



Wray Common Primary School
SEND Policy
Summer 2021

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Next review Date:	Summer 2022
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The purpose of this policy is to describe our practices concerning 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 we recognise the importance of quality teaching which takes into account the learning needs of all children in the classroom. This includes providing differentiated and personalised support within an inclusive learning environment. ***At Wray Common School, every teacher is a teacher of SEND and every leader is a leader of 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 to the next phase of their educational journey, and into adulthood.

Aims

The aims of our SEND policy are to:

- identify, assess and provide support for children with SEND promptly and accurately.
- monitor and review individual needs regularly, and maintain clear records of actions taken and interventions provided, which follow the child through their school journey.
- 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 each individual child.
- enable all children to have access to all elements of the school curriculum and wider elements of the school community.
- identify the roles and responsibilities of staff in providing for children's special educational needs.
- support continuing professional development about SEND, for all staff.
- work with parents/carers 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's 'Special educational needs and disability code of practice: 0 to 25 years' (2014)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf

Definition of SEND

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

SEN:

- xiii. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.*
- xiv. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*
 - *has a significantly greater difficulty in learning than the majority of others of the same age, or*
 - *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (page 15-16)*

Disability:

- xviii. 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 activities'.*
(page 16)

We believe that all children have the right to learn together and should not be devalued or discriminated against by being excluded 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/carers 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, which can be found on our school website.

Section 2 - Identification of SEND

It is important that children's special educational needs and/or disabilities are identified promptly and accurately so that, where possible, early action is taken and interventions are provided. At Wray Common we value the opportunity to get to know children individually, in order to better understand them and their needs.

How do we know when children need extra help?

We know that a child needs help if:

- concerns are raised by parents/carers and/or teachers (or the child's previous school), regarding a child's level of progress in their learning or their inclusion with their peers.
- tracking of attainment outcomes indicates a lack of progress, or progress that is slower than expected over time.
- 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 Physical.

<p><u>Communication and interaction</u></p> <p>This describes children who have speech, language and communication needs, displaying difficulties in their communication with others. This may be because they have difficulty saying what they want to, understanding what is said to them, or they do not understand or are unable to use social rules of communication. Children and young people with Autistic Spectrum Disorder (ASD) may experience 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><u>Cognition and learning</u></p> <p>Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation and personalisation. 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 have associated difficulties with mobility and communication. Specific learning difficulties (SpLD), affect one or more aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and Developmental Coordination Disorder (DCD - sometimes known as dyspraxia).</p>
<p><u>Social, emotional and mental health</u></p> <p>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><u>Sensory and physical</u></p> <p>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 universally provided (e.g. DCD, cerebral palsy (CP), physical disability or injury). Many children and young people with vision impairment (VI), hearing impairment (HI), multisensory impairment (MSI), and sensory processing difficulties 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/carers, sharing their thoughts and examples of how the child is displaying this need or disability. The class teacher will discuss their concerns with the Specialist Educational Needs and Disabilities Co-ordinator (SENDCo.) 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 may be placed on the school's SEND register. Once a child has been added to the SEND register, parents will receive a copy of their child's SEND Support Arrangements document (SSA), which includes a one page profile.

The class teacher and/or SENDCo will liaise with parents/carers and with the child as appropriate, in drawing up the plan which will detail clear outcomes, recorded as medium-term, SMART (Specific, Measureable, Achievable, Relevant and Time-bonded) targets. These are reviewed on a termly basis and the documents are shared with parents/carers to support their understanding of their child's personalised next steps. The SSA document is also used to guide short term targets which are worked on and reviewed regularly, in response to targeted support, which may include intervention.

In consultation with the Class Teacher and parents of a child, the SENDCo may decide to seek advice from external agencies. This usually happens if a child's progress continues to be stagnant or slow, despite high quality intervention. The SENDCo may consult with the:

- Educational Psychology Service (EP)
- Learning and Language Support Service (LLS) - LLS is part of the STIPs (Specialist Teachers of Inclusive Practice) Team
- Speech and Language Therapy Service (SALT)
- Behaviour Support Service (BSS) - also part of the STIPs Team
- Autism Outreach Team - at Linden Bridge School
- Learning and Additional Needs Outreach Team - at Woodfield School
- Physical & Sensory Support Service (PSSS)
- Inclusion Team - formally the Education Welfare Team
- Children's Services
- School Nursing Team
- Child and Adolescent Mental Health Service (CAMHS)
- Primary Mental Health Team (PMHT)
- Occupational Therapy (OT)

Section 3 - Procedures and Practice

A Graduated Approach to SEN Support

High quality teaching, differentiated and personalised for every child, is the first step in responding to a child who has or may have a SEND. We know that additional intervention and support cannot compensate for teaching of the highest quality. If a child is thought to have a SEND, the Class Teacher will work with the SENDCo to consider all the information gathered about a child's progress.

Assess, Plan, Do, Review

The SEND Code of Practice (2014) encourages an 'assess, plan, do, review' approach to supporting children with SEND.

Assess - The class teacher, working with the support of the SENDCo, will explore the child's needs. This includes drawing on teacher assessment, knowledge and experience of the child;

the child's previous progress and attainment; as well as information from the school's core approach to child progress, attainment, and behaviour. In consultation with a child's parent/carer, simple assessments may be carried out to offer further insight into a child's strengths and difficulties in particular areas of learning.

Plan - The teacher and SENDCo agree, in consultation with the parent/carer and the child, the adjustments, interventions and support to be put in place, with expectations for progress, development and/or behaviour recorded, along with a date for review. The SENDCo may decide to discuss seeking further advice from external agencies with the parent/carer.

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 member of staff to plan and assess the impact of support and intervention.

Review - The effectiveness of support and intervention, and their impact on the child's progress, are reviewed in line with the agreed date. The impact and quality of the support and intervention are evaluated, along with the views of the child and their parents/carers. If adequate progress has not been made, revisions will be made to the plan, and the 'assess, plan, do, review' 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 teaching and the universal support offer, they will be removed from the SEND register.

Requesting an Education, Health and Care Assessment

For a very small percentage of children, 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 the child's 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, and the impact of intervention and targeted support. Parents/carers may request an EHCP assessment for their child, however, we would recommend that parents/carers discuss this with the school, prior to making such a request.

Transition for children with SEND

SEND support includes planning and preparing for transition. Before a child moves on to another school or into a new year group, information regarding the child's needs is shared with the receiving provision. Arrangements may be made, for further targeted support to facilitate a smooth transition between settings, and this may include individual visits to the new school or classroom, and/or visits from another member of staff - from the receiving school or year group. We will work with transition partners and families to secure the best possible transition, which meets the needs of individual children.

How much support will a child receive?

For children with SEND, but without an EHCP, the decision regarding the type and level of support provided, will primarily be led by the SENDCo, in consultation with the Class Teacher and parent/carer.

Section 4 – Roles and responsibilities

The SENDCo is responsible for:

- co-ordinating support for children with SEND, to make sure all children receive a consistently, high quality response to meeting children's needs in school.
- regularly liaising with teachers.
- updating the school's SEND register and making sure that there are accurate records and plans in place for the children listed.
- ensuring all relevant children have an EHCP.
- ensuring that all information about a child is stored securely .
- providing specialist support, including relevant professional development, for teachers and support staff in the school.
- regularly attending the local authority SENDCo 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 children with SEND.
- ensuring that parents/carers 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 children including those with SEND.
- regular liaison with the SENDCo.
- identifying in their planning, the provision they are making for those children with SEND, and how they are using staff in and out of class to support children's learning needs.
- close monitoring of children's progress.
- identifying in their planning, any additional help identified children may need (this could be things like targeted work, additional support).
- detailing interventions on individual children's SSA document and reviewing these termly.
- supporting the SENDCo in writing and reviewing the SSAs or EHCPs, which will include the writing of SMART targets.
- meeting with, or speaking to, parents/carers to review children's progress against their SSA targets.
- ensuring that all staff working with identified children are able to deliver the planned work/programme, so that all children 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 children they teach.

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 SENDCo.

Teaching Assistants are responsible for:

- ensuring that the day-to-day provision for the identified children that they support, is in place.
- regular communication with the Class Teacher and the SENDCo, as necessary, about the progress and provision for any identified child that they support.

How can parents/carers access this policy?

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

- on our school website, under 'Policies'
- A hard copy is available on request at the school office - different versions can also be made available, i.e. in 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 SENDCo (Miss Kober); 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 Send Information, Advice & Support
www.sendadvice.surrey.org.uk

The Surrey SEND Local Offer (<https://www.surreylocaloffer.org.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 a child with an EHCP, and to those who do not have a plan, but still experience some form of special educational need or disability. 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 Plan
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