to be carefully planned for, in individual cases, and parents will be encouraged to be involved in this process.

### **How much support will a child receive?**

For pupils with SEND, but without an EHCP, the decision regarding the type and level of support provided will primarily be led by the SENCo, in consultation with the class teacher and parent.

## **Section 4 (Roles and responsibilities)**

### **The SENCo is responsible for:**

- Coordinating all the support for children with Special Educational Needs and/or Disabilities (SEND) to make sure all children receive a consistent, high quality response to meeting their needs in school
- Regular liaison with teachers
- Updating the school's SEND register and making sure that there are accurate records and plans in place for the pupils listed
- Ensuring all relevant children have an EHCP
- Ensuring that all information about a child is stored securely

- Providing specialist support (including relevant CPD) for teachers and support staff in the school
- Regularly attending the local authority SENCo network meetings in order to keep up-to-date with local and national updates in SEND
- Monitoring and evaluating the quality of provision for all pupils with SEND
- Ensuring that parents are:
  - ❖ Involved in supporting their child's learning and in reviewing their child's progress
  - ❖ Kept informed about the support their child is getting

**The class teacher is responsible for:**

- The progress and development of all pupils including those with SEND
- Regular liaison with the SENCo
- Identifying on planning the provision they are making for those children with SEND and how they are using staff in and out of class to support the learning needs.
- Close monitoring of progress
- Identifying on planning any additional help identified children may need (this could be things like targeted work, additional support)
- Detailing interventions on the individual child's SSA document and reviewing these at least termly
- Supporting the SENCo in writing and reviewing the SSAs or EHCP which will include the writing of SMART targets
- Meeting with parents at least once a term to review progress
- Ensuring that all staff working with identified children are able to deliver the planned work/programme, so that they can achieve the best possible progress. This may involve the use of additional adults, externally provided specialist help and specially planned work and resources
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND

**The SEND governor is responsible for:**

- Monitoring the effective implementation of the school's SEND policy and the meeting of statutory responsibilities in the area of SEND primarily through regular discussions with the SENCo.

**Teaching Assistants are responsible for:**

- Ensuring that the day to day provision for identified children that they support is in place
- Regular communication with the class teacher and the SENCo (as necessary) about the progress and provision for any identified child that they support

**How can parents access this policy?**

This policy is available to parents in a number of ways:

- Our school website under 'Policies'
- A hard copy on request at the school office - available in a different on request e.g. enlarged font

### **Who can a parent/carer contact if they have any concerns?**

If a parent/carer wishes to discuss their child's special educational needs or they are unhappy about any issues regarding the school's response to meeting these needs, please contact the following: the class teacher (in the first instance); the SENCo (Mrs Brackenbury); The Headteacher (Mr Murphy).

For complaints, please follow our procedure - 'Responding to Parents Concerns' which can be found on our website.

For impartial and independent information, advice and support relating to SEND, parents may like to contact Surrey Parent Partnership -

<http://www.surreyparentpartnership.org.uk/>

The Surrey SEND Local Offer <https://www.surreysendlo.co.uk/> is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Surrey that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

### **Section 5 (Related Policies)**

#### **Other key policies and documents (available on our school website)**

Accessibility and Single Equality Scheme

Anti-bullying

Behaviour

Child Protection

Safeguarding

Teaching and Learning

Assessment

Marking and feedback

Supporting Children with Medical Conditions and Administration of Medicines

SEND Information Report

Whole School Provision Map