



Special Educational Needs and Disabilities (SEND) Policy

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Special Educational Needs and Disabilities Policy

Intent

Claygate Primary is an inclusive values-led school. We are proud of all our children and aim to provide opportunities for every child to reach their potential through high quality first teaching. There is a shared expectation that all pupils, regardless of their specific needs, should be offered 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.

The range of support deployed will be tailored to individual need, following thorough assessment by internal or external agencies. We strive to promote opportunities for our children to become independent, courageous, resilient and ambitious learners.

Legislation and Guidance

The SEND Information Report and SEND Policy are based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice \(2015\)](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the SEN information report
- SEND Code of Practice 2015
- Education Act 2002
- Equality Act 2010
- Statutory guidance on supporting Pupils at school with medical conditions April 2014
- Primary National Curriculum in England 2013
- Keeping Children Safe in Education Sep 2018
- Surrey Local Offer

This policy should also be read in conjunction with the following policies: Behaviour Policy, Assessment Policy, Equalities Policy, Safeguarding Policy, Communication Policy and any other policies that are relevant to SEND issues in the School. It was developed in liaison with the governing body, school staff and parents of children with special educational needs and will be reviewed annually.

Aims

High quality first teaching is that which is differentiated to meet the needs of the majority of children. Some children will need something additional to, and different from, what is provided for the majority of children; this is the special educational provision and we will aim to use our best endeavours to ensure that provision is made for those who need it.

This policy details how Claygate Primary School will do its best to ensure that the necessary provision is made for any pupil who has special educational needs. We will ensure that staff in the school are able to identify and provide for those pupils who have special educational needs to allow pupils with SEND to join in the activities of the school.

Roles, Responsibilities and Expertise

The Head Teacher, Sandra Cunningham, is responsible for:

- The day to day management of all aspects of the school, including the provision made for pupils with SEND
- Liaising closely with the SENDCo and class teachers
- Organisation of appropriate training in relation to SEND
- Delegating support staff to classes.
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Ensuring that your child's needs are met

The SENDCo, Marita Cunniffe, is responsible for:

- Coordinating day to day provision for children with SEND
- Line Managing the specialist SEND "team" of staff and developing the school's SEND policy.
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
- Making referrals to and liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties Attending panel meetings, visiting potential children and meeting potential parents
- Assessing or organising assessment of children where there are additional concerns
- Administration surrounding Annual Reviews
- Meeting parents and carers at regular intervals or whenever necessary; ensuring parents and carers are kept informed and included in reviews and consulted about planning successful movement (transition) to a new class or school.
- Analysing progress of SEND children
- Updating the school's SEND register
- Reporting to Governors
- Ensuring that the Administration of Medicine policy is adhered to and that the medical needs of children are met

Class Teacher

If you have concerns about your child, you should speak to your child's class teacher first. You may then be directed to the SENDCo.

The Class Teacher is responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all pupils.
- Checking on the progress of your child and identifying, planning and delivery of any additional support.
- Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.
- Applying the school's SEND Policy.
- Line managing additional TA support.
- Following any recommendations made by the SENDCo or external specialist.
- Carrying out on-going assessment within class.

The SEND governor, Sarah Edwards is responsible for:

- Supporting school to evaluate and develop quality and impact of provision for pupils with SEND across the school and update the governing board on this provision.
- Helping to raise awareness of SEN issues at governing board meetings
- Monitoring the quality and effectiveness of SEN and disability provision within the school
- Working with the Head Teacher and SENDCo to determine the strategic development of the SEN policy and provision in the school

Specialist Services

The school has access to a range of specialist services, including:

- Emotional Literacy Support assistants (ELSA)
- Educational Psychology (EP)
- Speech and Language Therapy (SLT)
- Language and Learning Support Service (LLS)
- Physical and Sensory Support (including Visual and Hearing Impaired Support)
- Behaviour and Emotional Support
- ASD Outreach from Linden Bridge School
- CAMHS (Children and Adolescent Mental Health Services)
- School nurse
- REMA (Race Equality and Minority Achievement, including Traveller Support and English as an Additional Language (EAL)
- Occupational Therapy (OH)
- Counselling
- Children's Social Care
- Education Welfare Service

Other specialist support may also be accessed where there is a specific need.

Admission Arrangements

We welcome all children to Claygate Primary School and endeavour to ensure that the appropriate provision is made to cater for their needs. Pupils with special educational needs and disabilities will be admitted to Claygate Primary School in line with the schools' admissions policy and on an equal basis with all other children according to the criteria set out, taking into account the suitability of the child to mainstream education, and availability of resources and facilities to meet that child's needs.

Access for Disabled

In line with the 2002 SENDA and the 2006 DDA, the Head Teacher and governors of the school have put in place an Accessibility Plan and a Disability Equality Scheme. Claygate Primary School is a single storey building and easily accessible for those who have issues with mobility. All pupil-accessed parts of the school are wheelchair accessible.

We plan carefully to ensure that pupils with SEND can engage in activities available to those in the school who do not have SEND. All of our extra-curricular activities and school visits are available to all our pupils. All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No child is ever excluded from taking part in these activities because of their SEN or disability.

Definition of SEND

The definition for SEND and for disability as outlined in the SEND Code of Practice (2014 updated 2015):

‘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.’ (<https://www.gov.uk/government/statistics/special-educational-needs-in-englandjanuary-2018>)

A disability under the Equality Act 2010 is defined as ‘...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.’

Areas of Need

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. Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. We understand that every child with SLCN is different and their needs may change over time.

Cognition and Learning

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. 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,
- 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. 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.

We also consider the following which may impact on progress and attainment of pupils but do not consider them to be SEND: Attendance and punctuality; Health and Welfare of children; children who speak English as a foreign language (EAL): Children who are in receipt of Pupil Premium Grant: a Looked After/Post Looked After Child : Children of a Serviceman/woman

Implementation

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching (or 'Quality First Teaching ') is our first step in responding to pupils who have SEND. The teacher has the highest possible expectations for your child and all pupils in their class.

Quality First Teaching ensures that:

- All teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning and multi-sensory learning.
- Specific strategies - which may be suggested by the SENDCo or supporting professionals are put in place to support your child to learn.
- Teachers continuously check on your child's progress and where gaps are identified in your child's understanding/learning they will help them to fill those gaps to make the best possible progress.

We have a range of targeted interventions to support those who are making slower progress in a particular area of learning. These could include:

- Smaller, more focused, group sessions taking place in the classroom or in other less distracting rooms/spaces.
- Groups led by a teacher/Learning Support Assistant who has had specific training and experience to run that specific group, based on using the teacher's plan or with specific training from a specialist professional.
- Addressing misconceptions
- Specific targets are put in place to help to make more progress, sometimes this uses a smaller steps approach.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning, even if not formally identified to have any SEND.

Identification of SEN

Class teachers assess each child's current skills and levels of attainment on entry to Reception against the Development Matters Ages and Stages, which will build on previous settings as appropriate. This 'baseline' information helps us to plan teaching and learning that is targeted for each child's stage of development and to provide challenge. Termly assessments across all areas of learning take place, for example via observation, conversations, work samples, liaison between school and home.

Class teachers also gather evidence to assess children's attainment and progress, which is collected on our tracking system and analysed termly. Assessment of children's attainment and progress takes place during lessons (Assessment for Learning), through work samples, observations of learning and contributions to discussions etc.

We also use a range of assessments such as Early Learning Goals, Phonics screening, Year 4 Multiplication Test, Standard Assessment Tests (SATs) and Accelerated Reader assessment.

These assessments provide teachers, subject leaders, phase leaders, the Senior Leadership Team and the SENDCo with data which is used to track attainment and progress and enables us to quickly identify any child whose progress is inadequate (SEND Code of Practice 2015):

- Significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This includes all areas of attainment, for example, social and emotional development or physical development.

In addition to our data tracking systems we use a range of approaches to make sure that children are making progress towards outcomes. These include:

- Teachers and parents having open access to discuss any concerns with the SENDCo.
- Termly pupil progress meetings which involve work scrutiny, reflection on attainment and discussion around every child. These are attended by teachers and the head and/or deputy Head Teachers.
- 'Books looks' by subject leaders and the SENDCo to ensure that expectations for all children remain appropriate and high and that there is consistency across classes.
- Learning Walks and lesson observations which take place regularly and ensure that expectations across the school and year groups are high. Other ways we may identify children with additional learning needs include:
 - Concerns raised by parents/carers.
 - Records passed on from pre-school groups/previous schools.
 - Expression of concern from involved adult (e.g. parent, teacher, Health Authority)

Despite high quality targeted teaching, some pupils may still struggle to make sufficient progress. Where we identify this situation, we invite parents/carers to come to a meeting to discuss their child's progress and help plan possible ways forward.

The school works in close partnership with parents/carers to ensure that they are always involved in discussions about their child's education. All information from external professionals is discussed with the parents/carers directly and reports are written up where appropriate.

Graduated Approach to SEN Support

CPS approach to SEND support follows a four part cycle; **Assess, Plan, Do, Review**:

Assess: The class teacher and SENDCo will analyse a pupil's needs before identifying a child as needing SEN support. Where a child receives SEN support, their name will be added to the **SEN register** in order to track their progress after discussion with their parent/carer.

- **Plan:** An Individual Support Plan (ISP) is written by the school. The ISP outlines a pupil's targets, actions or interventions taken to address these and the details of any external agencies involved.
- **Do:** The class teacher will remain responsible for working with the child on a daily basis. In tailoring support for some children we may draw on the assessments and guidance of other education professionals e.g. educational psychologists, specialist teachers or/and professionals from health and social services. We may use an intervention programme to target an area of need. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning.
- **Review:** The effectiveness of the support will be reviewed in line with the agreed date. The Individual Support Plan is reviewed and revised with input from parents and the pupil (where appropriate) on a termly basis. As part of this process, the SENDCO will regularly review the effectiveness of interventions and their impact on the pupil's progress in planning next steps. Interventions Where possible, our interventions are evidence-based, with proven outcomes. The SENDCO reviews the impact on progress made by interventions and support every term. The intervention programmes currently in use in the school are detailed on the school's website under SEND – SEND Information Report 2020.

If the pupil makes good progress using the additional intervention, where they would not be able to maintain this good progress without it, we identify the pupil as having a special educational need and continue with the interventions. If the pupil is able to maintain good progress without the additional and different resources then they are no longer identified to be with special educational needs.

With permission from parents, we may refer a child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist. The specialist professional works with individual children to understand their needs and make recommendations, which may include setting up some individual support, changing some aspects of teaching to strengthen support or tailoring a personalised/differentiated curriculums. Participation in a group run by school staff under the guidance of the outside professional may also be implemented: e.g. a specific learning programme, a social skills group, a speech and language intervention group, a motor skills coordination group.

Education Health Care Plans (EHCPs)

If a child has a high level of need and/or is not making adequate progress through the extra support provided from school and external agencies, the school (or parent) can ask the Local Authority for an Education, Health and Care (EHC) needs assessment for the child.

An application is normally only considered following two full cycles of Assess, Plan, Do, Review covering at least two terms.

The parents and child are at the centre of this process. The Local Authority considers evidence of progress towards outcomes, costed provision and details of any external agencies involved.

After the school has sent in the request documentation to the Local Authority, they may consider making an EHC assessment. If this is the case, the Local Authority will ask the professionals involved to write a reports outlining the child's needs with specific strategies and targets, reviewed at a meeting with the parents at school. This is taken to the Local Authority panel and a decision is made as to whether to issue an EHCP and how much funding this brings with it. The support per week may be implemented as individual, paired or small group intervention, working under the guidance of the Class Teacher and the SENDCo. This will be reviewed annually, with termly ISP target meetings. EHCP annual review meetings involve both parents and also take into account the voice of the child in celebrating achievements of the past year as well as reviewing and setting new targets.

If an EHCP is not considered necessary by the Local Authority, the school will continue to support the child, meeting with parents at least termly, and accessing advice from professionals as appropriate, to ensure the child makes the best progress possible. It may be that a further EHC assessment request is made again the future.

Training and Resources

CPS is allocated local authority funding, which is specifically used to support the learning of children with SEND. In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, staff undertake training and development. The SENDCo and SLT are responsible for identifying ongoing training needs

The provision for staff training is reviewed annually and is linked to the School Improvement Plan. During appraisal meetings, all members of staff have the opportunity to identify professional development needs. The SENDCO arranges input at curriculum meetings and INSET days, in accordance with the Strategic Development Plan.

Experienced staff have a wide range of knowledge and skills and are able to support children experiencing barriers to learning in many areas including:

- Autistic spectrum conditions
- Attachment
- Emotional and behavioural difficulties
- Specific learning difficulties
- Motor coordination and Processing difficulties
- Speech and language difficulties
- Medical needs

Admissions

Claygate Primary School, admissions of pupils with SEND are considered on the same basis as those without SEND. The School Admissions Code of Practice requires children and young people with SEN to be treated fairly.

Admissions authorities:

- must consider applications from parents of children who have SEN but do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures

- must not refuse to admit a child who has SEN but does not have an EHC plan because they do not feel able to cater for those needs
- must not refuse to admit a child on the grounds that they do not have an EHC plan.

Transitions

When a child is admitted to Claygate Primary School , whether in Reception, or into another year group, the class teacher and SENDCo work closely with any previous childcare or school setting the child has attended, to ensure that we are able to support all children joining the school and can decide how best to meet their needs in our setting. The SENDCo liaises with receiving secondary school's SENDCo in the summer term to discuss the needs of children in Year 6 who have been identified as having SEND.

All staff have a responsibility for the welfare of all the pupils. Relevant staff are trained to support the medical needs of pupils including those with allergies. Health Care Plans are drawn up in consultation with parents and healthcare professionals, if a child has a diagnosed medical condition, or when medication needs to be given in school.

Impact: Monitoring and Evaluation of SEND

The monitoring and evaluation of provision is an ongoing process. The Senior Leadership team, including the SENDCo, carry out regular monitoring of teaching and learning focusing on SEND progress and provision. Interventions, group work and individual support are also monitored. Observation feedback is given, any gaps identified and training arranged.

In addition, termly pupil progress meetings take place between teachers and the Senior Leadership Team to discuss the progress of and support for individual pupils.

The SENDCO liaises with the SEND governor, and the SEND governor monitors SEND within the school. The SENDCO reports to governors and the school improvement partner about SEND provision.

Evaluation and monitoring arrangements enable us to continually review and seek to improve the provision for all pupils.

Supporting Parents/Carers

Support and additional information may be found:

- In the **SEND Information Report** on the school website (go to Curriculum-> Special Educational Needs Provision)
- In the **Surrey County Council** website providing information for parents with children with SEN and disabilities
- (www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page)
- In the school's admission arrangements as outlined on the school website
- From **Surrey SEND Information, Advice and Support Service** (SSIASS) which provides impartial and independent information, advice and support for young people and parents/carers of children with special educational needs or a disability (SEND) aged 0-25. They can be contacted on 01737 737300 / ssiass@surreycc.gov.uk
- To make a comment, raise a question or voice a complaint about how your child's needs are being met by the school, please speak in the first instance to the child's class teacher. If the matter is not resolved, please arrange a mutually convenient appointment with the SENDCo or the Head Teacher.

Monitoring and Evaluation of SEND

CPS monitor and evaluate the quality of provision offered to our pupils to ensure future developments and improvement. The school has a comprehensive monitoring cycle outlined above in the graduated approach to SEND. Further evaluation of SEND is achieved through:

- Evidence that appropriate differentiation is taking place during classroom observations, monitoring of planning and work scrutiny.
- Our SEND Governor ensuring that appropriate procedures are implemented and monitored.
- Strategic Development Plan priorities.
- External audits.
- Developing best practice e.g. moderation of pupil progress through SENDCO networks and local partnerships.
- Parents/carers questionnaires.
- Questionnaires and feedback from children.

The Local Offer

Each borough works with parents, young people, voluntary organisations, professionals in health and social care to design a local offer that will set out information regarding children with SEND in a clear, accessible way. Find out about the services Surrey has to offer by clicking on the following link:

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page> an Online hub for 0-25 year olds with special educational needs or a disability

Review

This policy and information report will be reviewed by the SENDCo and the SEN Governor every year. It will also be updated if any changes to the information are made during the year. It will be approved by the governing board.

Links with other policies and documents

This policy links to our policies on:

- SEN Policy
- Accessibility plan
- Positive Behaviour Policy
- Equality information and objectives
- Medical and Welfare Policy