



## **SEND Policy 2019-2020**

**Policy Originator:** Headteacher

**Status:** Statutory

**Review Period:** Annually

**Date:** March 2019

**Next review date:** March 2020

**SENCO: Michelle Dutton**  
Experienced SENCO  
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*This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (1<sup>st</sup> September 2014) 3.65 and has been written with reference to the following guidance and documents:*

- *Equality Act 2010: advice for schools DfE Feb 2013*
- *SEND Code of Practice 2014*
- *Schools SEN Information Report Regulations 2014*
- *Statutory Guidance on Supporting Pupils at school with medical conditions April 2014*
- *The National Curriculum in England 2014*
- *Safeguarding Policy*
- *Accessibility Plan*
- *Teachers Standards 2012*

At Shalford Infant School, we believe that our teachers are all teachers of children with special educational needs. They are accountable for all children's progress and attainment including those who have SEND.

It is not unusual for a child to receive additional support in their learning and the support we offer is carried out in a caring and supportive way. We monitor a child's progress carefully and ensure that all relevant adults are involved in the support plan.

All children in school are accepted equally, encouraged, respected and valued regardless of their ability and/or behaviour. Our aim is to provide children with the best possible outcomes in preparation for life-long learning. We endeavour to raise aspirations and expectations of all pupils,

including those with SEND by working collaboratively with parents, carers and listening to the voice of the pupil.

## **Definition of SEN**

A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her,

A child has a learning difficulty if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

*SEND Code of Practice (2014, p4)*

## **Definition of disability**

Many children and young people who have SEN may also have a disability under the Equality Act 2010- that is 2a 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 provides a relatively low threshold and includes more children than many realise: 'long term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEND Code of Practice (2014, p5)*

## **Areas of need**

Children's needs may be categorised into four broad areas these include;

- 1. Communication & Interaction**
- 2. Cognition & Learning**
- 3. Social, Emotional & Mental Health**
- 4. Sensory and/or Physical**

These four categories broadly identify the aspects of SEND needs for our pupils at our school; however, we will also identify the needs of pupils considering the whole child, which will include not just the special educational needs of the child.

## **Information about the policy for identification and assessment of pupils with SEN**

At Shalford Infant School, we monitor and assess the progress of all pupils four times a year to review their academic progress. Where progress is not sufficient, even if a special educational need has not been identified, we put in place extra support to enable a pupil to catch up and this is recorded on the **termly class provision map**. E.g. Snap 2 Maths, Phonological Awareness, Precision Teaching, Speech and Language support and OT support, English and Maths interventions.

Some pupils may still not make adequate progress, despite high-quality teaching and interventions targeted at their areas of weakness. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty.

We have access to external advisors who are able to use the following assessment tools: Cognitive Learning Assessments and the British Vocabulary Picture Scale.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared

with parents, put into a SEN support plan and reviewed regularly being refined or revised as necessary. At this point, we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is **additional to and different to what is normally available**.

If the pupil is able to make good progress using these additional and different resources (but would not be able to maintain this good progress without it), we will continue to identify the pupil as having a special educational need. Parents will be notified.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used.

### **Information about the school's policies for making provision for pupils with special educational needs whether or not they have EHC Plans**

#### **How the school evaluates the effectiveness of its provision for such pupils:**

Any child accessing SEN Support will feature in the Class Provision Map. Assessments will be completed each term which will show whether adequate progress is being made. This information will be discussed with parents and child at least 3 times a year.

*The SEN Code of Practice (2014, 6.17)* describes inadequate progress thus:

- Is 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

All pupils deemed to be in need of SEN support will be discussed individually at termly reviews to track their progress closely and evaluate the effectiveness of interventions.

The progress of children with SEN support and the effectiveness of provision provided will be reported to the governing body annually.

### **The school's approach to teaching pupils with special educational needs**

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have SEN. Additional intervention and support cannot compensate for a lack of good quality teaching.

Leaders at Shalford Infant School will regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered *SEN Code of Practice (2014, 6.37)*

We use the Teachers Standards (2012) to ensure that our teaching conforms to best practice. The school employs additional teaching approaches, as advised by internal and external assessments.

### **How the school adapts the curriculum and learning environment for pupils with special educational needs**

At Shalford Infant School we follow and incorporate advice from internal and external assessments, professionals and the strategies described in statements of SEN/Education, Health and Care Plans on how to adapt the curriculum and the learning environment for pupils with special educational needs.

In the Code of Practice there is a strong emphasis on improving the parent/carer voice and that of the SEND child. To facilitate this, three meetings annually will be organised for parents, carers and children to contribute to the plan, do and review process to ensure that the needs of the child are truly reflected in the provision being provided by the school.

### **The arrangements for consulting parents of children with special educational needs about, and involving them in, their education**

All parents of pupils at Shalford Infant School are invited to discuss the progress of their children at two parent/teacher consultations and receive a written report at the end of the summer term. In addition we are happy to arrange meetings outside of these times.

In addition to this, parents of pupils with a statement of SEN/Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible to parents.

### **How the school supports pupils with medical conditions**

Shalford Infant school supports pupils with medical conditions so that they have full access to education, 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.

We have regard to the statutory guidance '*Supporting Pupils at School with Medical Conditions*' April 2014 with a separate policy based on this guidance.

### **Information about the training of staff in relation to pupils with special educational needs**

Training needs for all school staff can be identified in the following ways;

- Audit of staff expertise and training needs
- Recognising specific needs for individual pupils and how staff can be trained to support that child
- The SENCO has regular training on updates in SEND issues/developments both nationally and locally

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The school is responsible to provide adequate resources through the budget assigned to SEND and this is monitored closely by the Headteacher. Resources are purchased as and when they are required.

For pupils eligible for funding through a statement or EHCP this is also tracked and monitored through the SENCO and reviewed annually through the review process within the school and then the SEN case panel. The panel will then identify if the statement/EHCP will require any adjustment.

### **Roles and responsibilities**

The SEND Governor will offer support and challenge to the school SENCO. They will meet at least three times a year to discuss strategic changes and developments using the school development plan as necessary. The SEND Governor will then report back to the Full Governing Body.

All teaching assistants have a line manager within the school, usually one of their class teachers. Their role is to ensure that under the guidance of the class teacher they are providing rich and varied learning opportunities for the children in their care and are giving appropriate feedback on progress and future needs. In some cases, a teaching assistant will be allocated to an individual child.

### **Storing and Managing Information**

All documentation linked to children on the SEND register is securely stored with access only to the school SENCO and relevant staff (Teachers, etc.). All original documents are handed to new settings during transition, and should be stored by the final school until the pupil is 25 years old. Any copies held at Shalford are destroyed once the pupil leaves.

### **Information on where the local authority's local offer is published**

The local authority's local offer is published on <https://www.surreysendlo.co.uk/> and parents without internet access should make an appointment with the SENCO for support to gain the information they require.