

WShere Infant School and Fox Cubs Nursery

Roots to grow, Wings to fly

SEND Policy and Information Report

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1. Aims

1.1 Our aims

All children with SEND must have their needs recognised and assessed, with appropriate and timely intervention put in place. All staff have a duty to promote equality. We strive to:

- Provide suitable learning challenges
- Meet the students diverse learning needs
- Remove barriers to assessment and learning

1.2 Our Objectives

- To ensure a clear process for identifying, assessing, planning, providing and reviewing SEND pupils, with the child and their parents/carers at the centre.
- To work in partnership with parents to enable them to make an active, empowered and informed contribution to their child's education.
- To ensure all children make good progress regardless of their additional needs.
- To develop effective whole school provision management of support for pupils with SEND.
- To enable all children to participate in learning fully and effectively.
- To value and encourage the contribution of all children to the life of the school.
- To work with the governing body to enable them to fulfil their statutory monitoring role.
- To ensure all staff have training and support for working with pupils with SEND in order to develop our practise within the guidance set out in the Code of Practise.

1.3 Shere School's values and vision

Shere Infant School and Nursery is an inclusive school. The achievement, attitude and wellbeing of every child matters and inclusion is the responsibility of every staff member in school. We respect the unique contribution which every individual can make to our school family. All children, regardless of needs and age, are happy, motivated and excited by their learning.

Children are entitled to an education that enables them to make progress so that they:

- Achieve their best
- Become confident and happy individuals living fulfilling lives
- Make a successful transition into junior school and eventually adulthood.

2. Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) 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 (SENCOs) and the SEN information report

3. Definitions

SEN: The SEND Code of Practice provides the following definition: "A child or young person (CYP) has Special Educational Needs if they have 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 children 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: A CYP 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 the educational facilities of a kind generally provided for others of the same age in mainstream school. The Equality Act 2010 defines disability as "a physical or mental impairment which has a long term and substantial adverse effect of their ability to carry out normal day-to-day activities."

4. Roles and Responsibilities

4.1 The SENCo

The SENCo is Cathy Hollis. She can be contacted via the school office or via email. She has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have Educational Health Care (EHC) plans. She works with teachers and parents to identify when to refer a child for assessment to an outside agency and coordinates the support from professionals such as Speech and Language Therapists (SALT) and (Language Literacy Support) LLS. Each term she reviews the needs of the cohort and if necessary makes changes to our provision. The SENCo maps provision and makes decisions as to whether specific interventions are proving to be effective in terms of impact, time spent and the finance used in providing them.

4.2 The SEN Governor

The SEND Governor is Zoe Wood. She meets with the SENCo at least termly to discuss actions taken by the school. She has responsibility for monitoring effective policy implementation and liaising between the SENCo and the governing body. She ensures that pupils with SEND participate fully in school activities.

4.3 The Head teacher

The head teacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Areas of SEN

A child with SEN may need extra help because of a range of needs. There are four areas of Special Educational need:

- **Communication and interaction:** for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
- **Cognition and learning:** for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.
- **Social, emotional and mental health:** for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.
- **Sensory and or physical needs:** for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional on-going support and equipment.

5.2 Identifying pupils with SEN and assessing their needs

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take. Children with SEND are identified in various ways.

- The progress of every child is monitored closely. Where children are identified as not making progress in spite of quality first teaching, they are discussed with the SENCo and a plan of action is agreed.
- Class teachers and Early Years Practitioners (EYPs) are continually aware of children's learning. If they observe that a child is making less than expected progress, they will seek to identify a cause.

This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline

- Fails to make or better their previous rate of learning
- Fails to close / widens the attainment gap between the child and their peers
- Parents can ask us to look more closely at their child's learning.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

Communication with parents also happens in these formats: at twice-yearly parents evenings with the class teacher, a written report once a year, meetings with SENCO as needed or requested, informal discussions between teacher and parents - we have an open-door policy.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

A Graduated Approach

Early identification of SEND followed up by high quality interventions improves the long-term outcomes for the CYP. At the earliest possible time we identify pupils with SEND and those which might need additional or different provision in order to achieve their outcomes. As part of a graduated approach to supporting outcomes and making the appropriate arrangements we first:

- Consider whether core teaching approaches should be changed to meet the needs of the cohort as a whole
- Listen to and talk to the parent / carer so that agreement is reached on how best to meet the child's needs
- Listen to and talk to the CYP, involving them fully in decisions about their education where appropriate.

Where progress continues to be less than expected, the class teacher discusses their concerns with the SENCo. The teacher and SENCo consider all the information gathered alongside the views of the parents / carers and the pupil. Extra teaching or interventions may be put in place. These interventions are outlined in the school provision map which is updated regularly. Once we have identified that a child requires additional educational support and with parental permission, we may seek advice from external agencies. These agencies include:

- Educational Psychology Service (EPS)
- Learning and Language Support (LLS)
- Speech and Language Support (SALT)
- Behaviour Support Service (BSS)
- Autism Outreach Team
- Educational Welfare Team
- Children's services
- School Nurse / Paediatric health team

Once a child has been identified as having additional or different needs a Support Arrangements Plan will be written which focuses on what outcomes are expected and the support that school and outside agencies will provide. Review of progress is held regularly with parents and takes into account particular barriers experienced by the pupil together with the advice regarding the nature and time period for the intervention. We review the effectiveness of what is happening and consider the need for further assessment and whether there should be any changes to the support provided. Families are involved in every step of this cycle of assess, plan, do, review with the child at the centre of this process.

SEND in Nursery - Individual Support Plan

Early identification of SEND followed up by high quality interventions improves the long-term outcomes for the CYP. Therefore, the approach for identifying SEND in nursery is the same as for the rest of the school. Once a need has been identified, the strategies employed to enable a CYP to progress are recorded in an Individual Support Plan (ISP). The ISP is a working document which is regularly updated for each child in nursery with SEND. The ISP is constructed to ensure assessment and planning:

- Is led by the child and their family
- Is focussed on the child and considers all of their needs, views and wishes
- Is focussed on the longer person centred outcomes and shorter term targets
- Helps families to manage their day to day lives, build on their knowledge, skills and expertise
- Trusts EYPs to make responsible decisions with families
- Allows for transparent decision making

- Is written in language that is easily understood.

An ISP includes:

- A one page profile. The child's voice is recorded on this page, keeping the needs and hopes of the child at the centre. This can be used to get to know the CYP very quickly. Understanding what the child finds important is key to ensuring that support is relevant even at this young age.
- Their "story". The child's family contributes their story reflecting the importance of their family unit and how they arrived at this point in time. By considering what is important to the child and what good support looks like we can agree with the family actions that will make a difference.
- ASSESS: The Senco and EYPs draw together all of the information available (including information and assessments done by external professionals). This section explains the CYPs needs and describes what is working and what is not working.
- PLAN, DO, REVIEW: This section includes information about short term person centred outcomes set for the child, teaching strategies and provision to be put in place, when the plan is to be reviewed and the progress of the action taken. The outcomes are linked to any assessments that have been made and also with any supporting information from external professionals. The ISP focuses on 3 or 4 targets that will be discussed with parents and the child.
- A log of external practitioners involvement / a SEND diary of events.

ISPs are continually kept under review and are working documents. They are formally reviewed at least three times a year and parents/ carers are always consulted as part of the review process.

Infant School SEND Support Arrangements Paperwork

The SEND Support Arrangements is a working document which is regularly updated for each child with SEND. The SEND Support Arrangements is constructed to ensure assessment and planning:

- Is led by the child and their family
- Is focussed on the child and considers all of their needs, views and wishes
- Is focussed on the longer person centred outcomes and shorter term targets
- Helps families to manage their day to day lives, build on their knowledge, skills and expertise
- Trusts teachers to make responsible decisions with families
- Allows for transparent decision making
- Is written in language that is easily understood.

Included in the SEND Support Arrangements paperwork there is a one page profile which provides a summary of the person centred information which can be used to get to know the pupil very quickly and ensure that support is provided in a way that the individual wants. Understanding what is important to the child is key to ensuring that SEND support is meaningful and relevant. There is also a section which provides space for the child and their parent / carer to tell their story and how they arrived at this point in time and what their aspirations are for the future. By considering what is important to the child and what good support looks like we can agree with the family actions that will make a difference. These sections are completed at least annually.

There is a section of the Support Arrangements that provides space for the class teacher / SENCo to draw together all the assessment information for the child. This may be information from the child, the parents / carers, the school or from outside agencies including health and social care. The focus is on the child's strengths and skills as well as areas of difficulties and need. This is to ensure that any support provided builds on strengths as well as supports areas of need.

These assessments feed into the SEND support arrangements: person centred outcomes which have been agreed as a result of the evidenced special educational needs and the arrangements needed to achieve these outcomes. These outcomes are decided and reviewed at termly meetings with the class teacher or SENCo and the parents / carers, and with the child if appropriate. It is crucial that the outcomes are challenging but achievable. The amount of support that school provides will depend on the level of need and the type of arrangements required (as assessed by those involved with the child). In some cases the support required may be relatively low (e.g. a physiotherapy session twice a day). In other instances the SEN support demands may be much higher. The important factor is that the SEND support is specifically tailored to the individual's identified needs.

(Please refer to SEND Support Arrangements: Guidance for Educational settings 2016)

Moving to an EHCP (Education, Health and Care Plan)

If a child needs a more intensive level of specialist help that cannot be met from the resources available to school, we may apply for an EHCP. This is likely to be for a child whose needs are complex and long term and who requires a greater level of support. The process of deciding whether an EHCP will be granted takes 20 weeks or more once the request has been made. An EHCP is a legal document that describes a child's special educational needs and their aims for the future. It details what is required to meet these aims (including how much support will be paid for). If the application for an EHCP is successful, a member of the local authority will arrange a meeting for the child, their parents/ carers, the school and any professionals who are involved with the child (a multi-agency meeting). A draft plan will be issued for the parents to review and to request a personal budget for the delivery of additional provision specified in the EHCP. After this, the final plan is issued and actions are taken by the appropriate professionals to help the child/young person progress towards the outcomes outlined in the EHCP. An EHCP is reviewed annually by the LA in a meeting involving the child, their parents / carers, the child's teachers, the SENCo, the Head teacher and any other professionals that have been involved.

(Please see surreysendlo.co.uk for further information on EHCPs and the application process).

5.5 Supporting pupils moving between phases and preparing for adulthood

We understand how difficult it can be for children and parents as they move into a new school or new class and we accommodate the needs of individual children to make transitions into our school, into a new class and into junior school as smooth as possible.

Before starting at Shere School this may include:

- Meeting with nursery settings to discuss individual needs of children
- Visiting children in their nursery setting, before they start at Shere
- Home visits for children new to the school
- Additional meetings with parents and children if necessary
- Additional visits to the classroom environment
- Opportunities to take photographs of key people and places
- In some cases a reduced timetable to help with transition can be arranged.
- Enhanced transition arrangements are tailored to meet individual needs.

Transition into junior school is carefully tailored to the needs of individual children.

- The school supports parents of children with an EHCP in their early application for junior school. This may include going with parents and children to visit schools and discussing options with them.
- Transition reviews for year 2 pupils with an EHCP are held in the summer term and the junior school SENCo is invited to these and other review meetings.
- The additional needs of SEND children are discussed at transition meetings between teachers at our school and teachers at the junior schools.
- Where possible, junior school teachers visit children in their current setting.
- Additional visits to junior schools can be arranged when needed.
- Enhanced transition arrangements are tailored to meet individual needs.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- Reading Rescue
- Maths interventions
- Beat Dyslexia
- Speech and Language interventions
- OT interventions when agreed with an OT / parents
- Eklan language builders
- Social groups
- Art therapy
- For more detail and information, please see the link to our offer on the school website ([Shere offer](#))

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

We believe that all children learn best with the rest of their class. Our aim is for all children to be working in class at the cusp of their potential. When allocating additional support our focus is on outcomes. We aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a dependence on supporting adults.

The school has a range of interventions which are detailed on the provision map ([Shere offer](#)). When considering an intervention, we look first at the child's profile so that we can select the most appropriate support. Outcomes for children are deliberately challenging but realistic in an attempt to close any attainment gaps. Interventions are often crucial in closing these gaps and are closely monitored to ensure progress is being made and to see what is working well.

The main school building is one level, corridors are wide, and we have access to a disabled toilet. All buildings have ramp access. Other adaptations to the physical environment will be made as appropriate to accommodate children with other sensory disabilities. All of our classrooms are inclusion friendly and we aim to teach in a way that will support all children.

5.8 Additional support for learning

We endeavour to provide the right support at the right time. Early intervention is the best form of intervention.

We have teaching assistants who are trained to deliver interventions such as Elklan Language Builders, beat dyslexia and other interventions.

Teaching assistants will support pupils on a 1:1 basis when we feel there is a significant additional need that cannot be met within class based teaching. This is targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions. We offer one to one support for children who do not have an EHCP as well as providing support for children with an EHCP.

Teaching assistants will support pupils in small groups when a need is identified. This is specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Interventions are often targeted at a group of pupils with similar needs.

This includes providing differentiated work and creating an inclusive learning environment.

We work with the following agencies to provide support for pupils with SEN:

- Language Literacy Support
- Speech and Language Therapists
- Educational Psychologists
- Paediatricians
- Occupational Therapists
- Freemantles outreach service
- Behaviour support services
- CAMHS

5.9 Expertise and training of staff

All of our teachers and EYPs are trained to work with children with SEND and all have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in house training and LA courses, provision of books and information online and guidance from the Headteacher and SENCo. Teachers, EYPs, TAs and HLTAs (Higher Level Teaching Assistants) have expertise and training on specific needs and interventions. The school is able to buy in additional expertise and support from the local authority (see A Graduated Approach section). Training needs are identified in response to the needs of pupils currently on the SEN register. The SENCo attends network meetings to share good practise and ask for advice on specific issues and to keep up to date with current SEND developments.

5.10 Securing equipment and facilities

We endeavour to ensure that all of a child's needs are met. If a child is found to need specialist equipment then the purchase of this equipment would be agreed with the head teacher and bursar. This may be to purchase items such as wobble cushions or weighted blankets. Inclusion grants are available for early years to acquire specialist equipment when needed. Our facilities would be adapted if and when needed.

5.11 Evaluating the effectiveness of SEN provision

Review of a child's progress is held regularly with parents and takes into account particular barriers experienced by the pupil together with the advice regarding the nature and time period for the intervention. We review the effectiveness of what is happening and consider the need for further assessment and whether there should be any changes to the support provided. Families are involved in every step of this cycle of assess, plan, do, review with the child at the centre of this process.

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Monitoring of all children's progress by the head teacher and class teachers
- Reviewing the impact of interventions after 6 weeks
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

We ensure there are no barriers to pupils with SEN enjoying the same activities as other pupils in your school. All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our school and class trips. All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

The Children and Families Act 2014 places a duty on schools to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils.

Where children and young people also have SEN, their provision will be planned and delivered in a co-ordinated way. For those pupils with an Education, Health and Care (EHC) plan this will be used as it brings together health and social care needs, as well as their special educational provision.

The school recognises that pupils at school with medical conditions should be properly supported 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. Please see the schools Medical Policy for further details.

5.13 Support for improving emotional and social development

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn, isolated or anxious as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression. Other children may have disorders such as Attention Deficit Disorder (ADD), Attention Deficit Hyperactive Disorder (ADHD) or attachment disorder. Pupils with social, emotional and mental health needs will follow the same graduated approach as other SEND children and interventions will be made available such as social skills and

therapeutic interventions. All children's behaviour is responded to consistently in line with our behaviour policy although reasonable adjustments are made to accommodate individual needs. (Please refer to the behaviour policy)

5.14 Working with other agencies

As a school we work with many local and national bodies including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families.

5.15 Complaints about SEN provision

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' individual needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure. (Please see complaints policy <https://shere.surrey.sch.uk/key-information/policies/>) Complaints about SEN provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEN

Surrey SEND Information, Advice and Support Service (SSIASS) provide impartial, confidential and free support to empower parents, children and young people to:

- fully participate in discussions and make informed decisions
- express their views and wishes about education and future aspirations
- promote independence and self-advocacy
- develop positive relationships with schools, colleges, universities, the local authority and support services to achieve positive outcomes.

Their services include:

- Telephone support provided by SEND trained advisors
- Face to face support by trained advisors and volunteers
- Community support through workshops provided at local venues, offering a variety of training and surgery sessions as well as an annual conference.

Click on the link to access the website: <https://www.sendadvice.surrey.org.uk/>

5.17 Contact details for raising concerns

The school's phone number is: 01483 202 198. EYPs, class teachers, the senco and the head teacher can be contacted on this number.

Parents can contact EYPs and class teachers at the end of school / nursery each day in person or they can make an appointment by emailing info@shere.surrey.sch.uk.

The senco's email address is: senco@shere.surrey.sch.uk

The head teacher's email address is head@shere.surrey.sch.uk

5.18 Surrey's Local Offer

The school's local offer and wave provision map gives information on the services, strategies and interventions available in school and the provision given to children on Support Arrangement Plans. It is available on our school website.

<http://www.shere.surrey.sch.uk/>

The purpose of the local offer is to enable parents and children to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25 across education, health and social care. Surrey's local offer is available on <https://www.surreysendlo.co.uk/kb5/surrey/localoffer/home.page>

6. Monitoring arrangements

Review framework

This policy and information will be reviewed at least every year (sooner in the event of revised legislation or guidance or if there are any changes to the information made during the year) by the senco and SEND governor. It will be approved by the head teacher and the governing board.

Equal opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school life. We promote self and mutual respect and a caring non-judgemental attitude throughout school.

7. Links with other policies and documents

This policy links to our policies on: <https://shere.surrey.sch.uk/key-information/policies/>

- Accessibility plan
- Admissions policy
- Behaviour and Anti-bullying policy
- Complaints procedure
- Equality information and objectives/ Equality policy
- Medical needs policy
- Safeguarding policy
- Shere School local offer

Appendix 1: Key Documentation

The SEND code of practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

SEND guidance for parents <https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Surrey local offer <https://www.surreysendlo.co.uk/kb5/surrey/localoffer/home.page>

SEND support arrangements guidance

https://www.surreycc.gov.uk/_data/assets/pdf_file/0017/32246/02-Surrey_SEND_Support_Arrangements-Guidance_v1.6.pdf?bustCache=77367212

The Equality Act 2010 <http://www.legislation.gov.uk/ukpga/2010/15/contents>

Keeping children safe in education 2016

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>